

# Sunburst



4

Primary

## Teacher's Guide

Mario Herrera



Pearson

Ciclo 2

Lengua extranjera. Inglés

Teacher's guide

**Estimado(a) maestro(a):**

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

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

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

Le deseamos éxito.

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Teacher's Guide



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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			
Week 3			
Week 4			



# 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.

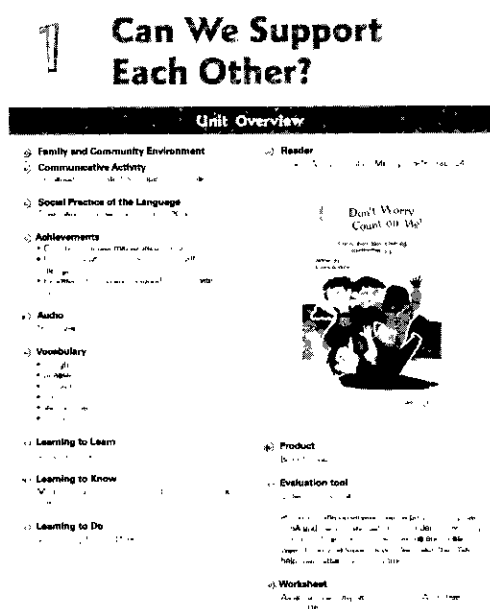
Finally, it contains references to the Reader story and the Evaluation Tool you can use in each unit.

### 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.



TBA





# 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

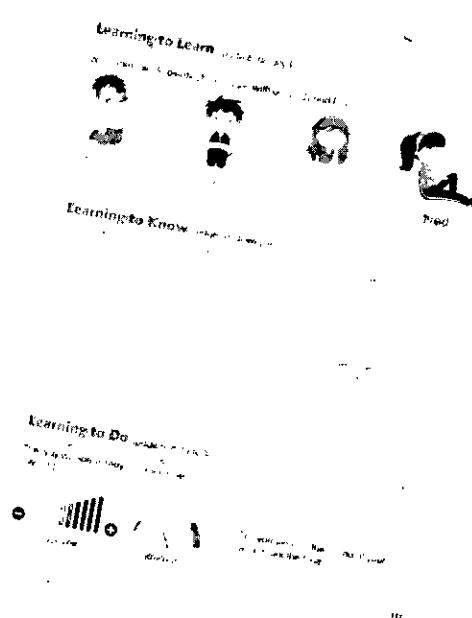
## Activity Book

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.

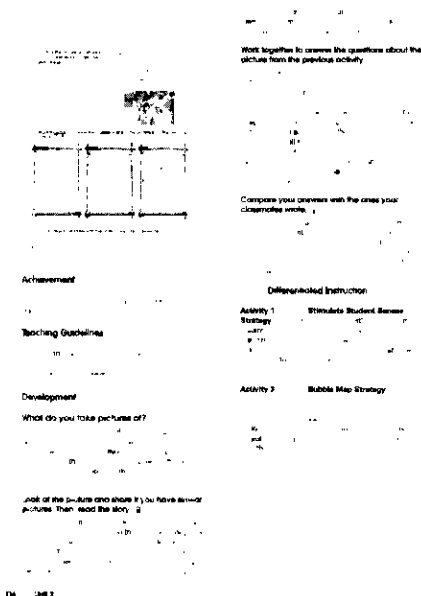
Every unit includes:

- 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



## Teacher's Guide

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

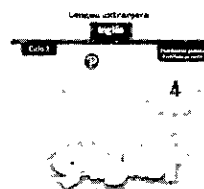
- Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books;
- Answer key provided in a reproduction of the Activity Book and at the end of the Guide;
- Instructions on how to handle the Unit Question and Lesson Questions;
- Suggestions 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

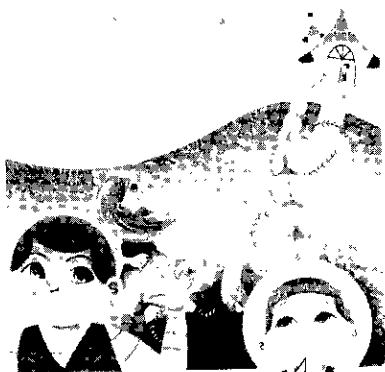
It includes 10 texts (both fact and fiction) that will expand on the Activity Book's topics and real-life situations so students get further practice. Specifically, the texts:

- 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.



However, the prince told us that the witch was coming. It was going to be dangerous, so we had to go. Here in this picture we are saying goodbye to them. We felt disappointed because we couldn't assist them, but we continued our journey. Do you have more **fascinating** pictures, Gretel?

**fascinating:** *adj.* very interesting



Of course! Look at this one. Do you remember? We went **scuba diving**. Eventually, we saw a little mermaid holding a young man in her arms. His ship sank, but the little mermaid saved him. She was taking him up to the surface. She looks like she is in love with him.

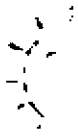
**scuba diving:** *n.* swimming under water using equipment with oxygen



# 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	/ˈvɪʒn/
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:/
ɪ	happy	/ˈhæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/ˈfɑ:ðə(r)/
ɑ	got	/gɑt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/ˈæktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/əˈbaʊt/
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** **Can We Support Each Other?** Family and Community Environment

**Communicative Activity**  
Exchanges associated with specific purposes  
**Social Practice of the Language**  
To exchange concerns within a dialogue

### **Achievements**

1. Explore dialogues that express concerns.
2. Examine ways to express concerns within dialogues.
3. Express concerns and respond to them within short dialogues.

### **Teaching Guidelines**

1. Anticipate general meaning from contextual clues. Identify speakers and turn taking. Compare acoustic characteristics within dialogues. Evaluate if the concerns expressed within the dialogues are shared in their own culture. Recognize the structure of dialogues from their own conversation routines.
2. Ask questions to determine theme. Link concerns to people who express them. Rephrase/Repeat expressions to analyze the sound chain. Compare elements in expressions to establish patterns that can be used in statements that express concerns. Organize possible answers to different concerns. Dictate words and expressions to widen repertoires and reinforce spelling.
3. Establish initial contact and empathy with others. Express concerns. Explore expressions to continue the conversation after receiving responses or to express doubt when speaking. Respond to concerns showing empathy and solidarity. Verify rhythm and stress patterns in words.

## **Unit 2** **What Do Pictures Tell Us?** Recreational and Literary Environment

**Communicative Activity**  
Literary expression  
**Social Practice of the Language**  
To tell a story based on pictures

### **Achievements**

1. Explore and listen to imaginary stories based on a picture.
2. Suggest stories with the aid of pictures.
3. Tell stories based on images.

### **Teaching Guidelines**

1. Follow the reading of stories based only on an image. Imagine oral texts based on a picture. Differentiate specific sounds that do not exist in the native language. Compare ways to begin and end stories. Express emotions conveyed by a story.
2. Classify events in stories depending on the moment in which they occur. Reread to clarify the meaning of words and expressions. Contrast temporal relations between events based on the tenses used. Make connections with personal experiences. Make inferences based on different aspects of a picture. Select plausible events to complement a story. Link stories and images.
3. Choose creative titles for stories. Use expressions to continue telling the story in case of a mistake. Enrich events by adding details that describe images more vividly and by making inferences based on them. Use strategies to restart after hesitating. Use transitions to continue telling a story. Adjust tone, volume, and intonation to transmit emotions.

# Scope and Sequence

## Unit 3 How Do We Take Care of Our Health? Academic and Educational Environment

**Communicative Activity**  
Interpretation and follow-up of instructions  
**Social Practice of the Language**  
To give and follow instructions for health care

### Achievements

1. Explore instructions to take care of health.
2. Interpret instructions.
3. Write instructions using graphic support.

### Teaching Guidelines

1. Use contextual clues to contrast where and through which means the instructions are given. Compare the objectives of graphic resources and symbology in instructions. Evaluate common elements in instructions and effects caused by listening or watching them. Identify differences in the way instructions are expressed in different countries.
2. Detect sounds and prosodic resources that help to segment the sound chain. Classify words according to their sounds and learn expressions to widen repertoires of words. Classify instructions depending on actions. Link instructions with the graphic material representing them. Reorder words to form instructions. Express instructions from physical representations. Follow instructions.
3. Select theme of instructions depending on audience and purpose. Write instructions from graphic resources. Design graphic resources linked to instructions. Use strategies to clear up doubts when writing. Organize instructions in logical sequences. Adjust textual resources to make instructions more precise.

## Unit 4 How Can We Share Personal Experiences? Family and Community Environment

**Communicative Activity**  
Exchanges associated with information about oneself and others  
**Social Practice of the Language**  
To share and compare personal experiences

### Achievements

1. Explore letters where personal experiences are exchanged.
2. Interpret personal experiences in letters.
3. Write and reply to letters that narrate personal experiences.

### Teaching Guidelines

1. Compare letter elements. Establish differences between writing letters in English and in the native language.
2. Use strategies to determine theme. Classify letters whether they are replies or not. Identify emotions conveyed by the way events are described. Compare ways to express events in past tense. Contrast letters about personal experiences with letters about other themes. Recognize language formulas and sentences that express personal experiences.
3. Select recipients and events to be narrated. Define the order to narrate events. Include greetings and opening formulas. Write sentences that describe personal experiences. Detail events including information about facts and the emotions they cause. Use connectors and punctuation marks to establish progression in the letter. Choose appropriate closing formulas depending on the recipient. Reply to letters about personal experiences showing interest to maintain the communication. Write recipient and sender information. Check punctuation.

# Scope and Sequence

<b>Unit 5</b> <b>What Do Our Everyday Activities Say About Us?</b> Recreational and Literary Environment	<b>Communicative Activity</b> Recreational expression <b>Social Practice of the Language</b> To describe daily activities for others to try to guess
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## Achievements

1. Explore and listen to descriptions.
2. Interpret descriptions.
3. Compose descriptions and play at describing activities.
4. Play at describing activities.

## Teaching Guidelines

1. Follow the reading of descriptions about daily activities without mentioning the name of the activity. Suggest plausible alternatives to infer a daily activity. Contrast the purpose and audience for which the descriptions are intended. Establish differences between the way in which daily activities develop in their culture and in other cultures.
2. Ask questions about different aspects shown in descriptions. Compare sentence structure in descriptions. Complete descriptions using given repertoires of words and expressions. Organize words and expressions depending on the function they have in descriptions.
3. Select activities to be described. Classify ideas about aspects involved in the activities. Organize information from general to specific in order to compose a description. Examine ways to express descriptions depending on described aspects. Write descriptions using a wide repertoire of words and expressions. Determine rules to play at describing and guessing activities.
4. Rehearse saying the descriptions to adjust intonation and fluency. Ask and answer questions to go deep into descriptions. Suggest activities taking into account the descriptions. Ask for clarification when something is not understood. Use strategies to clarify information.

<b>Unit 6</b> <b>Why Is It Important to Ask Questions?</b> Academic and Educational Environment	<b>Communicative Activity</b> Search and selection of information <b>Social Practice of the Language</b> To ask and answer questions to obtain information about a specific topic
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## Achievements

1. Define aspects about a topic of interest.
2. Ask questions to obtain information.
3. Choose information that answers questions about specific aspects of a topic.

## Teaching Guidelines

1. Choose topics that arouse curiosity and interest from a list with visual resources. Use key words to recognize topics and widen word repertoires. Explore aspects of a topic in a graphic organizer. Clarify meaning of unknown words. Analyze ways to name aspects.
2. Analyze question intonation. Compare questions with other types of sentences. Examine question words. Ask questions about aspects of a topic based on a model. Practice pronunciation of words in questions. Classify types of questions. Clarify meaning of words. Check intonation when reading questions.
3. Analyze textual organization. Examine text structure. Recognize key words. Ask questions from a model. Answer questions with chosen information.



# Scope and Sequence

## **Unit 7** **What Is the Purpose of Ads?** Family and Community Environment

### **Achievements**

1. Explore ads.
2. Understand ads.
3. Write information.

**Communicative Activity**  
Exchanges associated with media  
**Social Practice of the Language**  
To comment and compare advertisements

### **Teaching Guidelines**

1. Contrast purpose and audience for ads. Compare similarities and differences in the distribution and use of graphic and textual elements. Classify advertised products into categories. Recognize use and size of typography and punctuation. Interpret abbreviations and signs that indicate price. Evaluate the effect of ads on readers. Reflect about the different ways to spread product information in their own culture.
2. Use strategies to reinforce comprehension. Contrast ways to synthesize information. Ask questions to obtain information from ads. Establish links between sounds and a graphic representation. Check the reliability of ads by asking yes or no questions.
3. Select products and relevant characteristics for ads. Write prices, characteristics, phone numbers, e-mails, and special promotions. Organize information for ads. Complete sentences to form ad content. Select graphic resources to elaborate an ad. Check spelling and punctuation.

## **Unit 8** **What Do Legends Tell Me About Other Cultures?** Recreational and Literary Environment

### **Achievements**

1. Explore children's legends.
2. Participate in the reading of legends.
3. Compare the components in legend writing.

**Communicative Activity**  
Understanding oneself and others  
**Social Practice of the Language**  
To read brief legends from different cultures to compare similarities and differences

### **Teaching Guidelines**

1. Activate previous knowledge to anticipate content. Follow a read-aloud. Analyze legend structure. Review the function of graphic and textual components. Express personal experiences and emotions related to the content of a legend.
2. Create images from what is being heard. Organize sequence of events in a legend. Use different strategies to define new words and expressions. Classify types of characters (main and secondary) from their actions. Contrast speech characteristics of the narrator and characters. Compare structures of expressions in the present and the past.
3. Select aspects to compare. Compare characteristics of characters, settings, objects, etc. Express similarities and differences orally. Dictate and write how an aspect in a legend is similar or different in various cultures. Relate similarities and differences to create descriptions. Check spelling and punctuation. Adjust graphic and typographic resources in descriptions. Create images to illustrate a comparison.



## Scope and Sequence

### Unit 9

#### What Do You Know About Mexican Food?

Academic and Educational Environment

#### Achievements

1. Explore illustrated texts about the ingredients in Mexican gastronomy.
2. Interpret written information in illustrated texts.
3. Write sentences that describe information in an infographic.

#### Communicative Activity

Exchanges associated with specific purposes

#### Social Practice of the Language

To interpret and compare information in a graphic

#### Teaching Guidelines

1. Anticipate theme, purpose, and audience from graphic and textual components. Distinguish the relation between visual and written information. Establish textual organization patterns. Ask questions about new words and expressions to include them in their repertoires. Recognize graphic connectors and determine the information they link.
2. Understand general sense from visual and graphic information. Listen to the reading of textual information and establish links with visual information. Classify ways to express present tense. Compare ways to express descriptions. Ask questions to check understanding.
3. Choose key words. Order words in a sentence. Link words and sentences using connectors. Organize sentences in a paragraph. Check use of capital and lowercase letters and punctuation. Create an infographic to present information. Include graphic resources for descriptions.

### Unit 10

#### How Can We Help Others?

Family and Community Environment

#### Achievements

1. Explore dialogues containing expressions to offer and ask for help.
2. Examine ways to offer and ask for help.
3. Exchange expressions used to offer and ask for help.

#### Communicative Activity

Exchanges associated with the environment

#### Social Practice of the Language

To interpret and use expressions to offer and receive help

#### Teaching Guidelines

1. Use contextual clues to compare situations in which help is asked for and given. Establish the relationship between participants. Contrast elements that are part of the structure of dialogues. Differentiate tone, pace, and volume effects between the person receiving help and the one asking for it. Generate ideas about the function of silences.
2. Detect known words and expressions as indicators to segment the sound chain. Paraphrase the reason to ask for help. Compare the composition of questions and answers in exchanges to ask for and offer help. Review ways to accept or reject help. Classify expressions to offer and ask for help, considering courtesy and empathy. Compare ways to demonstrate attention, support, and gratitude in different cultures.
3. Select situations to exchange expressions of help. Plan what it is going to be said and solve doubts about words and expressions. Offer and ask for help, and adjust gestures, body language, and facial expressions to convey meaning. Explore solutions to communication problems. Adjust pronunciation of specific sounds in words to improve comprehension.



# 1

# Can We Support Each Other?

## Unit Overview

### Family and Community Environment

#### Communicative Activity

Exchanges associated with specific purposes

#### Social Practice of the Language

To exchange concerns within a dialogue

#### Achievements

- Explore dialogues that express concerns.
- Examine ways to express concerns within dialogues.
- Express concerns and respond to them within short dialogues.

#### Audio

Tracks 2-4

#### Vocabulary

- all right
- at ease
- concerned
- count on
- feeling blue
- worried

#### Learning to Learn

Body language

#### Learning to Know

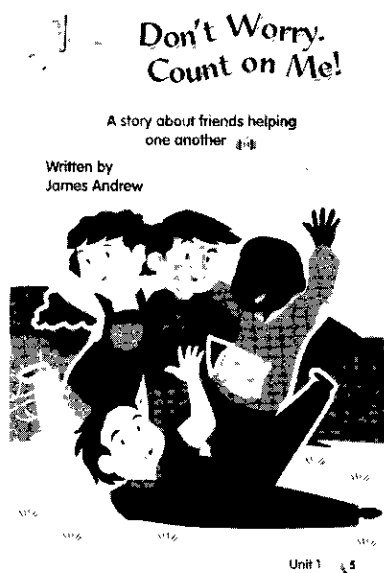
Models to express concerns and respond showing solidarity

#### Learning to Do

Volume, rhythm, and tone

### Reader

"Don't Worry. Count on Me!" pp. 5-16, Track 34



### Product

Box of Concerns

### Evaluation tool

Observation Guide

Photocopy the observation guide provided on page T15A and use it to evaluate each student individually throughout each lesson. Use it at the end of each week to provide students with feedback that may help them attain the achievements.

### Worksheet

As an extra activity, you can use the Worksheet on page T116.

# Lesson 1

1. Look at the picture and answer the questions.



Who is the girl?

What is she doing?

Goal: Use the language to exchange concerns within a dialogue.  
Achievement is:  
• Explore dialogues that express concerns.  
• Explore the ways to express concerns within dialogues.  
• Express concerns and respond to them within short dialogues.  
• Express concerns about social concerns.

How does she feel?

How do you know?

2. Listen to identify the characters and how they feel. Then, decide together which name to write on each line.

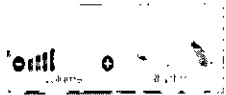
There's a problem with the girl's name.

The girl's name is...

because she doesn't understand Math.

ways she learn him to help her study.

3. Listen again. Color bars to indicate volume, draw arrows to indicate rhythm, and answer the question.



What words are Andie stressing?

6

## Achievement

Explore dialogues that express concerns.

## Teaching Guidelines

- Anticipate general meaning from contextual clues.
- Identify speakers and turn taking.
- Compare acoustic characteristics within dialogues.

## Development

### What worries you?

Write on the board: *What worries you?* Mime *worried* for students to understand and elicit answers. At this point, you may allow some Spanish words to help them feel more confident to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

## Learning to Learn

Before working on Activity 1, go to page 111 in the Activity Book and draw students' attention to the pictures and words in the Learning to Learn section.

1. Look at the picture and answer the questions.

To anticipate general meaning from contextual clues, draw students' attention to the picture. Ask the

questions aloud one by one, and elicit answers. For the third one, encourage them to check the words on page 111 so they can answer (worried).

2. Listen to identify the characters and how they feel. Then, decide together which name to write on each line.

Before working in this activity, tell students to open their books to page 106 to check the words in the Glossary that correspond to this unit. Ask volunteers to read definitions aloud and use mimicry to clarify the meaning of each term. Then, have them go back to page 6, organize the class into pairs, and explain that they will listen to a conversation between the girl in the picture and one of her friends. Tell them that they should pay attention to their names and identify how each of them feels. Play Track 2 and give pairs some time to exchange information. Finally, encourage them to answer writing the names of the kids on the lines provided. Play the track again to check and invite them to identify two of the terms they have just learned (feeling blue / count on).

## Learning to Do

Ask students to go to page 111 and draw their attention to the Learning to Do section. Encourage them to explain what volume and rhythm are by looking at the pictures (the level of sound / the speed: fluency or pauses). Explain that the tone refers to the way you stress some words. Show all three elements by reading the sentence (The way we speak may communicate messages) using different volume, tone, and rhythm. Finally, ask them the questions inviting them to exaggerate volume, tone, and rhythm.

3. Listen again. Color bars to indicate volume, draw arrows to indicate rhythm, and answer the question.

To have students compare acoustic characteristics within dialogues (volume, tone, and rhythm), explain that you will play Track 3 but that this time they should focus on the way the girl speaks in each of her interventions. Explain that they should color the bars to indicate the volume and draw an arrow in the speedometer to indicate the rhythm. Then, they must write the words she is stressing. Check by drawing the bars and speedometer on the board and inviting volunteers to answer.

## Differentiated Instruction

**Activity 3:** Use the **Jigsaw Strategy** to encourage collaboration. Organize the class into teams and assign each team only one of the three parts of the task. Invite teams to share their answers with the class so that everybody may write them in their books.

- 4 Have you ever felt worried about school? Draw the situation. Then, show and explain your drawing to your teammates.

- 5 Discuss how you would help in each of the situations presented in the previous activity.

Reader  
Why did David feel sad? (pp. 5-7)



### Time to Shine!

What concerns do children in your community have?

### Box of Concerns

Create a list of concerns most students in your class have. Copy each item from your list on strips of paper.

#### Self-evaluation

Reflect upon the following questions:

• Which strategies did I use to explore the dialogue in this lesson?

• Which details did I notice?

• Which details did I miss?

What can I do to improve?

## Achievement

Explore dialogues that express concerns.

## Teaching Guideline

Evaluate if the concerns expressed within the dialogues are shared in their own culture.

## Development

4. Have you ever felt worried about school? Draw the situation. Then, show and explain your drawing to your teammates.

To have students evaluate if the concerns expressed within the dialogues are shared in their own culture, read instructions aloud and give them some time to draw. Monitor to check they are including enough details. Then, organize the class into small teams and have them share their experiences. You may write some expressions on the board for them to use as a model, such as: *I was worried because I didn't study for the Spanish exam* or *I was worried because I didn't learn my part for the ceremony*, etc. Monitor closely to provide them with other vocabulary they may need.

5. Discuss how you would help in each of the situations presented in the previous activity.

Students will continue working with the same team to give suggestions on how they would help in each of the situations they presented in Activity 4. Invite teams to share their suggestions with the class. Finally, have students identify which the most common concerns in their class are. Ask the question in the Time to Shine! box encouraging different students to answer.



Ask students what happened when David's dad got a new job (they had to move to another state; David said goodbye to his friends, his house, and his dog).

## Product: Box of Concerns

In this unit, students will create a box of concerns in which they will put some strips of paper with common concerns they have 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 instruction aloud, and have them draft their lists on a sheet of paper; encourage students to use a dictionary. Once you have checked their lists, read the second instruction and monitor while they copy their concerns onto strips of paper. This activity will be your first 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.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What worries you?

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 situation using the **Open-ended Statement Strategy**. Say: *I felt worried the day that I...* and invite different students to complete the sentence sharing their own experiences.

# Lesson 2

1. Read and analyze together the dialogue to identify its parts. Write them on the corresponding line.

body closing greeting

Hi, Albert! Do you want to tell me what's going on?

Well, I'm afraid my dog is sick and I don't feel  
Why didn't you ask your parents to check how it is doing?  
That's a great deal! Thanks for your help!

You're welcome! Bye!

2. Listen and answer the questions together.

Albert is worried because he lost his university jacket?  
What is he worried about?  
What is he worried about?

3. Work together to write a question for each statement. Follow the example.

Q: Albert is worried because he lost his university jacket.  
A: Albert is worried because he lost his university jacket.  
Q: Albert is worried because he lost his university jacket.  
A: Albert is worried because he lost his university jacket.

6

## Achievements

- Explore dialogues that express concerns.
- Examine ways to express concerns within dialogues.

## Teaching Guidelines

- Recognize the structure of dialogues from their own conversation routines (greetings, transitions, farewells, etc.).
- Link concerns to people who express them.
- Ask questions to determine theme.

## Development

### How do you know if your friends are worried?

Ask students: *How do you know if your friends are worried?* Elicit that they might be able to notice if they observe their face and body expressions.

1. Read and analyze together the dialogue to identify its parts. Write them on the corresponding line.

Organize the class into pairs, read instructions aloud and have them recognize the structure of dialogues from their own conversation routines. When you check orally, ask: *What does the word Well indicate?* (the beginning of the body, which is the main part of the

dialogue or text). Tell them that it is called a transition word. Then, ask: *What word gave you a cue for the greeting?* (Hi) *And for the closing?* (Bye!). Finally, have them identify the Glossary term (at ease) and invite them to use body language to express its meaning (relaxed).

2. Listen and answer the questions together.

Explain to pairs that they will listen to a dialogue and that this time they have to pay attention so they are able to link concerns to people who express them. Play Track 4 for them to work on the task; then, play it again to check. Have students identify the Glossary word (concerned) and elicit a sentence using it.

3. Work together to write a question for each statement. Follow the example.

Read instructions aloud and draw students' attention to the example. Review *Wh*-question words with them and have them notice that to write the question, they should start with one *Wh*-question word and then follow using the information provided in the statement. Give pairs some time to ask questions to determine theme. Monitor while they work and check by asking volunteers to write the questions on the board.

## Differentiated Instruction

**Activity 3:** Use the **Mini Lesson Strategy** to remind students the structure of *Wh*-questions.

4. Complete the dialogue using your own ideas.
- Hi, David. Do you want to tell me what's going on?
- Well, I'm afraid I don't have a strategy.

5. Read the dialogue from Activity 4 to analyze how each line sounds. Check (✓) the box that corresponds.


6. On a sheet of paper, ask for your classmates' concerns. Write the answers, too.

Ask about  
How did some children  
support David? (pp. 8-9)

### Box of Concerns

- Write three questions that you can use to ask your classmates about their concerns.
- Use index markers to copy them onto cards.

#### Self-evaluation

Reflect upon the following questions.

What did I do to examine ways to express concerns in this lesson?

Was it easy for me to do it? Why or why not?

What can I do to improve?

9

## Achievement

Examine ways to express concerns within dialogues.

## Teaching Guideline

Rephrase/Repeat expressions to analyze the sound chain.

## Development

4. Complete the dialogue using your own ideas.

Organize the class into pairs. Read the instructions aloud and have students notice that the dialogue is very similar to the one in Activity 1. Explain to them that they will fill in the blanks with their own names and concerns. Suggest that they use one from the lists of concerns they wrote at the end of the previous lesson (p. 7). Monitor while pairs work to check.

5. Read the dialogue from Activity 4 to analyze how each line sounds. Check (✓) the box that corresponds.

Read instructions aloud and then the examples exaggerating the intonation to show how sounds go up and down in a sentence. Then, have pairs rephrase or repeat the expressions they wrote in the previous activity to analyze the sound chain and decide which box to check. Monitor while they work to offer help if required.

6. On a sheet of paper, ask for your classmates' concerns. Write the answers too.

Explain to students that they will work with another pair so they can read their dialogues to them. Read aloud the questions and answers in Activity 3 and suggest that they follow those models so they can write their own question and answer using the information provided by the other pair. Monitor to check and invite some pairs to read their answers aloud.



Ask students what happened when David was alone during recess (a girl invited him to play with her and other children; he felt happy). Then, ask them to describe what happened in the art class (David didn't have materials, but his new friends lent him theirs).

## Product: Box of Concerns



As you may recall, in this unit students will create a box of concerns in which they will put some strips of paper with common concerns they have so that at the end of the unit they may improvise dialogues using them. In this lesson, students will write three questions to ask for concerns. Organize the class into teams, read the first instruction aloud and have them follow the models included in this lesson to write their questions. Monitor while they work to check all their questions. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How do you know if your friends are worried?

Invite students to answer the question. This time elicit that they can find out if they ask their friends. Encourage them to say the questions they learned in this lesson to ask about concerns.

## Differentiated Instruction

**Activity 4:** Use the **Individualized Feedback Strategy** to help struggling students to write their concerns.

# Lesson 3

1. Recall the dialogues in the previous lessons to fill in the chart.

page 6, Activity 2	Arjun
page 8, Activity 1	Ade
page 8, Activity 2	Ana
page 8, Activity 2	(Sergio)

2. Write the words or expressions your teacher will dictate. Then, use some of them to improvise a quick exchange.

3. Write a dialogue to express a concern and offer help.



10

## Achievement

Examine ways to express concerns within dialogues.

## Teaching Guidelines

- Compare elements in expressions to establish patterns that can be used in statements that express concerns.
- Dictate words and expressions to widen repertoires and reinforce spelling.

## Development

### What do you do when you are worried?

Ask students: *What do you do when you are worried?* and encourage them to show you using body language.

## Learning to Know <sup>111</sup>

Go to page 111 in the Activity Book and invite volunteers to take turns to read each of the models provided in the Learning to Know section. Have students underline the expressions used to communicate concerns (I'm really worried about... / I'm afraid... I don't feel at ease. / I'm concerned for... / She is very worried). Stress that these models are

very similar to the ones presented during the unit and that they can use them by changing some details to express their own ideas.

1. Recall the dialogues in the previous lessons to fill in the chart.

Read instructions aloud and invite students to go back to each of the activities indicated in the chart to recall the names of the kids and what were their concerns. Then, suggest that they use the models included on page 111 so they can reproduce the exact expressions the kids used. Give them some time to fill in the chart. Check orally comparing the elements used in each of the expressions to establish patterns that can be used in statements that express concerns.

2. Write the words or expressions your teacher will dictate. Then, use some of them to improvise a quick exchange.

To widen repertoires of words and reinforce spelling, dictate the expressions provided as answers in this Guide. Once you have finished, invite volunteers to write them on the board to check. Finally, organize the class into pairs and invite them to improvise a brief dialogue in a quick exchange (e.g.: "I'm worried about the exam." "Don't worry, I will help you study.").

3. Write a dialogue to express a concern and offer help.

Organize the class into pairs, read instructions aloud, and give them time to write their dialogues. As this is the first totally free practice activity in the unit, be sure to monitor students closely so they feel confident enough to produce. Suggest that they check the models provided both in the dialogues from the previous lessons and on page 111. Invite volunteers to read their dialogues aloud.

## Differentiated Instruction

**Activity 1:** After reading the instructions, use the **First of Five Strategy** asking students to use their fingers as a scale of one to five to express the help they think they will need to perform it. Work closely with students that need more help.



#### 4. Choose answers from the box to fill in the graphic organizer.

Ask the teacher. I can help you clean it. Just let it dry.  
Turtles can survive without food. I can explain it to you.  
I will help you find it. everything will be.

I spilled water  
on my book.

I didn't understand  
the homework.

My turtle is lost.

#### 5. Work together to decide which of the answers express empathy. Circle them.

Reader  
How did David support  
Lilian? (pp. 10-12)

#### Box of Concerns

- Choose three of the concerns you wrote on page 7 and write phrases to express them.
- Use color markers to copy them on cards.

#### Self-evaluation

Reflect upon the following questions.

- Which strategies did I use to express concerns in this lesson?

- Did my classmates understand me?

What can I do to improve?

11

## Achievement

Examine ways to express concerns in dialogues.

## Teaching Guideline

Organize possible answers to different concerns.

## Development

#### 4. Choose answers from the box to fill in the graphic organizer.

Organize the class into pairs and read instructions aloud. Then, draw students' attention to the graphic organizer and ask volunteers to read the concerns aloud. Have pairs organize possible answers to different concerns while you monitor walking around. Check by drawing the graphic organizer on the board and asking volunteers to write the answers. Finally, have them identify the Glossary term (all right) and ask them to define it using their own words or a gesture.

#### 5. Work together to decide which of the answers express empathy. Circle them.

Students will continue working in pairs to identify the answers that express solidarity in the previous activity. Ask them: *How would you like somebody to respond to you when you express a concern? By expressing indifference or expressing solidarity?*



Discuss the question related to the text from the Reader. Tell students to recall why Lilian was concerned (she lost her scissors and pens; her mom was going to get angry). Ask students what David did to support Lilian (he gave her an extra pair of scissors as a gift).

## Product: Box of Concerns

As you may recall, in this unit students will create a box of concerns in which they will put some strips of paper with common concerns they have so that at the end of the unit they may improvise dialogues using them. In this lesson, students will choose three of the concerns they wrote on page 7 and write phrases to express them. Organize the class into teams, read the first instruction aloud, and have them follow the models included in this lesson to write their phrases. Monitor while they work to check progress. Once you have checked them all, read the second instruction and monitor while they copy the phrases onto cards. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What do you do when you are worried?

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



## Differentiated Instruction

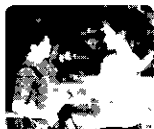
**Activity 5:** Use the **Choral Response Strategy** to elicit answers. In this way, you will encourage shy or struggling students to participate.

# Lesson 4

1. Work in pairs to start a dialogue. Establish contact and show empathy.

Hi!

You look



2. Work together to write sentences that express concerns. Follow the example.



3. Work together to decide how to respond to one of the concerns you wrote in the previous activity showing solidarity.



12

## Achievement

Express concerns and respond to them in short dialogues.

## Teaching Guidelines

- Establish initial contact and empathy with others (e.g., *Hi! You look worried. / Do you want to talk to me about what's going on?, etc.*).
- Express concerns (e.g., *I'm worried about..., I'm afraid that..., I don't feel at ease, This is a big problem*).
- Respond to concerns showing empathy and solidarity (e.g., *Why don't you...? / Count on me. / Everything will turn all right. / I'm behind you*).

## Development

### How do you support your friends when they are worried?

Write on the board: *How do you support your friends when they are worried?* Invite a pair of volunteers to the front, tell one of them to act out as if he/she were worried and the other will show support without talking.

1. Work in pairs to start a dialogue. Establish contact and show empathy.

Organize the class into pairs, draw their attention to the picture, have them describe it, and invite them to share occasions in which they have felt that way. Read instructions aloud and give them some time to complete the sentences in the speech bubble. Invite volunteers to practice reading the sentences using prosodic resources appropriately to establish initial contact and empathy with others.

2. Work together to write sentences that express concerns. Follow the example.

Have students work with a different partner to perform the task. Suggest that they leaf through the pages of this unit to find models they can follow to propose new situations. Monitor to offer help when required. Finally, encourage students who didn't volunteer in the previous activity to read the sentences using prosodic resources appropriately to express concerns.

3. Work together to decide how to respond to one of the concerns you wrote in the previous activity showing solidarity.

Students will work with a different partner to leaf through the pages of the unit to look for expressions to respond to concerns showing empathy and solidarity. Again, encourage students who haven't participated as volunteers to read them using prosodic resources appropriately.

## Differentiated Instruction

**Activities 1, 2, and 3:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contributions of both students.

4. Reread the examples provided in Activities 2 and 3. Analyze which phrases are used for the following purposes.

- to express doubts about a word you don't remember
- to show empathy and solidarity

5. Use the information you prepared on this and the previous page to practice a dialogue with your partner.

**Reader**  
How did the group of friends help Roberto?  
(pp. 13-15)

6. Present your dialogue to another pair.

How was their partner's volume, rhythm, and tone?



They stressed the following words:

### Box of Concerns

- Propose three expressions to show solidarity and empathy.
- Use color markers to copy them on cards.

#### Self-evaluation

Reflect upon the following questions:

Do I feel confident to express concerns in a dialogue? Why or why not?

Can I respond showing empathy and solidarity? How?

What can I do to improve?

13

## Achievement

Express concerns and respond to them in short dialogues.

## Teaching Guidelines

- Explore expressions to continue the conversation after receiving responses or to express doubt when speaking.
- Verify rhythm and stress patterns in words.

## Development

4. Reread the examples provided in Activities 2 and 3. Analyze which phrases are used for the following purposes.

Organize the class into pairs, read instructions aloud, and have them review the examples provided on page 112, Activities 2 and 3, to explore expressions to continue the conversation after receiving responses or to express doubt when speaking. Check orally.

5. Use the information you prepared on this and the previous page to practice a dialogue with your partner.

Before working on this activity, play Tracks 2 and 4 again; tell them to focus on how characters vary volume, rhythm, and tone, and to recall the models

they may follow for their own dialogue. Then, read instructions aloud and give pairs some time to rehearse their dialogues, practicing what they have learned in this unit. Monitor to offer feedback.

6. Present your dialogue to another pair.

To have students verify rhythm and stress patterns in words, tell them to present their dialogue to another pair and use the diagrams to assess the use of prosodic resources. Monitor while teams work to offer guidance in case they need it.



Ask students about Roberto's problem (his dog got lost; maybe it went into an abandoned house, but Roberto didn't want to go alone). Ask a couple of students to tell how his friends helped Roberto. Once they have finished, ask the whole class if the answer is correct (they all went together to the abandoned house, even though they were a bit afraid). Finally, ask if the story has a happy ending (yes, they found the dog and promised to help one another).

## Product: Box of Concerns

As you may recall, in this unit students will create a box of concerns in which they will put some strips of paper with common concerns they have so that at the end of the unit they may improvise dialogues using them. In this lesson, students will propose three expressions to show solidarity and empathy, and they will copy them on cards. Monitor while they work to provide any help they may need.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How do you support your friends when they are worried?

Ask the question and encourage students to use expressions to show support and solidarity that they learned in this lesson.



## Differentiated Instruction

**Activity 6:** Use the **Group Based on Goals Strategy** allowing struggling students to read their dialogues instead of memorizing them.

# Product and Assessing My Learning Process

## Box of Concerns

Have your cards with expressions on hand.  
Choose one classmate to work with.  
Go to the front, take a slip of paper  
from the box of concerns, and read the  
concern.  
Use the expressions from your cards to  
improvise a dialogue.  
One of you will express the concern.  
The other will express solidarity and support.  
Have fun!



## Assessing My Learning Process

Get to effort with another pair to exchange feedback about your dialogues.  
Reflect on:

- the concern was clear expression
- solidarity and empathy were shown
- volume, rhythm, and intonation were appropriate

### 1. Answer.

- How did I exchange concern with a dialogue?
- Were strategies used to show solidarity and empathy?

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

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

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## Box of Concerns

In this session, students will improvise their dialogues to express concern and respond showing solidarity and support. Read aloud each of the steps on this page guiding the first pair to present. Then, invite the rest to follow the same procedure.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**Get together with another pair to exchange feedback about your dialogues.**

Once all pairs have presented their dialogues, give students some time to give and receive peer assessment. Monitor to make sure all comments are respectful.

### Self-evaluation

#### 1. Answer.

Read the questions aloud and invite different students to share their answers with the class.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

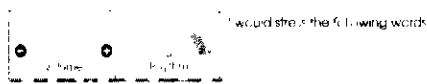
### Can We Support Each Other?

Finally, organize the class into small teams and read the title of the unit aloud: *Can We Support Each Other?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

# Review

- 1 Use an appropriate expression to write a concern.

- 2 Decide the ideal volume, rhythm, and tone to express the concern you wrote.



- 3 Write a response to that concern showing solidarity.

- 4 Decide the ideal volume, rhythm, and tone to express the response you wrote.



- 5 Rehearse your dialogue with a partner.



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design strategies to support them individually.

Finally, use the space provided to write additional observations about the way in which you can guide students to attain the achievements on the list.

Always have in mind that this tool will also help you 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.

## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

The observation guide that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually, as observation is a flexible approach that gives you the opportunity to mix qualitative and quantitative data about a process within a natural context.

Use the key provided to fill in the spaces corresponding to each lesson in the chart (L1, L2, L3, L4). In this way, you will record quantitatively your students' progression during the unit. This information will be very helpful to see which activities fit best each of their learning styles. Don't forget to write comments for each of the aspects based on your observations so you may complete your assessment with qualitative information that may enable you to

# Evaluation Tool

## Observation Guide

Name: \_\_\_\_\_

Use **F** (frequently), **S** (sometimes), and **NY** (not yet) in the Evaluation column to document how often the listed behaviors are observed during each of the lessons. Don't forget to add qualitative evaluation in the Comments column.

Behavior	Evaluation				Comments
	L1	L2	L3	L4	
Student...					
identifies speakers and turns of intervention.					
determines and registers volume, tone, and rhythm.					
connects input texts with his/her personal experiences.					
recognizes structure of dialogues.					
asks others about their concerns.					
links information to the people that express it.					
analyzes sound chain.					
writes words and expressions related to concerns with no spelling mistakes.					
establishes initial contact and empathy with others.					
expresses concerns.					
responds to concerns showing empathy and solidarity.					
uses expressions to continue the conversation.					
uses expressions to express doubts.					

Additional Observations:

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# 2

# What Do Pictures Tell Us?

## Unit Overview

### Recreational and Literary Environment

#### Communicative Activity

Literary expression

#### Social Practice of the Language

To tell a story based on pictures

#### Achievements

- Explore and listen to imaginary stories based on a picture.
- Suggest stories with the aid of pictures.
- Tell stories based on images.

#### Audio

Tracks 5-7

#### Vocabulary

- anxious
- ashamed
- bored
- disappointed
- stubborn
- tired

#### Learning to Learn

Maintain your listeners' attention

#### Learning to Know

Use past tense in stories

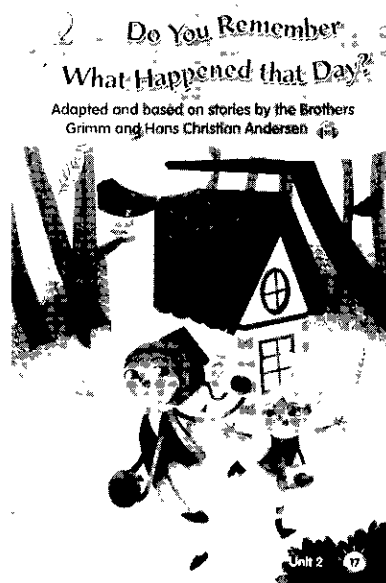
#### Learning to Do

Tell stories

### Reader

"Do You Remember What Happened that Day?"

pp. 17-28, Track 35



### Product

Story Based on a Picture

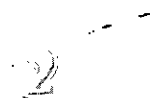
### Evaluation tool

Self-evaluation and Peer Evaluation Cards

### Worksheet

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

# Lesson 1



1. Look at the picture and share if you have similar pictures. Then, read the story.

One day, a girl named Emily and a boy named Tom went to a forest. The weather was very hot. Emily had a white hat and Tom had a red hat. They were looking at a picture of a girl with a white hat and a boy with a red hat. They were both looking at the picture and they were both looking at the picture.

Small picture of the tongue to tell a story based on picture. A teacher can:

- Explore and listen to imaginary stories based on a picture.
- Suggest stories with the aid of pictures.
- Tell stories based on images.



2. Work together to answer the questions about the picture from the previous activity.

Where were the girls?	What were they doing there?	Which activities did they do there?
They were in a forest.	They were looking at a picture.	They were looking at a picture.

3. Compare your answers with the ones your classmates wrote.

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## Achievement

Explore and listen to imaginary stories based on a picture.

## Teaching Guidelines

- Follow the reading of stories based only on an image.
- Imagine oral texts based on a picture.

## Development

### What do you take pictures of?

Ask students the meaning of the word *picture* and tell them to take into account previous knowledge to answer. If they don't have enough vocabulary to explain, have them use mimicry. Write on the board the question: *What do you take pictures of?* and elicit students' answers.

1. Look at the picture and share if you have similar pictures. Then, read the story.

Draw students' attention to the picture and ask one volunteer to describe it. Have them share if they have pictures that show experiences with their friends and invite them to give details. Then, to have them follow the reading of stories based only on an image, read the story aloud. As you read, use body language

to explain words they may not know (thirsty, hung, relieved). Finally, ask them: *Who is telling the story?* Have them point at the girl with the white hat.

2. Work together to answer the questions about the picture from the previous activity.

Organize the class into pairs. Read the instructions and the questions aloud; make sure students understand what they should do and what the questions are asking for. Explain to them that based on what they see in the picture, they must use their imagination to answer. Be sure to provide vocabulary they may need and to write the new words on the board so that all students can see them. Some words they may need are: *forest, camping, swim, climb, play, games*. You may also suggest that they use a dictionary. Give them some time to answer and monitor to offer help when required.

3. Compare your answers with the ones your classmates wrote.

Invite all pairs to read their answers aloud so they can compare them with the ones their classmates wrote.

For homework, ask students to bring three of their favorite pictures; they can be printed or, if possible, they can bring electronic devices to work with them during the next session.


## Differentiated Instruction

### Activity 1: Use the Stimulate Student Senses

**Strategy** to have them connect with the text before reading it. Tell them to close their eyes and imagine they are in a forest and that the day is very hot. Have them imagine what they see, smell, listen, and feel. Then, have them open their eyes and share their sensations.

### Activity 3: Use the Bubble Map Strategy

to invite students to brainstorm vocabulary they will use to perform this activity. Draw a circle in the middle of the board and write as a title: *Activities I Do with my Friends or Family*. Encourage them to say words in English by using a dictionary or an electronic device to look them up.

- 4 Listen to the dialogue and write the missing letters. Then, practice the dialogue with a partner. 


Luis: Hi Sofia. Where did you go last Sunday?

Sofia: I went camping with Laura. We had a lot of fun.

Luis: I wish I went too. But I need to go to work.

Sofia: No, you don't, but take some time for yourself. Camping and hiking are great.



- 5 Work with your partner to look for examples for each sound and write them down. 

th \_\_\_\_\_  
sh \_\_\_\_\_  
u \_\_\_\_\_

### Time to Shine!

Share sounds you know from other languages that do not exist in Spanish.

### Reader


Why did Snow White eat a poisoned apple? (pp. 12-21)



### Story Based on a Picture

Show your pictures to your team.

Share when they were taken, who took the pictures, where they were taken, and what was happening in each.

- Sell one of the pictures and write a price for it. 

### Self-evaluation

Reflect upon the following questions:

- Could I imagine stories based on a picture?
- Which aspects were important for me to describe?
- What can I do to improve?

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## Achievement

Explore and listen to imaginary stories based on a picture.

## Teaching Guideline

Differentiate specific sounds that do not exist in their native language.

## Development

4. Listen to the dialogue and write the missing letters. Then, practice the dialogue with a partner. 

Tell students that they will listen to a conversation that the girl from the previous session has with another friend. Have them take a look at the activity and ask: *What is the girl's name?* (Sofia) and *What is she talking about?* (her experience camping with her friend Laura). Explain that this time they will listen to differentiate specific sounds that do not exist in their native language and that they should try to fill in the blanks with the missing letters. Play Track 5 for them to work on the task. Check by inviting volunteers to write the words on the board. Next, give students a few minutes to read the dialogue. Ask: *Do you identify the sounds that don't exist in your native language?* (yes) *Which ones?* (th [θ], sh [ʃ], u [ʌ]). Read the

words in the dialogue that contain those sounds (Thursday, month, three, shoes, t-shirts, fun, umbrella) and have students repeat after you, making sure they pronounce correctly. Finally, have them practice the dialogue in pairs.

5. Work with your partner to look for examples for each sound and write them down.

Organize the class into pairs. Read instructions aloud and explain that they can use electronic devices or a dictionary to perform the task. If they don't have access to an online dictionary, you may draw the phonetic signs for each sound on the board so they are able to look them up in a printed dictionary. Monitor while they work and, when they have finished, invite pairs to share their answers by writing them on the board. Read the statement in the Time to Shine! box encouraging different students to share their knowledge.



Discuss the question related to the text from the Reader. First, ask students who poisoned the apple (Snow White's stepmother) and why she did it (she was jealous of Snow White's beauty). Ask them why Snow White didn't know she was in danger and ate the apple (the queen was disguised).

## Product: Story Based on a Picture

In this unit, students will tell a story based on a picture. In this lesson, they will select the picture they will work with to tell their story. Organize the class into teams, read the first and second instructions aloud, and give them some time to share information about their pictures. Monitor while they work to encourage them to speak in English as much as possible providing vocabulary they may need. After some time, read the third instruction and explain to students that they will work with that picture the rest of the unit so they should have it with them during their English classes. Invite them to write its description on a sheet of paper. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What do you take pictures of?

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

# Lesson 2

- Look at the picture, read the story, and share with your class who you think is telling the story.



It was a sunny day in the park. I was playing football with my friends. I was the only boy in the park. I was the only one who was playing football. I was the only one who was playing football.

- Listen and order an alternative story for the picture in the previous activity.

A group of them are younger than me. We had a great time. I was the only boy in the park. I was the only one who was playing football. I was the only one who was playing football.



- Compare the beginnings and endings of both stories.



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## Achievements

- Explore and listen to imaginary stories based on a picture.
- Suggest stories with the aid of pictures.

## Teaching Guidelines

- Compare ways to begin and end stories.
- Classify events in stories depending on the moment in which they occur.

## Development

### Can you tell a story based on a picture?

Ask students: *Can you tell a story based on a picture?* As this is a yes/no question, at this point you may accept gestures as answers.

- Look at the picture, read the story, and share with your class who you think is telling the story.

Draw students' attention to the picture and ask: *Who is in the picture?* (four kids). *Where are they?* (in a park). *What are they doing?* (playing football). Ask volunteers to read the story aloud. When they have finished reading, tell students to classify events in the story depending on the moment in which they occur by eliciting which event begins the story. Then,

elicit the event that ends the story. Next, explain that the sentences between the beginning and the end describe the events that happened in the middle. Finally, ask: *Who do you think is telling the story?* (any of the two girls or the younger boy, because they are talking about the older boy in third person).

- Listen and order an alternative story for the picture in the previous activity.



Explain to students that they will listen to another version of the same story. Play Track 6 for them to identify who is telling the story this time (the older boy). Then, play the track again for them to order the sentences. Check orally and have them notice that the sentence that begins the story is number 1 and the one that ends it is number 4.

- Compare the beginnings and endings of both stories.

Read instructions aloud and have them identify the sentence that begins the story in Activity 1, ask: *What is it describing?* (the time and place). Then, ask: *And in the second story?* (it tells the time and an activity). Tell them to write the answers in the graphic organizer and do the same with the sentences that end both stories. Finally, have the class compare the ways in which the two stories begin and end, and ask them: *Which of the two did you like the most?*

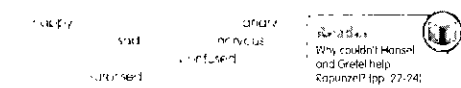
## Differentiated Instruction

**Activity 1:** Use the **Choral Response Strategy** when you ask for the answers to encourage shy students to participate.

#### 4 Listen to the stories and circle the pictures related to them.



#### 5 Share how the stories made you feel.



### Story Based on a Picture

- Write a list of events that are related to the picture you chose. Then create a chart to classify them: Beginning/Middle/Ending.

#### Self-evaluation

- Select up on the following questions:
- What did I do to explore imaginary stories based on pictures?
- Was it easy for me to understand them?
- What can I do to improve?

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## Achievements

- Explore and listen to imaginary stories based on a picture.
- Suggest stories with the aid of pictures.

## Teaching Guidelines

- Link stories and images.
- Express emotions conveyed by a story.

## Development

### 4. Listen to the stories and circle the pictures related to them.

Organize the class into pairs. Explain to students that they will listen to a conversation between a kid who likes to take pictures and one of his friends. He will tell two stories about a pair of pictures, and students should link those stories to the corresponding images. Play Track 7 and have them perform the task. Check orally.

### 5. Share how the stories made you feel.

Before you start this activity, tell students to go to page 106 to check the words included in the Glossary for this unit. Invite volunteers to read each definition aloud and encourage them to share experiences they have had in which they have felt that way. Then, go back to page 19 and draw their attention to the words.

Invite them to use their own faces to express each of the emotions. Finally, organize the class into teams. Give them some time to use the words to express the emotions conveyed in the stories they listened to in Activity 4. Monitor walking around to encourage them to speak in English all the time.



Discuss the question related to the text from the Reader. Ask students who locked Rapunzel up (an evil witch). Tell them to recall what the prince said when they wanted to help (the witch was coming; it was going to be dangerous).

## Product: Story Based on a Picture

As you may recall, students will tell a story based on a picture. In this lesson, students will create a list of events related to the picture they chose and they will classify them in a chart depending on the moment of the story in which they occur. Organize the class into teams, read the instruction aloud, and have them write their lists. Encourage them to use a dictionary. Monitor while they work to provide any help they may need and to check. Once you have checked them all, have them classify the events in their charts. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Can you tell a story based on a picture?

Invite students to answer the question orally. This time, have them share what they should take into account when they do it (structure: beginning, middle, and ending / conveying emotions while telling it).



## Differentiated Instruction

**Activity 5:** Instead of working in teams, use the **Four Corner Strategy** to help kinesthetic students relax. On recycled sheets of paper, write: *happy*, *surprised*, *sad*, *bored*, and post one of them in each of the classroom's corners. Read instructions and invite students to stand up and walk to the corner that has the emotion they identify with. If they don't identify with any of the emotions written on the sheets, they may remain in the center and share orally which emotion they felt.

# Lesson 3

1. Circle the expression that shows the beginning, underline the one that marks the middle, and draw a square around the one that announces the ending.



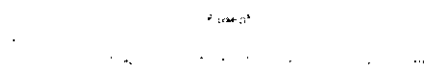
I had already been waiting for the first of the new models to arrive. I was sitting in the store, waiting for the new models to arrive. I was sitting in the store, waiting for the new models to arrive.

2. Reread the text to fill in the chart.

Beginning	Middle	Ending

3. Write the sentences from the box in the timeline.

He will celebrate tomorrow. The boy practices every day. The competition took place last Sunday.



4. Share if you have had a similar experience.

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## Achievement

Suggest stories with the aid of pictures.

## Teaching Guidelines

- Reread to clarify the meaning of words and expressions.
- Contrast temporal relations between events based on the tenses used.
- Make connections with personal experiences.

## Development

### How can you differentiate the three parts of your story?

Write the question on the board and elicit answers from your students. Encourage them to think of creative ways to do it.

1. Circle the expression that shows the beginning, underline the one that marks the middle, and draw a square around the one that announces the ending.

Organize the class into pairs. Read instructions aloud and give them a few minutes to work on this task. Suggest that they check the information provided on page 112 in their books. Check orally.

## Learning to Do 112

Go to page 112 in the Activity Book and invite volunteers to take turns to read the information provided in this section to reinforce the classification of events in a story. Then, go back to Activity 1 on this page and have them answer each of the questions included in the chart from the Learning to Do section.

2. Reread the text to fill in the chart.

Students will continue working with the same partner to identify words or expressions they don't understand in the text they read in the previous activity. Once they have written them in the first column, explain that it is not always necessary to use a dictionary to look up unknown words because sometimes it is enough to reread the text as it give us clues to clarify the meaning. Draw their attention to the expression: *I was on cloud nine!* and ask: *Which event occurred just before he used that expression?* (he won the competition). *So, what can it mean?* (he was extremely happy). Give them some time to infer the meaning of other words or expressions they wrote and check by asking pairs to read their answers aloud.

## Learning to Know 112

Go to page 112 in the Activity Book and invite volunteers to take turns to read the information provided in this section so students can be familiarized with the use of past tense for telling stories.

3. Write the sentences from the box in the timeline.



Draw students' attention to the box, have them read the sentences, and identify them in the text from Activity 1. Organize the class into pairs to have them perform the task to contrast temporal relations between events based on the tenses used. Draw the timeline on the board and ask volunteers to write the sentences in the corresponding place.

4. Share if you have had a similar experience.

Organize the class into teams of four. Read instructions aloud and give them some time to make connections with personal experiences (participating in a competition) and share them with their classmates.

## Differentiated Instruction

**Activity 3:** Use the **Mini Lesson Strategy** if you consider it necessary to remind students that present tense can be used to talk about routines and future tense to express actions that will happen after you speak. Elicit some examples so they can recall both structures.

**5. Reread the story in Activity 1 and answer the questions.**

- Why are the kids wearing helmets?
- Who are the men with the colored shirts?
- What is the man with the red shirt doing?

**6. Read the following sentences and analyze which of these events may be part of the story from Activity 1.**

- My best friend won the queen.
- The trainers gave us security recommendations.
- My grandparents will visit us this summer.
- My parents and siblings were the first.
- We prepared our baskets and bags.

**Readers**  
Why did the little mermaid want to talk to a witch? (pp. 25-26)

**Story Based on a Picture**

- Create a list with phrases to start, mark transitions, and close stories. Copy them on recycled cardboard and post them around the classroom.

**Self-evaluation**

Reflect upon the following questions:

- Which details did I add in this lesson to suggest stories with the aid of a picture?
- Was I able to infer information that was not mentioned? How did I do it?

What can I do to improve?

21

## Achievement

Suggest stories with the aid of pictures.

## Teaching Guidelines

- Make inferences based on different aspects of a picture.
- Select plausible events to complement a story.

## Development

**5. Reread the story in Activity 1 and answer the questions.**

Organize the class into pairs to have students make inferences based on different aspects of a picture. Read the instructions and each of the questions aloud to make sure they understand. Encourage them to use their imagination emphasizing that there are not "correct" answers. Monitor while they work to provide vocabulary they may need. When all pairs have finished, invite them to read their answers aloud.

**6. Read the following sentences and analyze which of these events may be part of the story from Activity 1.**

Students will continue working in pairs to select plausible events to complement a story. Explain that they should choose the events from the list that are

more likely to be part of the story they read in Activity 1. Suggest that they reread the text so they can identify the plausible events easily. Monitor while they work to offer help when required. Check orally.



Discuss the question related to the text from the Reader. Elicit from students how the little mermaid felt when she rescued the man (she fell in love with him). Ask students what the mermaid wanted to do (she wanted to live with humans). Finally, ask them how the witch could help her (the witch could give her legs, but the mermaid had to give her voice to the witch).

## Product: Story Based on a Picture



As you may recall, students will tell a story based on a picture. In this lesson, students will create a list with phrases to start, mark transitions, and close stories. Organize the class into teams, read the instruction aloud, and suggest that they use the information provided on page 112, encouraging them to write any other phrase they can think of. Monitor while they work to check. Once you have checked them all, have them copy the phrases on pieces of cardboard. Post them around the classroom so they can read them easily during their presentation at the end of this unit. This activity will be your third evidence in this unit; ask students to file the list following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you differentiate the three parts of your story?

Ask students the question and this time invite them to say the phrases to start, mark transitions, and close stories that they learned in this lesson.




## Differentiated Instruction

**Activity 5:** Use the **Individualized Feedback Strategy** to help struggling students answer the questions. Encourage them to say their ideas in Spanish and provide them with any vocabulary they may need to express them in English.

# Lesson 4

1. Look at the picture below. Fill in the chart with information from it.

	Title	When?	Where?
	Beginning	Who?	What happened?
Middle	What does he think/feel about the experience?		
Ending			

2. Answer the questions to add details to your story.

How is the weather like?  
 What is the image?  
 What is the boy doing?  
 How does the boy feel?

3. Work with your partner to write the story for the picture. Don't forget to mark transitions.

2. Answer the questions to add details to your story.

How is the weather like?  
 What is the image?  
 What is the boy doing?  
 How does the boy feel?

Students will continue working with the same partner to answer the questions. In this way, they will enrich the events from the story they wrote in the previous activity by adding details that describe images more vividly and by making inferences based on them. Encourage students to use a dictionary to search for new words. Finally, invite pairs to share their answers by reading them aloud.

3. Work with your partner to write the story for the picture. Don't forget to mark transitions.

Explain to pairs that they will continue working together to write a story using the information from Activity 1 and Activity 2. Suggest that they check the Learning to Do section on page 112 so they are able to use transitions to tell their stories. Monitor walking around to provide any help pairs may require.

## Differentiated Instruction

**Activities 1, 2, and 3:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students.

## Achievement

Tell stories based on images.

## Teaching Guidelines

- Choose creative titles for stories.
- Enrich events by adding details that describe images more vividly and by making inferences based on them.
- Use transitions to continue telling a story.

## Development

### How can you interest others in your stories?

Ask students: *How can you interest others in your stories?* Encourage them to share the strategies they use when they speak in Spanish.

1. Look at the picture below. Fill in the chart with information from it.

Organize the class into pairs, have them look at the picture, and create a story with the aid of the chart. Tell them not to forget to choose a creative title for it. Monitor to offer any help they may need and, when they have finished, invite each pair to the front to read their story aloud.



#### 4. Rehearse with a partner saying the story you wrote in Activity 3.

In case you make a mistake .	In case you need to restart after hesitating
I repeat again, actually . what I was trying to say is	As I was saying let's start over I start again

#### 5. Tell your story to another partner. Use the checklist to assess each other.

Did my partner say the title?	
Did my partner use transition?	
Was the volume OK?	
Did my partner transmit emotions?	

**Reader**

Why do Hansel and Gretel like to take photos?

(p. 27)

### Story Based on a Picture

- Using what you learned in this lesson, practice saying your story to a classmate. Give and receive feedback.
- If possible, record your partner's reading if not, write notes about it and tell them.

#### Self-evaluation

- Reflect upon the following questions:
- Did I feel confident telling a story based on a picture? Why or why not?
  - Which aspect did I include?
  - What can I do to improve?

23

## Achievement

Tell stories based on images.

## Teaching Guidelines

- Use expressions to continue telling the story in case of a mistake.
- Use strategies to restart after hesitating.
- Adjust tone, volume, and intonation to transmit emotions.

## Development

### 4. Rehearse with a partner saying the story you wrote in Activity 3.

Organize the class into pairs making sure they work with a different partner from the one they worked with in the previous session. Give them some time to reread the story they wrote in Activity 3 and then tell it to their partner without looking at it. Suggest that they use the expressions provided to continue telling the story in case of a mistake or to restart if they make a long pause that shows they are hesitating.

## Learning to Learn 112

Go to page 112 in the Activity Book and invite volunteers to read the tips provided in this section.

### 5. Tell your story to another partner. Use the checklist to assess each other.

Organize the class into pairs again, making sure students don't work with the same classmates they worked in the previous activities of this lesson. Encourage them to narrate their story using the strategies provided in the Learning to Learn section. When all students have finished, guide them to use the checklist provided to assess their partners. Read each of the questions aloud and elicit answers from different pairs, paying special attention to the comments they may give to improve.



Discuss the question related to the text from the Reader. Tell students to mention what Hansel thinks about photos (he will never get bored looking at them), and what Gretel says about memories (they will be forever in their albums). Ask students if they like taking photos and where they or their families keep them (in an album or online).

### Product: Story Based on a Picture

As you may recall, students will tell a story based on a picture. In this lesson, students will practice saying their story to one classmate. Organize the class into pairs and read the instructions aloud. Tell them that they can record a video of their partner while he/she is telling his/her story. If that is not possible, they may take pictures. Have pairs work while you monitor walking around. When all pairs have finished practicing, suggest that they use the checklist from Activity 5 to give feedback to their partners. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer; if your portfolio is a physical file you may include the written story and some pictures; if it is online in digital form, you may include the videos.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

### How can you interest others in your stories?

Ask the question and encourage students to share the strategies they used during this lesson.



## Differentiated Instruction

**Activity 5:** Use the **Group Based on Goals Strategy** allowing struggling students to read their stories instead of memorizing them.

# Product and Assessing My Learning Process

## Story Based on a Picture

Give students 10 minutes.  
Ask students to work in pairs and choose their favorite picture from the unit. They should then write a story about the picture. They should then read their story to the class. They should then write a story about the picture. They should then read their story to the class.



## Assessing My Learning Process

Ask students to write the following questions:  
• What did you learn from the pictures?  
• What did you learn from the pictures?

## What Do Pictures Tell Us?

Read the pictures and write the following questions:

• What did you learn from the pictures?  
• What did you learn from the pictures?

24

## Story Based on a Picture

In this session students will narrate their stories based on a picture they chose. Read aloud each of the steps on this page and then invite them to close their eyes and breathe deeply five times to help them remain calm. Invite an advanced student to start and then a struggling one, making sure you differentiate expectations (struggling students may say a shorter story or may even read it). Continue with the same order until every student in your class has presented his/her story. Don't forget to highlight positive aspects after each presentation to help them feel confident.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

Work as a whole class to do the following activities.

Ask the class: *Which were the most interesting stories for you?* Encourage all students to participate explaining which aspects made them interesting. Make sure to lead them to a general conclusion, e.g., *The most interesting stories were the ones that included more details.*

## Self-evaluation

### 1. Complete the sentence.

Read the instruction and the statement aloud and give students some time to reflect upon their learning process to complete it. Once all have finished, invite them to read their answers aloud.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

## What Do Pictures Tell Us?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do Pictures Tell Us?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

# Review

1 Paste a picture or draw one. Write a title.

2 Write a beginning for your story.

Use an appropriate expression to start.  
Describe time.  
Describe the place.  
Describe the people in the picture.

3 Write the middle explaining what was happening. Use transition expressions.

4 Write the ending telling how you feel or what you think of that experience.

5 Add extra details.

6 Tell your story to one of your classmates.

25

## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the self-evaluation/peer evaluation format and give one to each of your students so they may use it to assess themselves and one of their classmates during the presentation of their stories. Explain to them that self-evaluation will help them increase their responsibility and autonomy and to reflect critically about their own performance. Peer evaluation will probably provide them with relevant feedback as it is generated by someone who "speaks the same language."

Read each of the aspects aloud to make sure everybody understands what each of them refers to. Assign one classmate to each of your students for the peer evaluation and explain that they should be extremely respectful with their comments.

# Evaluation Tool

## Self-evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. I said the title for my story.			
2. I included appropriate information for the beginning, middle, and ending of my story.			
3. I used expressions to mark transitions.			
4. I used appropriate expressions to continue after long pauses or to correct a mistake.			
5. I transmitted emotions using body language and appropriate volume, rhythm, and tone.			

## Peer Evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. My classmate said the title for his/her story.			
2. My classmate included appropriate information for the beginning, middle, and ending of his/her story.			
3. My classmate used expressions to mark transitions.			
4. My classmate used appropriate expressions to continue after long pauses or to correct a mistake.			
5. My classmate transmitted emotions using body language and appropriate volume, rhythm, and tone.			

# 3

# How Do We Take Care of Our Health?

## Unit Overview

### Academic and Educational Environment

#### Communicative Activity

Interpretation and follow-up of instructions

#### Social Practice of the Language

To give and follow instructions for health care

#### Achievements

- Explore instructions to take care of health.
- Interpret instructions.
- Write instructions using graphic support.

#### Audio

Tracks 8-11

#### Vocabulary

- ache
- avoid
- pay a visit
- pill
- rest
- sick

#### Learning to Learn

Clearing up doubts

#### Learning to Know

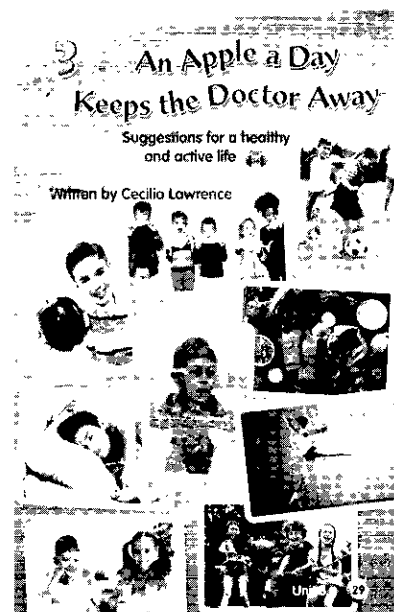
Imperatives for instructions

#### Learning to Do

Using connectors

### Reader

"An Apple a Day Keeps the Doctor Away," pp. 29-40, Track 36



### Product

Poster

### Evaluation tool

Descriptive Valuation Scale

### Worksheet

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

# Lesson 1

1. Look at the picture and discuss the questions.



Instructions for the flu virus:  
To give and to follow instructions for health care.  
Activities:  
• Explore instructions to take care of health.  
• Interpret instructions.  
• Write instructions using graphic support.  
• Use a glossary.

Have you ever got the flu? How did you feel? What did you do?

2. Listen. Then, read the statements and discuss with your partner if they are true (T) or false (F).

- a. The woman is worried.
- b. Her children have stomach pain.
- c. The doctor said to drink fluids.
- d. The fever may be relieved with a warm bath.
- e. The children got worse. The doctor said to the doctor.

3. Decide with your partner which word fits each space. Listen to check.

If you get the flu, you will have symptoms. don't go to the doctor. Just stay home, get a lot of rest, and drink fluids. If you feel very sick, contact your doctor.

4. Match the columns and explain which details helped you know the answers.

Instructions in Activity 2: radio  
Instructions in Activity 3: health care center  
telephone conversation

26

## Achievement

Explore instructions to take care of health.

## Teaching Guideline

Use contextual clues to contrast where and through which means the instructions are given.

## Development

### What is the difference between good health and poor health?

Ask aloud the question: *What is the difference between good health and poor health?* and elicit answers. If students don't know, use mimicry to show them the difference. Then, ask them to tell you what they do to take care of their health.

1. Look at the picture and discuss the questions.

Organize the class into pairs. Ask if they know what the flu is. Have them guess by looking at the picture and miming the signs and symptoms (headache, fatigue, cough, sore throat, fever). Ask each of the questions aloud and invite different students to answer. In case they don't have enough vocabulary, encourage them to use body language and facial expressions to answer.

2. Listen. Then, read the statements and discuss with your partner if they are true (T) or false (F).



Invite students to go to page 107 and have different volunteers read the definitions of the glossary words for this unit. Encourage them to use the words in sentences. Then, return to page 26 and read instructions aloud. Organize the class into pairs; explain to them that they will listen to a conversation between a woman and a doctor, but that before listening, they should read each statement in silence; if necessary, explain what each one refers to. Play Track 8 for them to perform the task and then play it again to check, pausing after each answer is given. In case the statement is false, ask students to tell you the true statement (b. Her children have the flu. / d. The fever may be relieved with a warm bath.).

3. Decide with your partner which word fits each space. Listen to check.

Students will continue working in pairs to broaden their vocabulary related to health care. Draw their attention to the words in the box and invite them to go to page 107 to look for the glossary words so they can check their meaning. Then, ask volunteers to read the paragraph aloud and clarify any doubts they may have. Once you are sure pairs understood all the words, give them some time to discuss between them which the best word is to write in each of the spaces provided. Check by playing Track 9 and pausing after each answer is said.

4. Match the columns and explain which details helped you know the answers.

To contrast where and through which means the instructions are given using contextual clues, have students match the columns. Once you have checked orally, ask: *How do you know the instructions in Activity 2 were given through a telephone conversation?* (because of the dial tones). *And in Activity 3, what clues helped you answer?* (the microphone noises).

## Differentiated Instruction

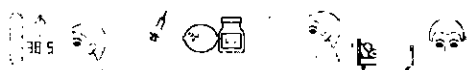
### Activity 2: Use the Individual Response Card

Strategy to help shy students participate without the fear of being heard. Tell each student to fold a recycled sheet of paper and cut it in half. On one of them, they will write the letter T and on the other, the letter F. Invite them to show you their cards when you check the answers of the activity.

### Activity 3: Use the Choral Response Strategy

when you check orally to practice overall assessment without singling students out.

5. Work in teams to discuss which the flu symptoms and signs are. Use body language to show them to your class.
6. Circle the pictures that show symptoms and signs, and draw a rectangle around the ones that show instructions.



7. Analyze the instructions given to take care of the flu in the two dialogues. Discuss the differences with your class.

<p>— I think I caught the flu. — Well, you should rest a lot. If you feel very bad, go to the chemist's store and buy the medicine. As always, it's important to drink a lot of water, but it will help you feel better.</p>	<p>— I think I caught the flu. — Well, you should rest a lot. If you feel very bad, go to the pharmacy and buy this medicine. It's better, but it will help you feel better.</p>
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Reader's Book  
Does eating healthy mean only eating fruit and vegetables? pp. 29-33



### Time to Shine!

Which instructions are given for the flu in your country?

### Poster

Check this and the previous page and create a list with words and expressions related to health care.

### Self-evaluation

Reflect on the following questions:

Which strategies did I use to understand instructions to take care of health?

Was I able to understand them clearly?

What can I do to improve?

27

## Achievement

Explore instructions to take care of health.

## Teaching Guidelines

- Compare the objectives of graphic resources and symbology in instructions.
- Identify differences in the way instructions are expressed in different countries.

## Development

5. Work in teams to discuss which the flu symptoms and signs are. Use body language to show them to your class.

Organize the class into small teams, read instructions aloud, and explain to them the difference between signs and symptoms: a sign is visible and can be measured (e.g.: fever, redness) and a symptom is not (e.g.: fatigue, pain). Give them some time to agree on which team member will present and then invite each of them to the front to show signs and symptoms to the rest of the class.

6. Circle the pictures that show symptoms and signs, and draw a rectangle around the instructions.

Organize the class into pairs and draw their attention to the pictures. Read instructions aloud and give

them some time to compare the objectives of graphic resources and symbology in instructions by performing the task.

7. Analyze the instructions given to take care of the flu in the two dialogues. Discuss the differences with your class.

Students will continue working in pairs to read both dialogues in order to analyze differences in the way instructions are expressed in different countries. Once they find them, explain that English is spoken differently in different countries, the same as other languages, and invite pairs to share the differences they found with the class. Elicit some differences they can think of in their native language. Finally, ask the question in the Time to Shine! box and encourage different students to share their answers.



Discuss the question related to the text from the Reader's Book. First, ask if fruit and vegetables are healthy (yes). Then, ask if it's the only important thing in our diets (no). Finally, tell them to mention other recommendations taken from the Dos and Don'ts.

## Product: Poster

In this unit, students will create a poster with health instructions. In this lesson, students will create a repertoire of words and expressions related to health care. Organize the class into teams, read the instructions aloud, and give them some time to check the texts included in this lesson to select their words. Then, encourage them to say expressions in Spanish, write them on the board, and invite the class to use a dictionary or online reference tools to look up the terms in English. This activity will be your first evidence in this unit; once they have their lists ready, ask students to file them following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What is the difference between good health and poor health?

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

# Lesson 2

1. Listen to some instructions to eat well and identify stressed words. Then, discuss how each made you feel.

The stressed words are	The stressed words are
It makes me feel	It makes me feel

2. Listen and read. Detect pauses with your partner; draw a diagonal line (/) when you hear one.



Eat healthy and you will be a healthy person! Have you ever heard that we are what we eat? That's totally true! Eat healthy foods that the earth provides such as fruits, vegetables, seeds, and whole grain cereals. You will certainly become a picture of good health!

3. Discuss which words from the previous activity have the following sounds; register them in the chart.


4. With your partner, reread the text in Activity 2 and answer. Which expression means a very healthy condition?

28

## Achievements

- Explore instructions to take care of health.
- Interpret instructions.

## Teaching Guidelines

- Evaluate common elements in instructions and effects caused by listening or watching them.
- Detect sounds and prosodic resources that help to segment the sound chain.
- Classify words according to their sounds and learn expressions to widen repertoires of words.

## Development

### How important is the food you eat for your health?

Ask students the question and invite them to answer using their arms to show the extent.

1. Listen to some instructions to eat well and identify stressed words. Then, discuss how each made you feel.

Organize the class into pairs. Play Track 10 for them to identify the stressed words. To evaluate common elements in both instructions, ask: *What do both instructions have in common?* (the information). Now,

to evaluate the effects caused by listening to them, ask them to pay attention to volume and rhythm and have them complete the last sentences.

2. Listen and read. Detect pauses with your partner; draw a diagonal line (/) when you hear one.

Explain to students that they will listen to the second person from the previous activity again, but this time they will follow the reading to identify when he makes pauses. Play Track 11 and have them perform the task to detect how sounds and prosodic resources help to segment the sound chain, which helps to convey the message. Check orally.

3. Discuss which words from the previous activity have the following sounds; register them in the chart.

Have students say how each of the letters in the chart sounds in Spanish. Then, organize the class into pairs and give them some time to discuss which words correspond to each sound. Explain that in English two different letters or groups of letters may share the same sound. Check by drawing the chart on the board and inviting volunteers to write the answers. You may ask them to look up the words in a dictionary and notice the phonetic symbols used: [h] for the first column, [i:] for the second, [u:] for the third, and [ɜ:] for the fourth. Explain that those symbols are used to show the difference between the way the letters sound in Spanish and in English.

4. With your partner, reread the text in Activity 2 and answer.

To help students learn expressions that widen repertoires of words, have them reread the text from Activity 2 to find the answer. Then, if possible, encourage them to use electronic devices to find some other expressions related to health such as *in bad shape*, *bag of bones*, *nurse someone back to health*, *safe and sound*, etc. Encourage them to include new expressions in the list they filed in their portfolios at the end of the previous session.

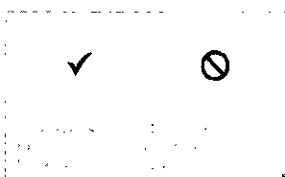
## Differentiated Instruction

**Activity 1:** Use the **Individual Response Card Strategy** when you ask students to complete the last sentence. Instead of writing a word, they may draw a face on a piece of paper that expresses the emotion. Invite them to show it to you when you check the activity. Don't forget to provide them with the word in English so they can answer in their books.

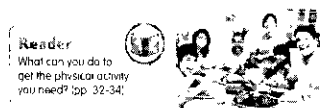
**Activity 3:** Instead of working in pairs, use the **Mini Lesson Strategy** to teach students the sounds that some letters/groups of letters have in English: h/wh [j], e/ea/ee [i], ue/ui/oo/ou [u], ea/e before r [e].



5. Look at the picture and, with your partner, discuss instructions for a healthy diet. Write them down.



6. Follow the instructions given in *El Plato del Bien Comer* during this month. Keep a record in your notebook of what you eat.



### Poster

- Describe your audience (who will see your poster) and define your purpose (why you are designing the poster) on a sheet of paper. Fill the sheet in your portfolio.

### Self-evaluation

Reflect upon the following questions:

- What did I do in this lesson to interpret instructions?
- Which of these strategies was the most effective for me to understand them?
- What can I do to improve?

29

## Achievement

Interpret instructions.

## Teaching Guidelines

- Classify instructions depending on actions.
- Follow instructions.

## Development

## Learning to Know 113

Go to page 113 in the Activity Book and invite volunteers to take turns reading the information provided in the Learning to Know section so students can be familiarized with the use of imperatives to give instructions.

5. Look at the picture and, with your partner, discuss instructions for a healthy diet. Write them down.

Organize the class into pairs, draw students' attention to the picture, and read the examples aloud. Give them some time to classify instructions depending on actions that should be taken and actions that must be avoided. Check by drawing the chart on the board and inviting students to write the answers.

6. Follow the instructions given in *El Plato del Bien Comer* during this month. Keep a record in your notebook of what you eat.

Explain to students that eating well is a very important part of having good health because our bodies need nutrients to work correctly, and if we don't eat foods that contain them, then the organs in the body will start to fail. As this theme is also studied in their Science class, students should know some important facts related to it such as the distribution of foods in *El Plato del Bien Comer* (you can also check it in this link: <https://goo.gl/e2LFh8>). Help them give some instructions in English based on *El Plato del Bien Comer* (Drink eight glasses of water. / Combine cereals and legumes. / Eat five times a day, etc.) and invite them to follow them during the whole month. Suggest that they keep a record of the foods they eat every day in their notebooks.



Ask students if going to the gym is the only activity to do exercise (no). Have some volunteers tell about other activities mentioned in the text (dancing, skating, running, jumping rope, swimming). Have other students write on the board other activities they do to keep fit.

## Product: Poster

As you may recall, students will create a poster with health instructions. In this lesson, students will identify their audience and purpose. Organize the class into teams and have them perform the tasks. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How important is the food you eat for your health?

Ask the question again and this time invite students to answer the question orally. Encourage them to give reasons to support their answers.

# Lesson 3

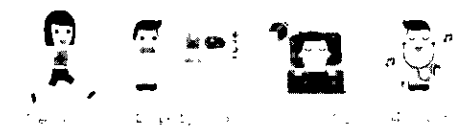
1. Read the instructions and discuss with your team how each of them can help you be healthy.



2. Use the instructions from the previous activity to label each picture.



3. Give an instruction for each picture.



30

## Achievement

Interpret instructions.

## Teaching Guidelines

- Link instructions with the graphic material representing them.
- Reorder words to form instructions.
- Express instructions from physical representations.

## Development

### How do you take care of your health?

Write on the board the question: *How do you take care of your health?* and have students use body language to mime the actions they perform to take care of their health.

1. Read the instructions and discuss with your team how each of them can help you be healthy.

Organize the class into teams. Give them some time to read and discuss the instructions that introduce the theme of this lesson, encouraging to exchange their opinions about them. Monitor to offer any help they may need and, finally, invite all teams to share their conclusions with the class.

2. Use the instructions from the previous activity to label each picture.

Students will continue working in pairs to link instructions with graphic material representing them. Check orally.

3. Give an instruction for each picture.

Have students close their books. Then, invite four volunteers to go to the front by turns. Show each of them a different picture from this activity and encourage him/her to act out what is happening in the picture. Explain to the rest of the students that they should express an instruction based on the physical representations their classmates are performing. Write each of the instructions they say on the board. Finally, ask students to open their books again and write each of the instructions below the corresponding picture.



## Differentiated Instruction

**Activities 1-3:** Use the **Bubble Map Strategy** to help visual learners visualize which instructions contribute to a good health. Draw a circle in the middle of the board and write: *How to Have Good Health*. Around it, draw seven more circles to write each of the instructions mentioned.

#### 4. Answer the questions with your team.

If we create a poster with health instructions, who will read them?  
What would be my objective?

#### 5. Circle the theme that may be more useful for the people who will read your instructions.

\_\_\_\_\_

#### 6. For homework, research information to clear up any doubts you may have about the theme you chose.

**Reader**  
How important is sleeping well to students?  
pp. 35-37



#### Poster

Write a list of health topics and ask them to work with.  
Research information related to the topic and, on a sheet of paper, draft instructions for how to care on the topic you chose. Be creative and provide.

#### Self-evaluation

Reflect upon the following questions:

How did the illustrations help me interpret instructions?

Was it easy for me to interpret instructions when being part of a team?  
Why or why not?

What can I do to improve?

31

## Achievement

Write instructions using graphic support.

## Teaching Guidelines

- Select theme of instructions depending on audience and purpose.
- Use strategies to clear up doubts when writing.

## Development

### 4. Answer the questions with your team.

From this moment and until the unit is over, you will guide students to make a poster (similar to the one they will create as a product). The activities provided are aimed for guided practice so that you may be able to follow them closely step by step. Organize the class into teams and explain that they will continue working with the same classmates for the rest of the unit. Read instructions and each of the questions aloud, give teams some time to discuss their answers, and write their conclusions. Ask one person from each team to read them aloud.

### 5. Circle the theme that may be more useful for the people who will read your instructions.

Read instructions aloud and have each team select their theme of instructions depending on the specific

needs of their audience and on the purpose they wrote in the previous activity. Invite each team to share their choice.

## Learning to Learn 113

Go to page 113 in the Activity Book and invite volunteers to read the tips provided in this section.

### 6. For homework, research information to clear up any doubts you may have about the theme you chose.

Read instructions aloud and then give teams some time to discuss their doubts about the theme they chose. Ask: *According to the tips we have just read, what do you have to do?* (write questions, use reference material to look for the answers, and if they don't find them, refer to specialists). Have them write the questions on strips of paper so that each member of the team can take one to use the strategies they learned to clear up doubts for homework.



Have students go to page 36 and ask a volunteer to read the first paragraph. Ask them which of the benefits of sleeping well they want to improve.

## Product: Poster

In this lesson, students will choose a health topic for their poster and draft their instructions. Give teams some time to perform the tasks. Tell them to follow the tips they learned to research. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How do you take care of your health?

Ask students the question and invite them to check the instructions included in this lesson and mention the ones they follow. Encourage them to share how each of them contributes to their good health.

## Differentiated Instruction

**Activity 6:** Use the **Individualized Feedback Strategy** to provide struggling students with the vocabulary they may need to exchange their ideas.

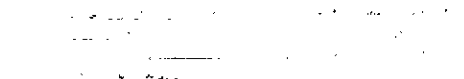
# Lesson 4

1. Look at the pictures and choose the one that corresponds to the theme you selected. Write the instructions.



2. Write some other instructions using the information you researched.

3. Use connectors to order your steps. Check the information provided on page 113 in your book.



32

## Achievement

Write instructions using graphic support.

## Teaching Guidelines

- Write instructions from graphic resources.
- Organize instructions in logical sequences.

## Development

### How can you help others take care of their health?

Ask students: *How can you help others take care of their health?* and encourage them to share their ideas. At this point, you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

1. Look at the pictures and choose the one that corresponds to the theme you selected. Write the instructions.

Tell students to get together with the same team they worked in the previous session. Have them recall the theme they chose and read instructions aloud. Draw their attention to the pictures and encourage them

to write instructions from graphic resources. Monitor while they work to check. When all teams have finished, divide the board into two halves and invite teams to write their instructions. Finally, ask them: *Are they the same instructions you researched for homework?* Elicit answers.

2. Write some other instructions using the information you researched.

As students researched information for homework, they may have some other instructions, different from the ones shown in the images. Encourage teams to write at least two.

## Learning to Do 113

Go to page 113 in the Activity Book and read aloud the information provided. Explain to students that there are some procedures in which the steps must follow a sequence; in those cases, they may use the first list of connectors. Tell them that there are also some other cases in which instructions don't need to follow a specific sequence; in those cases, the second list of connectors might be useful to link them.

3. Use connectors to order your steps. Check the information provided on page 113 in your book.

Help teams organize instructions in logical sequence using connectors from page 113. Ask: *Do you think the steps in these procedures must follow a sequence?* (yes, for example, you cannot rinse if you haven't cleaned). *Which list of words would you use?* (the first). *Do you have instructions that use the same verb?* (yes). Explain that they can put all the instructions together in one single paragraph. Give teams some time to write their instructions using connectors while you monitor to offer help. Check by asking each team to read their instructions aloud; every time, ask one volunteer to mime as if he/she is following each of the steps.

## Differentiated Instruction

**Activities 1-3:** Use the **Think-Pair-Share Strategy** within the teams; encourage pairs of students to support each other. One of them may tutor the other to improve their English skills, while the other may contribute designing the poster or creating graphic resources.

#### 4. Follow the steps to create a draft for a poster.

Create an illustration that may help to understand each of your steps.  
Write the title.  
Write the instructions.  
Use numbers or bullets to make instructions more precise.  
Include any other graphic element (arrows, lines, etc.) that may be needed.

**Reader**  
Does being healthy mean a lot of sacrifices?  
(pp. 38-39)

**Poster**

- Create illustrations to clarify each of the instructions you drafted.

**Self-evaluation**  
Reflect upon the following questions:  
• Which steps did I follow to write health instructions?  
• Were any of them difficult for me to perform? Which?  
What can I do to improve?

33

## Achievement

Write instructions using graphic support.

## Teaching Guidelines

- Design graphic resources linked to instructions.
- Adjust textual resources to make instructions more precise.

## Development

### 4. Follow the steps to create a draft for a poster.



Tell students to get together with the same classmates they worked in the previous sessions. Explain that this time they will create a draft for a poster using the resources they prepared. Read aloud the activity instructions and each of the steps. Monitor while teams design graphic resources to make sure they are linked to the last version of their instructions. Then, monitor closely to offer any help they may need to adjust textual resources to make instructions more precise. Once drafts are ready, invite teams to show their posters to the class.



Write on the board *good meals, sports, good sleep*. Ask the class if they like those three things and how they feel after they eat home-cooked

meal, play their favorite sport, and sleep sufficiently (there should be positive responses). Remind them that those aspects help them be healthy, so being healthy is not a sacrifice.

## Product: Poster



As you may recall, students will create a poster with health instructions. In this lesson, students will create illustrations to clarify their steps. Organize the class into pairs and read the instruction aloud. Give them some time to perform the task. Monitor closely to offer any help that may be required. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you help others take care of their health?

Ask the question and encourage students to share their ideas based on what they learned to do in this session. Ask volunteers to share information they have recorded about their eating habits (Lesson 2, Activity 6).



## Differentiated Instruction

**Activity 4:** Use the **Flow Map Strategy** to help visual learners follow the procedure to design the drafts for their posters. Draw squares linked by arrows on the board and write each of the steps inside them.

# Product and Assessing My Learning Process

## Poster

Take out the materials that you will use for your poster.  
Write the title.  
Cut the instructions you created and paste them.  
Write instructions in a logical order.  
Add graphic elements to make instructions more attractive.  
Put your poster in a place where everybody can see it.



## Assessing My Learning Process

Choose one of the posters designed by another team and try to follow the instructions they wrote.

- On a sheet of paper write which aspects of the poster helped you interpret and follow the instructions, and which of them can be improved.
- Put your sheet beside their poster.
- Go where your poster is posted to check the feedback you receive from other classmates.

### 1. Reflect and complete.

It was easier for me to give / follow instructions about healthy care because

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

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

34

## Poster

In this session, teams of students will design their posters. Read aloud each of the steps on this page and have them work freely as you monitor walking around providing any help they may require. Remember you have already guided them step by step during the last three sessions, so in this moment they may put into practice the knowledge and skills they have learned.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**Choose one of the posters designed by another team and try to follow the instructions they wrote.**

Once all students have presented their posters, read instructions aloud and give them some time to provide feedback and check the feedback they receive. Monitor to make sure all comments are respectful.

## Self-evaluation

### 1. Reflect and complete.

Read the instruction and the statement aloud. Explain to students that they should circle what was easier for them (to give or to follow instructions) and then complete the statement explaining why.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

## How Do We Take Care of Our Health?

Finally, organize the class into small teams and read the title of the unit aloud: *How Do We Take Care of Our Health?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class. Then, invite volunteers to share if recording the foods they have eaten has helped them change their eating habits. Finally, ask: *Did any of you follow any other instructions from the ones given during the unit?*

# Review

- 1 Work in pairs to decide which instruction may correspond to each picture. Write them down.



- 2 Discuss the answers of the following questions to identify audience and purpose.

What is the objective of giving these instructions?

Who are they for?

- 3 Order the instructions you wrote in Activity 1 using connectors.

- 4 Write a title for the instructions.

35

## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the descriptive valuation scale provided, cut the sheet into two halves, and use each one to evaluate a different student. This instrument breaks down the different aspects that must be taken into account to make sure your students attained each of the achievements. In this case, you are provided with a numeric scale in which 5 is the highest score. Check (✓) the square that corresponds to the student achievement.

When you have assessed all your students, use this information to identify the aspects in which most of your students need support so that you may be able to design strategies that can help them improve gradually throughout the school year. Remember that learning is a cyclical process so you can go back to reinforce knowledge and skills in the next units.

# Evaluation Tool

## Descriptive Valuation Scale

Name: \_\_\_\_\_

Aspect	1	2	3	4	5
1. The theme of the instructions fits the audience and purpose.					
2. Graphic resources are linked to the instructions.					
3. The information included shows that research was done.					
4. The instructions are organized in a logical sequence.					
5. Textual resources (font, bullets, numbers) help to make instructions more precise.					



# Evaluation Tool

## Descriptive Valuation Scale

Name: \_\_\_\_\_

Aspect	1	2	3	4	5
1. The theme of the instructions fits the audience and purpose.					
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4. The instructions are organized in a logical sequence.					
5. Textual resources (font, bullets, numbers) help to make instructions more precise.					



# 4

# How Can We Share Personal Experiences?

## Unit Overview

### Family and Community Environment

#### Communicative Activity

Exchanges associated with information about oneself and others

#### Social Practice of the Language

To share and compare personal experiences

#### Achievements

- Explore letters where personal experiences are exchanged.
- Interpret personal experiences in letters.
- Write and reply to letters that narrate personal experiences.

#### Audio

Tracks 12-14

#### Vocabulary

- bass
- excited
- keep in touch
- letter
- slide
- ticket

#### Learning to Learn

Show interest

#### Learning to Know

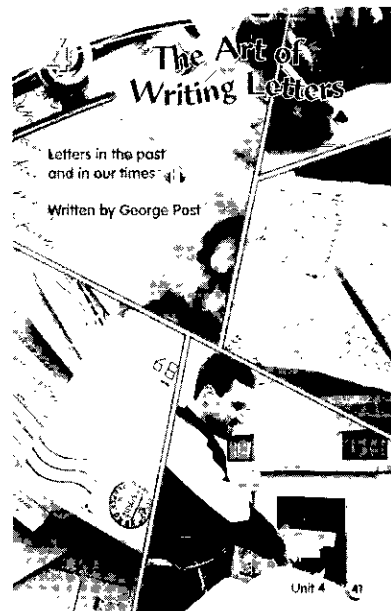
Simple past and past progressive

#### Learning to Do

Establish progression

### Reader

"The Art of Writing Letters," pp. 41-52, Track 37



### Product

Letter with Personal Experiences

### Evaluation tool

Self-assessment Worksheet

### Worksheet

As an extra activity, you can use the Worksheet on page T119.

# Lesson

[illegible]

## Achievement

Explore letters where personal experiences are exchanged.

## Teaching Guidelines

Compare letter elements.

- Establish differences between writing letters in English and in their native language.

## Development

### What is a letter and which are its parts?

Ask students how they usually share personal experiences; listen to their answers and explain to them that, in the past, writing letters was a very common way to do it. Next, ask aloud the question: *What is a letter and which are its parts?* Elicit previous knowledge from students. In case they don't know the answer, tell them not to worry because that is what they will learn in this lesson.

1. Use previous knowledge to write the names of the parts of a letter. Listen to check.

Invite students to go to page 107 to check the definition of the word *letter* in the Glossary. Ask: *Do you know any other meaning for that word? Which one?* (a sign that represents a sound). Explain that

*letter* is a word that has two meanings. Then, organize the class into pairs, tell students to go to page 36, and read instructions aloud. Give them some time to work on the task while you monitor walking around. Finally, play Track 12 pausing after each word is said and invite volunteers to write the answers on the board.

2. Label the parts of the letter using the words from Activity 1.

Students will continue working in pairs to label the parts of the letter with the answers from the previous activity. Monitor while they work to offer any help they may need. Check orally.

- 3. Reread the letter and analyze how it is similar or different from letters written in your native language. Register your conclusions.**

Students will continue working in pairs. Tell them to take out their native language book and look for a letter so they can compare it with the one provided in the previous activity. Encourage them to pay attention to details such as the one described in the example. In order to answer the "greeting" aspect, remind them that the person who receives the letter is called recipient. Monitor to offer guidance in case they need it. Check by asking pairs to read their answers aloud.

### Differentiated Instruction

**Activity 1:** Use the **Jigsaw Strategy** to encourage collaboration. Assign each pair only one word to unscramble and have them share their answers with the class.

**Activity 3:** Use the **Mini Lesson Strategy** to remind students the names of punctuation marks: period (.), comma (,), colon (:), question mark (?) and exclamation mark (!).

4. Read the letter, determine the theme, and complete the sentence.

March 16, 2019

Hi Aldo,

This letter is talking about a festival.

I will be in your city next week. I'm very excited because I will be playing the guitar in the music festival. I know you love music and I would like to invite you. I can give you a ticket. Write back soon, Mario

5. Listen and circle the emotions that show how Aldo feels.

March 18, 2019

Hi Mario,

It was great to hear from you. I would love to go to the music festival. Thanks a lot for the tickets.

See you there soon, Aldo

6. Reread the letters in Activities 4 and 5. Circle the one that is a reply.

Letter with Personal Experiences

- Check this and the previous page and on a sheet of paper create a list with words and expressions that can be used when writing letters. Be a challenge to add some more words to the list and be your friend in your portfolio.

Self-evaluation

- Reflect upon the following questions:
- Which aspect of this unit do you like to explore better?

Could I understand the task and experience this communication?

What can I do to improve?

37

## Achievement

Interpret personal experiences in letters.

## Teaching Guidelines

- Use strategies to determine theme.
- Identify emotions.
- Classify letters whether they are replies or not.

## Development

### 4. Read the letter, determine the theme, and complete the sentence.

This activity will guide students to use strategies to determine the theme of the letter. First, tell them to scan the text to identify Glossary words. Have them go to page 107, ask volunteers to read their meaning aloud, and invite them to predict what the letter may be about. Then, organize the class into pairs and ask them to go to page 37. Read instructions aloud and have them identify a word that is repeated twice (music). Ask: *Was your prediction correct?*

### 5. Listen and circle the emotions that show how Aldo feels.

Explain to students that they will listen to the reply letter that Aldo wrote to Mario. Read aloud the words in the box and, to check understanding, have them

use body language to show their meaning. Play Track 13 and have them focus on identifying emotions. Check orally.

### 6. Reread the letters in Activities 4 and 5. Circle the one that is a reply.

Have students classify letters whether they are replies or not by analyzing the letters they read in the previous activities. Once they have chosen, ask: *How did you know?* Listen to their answers and explain that there are some phrases like *It was great to hear from you* or *Thanks for your letter* that are used as an opening in the body, and that show it is a reply to another letter.



Ask students who sent the first letter (the Persian Queen Atossa) and when (500 BC). Tell them that, to calculate the age of that letter, we have to add 500 years to our current year.

## Product: Letter with Personal Experiences



In this unit, students will write a letter to share a personal experience. In this lesson, students will create a repertoire of words and expressions that can be used to write a letter. Organize the class into pairs, read the first instruction aloud, and give them some time to check the letters in this lesson to select their words and expressions. Then, read the second instruction aloud and encourage them to say words or expressions they use in Spanish to write letters; write them on the board and invite the class to use a dictionary or online reference tools to look up the terms in English. This activity will be your first evidence in this unit; once they have their lists ready, ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What is a letter and which are its parts?

Invite students to answer the question in English explaining the terms they learned during this lesson.

# Lesson 2

1 Read the events in the chart and complete the headings for the columns.

Started and finished	Developed at a
<p>Last Saturday, in my birthday party,</p> <p>we played games</p> <p>we ate cake</p>	<p>When the first guest arrived, my dad was decorating the house.</p> <p>I was blowing balloons</p> <p>my mom was preparing the sandwiches</p>

2 Read the letters and contrast their themes.

<p>July 9, 2019</p> <p>Hi Marco,</p> <p>Happy birthday! I hope you are having a wonderful day. We couldn't go to visit you this year, but I promise the next one we will be there.</p> <p>Missing you!</p> <p>Danna</p>	<p>July 11, 2019</p> <p>Hello Danna,</p> <p>Thanks for writing. I had the best birthday party ever! Mom and Dad helped me prepare it. All my friends came and we played games and ate cake. I hope you can come next time.</p> <p>Marco</p>
<p>In this letter, Danna is</p> <p>Marco's</p>	<p>In this letter, Marco is</p> <p>Danna's</p>

3 Reread the letters in this and the previous lesson. Write three sentences that express personal experiences.

<p>Time to Shine!</p> <p>Which phrases do you use to express personal experiences in your native language?</p>
--

38

## Achievement

Interpret personal experiences in letters.

## Teaching Guidelines

- Compare ways to express events in past tense.
- Contrast letters about personal experiences with letters about other themes.
- Recognize language formulas and sentences that express personal experiences.

## Development

### What is the purpose of writing a letter?

Ask aloud: What is the purpose of writing a letter?  
Invite students to share their ideas.

## Learning to Know

Go to page 114 in the Activity Book and invite volunteers to take turns reading the information provided in the Learning to Know section so students can be familiarized with the difference between simple past and past progressive. To reinforce, ask two volunteers to go to the front. Tell one of them to mime as if he/she is sleeping and tell the other to leave the classroom for a moment. Have them go back to their

places and ask the class to tell what they saw; e.g., *While Julio was sleeping, Pedro left the classroom.*

1. Read the events in the chart and complete the headings for the columns.

Draw students' attention to the picture and ask volunteers to read the sentences in the chart aloud. Then, have them complete the headings to compare ways to express events in past tense. Check by asking volunteers to write their answers on the board.

2. Read the letters and contrast their themes.

Organize the class into pairs. Tell them to read both letters so they can contrast letters about personal experiences with letters about other themes. Invite pairs to share their answers by reading them aloud. Finally, tell students to go back to the letters from the previous lesson to identify their theme (p. 36, Activity 2: sharing an experience; p. 37, Activity 4: an invitation; p. 37, Activity 5, a reply to the invitation).


3. Reread the letters in this and the previous lesson. Write three sentences that express personal experiences.

Students will continue working in pairs to recognize language formulas and sentences that express personal experiences. Read instructions aloud and give them some time to perform the task while you monitor walking around to offer help if required. To check, ask volunteers to write their answers on the board. Ask the question in the Time to Shine! box and invite students to share the expressions they use in their native language. Provide them with the equivalents in English and suggest that they add them to their lists of words and expressions in their portfolio.


## Differentiated Instruction

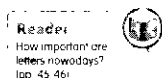
**Activity 2:** Use the **Choral Response Strategy** to encourage shy or struggling students to participate saying the answers aloud.

**Activity 3:** Use the **Open-ended Strategy** to help students identify the sentences. Say the first part of the answer included in this Guide and encourage students to find it in the letters.

4. Look at the pictures and follow the instructions.  *Think*
- Talk about school trips you have been on. Were they similar to the ones shown in the pictures?  
Choose one to share in a letter.




5. Write the recipient of your letter and explain why you chose him/her.  *Write*
- The recipient of our letter would be \_\_\_\_\_ because \_\_\_\_\_.



**Reader**  
• How important are letters nowadays?  
pp. 45-46

### Letter with Personal Experiences

- Transform personal experiences you would like to share and write them down on a sheet of paper. File it in your portfolio. 
- Decide who you will write the letter to.

#### Self-evaluation

Reflect upon the following questions:

- Could I interpret personal experiences expressed in letters?
- Which aspect did I consider to do it?
- What can I do to improve?

39

## Achievement

Write and reply to letters that narrate personal experiences.

## Teaching Guideline

Select recipients and events to be narrated.

## Development

### 4. Look at the pictures and follow the instructions.

To help students select events to be narrated in their letters, draw their attention to the pictures and invite volunteers to describe them. Ask: *What do all of them have in common?* (they are all school trips). Organize the class into pairs and give them some time to share their experiences on school trips and choose one to write about. Tell them to choose one in which both of them have participated.

### 5. Write the recipient of your letter and explain why you chose him/her.

Have students work on this activity to select a recipient for their letters. Suggest that they choose a recipient who didn't participate in the school trip they will write about.



Ask students how many letters are sent just in the US daily (493 million). Ask them if they find this figure surprising. Then, have them tell you the different types of letters (complaint, application, etc.). Mention that that means letters are used in many situations.

## Product: Letter with Personal Experiences



As you may recall, students will write a letter to share a personal experience. In this lesson, students will select an experience they want to share in the letter they will write. Organize the class into pairs and read the first instruction aloud. Tell them to choose an experience both of them have been part of so they can contribute with details. Then, read the second instruction and explain that each of them should choose a different recipient, preferably one who lives in another town so they can send him/her the letter. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.


## Self-evaluation


Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.


## What is the purpose of writing a letter?

Ask the question again and encourage students to answer by recalling the themes of the letters they checked in this lesson. Have them share other purposes they can think of (ask for information, complain about something, etc.).

# Lesson 3

1. Write three events related to the experience you chose. 

2. Order your events. 

3. Add details to your events. 

School Trip

Event	Order	Details
_____	_____	_____
_____	_____	_____
_____	_____	_____

40

## Achievement

Write and reply to letters that narrate personal experiences.

## Teaching Guidelines

- Write sentences that describe personal experiences.
- Define the order to narrate events.
- Detail events including information about facts and the emotions they cause.

## Development

### How can you help your recipient picture the experience you will share?

Write on the board the question: *How can you help your recipient picture the experience you will share?* and encourage students to share their ideas. You may allow them to use Spanish to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

#### 1. Write three events related to the experience you chose.

Tell students to get together with the same person with whom they worked the previous session. Tell

them to go to Activity 4 on page 39 to recall the experience they will share. Then, have them write sentences that describe the events that were related to that personal experience. Suggest that they check the information provided on page 114 so they can use simple past and past progressive when writing them. Monitor walking around to check.

#### 2. Order your events.

Tell students to define the order they will use to narrate the events in their letters by filling in the graphic organizer. Ask pairs to share their answers by reading them aloud.

#### 3. Add details to your events.

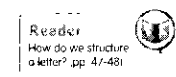
Draw students' attention to the graphic organizer and explain to them that in the square on the top they should write where they went on the school trip they chose to share. Then, in the squares in the middle, they will copy the sentences they wrote in the previous activity. Finally, in the squares on the bottom they should add details for each event, including information about facts and the emotions they cause. Before they start working, you may read them the possible answers included in this Guide so they may have an example for what they must do. Monitor while pairs work to provide any help they may need.

## Differentiated Instruction

**Activities 1-3:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of them may guide the other to perform the tasks. Don't forget to highlight the contribution of both students when you check their work.

4 Listen and say "Pause" every time a connector is used.

5 Use words and punctuation marks to link your events.



### Letter with Personal Experiences

Mention at least three events related to the personal experience you chose.

- Write at least one detail for each event.

#### Self-evaluation

Reflect upon the following questions:

- What did I do to write a letter that narrates a personal experience?

Was it difficult for me to do it? Why or why not?

What can I do to improve?

41

## Achievement

Write and reply to letters that narrate personal experiences.

## Teaching Guidelines

Use connectors and punctuation marks to establish progression in the letter.

## Development

## Learning to Do 114

Go to page 114 in the Activity Book and draw students' attention to the chart with connectors and punctuation marks. Explain that they can use those resources to link the events they wrote and establish progression in the letter.

### 4. Listen and say "Pause" every time a connector is used.

Tell students that they will listen to an example of the body of a letter in which connectors are used to establish progression. Read instructions aloud and give them some time to reread the examples provided in the Appendix. Play Track 14 and pause it every time they tell you to do so; ask them to repeat

the connector chorally and elicit its function (*during* to tell when the event happened, *for example* to give examples, *also* to add information, *while* to tell when the event happened, *and* to add information). If necessary, you can also write on the board the text provided as a possible answer for Activity 5 (included in this Guide) before playing the track so students may follow it while listening.

### 5. Use words and punctuation marks to link your events.

Tell students to use the connectors and punctuation marks provided in the Appendix to establish progression in their letter. You may differentiate this task for struggling students having them link only one event with its details. Monitor while they work to check.



Draw a vertical rectangle on the board, like a sheet of paper. Draw arrows where each of the six parts of a letter should be. Have six volunteers write the name of the parts next to the arrows. Then, write a short letter on the board with the whole class.

## Product: Letter with Personal Experiences

As you may recall, students will write a letter to share a personal experience. In this lesson, they will write events related to the experience they chose. Organize the class into pairs and read the first instruction aloud. Tell them to use both past simple and past progressive to write their events and monitor to check. Then, read the second instruction and give them some time to write their details; remind them that they must include facts and information related to the emotions they cause. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you help your recipient picture the experience you will share?

Ask students the question and this time invite them to share the strategies they learned in this lesson (add details and convey emotions).



## Differentiated Instruction

**Activity 5:** Use the **Individualized Feedback Strategy** with pairs that need extra support to link their events.

# Lesson 4

1 Write a greeting and an opening for your letter.  *Example:* Dear \_\_\_\_\_



2 Write an appropriate closing.

3 Read the letter and write a reply showing interest. 14 

July 6, 2019

How's everything? I'm writing you to tell you about my school trip. We went to the water park and it was amazing! We swam, we walked through a hanging bridge, and we took rides on the slides. How was yours?

All the best,

[illegible]

42

## Achievement

Write and reply to letters that narrate personal experiences.

## Teaching Guidelines

- Include greetings and opening formulas.
- Choose appropriate closing formulas depending on the recipient.
- Reply to letters about personal experiences showing interest to maintain communication.

## Development

### How can you choose an appropriate greeting and closing for your letter?

Ask students: *How can you choose an appropriate greeting and closing for your letter?* and invite them to share their ideas.

**1. Write a greeting and an opening for your letter.**

Have students get together with the same partner they worked with during the previous session. Tell them to reread the greetings and closings included in the letters of this unit and ask: *Why are they different?* (because of the different relations between the senders and the recipients, and also the themes of

the letters). Taking that into account, tell them to write an appropriate greeting and opening formula to include in their letter.

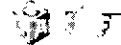
**2. Write an appropriate closing.**

Read instructions aloud and this time, have them choose appropriate closing formulas depending on their recipient. Invite pairs to read their greetings, openings, and closings aloud and encourage them to explain why they chose them.

## Learning to Learn 114

Go to page 114 in the Activity Book and read aloud the introduction in the Learning to Learn section. Invite volunteers to read the phrases provided. Explain to students that they can use the green ones as an opening formula, the red ones in the body of the letter, and the blue ones as closing formulas.

**3. Read the letter and write a reply showing interest.**



Tell students to write their own names on the line next to the word *Hello* and their recipient's name as a signature; then, have them read the letter in silence. Explain to them that they should write a reply to that letter using the information they have already written about their personal experience. Stress that it is important to show interest to maintain communication. Monitor while pairs work to offer help and check their work.

## Differentiated Instruction

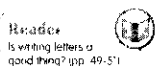
**Activity 3:** Use the **Group Based on Goals Strategy** to differentiate the task. Struggling students may include only one event in the letter instead of three.



#### 4 Use the checklist to check punctuation in your letter.

- Did I use a comma after the greeting?
- Did I use a comma after the closing?
- Did I use parentheses for the address?

#### 5 Observe the information on the envelope. Address yours.



### Letter with Personal Experiences

- Thank your guests to write the body of your letter.
- Write an appropriate greeting and closing.

#### Self-evaluation

Reflect upon the following questions:

- Which aspects did I consider to reply a letter?
- Could I show interest? How did I do it?
- What can I do to improve?

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## Achievement

Write and reply to letters that narrate personal experiences.

## Teaching Guidelines

- Check punctuation.
- Write recipient and sender information.

## Development

### 4. Use the checklist to check punctuation in your letter.

Ask students to get together with the same person they have been working in the previous sessions. Draw their attention to the checklist and read each question aloud; tell pairs to use it to check punctuation in the texts they wrote in Activities 1, 2, and 3 on the previous page. Tell them to check (✓) the square that corresponds to their answer. If any of their answers is "No," ask them to correct. Monitor to check.

### 5. Observe the information on the envelope. Address yours.

Explain to students that in order to send a letter, they must put it in an envelope which they have to address, that is, to write the recipient and sender information. Ask them to go to page 36 to check the names of

the recipient and the sender of the letter in Activity 2. Then, tell them to go back to page 43 and draw their attention to the envelope on the left. Ask: *Where do you write the recipient's information?* (in the middle of the envelope) and *Where do you write the sender's information?* (in the upper-left corner). Finally, ask: *What information do you include?* (name and complete address). Explain that in English you write first the house number and then the street or avenue name as shown in the example. Give them some time to address their envelopes; tell them they may invent the recipient's address in case they don't know it.



Divide the board into two columns and write **Writer** and **Reader**. Have students write in each column the benefits mentioned in the text (writer: decrease stress, organize thoughts and memories, take a break from screens; reader: it's a sensorial experience, they feel that the writer did it with care and love).

## Product: Letter with Personal Experiences



As you may recall, students will write a letter to share a personal experience. In this lesson, students will write their letters using connectors to give it progression. Organize the class into pairs and read the first instruction aloud. Give them some time to write the body of their letters using appropriate connectors to link the events and their details. Monitor closely to offer any help that may be required. Then, read the second instruction aloud and give them some time to write a greeting and a closing for their letter. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you choose an appropriate greeting and closing for your letter?

Ask the question and encourage students to share their ideas based on what they learned in this lesson.



## Differentiated Instruction

**Activity 5:** Use the **Mini Lesson Strategy** to teach students to write addresses: House number + Street name / Town or City / County or State / Zip Code / Country.

# Product and Assessing My Learning Process

## Letter with Personal Experiences

Write a draft of your letter using the information you already have.  
Check punctuation used for check list from Activity 4 on page 43.  
Check that you use appropriate words to link your ideas using the chart from the Learning to Do section on page 114.  
Check that your greeting and closing are appropriate for your recipient.  
Do necessary adjustments and write a final version of your letter.  
Address your envelope.



## Assessing My Learning Process

Ask two of your classmates to write in your notebook comments about your letter. Use the example.

Name	I liked that you...	I suggest that you...
1. Give your opinion. I think that sharing personal experiences in a digital letter is...		
2. Look through the unit to recall what you have learned to learn, to know, and to do.		
3. In your notebook, write what you think was difficult to achieve and what you can do to improve.		

44

## Letter with Personal Experiences

In this session, students will work in teams to edit their letters. Read aloud each of the steps on this page and have them check their texts as you monitor walking around providing any help they may require. As you have already guided them step by step during the last three sessions, in this moment they should put into practice the knowledge and skills they have learned.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**Ask two of your classmates to write in your notebook comments about your letter. Follow the example.**

Once all students have their final versions ready, give them some time to share their work and exchange books to receive peer assessment. Monitor to make sure all comments are respectful.

### Self-evaluation

#### 1. Give your opinion.

Read instructions and invite students to think about how they felt while writing letters, and if it is an activity they would use to share personal experiences with their friends; encourage them to give reasons.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

### How Can We Share Personal Experiences?

Finally, organize the class into small teams and read the title of the unit aloud: *How Can We Share Personal Experiences?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

# Review

## 1 Use the graphic organizer to plan a letter.

Write the experience you would like to share in the yellow box.  
Write three events related to the experience you shared in the green boxes.  
Write details for each of the events in the blue boxes.

## 2 Write the body of your letter using appropriate expressions to link ideas.

Write the body of your letter using appropriate expressions to link ideas. Use the graphic organizer to plan your letter. Write the body of your letter using appropriate expressions to link ideas. Use the graphic organizer to plan your letter.

## 3 Write a greeting and an opening.

Write a greeting and an opening. Use the graphic organizer to plan your letter. Write the body of your letter using appropriate expressions to link ideas. Use the graphic organizer to plan your letter.

## 4 Write a closing that shows interest.

Write a closing that shows interest. Use the graphic organizer to plan your letter. Write the body of your letter using appropriate expressions to link ideas. Use the graphic organizer to plan your letter.

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## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the self-assessment worksheet provided and give it to each student so they can evaluate themselves individually. This instrument is very useful to help them identify their own skill gaps so they can know where to focus their attention and assume responsibility for their own learning process. It is very important to guide students once they have finished working with it so they can use their answers to set realistic goals by themselves.

Once you give the worksheet to each of your students, read instructions aloud and make sure they understand what they have to do. Ask volunteers to read each of the questions included and, if necessary, have them identify the activity in which they practiced that skill so they can recall if they could do it or not. When they finish answering, tell them to paste the worksheet in their notebooks and give them some time to write the goals they want to attain concerning the skill(s) they think they need to improve.

# Self-assessment Worksheet

Name: \_\_\_\_\_

Answer each of the questions. If your answer is yes, explain how you did it; if your answer is no, explain how you can improve.

Did I identify the parts of a letter?	
Did I recognize the theme of a letter?	
Did I identify emotions in a letter?	
Did I use simple past and past progressive to write events related to personal experiences?	
Did I detail events including information about facts and emotions?	
Did I establish the progression of a letter using connectors and punctuation marks?	
Did I write appropriate greetings and closings?	
Did I address envelopes?	
Did I reply to letters about personal experiences showing interest to keep the communication going?	
Did I check the punctuation of my letters?	

# 5

# What Do Our Everyday Activities Say About Us?

## Unit Overview

### Recreational and Literary Environment

#### Communicative Activity

Recreational expression

#### Social Practice of the Language

To describe daily activities for others to try to guess

#### Achievements

- Explore and listen to descriptions.
- Interpret descriptions.
- Compose descriptions and play at describing activities.
- Play at describing activities.

#### Audio

Tracks 15-17

#### Vocabulary

- apron
- gloves
- hoop
- leash
- shovel
- sneakers

#### Learning to Learn

Communicating effectively

#### Learning to Know

Wh- questions

#### Learning to Do

Describing an activity to be guessed

### Reader

"Children Know How to Have Fun!" pp. 53-64,  
Track 38



### Product

Guessing Game Based on Descriptions

### Evaluation tool

Rubric

### Worksheet

As an extra activity, you can use the Worksheet on page T120.

# Lesson 1



## 1. Follow the reading.

I do this activity in the kitchen.

I wear an \_\_\_\_\_ to do it.

I always use water, soap, and a scrub sponge to do it.

I wear \_\_\_\_\_ to do it.

Ask all students to read the description aloud.  
To describe daily activities for others to try to guess.  
• Explore and listen to descriptions.  
• Interpret descriptions.  
• Compose descriptions and play a guessing game.  
• Play a describing activity.  
Product: Guessing Game Based on Descriptions

## 2. Answer the questions.

Which activities can be done in the kitchen?

\_\_\_\_\_

In which activities do you need to wear an apron?

\_\_\_\_\_

In which activity do you use water, soap, and a scrub sponge?

\_\_\_\_\_

In which activities do you need to wear gloves?

\_\_\_\_\_



## 3. Read the description and guess the activity.

I do this activity in my \_\_\_\_\_.

I need a \_\_\_\_\_ and a \_\_\_\_\_.

I also need \_\_\_\_\_.

The activity is \_\_\_\_\_.

## 4. Fill in the gaps.

The purpose of both descriptions on this page is to \_\_\_\_\_.  
I think that the description in Activity 3 was written  
for \_\_\_\_\_ because it includes pictures and has fewer words  
than the one in Activity 1.

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## 2. Answer the questions.

Organize the class into pairs. Read each question aloud to make sure they understand all of them and give them some time to answer suggesting plausible alternatives to infer the daily activity described in Activity 1. Monitor to offer any help they may require and check by asking pairs to read their answers aloud.

## 3. Read the description and guess the activity.

Students will continue working in pairs. Read the instructions aloud and have them perform the task. Check orally.

## 4. Fill in the gaps.

To have students contrast the purpose and audience for which the descriptions are intended, ask: *Do the descriptions on this page have the name of the activity they are describing? (no), What is their objective then? (to guess the activity).* Next, draw their attention to the graphic resources and ask: *What is the difference between Activity 1 and Activity 3? (Activity 1 has more text and no images, and Activity 3 has few words and images).* Then, read the paragraph aloud and elicit the answers from your class.

## Differentiated Instruction

**Activity 2:** Use the **Bubble Map Strategy** to help students with vocabulary. Before they start working on the activity, draw a circle in the middle of the board and write: *Activities That Can Be Done in the Kitchen.* Then, elicit the activities from students and draw one circle for each around the one in the middle. Tell students they may use these words to answer.

**Activity 4:** Use the **Choral Response Strategy** to encourage shy students to participate.

## Achievement

Explore and listen to descriptions.

## Teaching Guidelines

- Follow the reading of descriptions about daily activities without mentioning the name of the activity.
- Suggest plausible alternatives to infer a daily activity.
- Contrast the purpose and audience for which the descriptions are intended.

## Development

### What activities do you do every day?

Ask aloud the question: *What activities do you do every day?* and invite students to use mimicry to answer.

## 1. Follow the reading.

Ask students to go to page 108 to check the Glossary words corresponding to this unit. Invite some volunteers to read the definitions and elicit sentences using each of the words. Then, tell them to open their books on page 46. Read the instructions aloud and play Track 15 for them to follow the reading of descriptions about daily activities without mentioning the name of the activity.

5. Complete the descriptions with information of your own. 114

Wash the dishes

(When?) I do this activity

(When?) I do it

(What?) I use



(When?) I do the activity

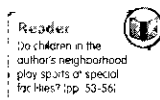
(When?) I do it in

(What?) I use



Do homework

6. Write the differences between your descriptions and the ones you read on the previous page. 115



Reader

Do children in the author's neighborhood play sports or special for Hies? pp. 55-56

### Guessing Game Based on Descriptions

• Write a list of daily activities all of you enjoy doing

• Vote to choose two

#### Self-evaluation

Reflect upon the following questions

• Which aspects did I consider to expand descriptions?

• Could I identify their elements (place, time, tools, etc.)?

What can I do to improve?

47

## Achievement

Explore and listen to descriptions.

## Teaching Guideline

Establish differences between the way in which daily activities develop in their culture and in other cultures.

## Development

### Learning to Know 115

Go to page 115 in the Activity Book and draw students' attention to the *Wh-* questions. Read aloud what each question word asks for and elicit/give examples on how to use them.

### 5. Complete the descriptions with information of your own.

Read the instructions aloud and encourage students to work individually on this task to describe how they perform two of the activities that were described in the previous session. Encourage them to use a dictionary to look up any vocabulary they may need to complete the sentences. Monitor walking around to provide them with any help they may need. Invite volunteers to read their descriptions aloud.

### 6. Write the differences between your descriptions and the ones you read on the previous page.

To have students establish differences between the way in which daily activities develop in their culture and in other cultures, tell them to reread the descriptions from the previous session. Then, they will read their own descriptions and write the differences (e.g., *I use a fiber and not a sponge to wash the dishes, I don't use an apron, I do my homework at my mother's office, etc.*). Don't forget that at this point you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.



Explain to students the meaning of the word *facilities* (buildings for a particular purpose). Ask them if the text mentions some facilities (yes; swimming pool, basketball court, soccer field, and ice rink). Have them share what sports facilities exist in their area.

### Product: Guessing Game Based on Descriptions

In this unit, students will play a guessing game based on descriptions. In order to do it, they should write some descriptions of their own and prepare some questions to ask others. In this lesson, students will work in teams to create a list with activities all of them enjoy doing every day, and they will choose two that they will describe later. Read the first instruction aloud and suggest that they use a dictionary to look up the names of the activities. Monitor while they work to offer any help they may need. Then, read the second instruction and tell them to write the names of the activities they chose in their notebooks.

### Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

### What activities do you do every day?

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

# Lesson 2

1. Write a question for each of the statements. Guess the activity.

I walk to school every day.  
 I go to the library every week.  
 I go to the gym every morning and at night.  
 I wear a hat and a jacket.  
 I always use a backpack and take a waste bag.  
 The activity is \_\_\_\_\_



2. Reread the description on page 46, Activity 1, and the one in the previous activity. Write the phrases that are used in both descriptions.

I go to the library every week.  
 I go to the gym every morning and at night.  
 I wear a hat and a jacket.  
 I always use a backpack and take a waste bag.  
 The activity is \_\_\_\_\_

3. Complete the following description using words from the box and phrases from the previous activity.

I do the activity in the \_\_\_\_\_.  
 I use \_\_\_\_\_.  
 I wear \_\_\_\_\_ and \_\_\_\_\_.  
 I always use \_\_\_\_\_ and take \_\_\_\_\_.  
 The activity is \_\_\_\_\_



4. Share information about the activities that you like to do in the park.

48

## Achievement

Interpret descriptions.

## Teaching Guidelines

- Ask questions about different aspects shown in descriptions.
- Compare sentence structure in descriptions.
- Complete descriptions using given repertoires of words and expressions.

## Development

### How can you ask questions to get specific information?

Ask aloud: *How can you ask questions to get specific information?* Invite students to share their ideas.

1. Write a question for each of the statements. Guess the activity.

Draw students' attention to the Glossary words and elicit their meaning; then, have them identify any other word they don't understand and encourage them to use a dictionary to look up its meaning. Once you are sure all students understand the statements, help them ask questions about different aspects shown in the descriptions. Tell them to go back to page 115 to

check *Wh*-questions. Read the first statement aloud and ask: *What information is this statement giving?* (the place). *Which Wh- question is used to ask for places?* (where). Then, write on the board the answer provided in this Guide and draw students' attention to its structure: *Wh- question + auxiliary do + you + verb*. Next, read the second statement aloud and follow the same procedure, but this time elicit the question from students. Continue guiding the activity this way until you finish. Finally, have them guess the activity.

2. Reread the description on page 46, Activity 1, and the one in the previous activity. Write the phrases that are used in both descriptions.

Organize the class into pairs, read instructions aloud, and have them perform the task to compare sentence structure in descriptions. Monitor while they work and check orally.

3. Complete the following description using words from the box and phrases from the previous activity.

Ask volunteers to read the words in the box and elicit sentences using them. Once you are sure they understand all of them, have pairs complete descriptions using the given repertoires of words and expressions. Check by asking volunteers to read the whole description aloud.

4. Share information about the activities that you like to do in the park.

Ask pairs to get together with another pair. Read instructions aloud and invite them to share information about the activities they like to do in the park. Monitor to encourage them to speak in English among themselves.

## Differentiated Instruction

**Activity 1:** Use the **Group Based on Goals Strategy** encouraging advanced students to write the questions on their own after you give the first example



5. Read the description and use the chart to classify words according to their function.

Take the activity of a kid  
I can't paint Science class  
I wear paint gloves  
Small children are doing it  
I always use a small  
and  
a blue watering can



Function	Words
Who	
What	
Where	
When	
How	
Why	

6. Write the statement from the description that gives extra details.

Reader  
What else can children  
learn at museums?  
(pp. 57-58)



### Guessing Game Based on Descriptions

Write a list of questions that you can use to ask for details about a description.

#### Self-evaluation

Refer to upon the following questions.

Which aspects did I not do to write the description?

Could I understand all of them?

What can I do to improve?

49

## Achievement

Interpret descriptions.

## Teaching Guideline

Organize words and expressions depending on the function they have in descriptions.

## Development

5. Read the description and use the chart to classify words according to their function.

Draw students' attention to the Glossary word and elicit its meaning. Then, organize the class into pairs and read instructions aloud. Ask them to read the chart headings to check understanding and then give pairs some time to organize words and expressions depending on the function they have in the description. Monitor while they work and offer help when required. Check by drawing the chart on the board and asking volunteers to write the answers.

6. Write the statement from the description that gives extra details.

Students will continue working in pairs to identify the statement that gives extra details. Explain that they may add these kinds of statements as additional clues when they write their own descriptions.



Ask students if they like going to museums.

Explain to them that sometimes you can do more than just look at paintings or sculptures at museums. Have them mention the activities that, according to the text, can be done there (learn to paint or draw, and also learn about important artists).

## Product: Guessing Game Based on Descriptions

As you may recall, students will play a guessing game based on descriptions. In this lesson, students will prepare the questions that they will ask others. Read the instruction aloud and suggest that they take questions from Activity 1 (p. 48) as a model. Monitor to check their work. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you ask questions to get specific information?

Ask the question again and encourage students to answer by recalling each of the *Wh*-questions they learned and by saying the specific information each of them asks for.

## Differentiated Instruction

**Activity 5:** Use the **Jigsaw Strategy** to promote collaborative work. Assign each pair only one category in the chart. At the end, have pairs share their answers with the class so everybody may have them all.

# Lesson 3

1. Write a list of activities all of you do every day.
2. Vote for an activity you want to describe. Circle your choice in the previous activity.
3. With your team, decide which information to draw related to the activity you chose. Then, label your drawings.

4. Organize the information you wrote in the previous activity.

50

## Achievement

Compose descriptions and play at describing activities.

## Teaching Guidelines

- Select activities to be described.
- Classify ideas about aspects involved in the activities.
- Organize information from general to specific in order to compose a description.

## Development

### How would you classify relevant information about an activity?

Write on the board the question: *How would you classify relevant information about an activity?* and encourage students to share their ideas about the categories they would use.

#### 1. Write a list of activities all of you do every day.

Organize the class into teams and explain to students that they will continue working with these same partners the rest of the unit. Read instructions aloud and have teams write their lists. Tell them they may include activities they like or activities they don't like. Monitor while they work to offer help if required and to check.

#### 2. Vote for an activity you want to describe. Circle your choice in the previous activity.

Have teams vote to select only one activity to be described. Suggest that they do it in a low voice to avoid that the other teams may hear. Monitor walking around and encouraging students to speak in English all the time.

#### 3. With your team, decide which information to draw related to the activity you chose. Then, label your drawings.

To have teams classify ideas about aspects involved in the activities and relax a bit, invite them to draw relevant information related to the activity they chose. Monitor to offer help if they require it when labeling their drawings.

## Learning to Do (115)

Go to page 115 in the Activity Book and ask volunteers to read the tips and examples provided to describe an activity whose aim is to be guessed by another person.

#### 4. Organize the information you wrote in the previous activity.

Ask teams to organize the information they already have about the activity they chose from general to specific in order to compose a description. Explain that in this step they will only write the words they used to label their drawings. Monitor walking around and check their work.

## Differentiated Instruction

**Activity 4:** Use the **Flow Map Strategy** with the information provided in the Appendix to help students visualize it from general to specific.

3. Choose statements from the previous pages that you may use in your description.

6. Write your description. Make sure language is appropriate for your classmates.

**Reader:**  
Do you ever participate in any of the family activities mentioned in the text? (pp. 59-60)

### Guessing Game Based on Descriptions

- Write information related to each of the activities you choose.
- Organize the information in a chart.

#### Self-evaluation

- Reflect upon the following questions:
- Could I improve descriptions?
- What I learned did I follow?
- What can I use to improve?

51

## Achievement

Compose descriptions and play at describing activities.

## Teaching Guidelines

- Examine ways to express descriptions depending on described aspects.
- Write descriptions using a wide repertoire of words and expressions.

## Development

5. Choose statements from the previous pages that you may use in your description.

Tell teams to reread the descriptions provided on the previous pages of this unit to examine ways to express descriptions depending on described aspects. Have them choose some of the statements that may suit their own descriptions. Monitor walking around to check their work.

6. Write your description. Make sure language is appropriate for your classmates.

Encourage teams to write descriptions using the wide repertoire of words and expressions they have up until this moment. Suggest that they take as a reference the models provided. Emphasize that they should adapt the language so that it is appropriate for their

classmates. Monitor walking around to check the team's descriptions and give them suggestions that may improve them.



Tell five students to write on the board the activities mentioned on pages 59-60 (play board games, walk dogs in the park, do exercise, have ice cream, go shopping). Ask the class if they do any of these activities with their families. Then, have volunteers write on the board other things they do with their families.

## Product: Guessing Game Based on Descriptions

As you may recall, students will play a guessing game based on descriptions. In this lesson, students will prepare the questions that they will ask others. Read the first instruction aloud and give teams some time to write information related to the activities they chose. Then, read the second instruction aloud and draw a five-column chart on the board with the following headings: *Time / Place / Clothing and/or Equipment / Tools / Extra Details*. Tell them to copy the chart on a sheet of paper and use it to organize the information they wrote. Monitor to check their work. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How would you classify relevant information about an activity?

Ask students the question and this time invite them to share the categories they used to classify their information in this lesson.



## Differentiated Instruction

**Activity 6:** Use the **Individualized Feedback Strategy** with teams that need extra support to write their descriptions.

# Lesson 4

## 1 Listen and write questions that you would use in each situation.

- You don't hear what was said.
- They speak too fast.
- You need more information.
- You didn't understand one of the words they said.

## 2 Explain what you would do for each request.

- Could you repeat, please?
- Could you say that slowly?
- Could you be more specific, please?
- What does it mean by (the word)?

## 3 Listen to the example. Then, use the checklist to rehearse your description.

- Did we check pronunciation of the words we are using?
- Are we speaking with an appropriate volume?
- Are we speaking fluently and making appropriate pauses?
- Are we using gestures and body language?

## 4 Together with your class, read the following statements and circle an option to decide the rules you will follow to play.

- We can ask 2 or 3 questions.
- We have 1 or 2 opportunities to guess.
- The time limit to guess will be 1 or 1.30 minutes.
- If we don't guess, other students may guess if the answer will be said.

52

## Achievement

Play at describing activities.

## Teaching Guidelines

- Ask for clarification when something is not understood.
- Use strategies to clarify information.
- Rehearse saying the descriptions to adjust intonation and fluency.
- Determine rules to play at describing and guessing activities.

## Development

### Why are rules important to play a game?

Ask students: *Why are rules important to play a game?* and invite them to share their ideas.

## Learning to Learn 115

Go to page 115 in the Activity Book and read aloud the introduction in the Learning to Learn section. Invite volunteers to read the questions and strategies provided. Explain to them that it is very likely they will use these expressions when playing.

## 1. Listen and write questions that you would use in each situation.

Students will listen to Track 16 to practice how they will ask for clarification when something is not understood. Explain to them that they will listen to a description that they might not hear well or understand so they should use the questions they learned to ask for clarification. Play Track 16 pausing after each sentence is said, read the corresponding statement in this activity, and then elicit answers from students.

## 2. Explain what you would do for each request.

Read aloud each of the questions and ask students to suggest strategies to clarify information depending on each case. Ask volunteers to write the answers on the board.

## 3. Listen to the example. Then, use the checklist to rehearse your description.

Explain to students that as they have already experienced, if the person who is saying the description is not clear, then the communication will be disrupted and it will be difficult to play. Because of that, it is important that they rehearse saying the descriptions to adjust intonation and fluency. Play Track 17 to give them an example on how they should express their own descriptions. Then, organize the class into teams and encourage them to use the checklist to assess each other on the way they say it. Monitor while they work to offer feedback and make sure everybody within the teams is assigned at least one sentence to participate in the game.

## 4. Together with your class, read the following statements and circle an option to decide the rules you will follow to play.

Explain to students that, to have fun while playing, they should determine rules to play at describing and guessing activities. Read each of the statements aloud and have the class vote for the option that they consider the best. Have them circle it in their books.


## Differentiated Instruction


**Activity 3:** Use the **Think-Pair-Share Strategy** to use peer tutoring within the teams while rehearsing their descriptions. Some students may have good pronunciation, others may help with intonation and rhythm, and some others with body language and gestures. Don't forget to highlight contributions from every team member.

**Activity 4:** Use the **Individual Response Card Strategy** to encourage students to vote for the rules. Have them write the options they chose on pieces of paper and show them to you when you ask for them.

#### 5. Prepare some questions to play.

#### 6. Follow the instructions to play.

**Reader**  
Does the writer think that children have changed? (pp. 61-63)

**Time to Shine!**  
Share rules for guessing games you have played.

**Guessing Game Based on Descriptions**

Write the descriptions of the activities you chose.

Rehearse playing it using the checklist from Activity 3 on page 52.

**Self-evaluation**

Reflect upon the following questions:

- Was I able to play a lively guessing activity to others described?
- What strategies did I use?
- What can I do to improve?

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## Achievement

Play at describing activities

## Teaching Guidelines

- Ask and answer questions to go deep into descriptions.
- Suggest activities taking into account the descriptions.

## Development

### 5. Prepare some questions to play.

Organize the class into teams and give them some time to prepare their questions. Suggest that they check the information provided on page 115 and the model on page 48, Activity 1. Monitor while they work to check.

### 6. Follow the instructions to play.

Read instructions aloud and have them recall the rules they agreed on during the previous session.

Then, read the Time to Shine! task and have them share information they know. Invite them to add any other rule they think might fit with the ones they already have.

Once you are sure everybody has understood the instructions, have teams play asking and answering

questions to go deep into descriptions, and suggesting activities taking them into account.



Tell students to reread page 63 and underline the phrase "not very different" and the word "still." Ask them if those words mean that children have changed or they keep doing the same activities the author did when she was young (those words mean that children haven't changed a lot and they do the same kind of activities, or at least most of them).

## Product: Guessing Game Based on Descriptions

As you may recall, students will play a guessing game based on descriptions. In this lesson, students will write the description of the two activities they chose. Read the two instructions aloud and suggest that they check all the models they have in this unit to follow the one that suits them the best. Monitor to check their work. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Why are rules important to play a game?

Ask the question and encourage students to share their ideas based on the experience they had following them when playing during this session.

# Product and Assessing My Learning Process

## Guessing Game Based on Descriptions



1. Check that all aspects you include are relevant and that the information is organized from general to specific.
2. Recall the question you will ask to other teams.
3. Review the question to ask for clarification and the strategies you used.
4. Agree on a procedure to play with your class.
5. Establish the rules to play and... Have fun!

## Assessing My Learning Process

Work with another team to evaluate their descriptions. To grade them, use E for excellent, G for good, and NI for needs improvement. Don't forget to write a comment for them either to congratulate or to suggest how to improve.

<p>1. All aspects included in the descriptions were relevant.</p> <p>2. The information was organized from general to specific.</p> <p>3. The way in which they expressed the information was clear.</p>	<p>4. Explain.</p> <p>The most effective strategies we used to describe daily activities for others to try to guess were:</p> <p>2. Look through the unit to recall what you have learned to learn, to know, and to do.</p> <p>3. In your notebook, write what you think was difficult to achieve and what you can do to improve.</p>
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## Guessing Game Based on Descriptions

In this session, students will play a guessing game based on descriptions. Read aloud each of the steps on this page, have them check the material they prepared, and help them agree on the procedure and rules to play. Finally, organize the game and have them play.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**Work with another team to evaluate their descriptions. To grade them, use E for excellent, G for good, and NI for needs improvement. Don't forget to write a comment for them either to congratulate or to suggest how to improve.**

Once all students have played, give them some time to work with another team exchanging books to receive peer assessment. Monitor to make sure all comments are respectful.

### Self-evaluation

#### 1. Explain.

Have students think about and explain the strategies they used during this unit to have others guess the activities they described. When they have finished writing, invite some of them to read their answers aloud.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

### What Do Our Everyday Activities Say About Us?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do Our Everyday Activities Say About Us?* Give them a few minutes to discuss their answers while you walk around and monitor, encouraging them to reflect upon those activities, which some of them are part of their responsibilities, but some others are part of their hobbies and show their personal preferences. Ask one person from each team to share their answers with the rest of the class.

# Review

1 Work in pairs. Choose a daily activity to be described.

2 With your partner, discuss the most relevant information related to the activity you chose. Use the chart to write it down.

--	--	--	--	--

3 Write a description to be guessed.

4 Write three questions you would ask in a guessing game.

Q1: \_\_\_\_\_

Q2: \_\_\_\_\_

Q3: \_\_\_\_\_

5 Write three questions you would use to ask for clarification.

Q1: \_\_\_\_\_

Q2: \_\_\_\_\_

Q3: \_\_\_\_\_

6 Write three strategies you would use to clarify.

S1: \_\_\_\_\_

S2: \_\_\_\_\_

S3: \_\_\_\_\_

7 Play with another pair.

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## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the rubric provided and use it to evaluate each student individually. Remember that a rubric sets out clear criteria and standards for assessing different levels of performance to make transparent the process of synthesizing evidence into an overall evaluative judgment.

We are providing you with an analytic rubric that separates different assessment criteria addressing them comprehensively to make evaluation easier for you.

We suggest that you give students a copy of the rubric before they play and explain each of the aspects that will be assessed so that they can take an active part in the evaluation process. You should be totally familiarized with the criteria as well so you can handle them effectively while they participate in the game. Just circle or highlight the achieved level of performance for each criterion on it. You may also include additional specific or overall comments at the end.

# Evaluation Tool

## Rubric

Name: \_\_\_\_\_

	<b>Achievement Attained</b>	<b>Needs Reinforcement</b>	<b>Needs Help</b>
<b>Language</b>	All words and expressions selected are appropriate for the audience.	Most words and expressions selected are appropriate for the audience.	Words and expressions selected are not appropriate for the audience.
<b>Relevance</b>	All aspects included in the descriptions are relevant to guess the activity.	Some aspects included in the descriptions are relevant to guess the activity.	Many of the aspects included in the descriptions were not relevant to guess the activity.
<b>Organization</b>	All the information is organized from general to specific.	Most of the information is organized from general to specific.	Information is not organized from general to specific.
<b>Questions</b>	All the questions asked for specific information that helped to guess the activity.	Most of the questions asked for specific information that helped to guess the activity.	Few of the questions asked for specific information that helped to guess the activity.
<b>Request for clarification</b>	The student uses appropriate questions all the time to ask for clarification.	The student uses appropriate questions most of the time to ask for clarification.	The student shows difficulty to use appropriate questions to ask for clarification.
<b>Strategies to clarify</b>	The student uses effective strategies all the time to clarify.	The student uses effective strategies most of the time to clarify.	The student shows difficulty to use effective strategies to clarify.
<b>Oral expression</b>	Tone, volume, and rhythm are appropriate all the time.	Tone, volume, and rhythm are appropriate at times.	Tone, volume, and rhythm are not appropriate.
<b>Body language and gestures</b>	The student uses body language and gestures effectively all the time.	The student uses body language and gestures effectively at times.	The student doesn't use body language and gestures effectively.

Observations:

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# 6

# Why Is It Important to Ask Questions?

## Unit Overview

### Academic and Educational Environment

#### Communicative Activity

Search and selection of information

#### Social Practice of the Language

To ask and answer questions to obtain information about a specific topic

#### Achievements

- Define aspects about a topic of interest.
- Ask questions to obtain information.
- Choose information that answers questions about specific aspects of a topic.

#### Audio

Tracks 18-20

#### Vocabulary

- diver
- fur
- hibernation
- sting
- threatened
- wing

#### Learning to Learn

Pronunciation tips

#### Learning to Know

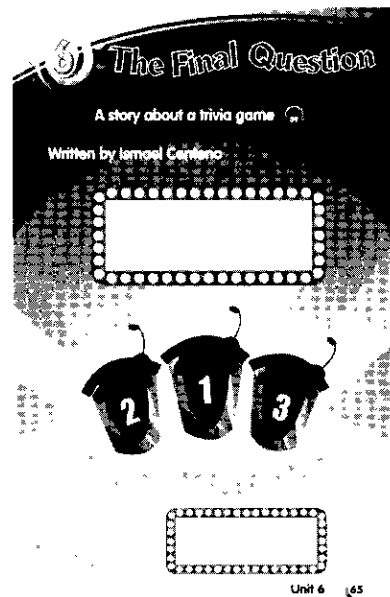
Text patterns

#### Learning to Do

Asking open and closed questions

### Reader

"The Final Question," pp. 65-76, Track 39



### Product

Questionnaire to Obtain Information

### Evaluation tool

Self-evaluation Worksheet

### Worksheet

As an extra activity, you can use the Worksheet on page T121.

# Lesson 1

**1. In teams, discuss why asking questions is important. Share your conclusions with your class.**

**2. Look at the pictures. Circle the ones that interest you.**

**3. Work in pairs. Choose one animal from Activity 2 and use the graphic organizer to define aspects related to that animal.**

**4. For homework, research facts related to the unknown aspects.**

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## Achievement

Define aspects about a topic of interest.

## Teaching Guidelines

- Choose topics that arouse curiosity and interest from a list with visual resources.
- Use key words to recognize topics and widen word repertoires.
- Explore aspects of a topic in a graphic organizer.

## Development

### Which topics related to animals are you interested in?

Ask aloud the question: *Which topics related to animals are you interested in?* and invite students to share their preferences. At this point, you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

### 1. In teams, discuss why asking questions is important. Share your conclusions with your class.

Organize the class into small teams and read the instructions aloud. To have them activate previous

knowledge, give them some time to discuss the question. Monitor to make sure that everybody is participating within the teams and, when they have finished, encourage them to share their conclusions.

### 2. Look at the pictures. Circle the ones that interest you.

Draw students' attention to the pictures and ask: *What do you see in the pictures?* (animals). *Would you like to know more about them?* Then, to have them choose topics that arouse curiosity and interest from a list with visual resources, ask them to circle the animals that interest them the most. Finally, invite volunteers to share their choices by showing the pictures they circled to the class and by saying the name of the animal in English. In case they don't know the names, encourage the class to use a bilingual dictionary to look them up.

### 3. Work in pairs. Choose one animal from Activity 2 and use the graphic organizer to define aspects related to that animal.

Organize the class into pairs and read instructions aloud. Draw students' attention to the graphic organizer and ask volunteers to read the aspects written on each of the bubbles; encourage students to analyze each of them to clarify what they refer to (habitat: place where they live, appearance: physical characteristics, behavior: what they usually do, diet: what they eat, conservation status: if it is an endangered species). Once you are sure they understood the aspects, explain to them that they will fill in the graphic organizer with the information they know, and that in this stage they should not worry if some spaces remain in blank. Monitor while pairs work to offer help if required.

### 4. For homework, research facts related to the unknown aspects.

Read instructions and explain to students they should bring information related to the bubbles that they left in blank.

## Differentiated Instruction

**Activity 2:** Use the **Individual Response Card Strategy** to have students register their preferences. Tell them to write their name on a piece of paper and the name of the animal from the pictures that interests them the most. Ask them to hand the sheets to you. Use these answers to pair students to work during the following activity.

5. Share the information you researched and write it on the lines provided.

6. Follow the steps to clarify meaning of unknown words.

Scan the text for unknown words. Write them in the lines provided.  
Read the text carefully and try to understand the meaning of unknown words.  
Think aloud. Ask them up and down.  
Create a glossary.

Reads  
Why did you choose this animal?  
What did you learn about it?

### Questionnaire to Obtain Information

On a sheet of paper, write a list of animals you are interested in and vote for one of them. Explain why you chose it. Use your sheet to help you.

#### Self-evaluation

Reflect upon the following questions:

What did you learn about the aspects of a animal of interest?

Was it easy for me to do it? Why or why not?

What can I do to improve?

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## Achievement

Define aspects about a topic of interest.

## Teaching Guidelines

- Analyze ways to name aspects.
- Clarify meaning of unknown words.

## Development

5. Share the information you researched and write it on the lines provided.

Tell students to get together with the same classmate they worked with during the previous session. Give them some time to share the information they brought for homework and have them write it on the lines provided.

6. Follow the steps to clarify meaning of unknown words.

This activity will guide students to clarify meaning of unknown words step by step. Read all the steps aloud. If necessary, remind students that when they scan a text, they don't have to read carefully but just look for specific information; in this case, words they don't understand. Once they have identified them, they should read the text to use the context in order to infer the meaning of those words (as they learned in Unit 3). If none of this works, then they may use a dictionary.

Monitor while they write their words and definitions to create their glossary. Once they have finished, invite pairs to share them with the rest of the class.



Ask students what Ismael and his friends do when they watch the show (they pretend to be the contestants). Then, ask why Ismael thought he could win the trivia game on TV and have students explain the phrase "we do fine" (it means Ismael and his friends usually answer correctly).

## Product: Questionnaire to Obtain Information



In this unit, students will create a questionnaire to obtain information about different aspects of an animal. In this lesson, students will select the animal they will research and explain why they chose it. Read the instruction aloud and suggest that they go back to the graphic organizer on the previous page to get ideas. Have teams write their lists on a sheet of paper, ask them to vote to choose one, and write the reason(s) for choosing that specific animal. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Which topics related to animals are you interested in?

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

## Differentiated Instruction

**Activity 6:** Use the **Think-Pair-Share Strategy** to promote peer tutoring while performing the task.

# Lesson 2

1. Recall the *Wh*-question words and examine their use writing each of them on the lines provided.

Write the *Wh*-question words you use to ask for

place?   
 time?   
 things or objects?   
 person or people?   
 location?

2. Decide with your partner what *Wh*-question words are appropriate to fill in the blanks. Listen to check.

Hi, Jack. There's a car and a bee inside. I have some information. With a bee and a car.

Where is the car and the bee?   
 How many cars and bees are there?   
 What is the car and the bee?   
 How many cars and bees are there?   
 What is the car and the bee?

How many cars and bees are there?   
 How many cars and bees are there?   
 How many cars and bees are there?

How many cars and bees are there?   
 How many cars and bees are there?   
 How many cars and bees are there?

How many cars and bees are there?   
 How many cars and bees are there?   
 How many cars and bees are there?

How many cars and bees are there?   
 How many cars and bees are there?   
 How many cars and bees are there?

3. Listen carefully and draw lines to show the intonation of each question. Follow the example.

When do they live?   
 Do they live in the house?

Are they big or small?   
 Why do they live?

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2. Decide with your partner what *Wh*-question words are appropriate to fill in the blanks. Listen to check.

Draw students' attention to the picture and ask a volunteer to describe it. Then, have them identify the Glossary words in this activity and invite them to go to page 108 to look for their meaning. Ask them: *What do you think the conversation will be about?* (bees). Give pairs some time to decide which *Wh*-question word best fits each case. Then, play Track 18 pausing after each word is said and write each one on the board to check.

3. Listen carefully and draw lines to show the intonation of each question. Follow the example.

Read instructions aloud and draw students' attention to the example. Play Track 19 and pause after the example is given to show students how the line indicates the intonation in that question (going up at the end of the sentence). Then, to have students analyze question intonation, play the rest of the track for them to draw lines for the rest of the questions. Check by writing the questions on the board and asking volunteers to draw their answers.

## Achievement

Ask questions to obtain information.

## Teaching Guidelines

- Examine question words.
- Analyze question intonation.

## Development

### How can I clarify my doubts about a topic of my interest?

Ask aloud. *How can I clarify my doubts about a topic of my interest?* Invite students to share their ideas.

1. Recall the *Wh*-question words and examine their use writing each of them on the lines provided.

Students will work in pairs to examine question words. Remind them that they have already learned them in the previous unit (5). Challenge them to answer the activity without looking at the Appendix. If not possible, they have the information available on page 115. Check orally.

## Differentiated Instruction

**Activity 1:** Use the **Choral Response Strategy** to avoid singling students out when checking the answers and to give shy students the opportunity to participate.

4. Decide which the purpose of the following sentences is and match the columns.

They are expensive and noisy.  
Benji is a good friend.  
Benji is an angry animal.

It makes a request.  
It presents surprise.  
It makes a statement.

5. Ask questions about your favorite animals.

My favorite animals are:



6. For homework, look for sources to answer the questions.

Reader  
Why don't I read more to feel  
embarrassed in the show? (p. 29-30)



Time to Shine!

What wild animals live near your town?

### Questionnaire to Obtain Information.

- Write three questions using *Wh-* question words about the animal you chose in the previous step.
- For homework, look for texts with information about the animal you chose.

#### Self-evaluation

Reflect upon the following questions:

- Could I ask questions to obtain information?
- Which previous knowledge did I produce?
- What's our class improvement?

59

## Achievement

Ask questions to obtain information.

## Teaching Guidelines

- Compare questions with other types of sentences.
- Ask questions about aspects of a topic based on a model.

## Development

4. Decide which the purpose of the following sentences is and match the columns.

To have students compare questions with other types of sentences, organize the class into pairs and have them identify the three sentences in Activity 2. Then, give them some time to decide the purpose of each one so they may match the columns. Finally, ask: *What is the function of questions?* (to ask for unknown information).

5. Ask questions about your favorite animals.

Have pairs agree on an animal (different from the one they chose for their product). Tell them to go back to Activity 2 on page 58 to check the structure of the questions. Have students take them as a model to ask similar questions about aspects of the animal they chose. Monitor walking around to check.

6. For homework, look for sources to answer the questions.

Read the instruction aloud. Ask students to recall the sources they learned in Unit 3 (dictionaries, books, reliable online articles). Explain they can use any of these sources to find information to answer their questions. Finally, ask the question in the Time to Shine! box and elicit the answer from different students. Encourage them to use a bilingual dictionary to find the names of the animals in English.



Ask students the meaning of "embarrassed"

(nervous, uncomfortable). Mention that we feel

embarrassed especially when we know that somebody is watching us. Ask how many people were watching the show (20 million, including his friends). Finally, ask the class if they have ever felt embarrassed.

## Product: Questionnaire to Obtain Information



As you may recall, in this unit students will create a questionnaire to obtain information about different aspects of an animal. In this lesson, they will write three open questions to share their doubts about the animal they chose. Read the first instruction aloud and suggest that they take questions from Activity 2 as a model. Monitor to check their work. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer. Read the second instruction aloud to assign the homework.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can I clarify my doubts about a topic of my interest?

Ask the question again and encourage students to answer by recalling how the kids from the conversation in Activity 2 used *Wh-* questions to express their doubts.



## Differentiated Instruction

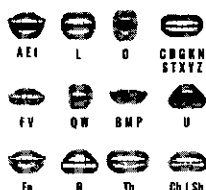
**Activity 6:** Use the **Three-minute Pause Strategy** to give students some time to recall how they practiced their research skills in Unit 3. Then, invite them to share the strategies they used during that time.

# Lesson 3

- 1 Read the questions you wrote on page 59, Activity 5. Use a dictionary to check the pronunciation of the words.



- 2 Practice saying your questions using different techniques to improve pronunciation.



- 3 Practice reading the questions. Check each other's intonation.
- 4 Read the texts you brought to answer your questions. Create a glossary for them in the lines below.

60

## Achievement

Ask questions to obtain information.

## Teaching Guidelines

- Practice pronunciation of words in questions.
- Check intonation when reading questions.
- Clarify meaning of words.

## Development

### How would you ask a question in which you only need a "yes" or a "no" as an answer?

Write on the board: *How would you ask a question in which you only need a "yes" or a "no" as an answer?*  
Invite students to reflect on how they usually ask these types of questions in their native language.

1. Read the questions you wrote on page 59, Activity 5. Use a dictionary to check the pronunciation of the words.

Organize the class the same as in the previous session. Have them check the questions they wrote and circle the words they don't know how to pronounce. If possible, ask them to look them up in an online dictionary (e.g., <https://goo.gl/Gvvh4q>). Draw their attention to the audio icon and have them click

it to listen to the word's pronunciation. Have them follow the same procedure on their own to check all the words they circled.

## Learning to Learn

Go to page 116 in the Activity Book and ask volunteers to read the information provided in the Learning to Learn section.

2. Practice saying your questions using different techniques to improve pronunciation.

Draw students' attention to the Mouth Positions for Pronunciation diagram. Practice together with them the positions of the mouth, tongue, and teeth for each of the sounds. Then, give pairs some time to practice pronunciation of words in the questions they wrote by using some of the different techniques suggested in the Learning to Learn section.

3. Practice reading the questions. Check each other's intonation.

Ask students to go back to page 58, Activity 2, to recall the intonation pattern for questions. Then, give pairs some time to check their intonation when reading the questions they wrote.

4. Read the texts you brought to answer your questions. Create a glossary for them in the lines below.

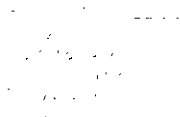
Read instructions aloud and tell students to follow the steps provided on page 57, Activity 5, to clarify the meaning of words and create their glossary. Monitor walking around to provide help if required and invite pairs to share their words with the class.

## Differentiated Instruction

**Activity 1:** In case students cannot use an online dictionary, use the **Mini Lesson Strategy** to teach them how to read phonetic signs in a printed dictionary. Instruct them that in each entry they will find the phonetic signs that show the word's pronunciation in brackets and in the first pages of the dictionary they will find a *Key to Pronunciation* so they can find out how each sign sounds.

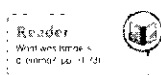
**Activity 2:** Use the **Individualized Feedback Strategy** with pairs that need extra support to pronounce the words correctly.

5. Work with your partner to listen and write the questions.



6. Classify the questions in the chart.

Open	Closed
What is the koala's favorite food?	Is the koala a marsupial?
How long does a koala sleep?	Does a koala live in a tree?
What does a koala eat?	Is a koala a marsupial?
How long does a koala live?	Does a koala live in a tree?



### Questionnaire to Obtain Information

Write three closed questions using information from the text you brought.

#### Self-evaluation

Reflect upon the following questions:

Could I ask different types of questions to obtain specific information?

Was it easy for me to do it? Why or why not?

What can I do to improve?

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## Achievement

Ask questions to obtain information.

## Teaching Guideline

Classify types of questions.

## Development

### 5. Work with your partner to listen and write the questions.

Organize the class into pairs and ask them to describe the picture. Read instructions aloud and play Track 20 for them to get familiarized with the words; encourage them to repeat the ones they recall and write them on the board (e.g.: koalas, marsupials, hug, organized, sleep, meat). Then, play the track again pausing after each sentence is said to give them time to write the questions. Check by asking volunteers to write the questions on the board.

### 6. Classify the questions in the chart.

Draw students' attention to the chart's headings and explain that open questions usually encourage people to give more information, while closed questions have short answers like "yes" or "no." Give pairs some time to classify the questions from the previous activity according to their type considering the

possible answer for each one. Check by drawing the chart on the board and asking volunteers to write the answers.



Elicit from the class the meaning of "dilemma" (when it is very difficult to decide what to do, because all the choices seem equally good or equally bad). Then, have them explain Ismael's dilemma (he won the money he needed, but he could win much more or lose it all). Ask the class what option they would choose.

## Product: Questionnaire to Obtain Information



As you may recall, in this unit students will create a questionnaire to obtain information about different aspects of an animal. In this lesson, students will use the information from the texts they brought to write three closed questions. Read the first instruction aloud and give teams some time to write their questions. Suggest that they use the examples provided in the Appendix as a guide. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

### How would you ask a question in which you only need a "yes" or a "no" as an answer?

Ask students the question and this time tell them to share examples in English.

# Lesson 4

1. Scan the text to find five key words. Write them down.

The Arctic is in the most northern part of the Earth. Most of the time it is covered by ice because its temperatures are extremely low.

## Sea Otters

Sea otters have a very dense fur that helps them stay warm. Unlike other mammals, they can spend all their life in the water. They even sleep there while floating on their backs!



## Polar Bears

Polar bears are the largest bears in the world. They eat fish and meat.

teen other animals such as seals is their solution to survive during winter.

## Harp Seals

Harp seals are born with a white coat, but after three days it turns white. Then when they get older their coat turns gray. They are very good as they can hold their breath under water for up to 15 minutes. They use this awesome skill to catch fish.



As you can see, all these animals must adapt themselves to survive in this chilly polar region.

## Key Words

2. Underline the title, double underline subheadings, draw a square around the introduction, and a circle around the conclusion.

3. Write examples for each text pattern.

Description	
Problem & Solution	
Sequence	
Cause & Effect	
Compare & Contrast	

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## Achievement

Choose information that answers questions about specific aspects of a topic.

## Teaching Guidelines

- Analyze textual organization.
- Examine text structure.
- Recognize key words.

## Development

### What kind of information can you find in a text about animals?

Ask students: *What kind of information can you find in a text about animals?* and invite them to share information from the texts they used in the previous lesson.

### 1. Scan the text to find five key words. Write them down.

Tell students to identify the Glossary words and invite them to go to page 108 to read their definition. Then, go back to page 62 and draw their attention to the pictures; invite some volunteers to describe them. Finally, ask one student to read the title aloud and give students some time to scan the text to recognize

key words. Invite volunteers to share their answers and ask: *What is this text about?* (animals that adapt themselves to survive in the North Pole).

### 2. Underline the title, double underline subheadings, draw a square around the introduction, and a circle around the conclusion.

Organize the class into pairs, read instructions aloud, and give them some time to perform the task to analyze textual organization while you monitor walking around to check their work. Once they have finished, invite them to take out the texts they are using for their products to help them analyze the organization. Ask: *Does it have an index? Is the information organized into different sections? What is the title? What are the subheadings?* Elicit answers and walk around to help them check their material.

## Learning to Know 116

Go to page 116 in the Activity Book and ask volunteers to read aloud the information related to text patterns. Encourage students to find examples for each pattern in the texts they brought for their products.

### 3. Write examples for each text pattern.

Students will continue working in pairs to examine the structure of the text in Activity 1. Suggest that they look for the signal words to find the examples. Once they have finished copying the sentences from the text, analyze each example with them, e.g., *What is the text describing?* (the polar bear's diet) / *What is the problem?* (very cold winters) *and the solution?* hibernation, etc.

## Differentiated Instruction

**Activity 3:** Use the **Jigsaw Strategy** to promote collaboration. Assign only one pattern from the chart to each pair and when they have finished, have pairs share their examples with the class by drawing the chart on the board and inviting students to write them.



4. Reread the text in Activity 1. Write three open questions and three closed questions.

5. Write the answers to your questions.

### Questionnaire to Obtain Information

- Answer your questions on a separate piece of paper.

#### Self-evaluation

Reflect on all the following questions:

How did you choose information that answered your questions about specific aspects of a topic?

Which strategy was the most effective for me?

What can I do to improve?

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## Achievement

Choose information that answers questions about specific aspects of a topic.

## Teaching Guidelines

- Ask questions from a model.
- Answer questions with chosen information.

## Development

### Learning to Do 116

Tell students to go to page 116. Read the information in the first bullet and draw their attention to the declarative sentences. Show them how they can write open questions to ask for those specific aspects by adding *Wh*-question words in the beginning and changing the order of the words. Then, read the information in the second bullet to have them notice the difference between open and closed questions. Go through the examples the same way as you did with the open questions. Stress that when asking closed questions they don't use *Wh*-question words. Also emphasize that in both open and closed questions, when the declarative sentence uses the verb *to be*, they don't need an auxiliary.

4. Reread the text in Activity 1. Write three open questions and three closed questions.

Organize the class into pairs and invite students to reread the text on the previous page. Suggest that they use the models provided in the Appendix and the rest of the unit to fill in the chart with open and closed questions.

5. Write the answers to your questions.

Students will continue working in pairs to answer the questions they wrote in the previous activity. Monitor while they work to check.



Ask students about Ismael's first reaction (he wanted to cry). Then, ask them if he saw the bright side later (yes, he said that at least he appeared on TV and became famous for one day).

### Product: Questionnaire to Obtain Information



As you may recall, in this unit students will create a questionnaire to obtain information about different aspects of an animal. In this lesson, students will write the answers to the open and closed questions they wrote in the previous lessons. Read the instruction aloud and tell them to check the texts they brought to answer their questions. Monitor while they work to offer help when required. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

### What kind of information can you find in a text about animals?

Ask the question and encourage students to recall the different text patterns they learned to explain what kind of information they can find (descriptions, problems animals face and their solutions, comparisons with other animals, etc.).



## Differentiated Instruction

**Activity 4:** After reading the instructions, use the **First of Five Strategy** asking students to use their fingers as a scale of one to five to express the help they think they will need to perform the activity. Work closely with students that need more help.

# Product and Assessing My Learning Process

## Questionnaire to Obtain Information

Have in mind that your classmates are your audience so that you use words and expressions they can easily understand. Create a glossary with words they might not understand in the text. Exchange your questions and text with another team. Answer the questions from the other team. Get together to check your answers by reading questions and answers aloud.



## Assessing my Learning Process

Use the rubric to assess the questions you answered.

Question	Answer	Question	Answer
1. What is the main idea of the text?	1. The main idea of the text is that asking questions is a good way to learn.	2. What is the main idea of the text?	2. The main idea of the text is that asking questions is a good way to learn.
2. What is the main idea of the text?	2. The main idea of the text is that asking questions is a good way to learn.	3. What is the main idea of the text?	3. The main idea of the text is that asking questions is a good way to learn.
3. What is the main idea of the text?	3. The main idea of the text is that asking questions is a good way to learn.	4. What is the main idea of the text?	4. The main idea of the text is that asking questions is a good way to learn.

### 1. Reflect and complete.

Asking questions about a topic helped me to:

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

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

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## Questionnaire to Obtain Information

In this session, students will check their questionnaire, create a glossary and, once it is ready, exchange it with other classmates for them to answer the questions. Read aloud each of the steps on this page and have teams perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

Use the rubric to assess the questions you answered.

Once teams have finished answering the questions, draw their attention to the rubric so they can use it to provide peer assessment. Read instructions aloud and make sure everybody understands the aspects they will evaluate before they start. Monitor while they work to offer guidance if required.

### Self-evaluation

#### 1. Reflect and complete.

Read the statement and have students think what they learned about the topics they chose throughout the unit by asking questions. Invite them to share their answers once they have written them.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

### Why Is It Important to Ask Questions?

Finally, organize the class into small teams and read the title of the unit aloud: *Why Is It Important to Ask Questions?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class.

# Review

## 1 Read the text and underline key words.

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Although orangutans are known as the kings of the jungle, they actually live in the rainforest. They live in groups of five to fifteen that are called prides, and they may live for up to 16 years in the wild and 26 in captivity. Resemblances do most of the work, sharing from dusk to dawn. They can hunt large animals such as zebras, as they can run at a speed of up to 81 km/h. It is possible that they can protect their pride and control the territory with a roar that can be heard up to 8 km away.

## 2 Underline words you don't understand and look up their meaning.

orangutans

prides

captivity

resemblances

share

dusk

dawn

run

speed

possible

protect

pride

control

territory

roar

## 3 Write three open questions and their answers.

Q1

A1

Q2

A2

Q3

A3

## 4 Write three closed questions and their answers.

Q4

A4

Q5

A5

Q6

A6

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## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the self-assessment worksheet provided and give it to each student so they can evaluate themselves individually. Remember that this instrument is very useful to help them identify their own skill gaps so they know where to focus their attention and assume responsibility for their own learning process. Don't forget it is very important to guide students once they have finished working with it so they can use their answers to set realistic goals by themselves.

Once you hand out the worksheet to each of your students, read instructions aloud and make sure they understand what they have to do. Ask volunteers to read each of the questions included and, if necessary, have them identify the activity in which they practiced that skill so they can recall if they could do it or not. When they finish answering, tell them to paste the worksheet in their notebooks and give them some time to write the goals they want to attain concerning the skill(s) they think they need to improve.

# Self-assessment Worksheet

Name: \_\_\_\_\_

Answer each of the questions. If your answer is yes, explain how you did it; if your answer is no, explain how you can improve.

Did I choose a topic that interests me?	
Did I recognize key words in a text?	
Did I create a glossary for a text?	
Did I classify types of questions?	
Did I write open questions appropriately?	
Did I write closed questions from a model?	
Did I ask questions orally with correct pronunciation and intonation?	
Did I identify different parts of a text?	
Did I recognize different text patterns?	
Did I answer questions using information from a text?	

# 7

# What Is the Purpose of Ads?

## Unit Overview

### Family and Community Environment

#### Communicative Activity

Exchanges associated with media

#### Social Practice of the Language

To comment and compare advertisements

#### Achievements

- Explore ads.
- Understand ads.
- Write information.

#### Audio

Tracks 21-23

#### Vocabulary

- ad
- billboard
- customer
- font
- introduce
- persuade

#### Learning to Learn

Being a smart customer

#### Learning to Know

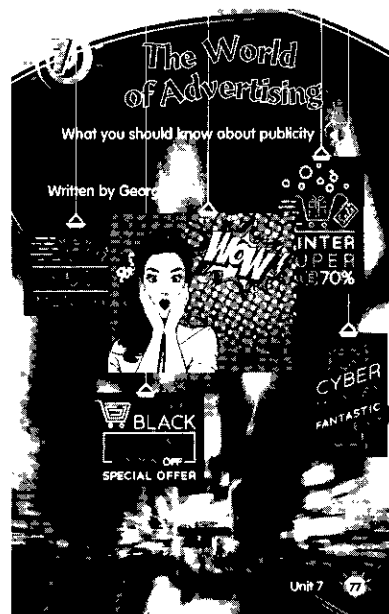
Checking punctuation and spelling

#### Learning to Do

Using persuasive techniques in ads

### Reader

"The World of Advertising," pp. 77-88, Track 40



### Product

Ads

### Evaluation tool

Descriptive Valuation Scale

### Worksheet

As an extra activity, you can use the Worksheet on page T122.

# Lesson 1

1. Identify purpose and audience for each ad. Use words and phrases from the box to fill in the graphic organizer.



to buy that specific day girls  
a new product chocolate covers

Purpose: to buy that specific day  
Audience: girls



Purpose: to buy that specific day  
Audience: girls

2. Answer.

How much do the cookies cost? They are \$0.99 each.  
What do "Today 30% Off" mean? It means that the price is 30% lower than the original price.

3. Circle the correct option.

Names of different products have the biggest / smallest  
All the texts are written using the same / different fonts  
There are few / a lot of punctuation marks.

66

## Achievement

Explore ads.

## Teaching Guidelines

- Contrast purpose and audience for ads.
- Interpret abbreviations and signs that indicate price.
- Reorganize use and size of typography and punctuation.

## Development

### Which words and expressions related to ads do you know?

Ask aloud the question: *Which words and expressions related to ads do you know?* and encourage students to use previous knowledge to answer. At this point, you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

1. Identify purpose and audience for each ad. Use words and phrases from the box to fill in the graphic organizer.

Have students identify the Glossary words and invite them to go to page 109. Ask them to read

the definition of all six words from this unit. Then, tell them to go back to page 66 and, to have them contrast purpose and audience for ads, draw their attention to the ads. Ask: *What are they advertising?* (cookies and a perfume). *What do you think their purpose is?* (to sell the products). *Who do you think will be interested in buying them?* (people who like cookies, and girls). Explain that the people who may be interested in buying the products are called the audience and that the purpose, although in both cases is selling the product, might be more specific in each case. Have them read the text of the first ad and ask: *Is it a well-known product?* (no, it is new). Once they have answered, say: *So, in this case, the purpose might be to introduce the product.* Then, have them read the text in the second ad and ask: *What will happen if you buy the perfume today?* (you will receive a discount); once they have answered, say: *So, in this other case, the purpose is to persuade customers to buy the perfume that specific day.* Finally, give them some time to fill in the graphic organizer.

2. Answer.

Organize the class into pairs so they may work on this task to interpret abbreviations and signs that indicate price. Check orally.

3. Circle the correct option.

Draw students' attention to the Glossary word in this activity (fonts) and ask them to recall its meaning. Then, give pairs some time to recognize the use and size of typography and punctuation in the ads from Activity 1 by working on this task. Check by asking volunteers to read the sentences aloud.

## Differentiated Instruction

**Activity 2:** Use the **Open-ended Statement Strategy** saying the first part of both answers and encouraging students to complete each of them.

4. Write number 1 for ads that show food, 2 for ads of personal care products, and 3 for those of household products.

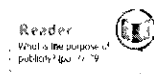


5. Compare the texts and pictures in the ads above. Answer.

Are the texts long?

How are texts and pictures distributed?

Is there a title?



Reader

What is the purpose of publicity? (p. 179)

Check this and the previous page and create a list with words and expressions related to ads.

### Arts

- Check this and the previous page and create a list with words and expressions related to ads.

### Self-evaluation

Reflect upon the following questions

- What did I do to explore ads about products I like to buy?

- Which of the strategies was the most effective?

What can I do to improve?

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## Achievement

Explore ads.

## Teaching Guidelines

- Classify advertised products into categories.
- Compare similarities and differences in the distribution and use of graphic and textual elements.

## Development

4. Write number 1 for ads that show food, 2 for ads of personal care products, and 3 for those of household products.

Organize the class into pairs, read instructions aloud, and have them classify advertised products into categories while you monitor walking around to check.

5. Compare the texts and pictures in the ads above. Answer.

Have pairs compare similarities and differences in the distribution and use of graphic and textual elements by observing the ads in the previous activity and answering the questions. Check orally and ask: *Why do you think the distribution is done this way?* (because images are more attractive and, sometimes, more effective to persuade people to buy the products).



Elicit the places where there is publicity according to the text (TV, radio, billboards, and magazines). Ask students where else they see advertisements. Then, ask what the purpose of publicity is (it tells us when companies introduce new products; it also tries to persuade people to buy those products).

## Product: Ads

In this unit, students will create an ad. In this lesson, they will create a repertoire of words and expressions related to ads. Organize the class into teams, read the instruction aloud, and give them some time to check the ads and activities in this lesson to select their words and expressions. Encourage them to use a bilingual dictionary to add some other terms. Monitor while they work and, when they have finished, invite teams to share their words with the rest of the class. This activity will be your first evidence in this unit; once they have their lists ready, ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Which words and expressions related to ads do you know?


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

## Differentiated Instruction

**Activity 4:** Use the **Bubble Map Strategy** to have students brainstorm different ad categories before working on this activity.

# Lesson 2

Listen to the ad and circle the product it is announcing.



2. Evaluate the ads in the previous activity. Check (✓) the square of the ad that fits each statement.

Has the most attractive title	
Has the most interesting image	
Has the most interesting text	
Has the most interesting sound	
Has the most interesting smell	
Has the most interesting taste	
Has the most interesting color	
Has the most interesting shape	
Has the most interesting texture	
Has the most interesting smell	
Has the most interesting taste	
Has the most interesting color	
Has the most interesting shape	
Has the most interesting texture	

3. Draw a product that is advertised in a similar way.

4. Circle how ads are spread out in your town.

magazines TV radio Internet newspapers

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## Achievement

Explore ads.

## Teaching Guidelines

- Evaluate the effect of ads on readers.
- Reflect about the different ways to spread product information in their own culture.

## Development

### How is the information presented in an ad?

Ask aloud: *How is the information presented in an ad?*  
Encourage students to answer by observing the ads from the previous lesson.

#### 1. Listen to the ad and circle the product it is announcing.



Explain to students that they will listen to a radio ad and that they should listen carefully to identify which of the two potato chip brands it is advertising. Play Track 21 for them to work on the task and check orally.

#### 2. Evaluate the ads in the previous activity. Check (✓) the square of the ad that fits each statement.



Organize the class into pairs to have them evaluate the effect of ads on readers. Read aloud the instructions

and each of the statements to check understanding. Once you are sure all students understand, have them perform the task. Invite pairs to share their answers and encourage them to give reasons, even if they need to use their native language to express them. Don't forget to provide them with the words or phrases in English and have them repeat after you.

#### 3. Draw a product that is advertised in a similar way.

Ask students: *Have you seen/listened to similar ads? Which products do they advertise?* Give them some time to draw the product(s). This activity will help them to relax while establishing connections with their own experiences.

#### 4. Circle how ads are spread out in your town.



Draw students' attention to the Glossary word in this activity (billboard) and encourage them to recall its meaning. Ask: *Where have you seen billboards?* Elicit answers and read the rest of the words aloud to check comprehension. Then, tell them to work on the task to have them reflect about the different ways to spread product information in their own culture.


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## Differentiated Instruction

**Activity 2:** Use the **Individual Response Card Strategy** to identify which ad each of your students prefers. Tell them to take out a recycled sheet and cut two squares of paper; on one of them they will write an **a** and on the other a **b**. Read aloud each of the statements from the chart and have your students show you the letter of their choice. If time allows, organize a brief debate between the ones who prefer ad **a**, and the ones who prefer ad **b**.



5. Look at the picture to predict what the ad is about. Then, read to answer the questions.



Which words are used to persuade you to buy it?

What is the idea of it?

6. Check the ads in this and the previous lesson and write two examples for each column. Then, answer the question.

What are most ads like?	What are the products?
Advertisement for a product	Advertisement for a product

What are the products?

What are the products?

Self-evaluation

Reflect upon the following questions:

- Could I explain ads to evaluate the effect they have on people?
- Which strategies did I use to understand them?
- What can I do to improve?

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## Achievement

Understand ads.

## Teaching Guidelines

- Use strategies to reinforce comprehension.
- Contrast ways to synthesize information.

## Development

### 5. Look at the picture to predict what the ad is about. Then, read to answer the questions.

To help students use strategies to reinforce comprehension, draw their attention to the picture in the ad and have them mention the foods shown (wheat, oats, fruits, milk). Ask: *What type of food is that?* (cereals, fruits, dairy). *Are they all in El Plato del Bien Comer?* (yes). Then, read the first question and have them scan the texts to find cognates. Finally, ask the second question and elicit the answer.

### 6. Check the ads in this and the previous lesson and write two examples for each column. Then, answer the question.

To have students contrast ways to synthesize information, have them check all the ads they have seen so far to identify which of them use only key words, which use key words and phrases, and which

use key words, phrases, and sentences. Once they fill in the chart, explain that as they have already observed, ads include only important information to persuade customers that the product it is announcing is precisely what they need.



Divide the board in three parts. Write the following headings on the columns: 1. Perfect life / 2. Music / 3. Words. Ask students to say keywords about each concept (1: happy families, friends, celebrities, glamorous; 2: jingle, memorable, catchy; 3: ads use powerful words like perfect, amazing, unbelievable, etc.). Remind students that advertisements use those tricks to persuade the customers.

## Product: Ads

As you may recall, in this unit students will create an ad. In this lesson, they will choose the product they will advertise. Organize the class into teams, read the first instruction aloud, and give them some time to write their lists. Encourage them to use a bilingual dictionary to write the name of the products in English. Once they have their lists ready, read the second instruction and monitor to check which product each team chooses.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How is the information presented in an ad?

Ask the question again and encourage students to mention the different ways in which information is synthesized.

## Differentiated Instruction

**Activity 6:** Use the **Jigsaw Strategy** to promote collaboration. Organize the class into teams and assign each team only one category from the chart. When all teams have their examples ready, invite them to share their answers with the class.

# Lesson 3

1. Look at the ad. Ask two open and two closed questions.



2. Listen and write words that match with the sounds below.

(a) \_\_\_\_\_  
(e) \_\_\_\_\_

3. Listen to the dialogue and circle closed questions.

—I'm so hungry. I could eat a horse. —Is it a well-known restaurant?  
—Let's order a pizza! I heard a radio. —Not really.  
—No about a pepperoni pizza that? —Are the ingredients fresh?  
—Only \$5.25. —They say so, but I have no idea.  
—Are they good? —Well, then I prefer to eat at home.  
—I don't know. I've never tried. —Cooked at home.

4. Choose a food ad from this unit. Adapt the dialogue using the information contained in it.

—I'm so hungry. I could eat a horse. —  
—Let's order a pizza! I heard a radio. —Not really.  
—No about a pepperoni pizza that? —  
—Only \$5.25. —They say so, but I have no idea.  
—Are they good? —Well, then I prefer to eat at home.  
—I don't know. I've never tried. —Cooked at home.

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## Achievement

Understand ads.

## Teaching Guidelines

- Ask questions to obtain information from ads.
- Establish links between sounds and a graphic representation.
- Check the reliability of ads by asking yes or no questions.

## Development

### Why should you analyze information included in ads?

Write on the board: *Why should you analyze information included in ads?* and invite students to reflect upon the answer. Invite them to share their ideas.

1. Look at the ad. Ask two open and two closed questions.

Encourage students to recall the differences between open and closed questions (they may check the information included on page 116). Then, organize the class into pairs so they can formulate questions to obtain information from ads. Monitor while they work to provide help if necessary.

2. Listen and write words that match with the sounds below.

Remind students that in English sometimes the sound of some letters may vary. Draw their attention to the letters and then to the ones in parentheses. Encourage them to say how each of the letters in parentheses sound in Spanish; this way, they will learn to establish links between sounds and a graphic representation. Then, have them reread the information in the ad from Activity 1 to identify possible answers. Finally, explain to them that they will listen to the cheese pepperoni pizza radio ad so they can identify which words have these sounds. Play Track 22 for them to perform the task. Check orally.

## Learning to Learn 117

Invite students to go to page 117 in the Activity Book and ask volunteers to read aloud the advice provided. Ask them to share experiences in which ads influenced them to buy a product that was not good or necessary.

3. Listen to the dialogue and circle closed questions.

Explain to students that now they will listen to a conversation between two kids to identify closed questions. Play Track 23 for them to circle the questions in their books. Check by asking volunteers to read them aloud. Finally, ask: *What do the three questions have in common?* (they are asking for the reliability of the information included in the ads).

4. Choose a food ad from this unit. Adapt the dialogue using the information contained in it.

Now, students will check the reliability of ads by asking yes or no questions following the example from the previous activity. Tell them to leaf through the pages of the unit to choose a food product and use the information provided to fill in the gaps. Monitor to offer help when required. When they have finished, invite volunteers to read their dialogues in front of the class.

## Differentiated Instruction

**Activity 1:** If necessary, use the **Mini Lesson Strategy** to remind students about the structure of open and closed questions.

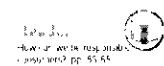
5. Write a list of products you would like to advertise. Vote to choose one.

### Time to Shine!

When products do well, they are  
"feel usually directed to?"



6. Use the graphic organizer to write the most relevant characteristics of the product you chose.



Write the characteristics of the product you chose.

#### Self-evaluation

Reflect upon the following questions:

Which kind of customer did I ask for? Did I ask for a better?

Could I check the reliability? How?

What can I do to improve?

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## Achievement

Write information.

## Teaching Guideline

Select products and relevant characteristics for ads.

## Development

5. Write a list of products you would like to advertise. Vote to choose one.

Explain to students that they are going to work in pairs to write an ad. Tell them that the first thing they must do is to select their products. Read instructions aloud and give them some time to create their lists and vote while you monitor walking around. Encourage them to use a bilingual dictionary to write their lists.

Then, ask the question in the Time to Shine! box and encourage different students to share their answers.

6. Use the graphic organizer to write the most relevant characteristics of the product you chose.

Explain that now they should select the most relevant product characteristics for the ads. Invite them to use the graphic organizer writing the name of the product in the middle and one characteristic in each of the circles around it.



Have two students read the questions on page 83 ("Do I really need it?" "Is it good for my health?"). Then, ask the class to explain how we can answer those questions (we can find out if we need a product when we ask ourselves if we are going to use it frequently and if it is going to make our life easier; also, it is important to check the amount of sugar, salt, fat, and calories in the food we buy).

## Product: Ads

As you may recall, students will create an ad. In this lesson, they will write the characteristics of the product they chose. Organize the class into teams, read the instruction aloud, and suggest that they create a graphic organizer similar to the one in activity 6 to describe their product. This activity will be your second evidence in this unit; once they have their descriptions ready, ask students to file them following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Why should you analyze information included in ads?

Ask students the question again and encourage them to answer including what they learned during this lesson.

## Differentiated Instruction

**Activity 6: Use the Stimulate Student Senses Strategy.** Tell students to close their eyes and think of the product they chose; then, to recall how it looks, how it tastes (in case it is edible), how it smells, how it feels, and what sounds it makes. Then, have them think how they feel when they use it or consume it. Finally, have them open their eyes and write their descriptions.

# Lesson 4

## 1. Write specific information for your ad.

Price	Characteristics
Product's name	
Phone number/e-mail	Special promotions

## 2. Complete the phrases and sentences using the information you wrote in the previous activity.

It attaches to a table.  
 You will be amazed by the gravity challenge!  
 It is long and includes 2 cars.

## 3. Organize your information in the template.

<b>Fast Lane</b>	
It attaches to a table.	Only \$350.00
You will be amazed by the gravity challenge!	Today 10:00
It is long and includes 2 cars.	Contact us at 148.090

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## Achievement

Write information.

## Teaching Guidelines

- Write prices, characteristics, phone numbers, e-mails, and special promotions.
- Complete sentences to form ad content.
- Organize information for ads.

## Development

### Which strategies do effective ads use?

Ask students: *Which strategies do effective ads use?* and invite them to share their ideas.

## 1. Write specific information for your ad.

To have students write prices, characteristics, phone numbers, e-mails, and special promotions related to the product they chose, read instructions aloud and draw their attention to the graphic organizer to check if they have any doubts. Organize the class into pairs and have them invent a name for their product and fill in the rest of the squares with details about it. Monitor while they work to check.

## 2. Complete the phrases and sentences using the information you wrote in the previous activity.

Students will continue working in pairs to complete phrases and sentences to form their ad content. Read each aspect aloud to check comprehension and then have students complete them using the information they have already written in the previous activity.

## Learning to Do 117

Go to page 117 in the Activity Book and ask volunteers to read the information related to persuasive techniques. Emphasize the examples to clarify each strategy and ask for some others.

## 3. Organize your information in the template.

Tell students to use the template provided to organize the information for their ads. Monitor while they work to offer help when required.

## Differentiated Instruction

**Activity 3:** Use the **Group Based on Goals Strategy** to differentiate tasks depending on the students' skills or knowledge. You may ask advanced students to include at least one of the persuasive strategies they read about in the Appendix, while struggling students may only include the sentences they wrote in Activity 2.

#### 4. Select or create images for your ad.

#### 5. Use the checklist to correct spelling and punctuation.

- Did I spell words with the sound (a) correctly?
- Did I spell words with the sound (i) correctly?
- Did I write a period for sentences?
- Did I leave phrases without a period?
- Did I use exclamation marks for sentences that catch the reader's attention?

#### Ads

- Write a list of sentences, phrases, and key words for your ad.
- Check spelling and punctuation.
- For homework, select or create images for it and bring the material you will use to create it.

#### Self-evaluation

Reflect upon the following questions:

- Which type of information did I write in my ad?
- Was I easy for me to do it? Why or why not?
- What can I do to improve?

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## Achievement

Write information.

## Teaching Guidelines

- Select graphic resources to elaborate an ad.
- Check spelling and punctuation.

## Development

### 4. Select or create images for your ad.

Organize the class into pairs and read instructions aloud. Give students some time to select graphic resources to elaborate their ad. Remind them that images are extremely important and they also transmit messages so they should be very careful when selecting them. Explain they may use cutouts, print them, and paste them or draw them.

## Learning to Know

Tell students to go to page 117. Ask volunteers to read aloud the information included in this section. Clear up any doubt they may have concerning the tips provided.

### 5. Use the checklist to correct spelling and punctuation.

Draw students' attention to the checklist and read each statement aloud to make sure they understand what it refers to. Then, give pairs some time to check spelling and punctuation using it. Tell them that if any of their answers is "no," they should make the necessary adjustments.



Ask what useful information many ads may offer (the product or service price and information about the retailers). Then, ask: *Other than that, how reliable is publicity?* Have them discuss in small groups and share their conclusions.

## Product: Ads

As you may recall, in this unit students will create an ad. In this lesson, students will write a list of sentences, phrases, and key words for their ad. Read the first instruction aloud and tell them to follow the models provided in this unit to do it. Monitor while they work to offer help when required. Then, read the second instruction and give them some time to check. Suggest that they use the checklist from Activity 5 to do so. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer. Finally, read the third instruction aloud and explain to them that they should decide what material to use (cardboard, markers, scissors, glue, etc.) so they may bring it to use during the following session. They should also bring the graphic material they will use in their ad.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Which strategies do effective ads use?

Ask the question again and encourage students to mention some of the persuasive strategies they learned in this unit.



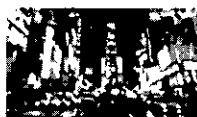
## Differentiated Instruction

**Activity 4-5:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students; e.g., one student tutors another to check the ad, but the one being tutored draws beautifully.

# Product and Assessing My Learning Process

## Ad

Gather your material.  
 Decide color, size, and type of letter  
 for each sentence, phrase, or key  
 word.  
 Organize your information in your  
 template.  
 Paste your images.  
 Present your ad to your class.



## Assessing my Learning Process

As a class, comment and compare all the advertisements you presented (not which):

- presents a product vividly, would like to buy
- uses the most persuasive phrases
- has the most attractive images

Give reasons to support your opinions.

1. Check the answer that expresses your preference and give reasons.

During this unit I liked to:

- make key and comment cards
- design ads
- present

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

3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

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## Ad

In this session, students will finish their ads. Read aloud each of the steps on this page and have teams perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**As a class, comment and compare all the advertisements you presented.**

Post all the advertisements in a place where all your students can see them. Read aloud the instructions and each of the aspects to evaluate, and invite the class to express their opinions, always asking them to give reasons to support them.

### Self-evaluation

1. **Check the answer that expresses your preference and give reasons.**

Read instructions and explain to students that they should choose the statement that best expresses what they enjoyed the most doing during this unit. Once they have checked it, they should give reasons to explain their choice.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. **In your notebook, write what you think was difficult to achieve and what you can do to improve.**

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

### What Is the Purpose of Ads?

Finally, organize the class into small teams and read the title of the unit aloud: *What Is the Purpose of Ads?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class.

## Review

## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the descriptive valuation scale provided, cut the sheet into two halves, and use each one to evaluate a different student. Remember that this instrument breaks down the different aspects that must be considered to make sure your students attained each of the achievements. In this case, you are provided with a numeric scale in which 5 is the highest score. Check (✓) the square that corresponds to the student achievement.

Don't forget that when you have assessed all your students, you may use this information to identify the aspects in which most of your students need support so that you may be able to design strategies that can help them improve gradually throughout the school year, as learning is a cyclical process. Feel free to go back to reinforce knowledge and skills during the next units.



## Evaluation Tool

### Descriptive Valuation Scale

Name: \_\_\_\_\_

Aspect	1	2	3	4	5
1. Sentences, phrases, and key words contribute to make the product attractive.					
2. The ad includes prices, phone numbers/ e-mails, and special promotions.					
3. Information is well organized.					
4. The ad includes attractive graphic resources.					
5. Spelling and punctuation was checked.					



## Evaluation Tool

### Descriptive Valuation Scale

Name: \_\_\_\_\_

Aspect	1	2	3	4	5
1. Sentences, phrases, and key words contribute to make the product attractive.					
2. The ad includes prices, phone numbers/ e-mails, and special promotions.					
3. Information is well organized.					
4. The ad includes attractive graphic resources.					
5. Spelling and punctuation was checked.					



# 8

# What Do Legends Tell Me About Other Cultures?

## Unit Overview

### Recreational and Literary Environment

#### Communicative Activity

Understanding oneself and others

#### Social Practice of the Language

To read brief legends from different cultures to compare similarities and differences

#### Achievements

- Explore children's legends.
- Participate in the reading of legends.
- Compare the components in legend writing.

#### Audio

Tracks 24-26

#### Vocabulary

- character
- climax
- conflict
- development
- narrator
- setting

#### Learning to Learn

Comparing and contrasting

#### Learning to Know

Characteristics of legends

#### Learning to Do

- Using adjectives in descriptions
- Differentiating present and past tenses

### Reader

"Where Do We Come From?" pp. 89-100, Track 41



### Product

Illustrated Venn Diagram

### Evaluation tool

Self-evaluation and Peer Evaluation Cards

### Worksheet

As an extra activity, you can use the Worksheet on page T123.

# Lesson 1

1. Look at the picture and fill in the blanks.



Title:

( )

2. Look at the picture. Answer.



Who are they? What are they?

What do you think is the conflict?

3. Listen to the legend. Use words from the box to label its parts and show its development.

conflict ending introduction

King Solomon and the Baby

King Solomon was a very wise Jewish king who lived a long, long time ago.

One day, two women went to King Solomon's palace. One of them had a baby in her arms. She said, "This is my baby!" And the other woman said, "This is my baby!"

King Solomon decided, "Let's cut the baby in two. Then, each of you will have a part of the baby." One of the women shouted, "No, don't cut the baby. Give it to her!" "No, woman, this is your baby. Now I know you are the real mother because you don't want to hurt him," said King Solomon.

76

## Achievement

Explore children's legends.

## Teaching Guidelines

- Activate previous knowledge to anticipate content.
- Analyze legend structure.

## Development

### Who are usually the main characters of legends?

Ask aloud the question: *Who are usually the main characters of legends?* and encourage students to use their previous knowledge to answer.

## Learning to Know 118

Tell students to go to page 118. Draw their attention to the graphic organizer and invite volunteers to read aloud the characteristics of legends. Explain to them that in this unit they will be reading some legends so they may go back to this organizer any time they need to analyze an aspect from the legends they will read.

1. Look at the picture and fill in the blanks.

Tell students to open their books to page 109 to check the Glossary words corresponding to this unit.

Invite volunteers to read the definitions aloud and ask students to give examples for each of them in stories they have read. Then, have them go to page 76 and draw their attention to the picture. After telling them she is the character of a very famous Mexican legend, ask: *Who is she?* (La Llorona). Then, ask: *Do you know what the conflict in that legend is?* (she lost her children). Have them write the answers in their books. Next, encourage students to share all the details they know about this legend. Remember there are different versions, so accept all answers and tell them that it is common for legends to have different versions as some of them have been passed down orally from one generation to the next.

2. Look at the picture. Answer.

Organize the class into pairs, draw students' attention to the picture, and ask one volunteer to describe it (a king and two women holding a baby). Read aloud the instructions and the questions, and tell pairs to work on the task so they can activate previous knowledge to anticipate content. Monitor to provide any help they may need. Finally, ask pairs to read their answers aloud.

3. Listen to the legend. Use words from the box to label its parts and show its development.



Have students identify the Glossary words in this activity (development and climax) and ask volunteers to explain their meaning. Read aloud the other words in the box to check students' comprehension. Then, explain to them that they will listen to a legend that is part of the Jewish tradition. Play Track 24 for students to follow the reading in silence and give pairs some time to analyze the legend structure by labeling its parts. Check orally.

## Differentiated Instruction

**Activity 2:** If you think some of your students might struggle to answer the second question, use the **Think-Pair-Share Strategy**. Try to form pairs in which one of the students may tutor the other to identify the conflict.

**Activity 3:** After you have checked, use the **Flow Map Strategy** to help students visualize the development of the legend. Draw four rectangles connected by arrows and ask volunteers to draw the scenes that correspond to the introduction, the conflict, the climax, and the ending.

4. Describe the characters from "King Solomon and the Baby." Then, retell the legend.

5. Circle the option that applies to you.



I could retell the legend without the picture.

The picture helps me retell the text.

6. Answer.

### Time to Shine!

What do both legends in this lesson have in common?

Read and write about the legends.



### Just Read About Legends

Write about legends and stories from different cultures. Describe the characters and illustrate them.

#### Self-evaluation

Reflect on the following questions.

What did you learn about legends?

Which of the legends was the most interesting?

What did you learn about legends?

77

## Achievement

Explore children's legends.

## Teaching Guidelines

- Review the function of graphic and textual components.
- Express personal experiences and emotions related to the content of a legend.

## Development

### Learning to Do 118

Go to page 118 in the Activity Book and ask volunteers to read the information related to adjectives.

#### 4. Describe the characters from "King Solomon and the Baby." Then, retell the legend.

Organize the class into pairs and have them use their dictionaries to find adjectives to describe the characters. When they have finished, ask pairs to share their answers. Finally, ask the class: *What is the conflict?* (each woman claims the baby is hers). *What is King Solomon's decision?* (to cut the baby into two halves and give each woman one half). *What happened at the end?* (he finds out who the mother is).

#### 5. Circle the option that applies to you.

To review the function of graphic and textual components, read aloud the sentence in the text bubble and ask: *What is the function of the picture?* (to show the main characters or the conflict). *What is the function of the text?* (to explain in detail what the story is about). Have them circle their answer and guide them to conclude that both components help us understand what the legend is about.

#### 6. Answer.

Organize the class into teams and have them express personal experiences and emotions related to the content of King Solomon and the Baby by answering the questions. Ask teams to share their conclusions. Finally, ask aloud the Time to Shine! question and elicit that both legends are very old stories and they are part of cultural traditions.



Have a volunteer explain the meaning of *setting* (time and place of an event in a story). Ask if the text says when it happened (no). Then, ask where the story started (in a forest).

### Product: Illustrated Venn Diagram

In this unit, students will create an illustrated Venn Diagram in which they will compare two legends from different cultures. In this lesson, they will choose the two legends that they will compare and they will describe their characters. Read the first instruction aloud and give them some time to write their lists. You may suggest that they use electronic devices to look for the legends online. If not possible, try to provide them with books that include legends. Monitor to check that the legends they choose are from different cultures. Then, read the second instruction aloud and give them some time to describe the characters using a dictionary and illustrate them. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

#### Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

#### Who are usually the main characters of legends?

Have students answer considering the characters from the legends they have read about so far (they are often people who really existed, like kings or heroes, but it is hard to tell if their stories are true).

# Lesson 2

## 1 Listen and follow the reading.

**Excalibur**

Many years ago, in a forest in Britain . . .

— Did you bring the baby?

— Her Majesty begs you to take good care of her son.

Merlin took the baby to Sir Ector in his solitary house in the country.

— Take care of this baby, his safety is very important to all of Britain.

— Yes.

— When he is old enough, he

must visit me every day to receive education.

Sir Ector was confused, but accepted to help.

— Very well.

Merlin, if our Kings have trusted you, I will help you. This child will be like my own son.

How he have a name?

— His name is Arthur.

— Good, strong name.

— Sure it is, a name for a king.

And that was how King Arthur found a foster family.

## 2 Draw the settings of "Excalibur." Write a brief description for each.

## 3 Circle the words you don't understand and create a glossary for this legend.

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## Achievement

- Explore children's legends.
- Participate in the reading of legends.

## Teaching Guidelines

- Follow a read-aloud.
- Create images from what is being heard.
- Use different strategies to define new words and expressions.

## Development

### What do all legend settings have in common?

Ask aloud: *What do all legend settings have in common?* Invite students to share their ideas.

## 1. Listen and follow the reading.

Ask students: *Have you ever heard about King Arthur and his Round Table?* Elicit answers and explain that in this lesson they will work with a legend that explains what happened to this king when he was a baby. Play Track 25 and invite students to follow the reading.

## 2. Draw the settings of "Excalibur." Write a brief description for each.

Draw students' attention to the Glossary word (setting) and ask volunteers to define it using their own words (time and place of a story). Then, invite students to create images from what they heard in the previous activity by drawing the settings.

## 3. Circle the words you don't understand and create a glossary for this legend.

Ask students: *Do you remember which strategies you can use to find out the meaning of words you don't understand?* Elicit that in the last two units, they created glossaries by inferring the meaning of the words from their context or by using a dictionary. Read instructions aloud and encourage them to use different strategies to define new words and expressions from Excalibur. Monitor while pairs work to offer any help they may need and when all of them have finished, invite them to share their words by writing them on the board to create a class glossary for this legend.

## Differentiated Instruction

**Activity 3:** Use the **Individualized Feedback Strategy** to help struggling students to create their glossaries by guiding them to infer the meaning of the words taking the context into account.

#### 4. Classify the characters from "Excalibur."

Excalibur  
Characters

Main

Secondary

#### 5. Read the following sentences. Write an *N* if it was said by the narrator, and a *C* if it was said by one of the characters.

Many years ago, in a forest in Britain...

Did you bring the baby?

Take care of this baby.

His name is Arthur.

Sir Ector was confused, but accepted to help.

#### 6. Reread the legend. Write two examples for each column in the chart.

Present	Past

Reader  
Why were the animals not enough for Tapan and Guaraná? (pp. 92-93)

### Illustrated Venn Diagram

- Describe the settings of the two legends you chose and illustrate them.

#### Self-evaluation

Reflect upon the following questions:

- Which aspects did I consider in participating in the reading of legend?

- Did I feel confident doing it? Why or why not?

What can I do to improve?

79

## Achievement

Participate in the reading of legends.

## Teaching Guidelines

- Classify types of characters (main and secondary) from their actions.
- Contrast speech characteristics of the narrator and characters.
- Compare structures of expressions in the present and the past.

## Development

### 4. Classify the characters from "Excalibur."

Organize the class into pairs and draw their attention to the graphic organizer. Ask: *What do you think is the difference between main and secondary characters?* (the actions of the main character are more important in the story). Give them some time to classify the characters in Excalibur considering their actions. Check orally.

### 5. Read the following sentences. Write an *N* if it was said by the narrator, and a *C* if it was said by one of the characters.

Students will continue working in pairs to contrast speech characteristics of the narrator and characters.

Read instructions aloud and have them complete the task while you monitor walking around. Check orally.

## Learning to Do 118

Go to page 118 in the Activity Book and ask volunteers to read the information related to the way in which they can differentiate present and past.

### 6. Reread the legend. Write two examples for each column in the chart.

Have pairs compare structures of expressions in present and past tense in Excalibur's dialogues. Tell them to check again the auxiliaries and time expressions in the Appendix. Check by asking volunteers to write the sentences on the board.



Ask students what the Mayan gods wanted after they created the Earth (creatures to thank them for their creation) and what the problem was (the animals couldn't speak and praise the gods).

## Product: Illustrated Venn Diagram

In this lesson, they will describe the settings of the two legends they chose. Organize the class into teams, read the instruction aloud, and give them some time to write their descriptions and illustrate them. Encourage them to use a bilingual dictionary. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What do all legend settings have in common?

By rereading the setting descriptions, guide students to conclude that all the legends they have read so far occurred many years ago.



## Differentiated Instruction

**Activity 6:** Use the **Three Minute Pause Strategy** to give students some time to mentally summarize the information related to legends they have learned so far (structure, auxiliaries, time expressions). After the three minutes, invite volunteers to share their answers.

# Lesson 3

## 1. Listen and order.

### Sinbad the Sailor

He found a sword in a cave and killed the giant while he was asleep. Sinbad and his friends made a small boat and returned to Baghdad.

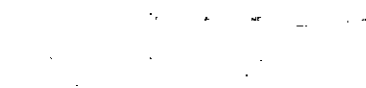
- ... One day, he was caught in a terrible storm and his ship was destroyed. Sinbad and his friend Hakeem swam onto "the Giants" Island.
- ... Suddenly, a man appeared. He told Sinbad and Hakeem that four years back, he came to this island looking for diamonds and this giant has held him as a prisoner. Sinbad wanted to help the man.
- Many years ago, in the city of Baghdad lived a rich merchant. He was known as Sinbad the Sailor.
- There, they met a horrible cyclops. He lived in the Dark and Valley.



## 2. Fill in the chart.

Legend	Characteristics	Settings	Conflicts
Legend 1			
Legend 2			
Legend 3			

## 3. Listen to your teacher and write.



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## Achievement

- Participate in the reading of legends.
- Compare the components in legend writing.

## Teaching Guidelines

- Organize sequence of events in a legend.
- Compare characteristics of characters, settings, objects, etc.
- Dictate and write how an aspect in a legend is similar or different in various cultures.

## Development

### What does the conflict in a legend usually show?

Write on the board: *What does the conflict in a legend usually show?* Invite students to reflect upon the answer by recalling the conflicts in the legends they have read so far.

## 1. Listen and order.

Organize the class into pairs and explain to them that this time they will listen to an Arabic legend. Have them read the title aloud and elicit if they have ever read or heard legends of Sinbad. Encourage them to

share. Once they have done so, play Track 26 for them to organize the sequence of events in that legend. Check orally.

## 2. Fill in the chart.

Students will continue working in pairs to fill in the chart in which they will compare characteristics of characters, settings, and conflicts of the three legends they have read. Monitor while pairs work to offer help when required. Check by drawing the chart on the board and inviting volunteers to write their answers.

## Learning to Learn 118

Invite students to go to page 118 in the Activity Book and ask volunteers to read the information provided in the Learning to Learn section. Ask students to give some other examples.

## 3. Listen to your teacher and write.

Explain to students that you will dictate some sentences to describe how some aspects in the legends they have read are similar or different so they may have a model to follow. Tell them that they must write the sentences in their books. Dictate the sentences provided in this Guide, and invite volunteers to write them on the board so you can check spelling and punctuation with the class. When they have finished writing, analyze each of the sentences with the class, asking them if the description given is comparing, contrasting, or both.

## Differentiated Instruction

**Activity 2:** If necessary, use the **Jigsaw Strategy** to encourage collaboration. Assign each pair only one legend or aspect to describe. Once all pairs have their descriptions ready, invite them to share them with the rest of the class by filling in the corresponding space on the chart that you will draw on the board.

4. Select one aspect and two legends from this unit to fill in the blanks.

You will compare and contrast the \_\_\_\_\_ (legend 1) \_\_\_\_\_ (legend 2) \_\_\_\_\_ and \_\_\_\_\_ (legend 3).

5. Write a description of the aspect you chose in each of the legends.

\_\_\_\_\_

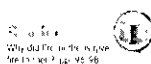
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Explain to your classmates the differences and similarities this aspect has in the two legends.



### Illustrated Venn Diagram

Describe the conflicts of the legends you chose.

#### Self-evaluation

Reflect upon the following questions:

- Could I select a subject to compare in legends?

Why or why not?

What can I do to improve?

81

## Achievement

Compare the components in legend writing.

## Teaching Guidelines

- Select aspects to compare.
- Express similarities and differences orally.

## Development

4. Select one aspect and two legends from this unit to fill in the blanks.

Organize the class into teams. Explain to them that they must select one aspect (characters, setting, or conflict) and two of the legends they have read in this unit so they can compare them. Have them fill in the blanks. Monitor walking around to check.

5. Write a description of the aspect you chose in each of the legends.

Explain to teams that they should describe the aspect they chose in the two legends giving as many details as they can. Give them some time to do so while you walk around to offer any help they may need and to check their descriptions.

6. Explain to your classmates the differences and similarities this aspect has in the two legends.

Tell teams to analyze the descriptions they wrote in the previous activity so they are able to find the similarities and differences. Once they have them clear, invite teams to express them to their classmates orally. Tell them to use the connectors provided in the Learning to Learn section on page 118.



Ask students what Zeus ordered Prometheus and Epimetheus to do (to create men and animals, and to give them a gift). Remind them that Epimetheus gave all the gifts to the animals; tell students to mention the gifts (strength, speed, warm fur, wings). Ask what Prometheus gave to men (fire, which he stole from the gods).

## Product: Illustrated Venn Diagram



As you may recall, in this unit students will create an illustrated Venn Diagram in which they will compare two legends from different cultures. In this lesson, they will describe the conflicts of the legends they chose. Organize the class into teams, read the instruction aloud, and give them some time to write their descriptions. Encourage them to use a bilingual dictionary. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What does the conflict in a legend usually show?


Ask students the question again and encourage them to answer considering what they have learned during this lesson. Explain to them that, in legends, the conflict is usually between good and evil.



## Differentiated Instruction


**Activity 6:** Use the **Group Based on Goals Strategy** to differentiate tasks. Advanced students might perform it as indicated, while struggling students may only mention the aspects that are similar or different.


# Lesson 4

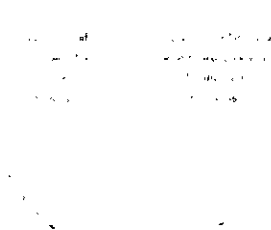
1 Choose adjectives from the box to write descriptions. 

brave difficult luxurious British  
old wonderful wise dangerous

Salem on \_\_\_\_\_ practice \_\_\_\_\_  
Merlin \_\_\_\_\_ Garb's and \_\_\_\_\_  
Shood \_\_\_\_\_ decisions \_\_\_\_\_  
forest \_\_\_\_\_ adventures \_\_\_\_\_

2 Fill in the Venn Diagram describing the similarities and differences from the legends you chose. Illustrate it. 





82

## Achievement

Compare the components in legend writing.

## Teaching Guidelines

- Relate similarities and differences to create descriptions.
- Create images to illustrate a comparison.

## Development

### Which aspects are similar in all the legends?

Ask students: *Which aspects are similar in all the legends?* and invite them to share their ideas.

#### 1. Choose adjectives from the box to write descriptions.

Organize the class into small teams, read instructions aloud, and have them perform this task writing descriptions for the main aspects of the legends they read in this unit. Emphasize word order. Monitor while teams work to check.

#### 2. Fill in the Venn Diagram describing the similarities and differences from the legends you chose. Illustrate it.

Read instructions aloud and draw students' attention to the Venn Diagram. If they are not familiar with this

type of graphic organizer, explain to them that in the middle they must write similarities and in the two sides they must write the differences. Tell them to use the descriptions they wrote on page 81, Activity 5, and that they can also add words from the previous activity if they like. Also tell them to use comparing and contrasting connectors to relate similarities and differences to create descriptions. Once they have their descriptions ready, give them some time to create images to illustrate their comparisons. Suggest that they use different styles, sizes, and colors for their fonts to make their diagrams more attractive. Monitor to give teams feedback.

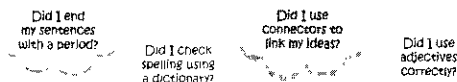


## Differentiated Instruction

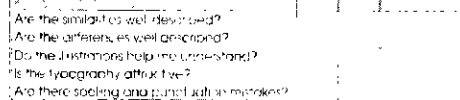
**Activities 2:** Use the **Think-Pair Share Strategy** within the teams to promote peer tutoring. Don't forget to always highlight the contributions of every team member.



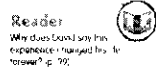
### 3. Check the sentences in your Venn Diagram.



### 4. Exchange your Venn Diagram with another team. Use the checklist to give and receive feedback.



### 5. Make necessary adjustments to your Venn Diagram.



### 6. Present to your class.

#### Illustrated Venn Diagram

- Describe similarities and differences.
- Create images to illustrate them.
- Describe the material you will use to create your Venn Diagram; bring it for homework.

#### Self-evaluation

- Could I relate similarities and differences in legends?

- Which of the strategies did I use?

What can I do to improve?

83

## Achievement

Compare the components in legend writing.

## Teaching Guidelines

- Check spelling and punctuation.
- Adjust graphic and typographic resources in descriptions.

## Development

### 3. Check the sentences in your Venn Diagram.

Ask students to go to page 117 to recall the tips to check spelling, punctuation, and grammar that they learned in the previous unit. Once they do so, read aloud the instructions and each of the questions to ensure comprehension. Give teams some time to check their work while you monitor.

### 4. Exchange your Venn Diagram with another team. Use the checklist to give and receive feedback.

Read aloud the instructions and each statement in the checklist to ensure all students understand. Explain that they must check the "yes" or "no" square, and they can also write a comment suggesting to their classmates how to improve. Then, tell teams to get together with another team so they can exchange

their books to practice peer assessment. Monitor to check all comments are respectful.

### 5. Make necessary adjustments to your Venn Diagram.

Once teams have received feedback from the other team, give them some time to adjust graphic and typographic resources in descriptions as well as their texts in case they need to.

### 6. Present to your class.

Invite teams to present their Venn Diagrams to their classmates, explaining the differences and similarities they found about the aspect they chose.



Ask students to describe the end of the story (the shaman told David that he could become a legend one day). Ask them how David felt and what they would do to become a legend (answers may vary).

## Product: Illustrated Venn Diagram



As you may recall, in this unit students will create an illustrated Venn Diagram in which they will compare two legends from different cultures. In this lesson, they will describe similarities and differences based on the descriptions they already have. Organize the class into teams, read the first instruction aloud, and give them some time to write their descriptions. Encourage them to use adjectives and connectors correctly. Once they have finished, give them some time to create images to illustrate each aspect they compared or contrasted. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer. Don't forget to tell students to choose and bring the material they will use to create their Venn Diagrams for the following session.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Which aspects are similar in all the legends?

Ask the question and encourage students to look at the graphic organizer provided in the Learning to Know section on page 118 to answer.



## Differentiated Instruction

**Activity 3:** Use the **Mini Lesson Strategy** to review the tips to check spelling and punctuation that students learned in the previous session.

# Product and Assessing My Learning Process

## Illustrated Venn Diagram

Order your materials and decide on a size and type of tools.  
Describe similarities among characters, settings, and conflicts in the middle part of the Venn diagram.  
Describe differences among characters, settings, and conflicts in the two sides of the Venn Diagram.  
Illustrate your description.  
Write a brief conclusion that shows what you learned in the unit.  
Present your diagram to your class.



## Assessing my Learning Process

Get with another team to tell them what you learned from the presentation.

- Explain how the traits help you understand the legends.
- Tell me how the way they organized the information in the diagram helped you recognize similarities and differences.
- Describe how their illustrations help you reinforce your comprehension.

Finally, give them feedback on aspects that they may improve.

### 1. Complete the statement.

The legend I liked the most in this unit was \_\_\_\_\_ because \_\_\_\_\_.

### 2. 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 and what you can do to improve.

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## Illustrated Venn Diagram

In this session, students will create their Venn Diagrams. Read aloud each of the steps on this page and have teams perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**Get with another team and tell them what you learned from their presentation.**

Once all teams have presented their diagrams, read the instructions and each statement aloud to make sure students understand them. Have them get together with another team to give and receive peer assessment. Monitor to check all comments are respectful.

### Self-evaluation

#### 1. Complete the statement.

Give students some time to leaf through the pages of the unit to review the legends they read and choose their favorite. Encourage them to give reasons for their choice.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

### What Do Legends Tell Me About Other Cultures?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do Legends Tell Me About Other Cultures?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class. Have them reflect that it is important to always respect the differences other cultures might have and to use similarities to establish links with them.

# Review

## 1 Read.

### Beowulf's Battle Against Grendel

Many years ago in Scandinavia, there was an evil and ugly monster. His name was Grendel. Beowulf was a very strong man. He was good. He fought for justice. Beowulf went to Grendel's cave. He wanted to protect his people. Beowulf fought against Grendel. The good fought against the evil. Beowulf won the battle. He killed Grendel. He killed evil.



## 2 Describe the characters.

Beowulf: \_\_\_\_\_  
Grendel: \_\_\_\_\_

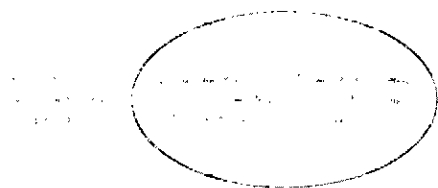
## 3 Describe the setting.

\_\_\_\_\_

## 4 Describe the conflict.

\_\_\_\_\_

## 5 Choose one aspect and fill in the Venn Diagram to compare it with another legend in this unit. Illustrate it.



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## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the self-evaluation/peer evaluation format and give one to each of your students so they may use it to assess themselves and one of their classmates during the presentation of their stories. Remind them that self-evaluation will help them increase their responsibility and autonomy and to reflect critically about their own performance. Peer evaluation will probably provide them with relevant feedback as it is generated by someone who "speaks the same language."

Read each of the aspects aloud to make sure everybody understands what each of them refers to. Assign one classmate to each of your students for the peer evaluation (different from the ones that have already given him/her feedback before) and explain that they should be extremely respectful with their comments.

# Evaluation Tool

## Self-evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. I described similarities between the two legends.			
2. I described differences between the two legends.			
3. I used connectors appropriately.			
4. I used adjectives appropriately.			
5. I created attractive illustrations for my diagram.			
6. My conclusion showed what I learned in this unit.			

## Peer Evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. My classmate described similarities between the two legends.			
2. My classmate described differences between the two legends.			
3. My classmate used connectors appropriately.			
4. My classmate used adjectives appropriately.			
5. My classmate created attractive illustrations for his/her diagram.			
6. His/Her conclusion showed what he/she learned in this unit.			

# 9

# What Do You Know About Mexican Food?

## Unit Overview

### Academic and Educational Environment

#### Communicative Activity

Exchanges associated with specific purposes

#### Social Practice of the Language

To interpret and compare information in a graphic

#### Achievements

- Explore illustrated texts about the ingredients in Mexican gastronomy.
- Interpret written information in illustrated texts.
- Write sentences that describe information in an infographic.

#### Audio

Tracks 27-28

#### Vocabulary

- dish
- flavor
- gastronomy
- mixture
- shrimp
- stew

#### Learning to Learn

Tips for creating infographics

#### Learning to Know

Recognize present tense

#### Learning to Do

- Writing descriptions
- Using connectors

### Reader

"The Magical Mexican Food," pp. 101-112, Track 42



### Product

Infographic

### Evaluation tool

Checklist

### Worksheet

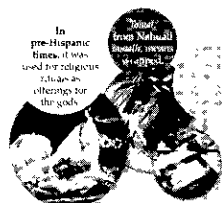
As an extra activity, you can use the Worksheet on page T124.

# Lesson 1

1. Look at the infographic. Answer the questions.

## THE TAMALE

Spongy and delicious pre-Hispanic food that is still alive



### FROM HERE AND FROM THERE

- Peas and corn → Nahuatl
- Culantro → Nahuatl
- Chips → Mesoamerican
- Lard → Maya

What is the theme of the infographic?

What is the purpose?

What is the key to read it?

How are images and text related?

What do arrows link?

86

## Achievement

Explore illustrated texts about the ingredients in Mexican gastronomy.

## Teaching Guidelines

- Anticipate theme, purpose, and audience from graphic and textual components.
- Distinguish the relation between visual and written information.
- Recognize graphic connectors and determine the information they link.

## Development

### What words related to food do you know?

Ask: *What words related to food do you know?* Elicit food vocabulary students already know.

1. Look at the infographic. Answer the questions.

Have students identify the Glossary words in this activity and tell them to go to page 110 to read their definitions and give examples. Then, ask them to go back to page 86 and, to have them anticipate theme, purpose, and audience from graphic and textual components, invite volunteers to describe the pictures

and then tell the class to scan the written information. Organize the class into small teams and read aloud questions **a**, **b**, and **c**. Give them some time to discuss and write the answers. Then, ask some volunteers to share them with the class.

Next, to have them distinguish the relation between visual and written information, read aloud question **d** and elicit answers from different students.

After that, draw their attention to the arrows in the right bottom corner to have them recognize graphic connectors and determine the information they link. Read question **e** aloud and again elicit answers from different students.

Invite students to share some other varieties of tamales they know and their preferences. Encourage them also to share on what occasions they usually eat them.

Finally, ask: *Do you think it is attractive to read infographics? Why or why not?* Listen to their opinions and also invite them to share if they have designed infographics before.

## Differentiated Instruction

**Activity 1:** Use the **Speedometer Strategy** to catch the attention of kinesthetic students. Explain that they will use their arms to show whether or not they understand the purpose of creating an infographic. Emphasize that it is a way to capture the attention of many readers because you are reinforcing concepts and data using visual resources. It is very important that all your students understand this since the product they will create is an infographic.

- 2 Use words from the box to identify the aspects that are included in each section of the infographic.

examples  
interesting  
facts  
history  
word origin  
preparation  
numbers  
headline  
introduction



- 3 Circle words you don't understand and create a glossary. Then, work with another pair to ask them for the words they included.

Reader  
What were the most  
important foods in the  
Mexican diet?

### Infographic

- Write a list of Mexican dishes and vote for one.
- For homework, research information about the dish you chose.

#### Self-evaluation

Reflect upon the following questions:

- What did I do to explore illustrated texts about the ingredients of Mexican gastronomy?
- Which of the strategies helped me the most to get a general idea?

What can I do to improve?

87

## Achievement

Explore illustrated texts about the ingredients in Mexican gastronomy.

## Teaching Guidelines

- Establish textual organization patterns.
- Ask questions about new words and expressions to include them in their repertoires.

## Development

2. Use words from the box to identify the aspects that are included in each section of the infographic.

Have students go to page 86 to watch how the text is organized. Explain that each graphic resource is used to present a specific aspect. Then, go to page 87 and ask a volunteer to read the words in the box to check comprehension. Organize the class into pairs and give them some time to perform the task in order to establish textual organization patterns.

3. Circle words you don't understand and create a glossary. Then, work with another pair to ask them for the words they included.

Students will continue working in pairs to create their glossaries for the infographic. Ask them to talk

about the strategies they have been using in the last units to find out the meaning of the words they don't understand (infer it through the context and use a dictionary). Monitor while they write their words and definitions to offer any help they may need. When all pairs have finished, have them get organized into small teams by getting together with another pair. Explain they will ask questions about new words and expressions the other team wrote so they will be able to include them in their repertoires.



Have students underline all the foods mentioned on pages 104-105 and write them on the board (corn, chili peppers, beans, avocados, squash, tomatoes, sweet potatoes, cacao). Ask them if these foods are still used in Mexican modern cuisine.

## Product: Infographic

In this unit, students will design an infographic to describe a Mexican dish. In this lesson, students will work in teams to write a list of Mexican dishes and they will vote to choose one. Organize the class into teams, read the first instruction aloud, and have them draft their lists on a sheet of paper. Once they have them ready, they should vote to choose the dish that they will describe in their infographic. Then, read the second instruction aloud and explain that for homework they should research information about that dish. Remind them about the research skills they learned in Unit 3 (they can research in books, surfing the web, or asking specialists, in this case, their relatives).

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What words related to food do you know?

Invite students to answer the question including the words they learned in this lesson.

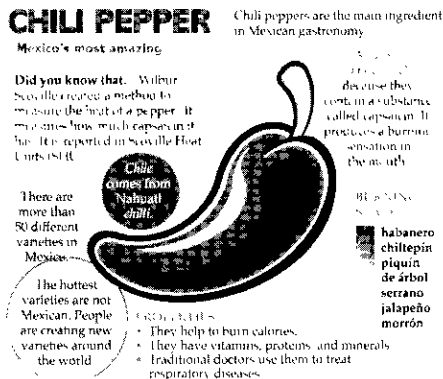


## Differentiated Instruction

**Product:** Use the **Gather Background Information Strategy** before teams start working. Ask: *Where's your family from? What dishes are traditionally served at home?* Invite students to share.

# Lesson 2

- Look at the infographic and, without reading, say what it is about.



- Listen and circle the part of the infographic that is related to the conversation.

- Write five open questions about the infographic.

## Time to Shine!

What traditional dishes in your town use chili pepper?

88

## Achievement

Interpret written information in illustrated texts.

## Teaching Guidelines

- Understand general sense from visual and graphic information.
- Listen to the reading of textual information and establish links with visual information.
- Ask questions to check understanding.

## Development

### How can you imagine things you don't know?

Ask: *How can you imagine things you don't know?*  
Elicit ideas from different students.

- Look at the infographic and, without reading, say what it is about.

Read instructions aloud and have students understand the general sense of this infographic considering only visual and graphic information. Elicit answers from different students, encouraging them to give details (it is obvious that it is about chili peppers) such as the data given in the burning scale or the interesting facts.

- Listen and circle the part of the infographic that is related to the conversation.

Tell students to identify the Glossary word in the infographic from Activity 1 and invite them to read its definition on page 110 and give some examples using it. Then, explain to them that they will listen to a short conversation that refers to one aspect from the infographic. Play Track 27 for them to listen to the reading of textual information and establish links with visual information. Check by asking them to show you what they circled.

- Write five open questions about the infographic.

Ask students: *Which are the open questions?* (the ones that start with a *Wh*-question word and have long answers). Organize the class into pairs, read instructions aloud, and give them some time to ask questions to check understanding. Suggest that they use the information on page 116 in the Appendix at the end of their books in case they need to recall how to write the questions. When all pairs have finished, invite them to ask their questions aloud and have the rest of the class answer them. Ask the question in the Time to Shine! box and elicit answers from different students; encourage them to specify which variety of chili is used in each case.

## Differentiated Instruction

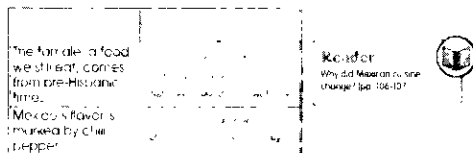
**Activity 3:** Use the **Mini Lesson Strategy** in case you feel that the entire class needs reinforcement concerning the use of *Wh*-question words to ask open questions.



4. Write examples from the infographic on the previous page.

Affirmative (existence):	Negative (state of being):	Simple Present Affirmative (singular):	Simple Present Affirmative (plural):	Present Progressive Affirmative:
is	is not	is	are	is/are + verb-ing
are	are not	am	are	is/are + verb-ing
is	is not	is	are	is/are + verb-ing
are	are not	is	are	is/are + verb-ing

5. Find descriptions in the infographics from this and the previous lesson that mean the same as the ones below.



### Infographic

Check the information you brought and identify key words.  
Write a description for your headline.

#### Self-evaluation

Reflect upon the following questions:

What did I do to interpret written information in illustrated texts?

Did I understand everything I read?

What can I do to improve?

89

## Achievement

Interpret written information in illustrated texts.

## Teaching Guidelines

- Classify ways to express present tense.
- Compare ways to express descriptions.

## Development

### Learning to Know 119

Go to page 119 in the Activity Book. Read aloud and explain the squares in the graphic organizer.

4. Write examples from the infographic on the previous page.

Organize the class into pairs and have them scan the infographic on page 88 to find examples for each of the ways to express present tense. Draw the chart on the board and have volunteers write their answers.

### Learning to Do 119

Explain that the aim of writing descriptions is to give details about something. Go to page 119 and elicit examples for each category (superlatives: the most

delicious, the oldest, etc. / sensory words: colorful, spicy, oily, etc. / adjectives: fresh, juicy etc.).

5. Find descriptions in the infographics from this and the previous lesson that mean the same as the ones below.

Students will continue working in pairs to compare ways to express descriptions. When all teams have finished, ask: *Which of the two descriptions do you prefer? Why?* Explain that although they mean the same, the second ones are more attractive and that's why they were included as a headlines.



Remind students that Mexican cuisine changed after the Spanish conquest. Ask them what the Spanish introduced into Mexico (pork, chicken, beef, sheep, dairy products, fried foods). Tell them to recall the other factor of change in the 19th century (immigration; there was a mixture with French, German, Chinese, and Italian cuisines).

### Product: Infographic

In this lesson, students will write the description for their headline. Organize the class into teams, read the first instruction aloud, and give them some time to share the information they brought and identify key words (they may circle them in the texts or write them down in their notebooks). Then, read the second instruction and have them follow the models included in this and the previous lesson to write their descriptions considering both the information they have and who will read their infographic (audience). This activity will be your first evidence in this unit, ask students to file it following the procedure you prefer.

### Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

### How can you imagine things you don't know?

Invite students to answer the question. This time have them include the information they learned in this lesson related to descriptions.

### Differentiated Instruction

**Activity 4:** Use the **Jigsaw Strategy** to promote collaboration. Assign one column to each pair and then have them share their answers with the class.

# Lesson 3

## 1. Listen and fill in the blanks.

Mexican mole is an ancient tradition. Fray Bernardino de Sahagún, a Spanish monk who came to Mexico during the Conquest, wrote that mole was a dish prepared for Moctezuma, the emperor. In colonial times, it was prepared with more than 100 ingredients, which included chocolate. The word mole's name comes from the Nahuatl word *mōlli*, which means "to mix." There are around 300 varieties, but the most famous are those prepared in Puebla and Oaxaca. It is part of almost every meal in our country.



## 2. Identify who will read your infographic.

## 3. Reread the text in Activity 1 and write key words related to each of the aspects below.

Aspect	Key words
History	ancient, tradition, Conquest, Moctezuma, colonial times
Ingredients	chocolate, 100 ingredients
Preparation	prepared with, to mix
Varieties	around 300 varieties
Location	Puebla, Oaxaca
Importance	part of almost every meal

## 4. Follow the instructions.

Use key words from the previous activity to write sentences. Link related words and sentences with connectors. Organize related sentences in short paragraphs.

Mexican mole is an ancient tradition. Fray Bernardino de Sahagún, a Spanish monk who came to Mexico during the Conquest, wrote that mole was a dish prepared for Moctezuma, the emperor. In colonial times, it was prepared with more than 100 ingredients, which included chocolate. The word mole's name comes from the Nahuatl word *mōlli*, which means "to mix." There are around 300 varieties, but the most famous are those prepared in Puebla and Oaxaca. It is part of almost every meal in our country.

90

## Achievement

Write sentences that describe information in an infographic.

## Teaching Guidelines

- Choose key words.
- Order words in a sentence.
- Link words and sentences using connectors.
- Organize sentences in a paragraph.

## Development

### How can you link two concepts or ideas?

Ask students: *How can you link two concepts or ideas?* and encourage them to answer using previous knowledge.

## 1. Listen and fill in the blanks.

Have students identify the Glossary word in this activity and invite them to read its meaning on page 110; ask them to give examples. Then, have them go back to page 90 and draw their attention to the picture. Ask: *What dish is this?* (mole). *Do you like it?* Explain that they will listen to some information related to this dish. Read instructions aloud and play Track 28 for them to fill in the blanks. Then, play it again, pausing after each answer is said to check.

## Learning to Learn 119

Invite students to go to page 119 in the Activity Book to read the tips for creating infographics.

## 2. Identify who will read your infographic.

Organize the class into teams and read the instruction aloud. Give them some time to answer; monitor to check. Remind them it is important to keep this in mind so they can choose appropriate language for the possible readers.

## 3. Reread the text in Activity 1 and write key words related to each of the aspects below.

Students will continue working in teams. Draw their attention to the headings of the chart and explain that they should reread the text from Activity 1 to choose key words for each of the aspects they will include in their infographic.

## Learning to Do 119

Ask students to go to page 119 and draw their attention to the chart of connectors in the Learning to Do section. Ask volunteers to read the information provided and elicit some other examples for each of them.

## 4. Follow the instructions.

Students will work with their teams to order and link the key words they chose in sentences that they will include in their infographic. If possible, they will also link sentences using the connectors they learned. Finally, they will organize sentences in paragraphs. This way, they will have their descriptions ready. Monitor while teams work to offer feedback and check.

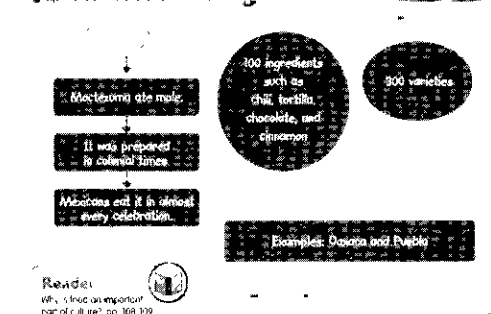
## Differentiated Instruction

**Activity 4:** Use the **Individualized Feedback Strategy** with struggling students to help them write and link their sentences.

5. Write a headline for an infographic about *mole*.

Write a headline for an infographic about *mole*.

6. Draw organizers to write your sentences. Use graphic connectors to link them.



### Infographic

- Decide the aspects you will include.
- Use key words to write sentences for each.

#### Self-evaluation

Reflect upon the following questions:

- Could I write sentences that describe information about Mexican food?
- How did I decide what to write?
- What can I do to improve?

91

## Achievement

Write sentences that describe information in an infographic.

## Teaching Guideline

Include graphic resources for descriptions.

## Development

5. Write a headline for an infographic about *mole*.

Write a headline for an infographic about *mole*.

Organize the class into teams and have them recall the characteristics that a headline must have. You may suggest that they check the information provided on page 119 in the Learning to Learn and Learning to Do sections. Once they have seen it, give them a few minutes to write an attractive headline for an infographic about *mole*.

6. Draw organizers to write your sentences. Use graphic connectors to link them.

Students will continue working in teams to organize the descriptions they wrote in Activity 4 using graphic resources. Go back to page 86 to show them the example of graphic connectors (arrows) in the infographic. Tell them they may choose to use this resource instead of words. Monitor while they work.



Ask students what people usually do on celebrations like Independence Day (they gather and eat). Ask them if they put food on the altars on the Day of the Dead. Help them conclude that food brings people together and remind them that all those celebrations are also an important part of their culture.

## Product: Infographic

As you may recall, in this unit students will design an infographic to describe a Mexican dish. In this lesson, they will decide what aspects they will include and write sentences to describe them. Organize the class into teams, read the first instruction aloud, and explain to them that this time they will decide what to include. Suggest that they check the chart on page 90, Activity 3, to get ideas, but encourage them to write the ones they think are relevant. Once they have specified which aspects, read the second instruction aloud. Have them check the key words they identified in Lesson 2 and use them to write sentences for each aspect. Encourage students to link them using appropriate connectors. Monitor while they work to check. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can you link two concepts or ideas?

Ask students the question and this time invite them to explain how they use the connectors they learned in this lesson.



## Differentiated Instruction

**Activity 5:** Use the **Stimulate Students' Senses Strategy** before working on this activity. Tell students to close their eyes and recall how *mole* smells, tastes, and looks. When they open their eyes, read instructions aloud and invite students to use the sensory details they recalled about *mole* to write their headlines.

# Lesson 4

Design your infographic.

- 
- 
- 

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## Achievement

Write sentences that describe information in an infographic.

## Teaching Guideline

Create an infographic to present information.

## Development

### How can I improve my work?

Write on the board: *How can I improve my work?*  
Invite students to share ideas.

#### 1. Design your infographic.

Organize the class into teams. Explain to them that in this session they will create an infographic to present information about *mole* to practice for the elaboration of their product. Tell them that now they already have all the elements, they just need to put them together following the tips they read on page 119. Give teams some time to discuss and decide which images they will include and suggest that they divide the tasks among the team members. While some of them create visual resources, the others may work on the texts. Tell them that right now they are just creating a draft. Explain that for their product they can use other

types of resources to design their infographic such as free online tools. Monitor while teams work to provide feedback or any help they may need.

## Differentiated Instruction

**Activity 1:** Use the **Think-Pair Share Strategy** within the teams to promote peer tutoring. Don't forget to always highlight the contribution of every team member; e.g., one student tutors another to write the descriptions, but the one being tutored designs the infographic.

## 2. Use the checklist to correct punctuation and the use of capital and lowercase letters.

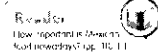
- Did I use capital letters for each word in my headline?
- Did I use capital letters for the beginning of my sentences?
- Did I use lowercase letters for the names of the dishes?
- Did I end all my sentences with a period?
- Did I use exclamation marks for sentences that I want to draw the reader's attention?

## 3. Present your infographic to another team. Give and receive feedback.

- They did really well.
- They could do it better.
- They don't like it.

The headline is easy to read.				
The images are interesting.				
The information is clear and concise.				
Graphic organizers help to understand better.				
The font and colors are attractive.				

## 4. Make necessary adjustments.



Read the first instruction aloud and give them some time to perform the task while you monitor to provide feedback. Emphasize that colors and shapes should be attractive for the readers. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

Read the second instruction aloud and remind them they can use both physical and/or digital resources to create their infographic. In case they are digital, they should check the tools for homework so they can learn how to use them efficiently.

## Self-evaluation

Reflect upon the following questions:

Which status did I follow to design an infographic?

Which was the easiest one, which the most difficult?

What can I do to improve?

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## Achievement

Write sentences that describe information in an infographic.

## Teaching Guideline

Check use of capital and lowercase letters and punctuation.

## Development

### 2. Use the checklist to correct punctuation and the use of capital and lowercase letters.

Organize the class into teams and guide them to use the checklist to verify and correct the use of capital and lowercase letters and punctuation. Read each statement aloud to ensure comprehension and then give teams some time to check by themselves while you monitor walking around.

### 3. Present your infographic to another team. Give and receive feedback.

Tell teams to get together with another team to present their infographic. Remind them to use the peer-assessment worksheet to give feedback to the other team.

### 4. Make necessary adjustments.

Give teams some time to correct any aspect they think they may improve after the feedback they received. Monitor to check their work.



Ask students where you can find Mexican food nowadays (luxury restaurants all around the world) and who prepares it (international chefs). Ask them if they knew that Mexican cuisine is very famous in other countries.

## Product: Infographic

As you may recall, in this unit students will design an infographic to describe a Mexican dish. In this lesson, they will draw graphic organizers to write their descriptions. Organize the class into teams, read the first instruction aloud, and give them some time to perform the task while you monitor to provide feedback. Emphasize that colors and shapes should be attractive for the readers. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

Read the second instruction aloud and remind them they can use both physical and/or digital resources to create their infographic. In case they are digital, they should check the tools for homework so they can learn how to use them efficiently.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How can I improve my work?

Ask the question and encourage students to explain the strategies they used in this lesson (self-assessment and peer assessment).



## Differentiated Instruction

**Activity 4:** Use the **Group Based on Goals Strategy** allowing struggling students to adjust infographics with less written information.

# Product and Assessing My Learning Process

## Infographic

- If you choose a physical infographic:
  - Gather your material and decide color, size, and type of fonts.
  - Draw or paste your images.
  - Draw your graphic organizers.
  - Copy your information.



- If you choose a digital infographic:
  - Use the online tool you chose to create it.

Present your infographic to your class.

## Assessing my Learning Process

As a class, comment and compare all the infographics you presented. Tell why:

- introduces the most delicious food
- presents the most interesting information
- has the most attractive images

Give reasons to support your opinion.

### 1. Reflect and complete.

- The most challenging aspect when designing an infographic is \_\_\_\_\_.
- The easiest aspect is \_\_\_\_\_.

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

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

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## Infographic

In this session, students will design their infographic using the resources they chose. Remind them they already have the headlines, descriptions, and graphic organizers ready in their portfolios. Read aloud each of the steps on this page and give teams some time to prepare their products. Then, invite them to present.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

**As a class, comment and compare all the infographics you presented.**

Post all the infographics in a place where all your students can see them. Read aloud the instructions and each of the aspects to evaluate, and invite the class to express their opinions, always asking them to give reasons to support them.

### Self-evaluation

#### 1. Reflect and complete.

Read the instructions and the statements aloud and guide students to check the steps they followed to design their infographics so they may decide which of them were the easiest and which of them the most challenging.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

#### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebooks the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

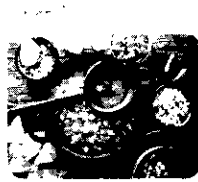
### What Do You Know About Mexican Food?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do You Know About Mexican Food?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class. Encourage them to share if they learned something new by working on the activities of this unit.

## Review

1. Read the text and underline key words.

Pozole is a traditional stew from Mexico. It has been eaten since pre-Hispanic times. It is made with dried maize and pork meat. It is usually seasoned with cabbage, onion, radishes, avocado, and chili pepper. It is a typical dish in different states as Guerrero, Jalisco, Nayarit, and Sonora. Each state prepares it differently. It is served in celebratory meals such as independence Day, Christmas, or birthdays.



- 2 Write a headline for this dish

3. **Decide the aspects you will include in your infographic and write sentences for them.**

[illegible]

- 4 Design an infographic.

## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the checklist provided to evaluate each student's participation individually. This checklist is intended as an organizer of key aspects to be considered during the elaboration and presentation of the infographics. It will help you emit a qualitative evaluation, as you will be able to write any comment or observation concerning each of the aspects.

# Evaluation Tool

## Checklist

Name: \_\_\_\_\_

	Yes	No	Comments
Do they use appropriate visual and textual resources considering their audience?			
Do they write a striking headline?			
Do they include interesting images?			
Do they use attractive fonts and colors for the organizers?			
Do they write clear and concise sentences?			
Do they use appropriate connectors to link words and/or sentences?			
Do they use present tense correctly?			
Do they check punctuation?			
Do they use capital and lowercase letters correctly?			



# 10

# How Can We Help Others?

## Unit Overview

### Family and Community Environment

#### Communicative Activity

Exchanges associated with the environment

#### Social Practice of the Language

To interpret and use expressions to offer and receive help

#### Achievements

- Explore dialogues containing expressions to offer and ask for help.
- Examine ways to offer and ask for help.
- Exchange expressions used to offer and ask for help.

#### Audio

Tracks 29-33

#### Vocabulary

- apologize
- bow
- by heart
- leave somebody alone
- reject
- relative

#### Learning to Learn

Tips to "read" body language

#### Learning to Know

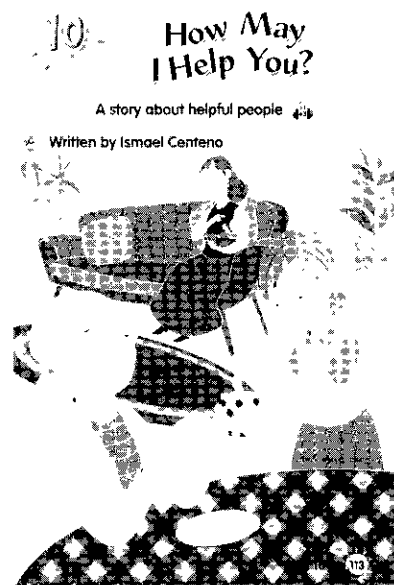
Expressions to ask for and offer help

#### Learning to Do

Writing a dialogue to ask for or offer help

### Reader

"How May I Help You?" pp. 113-124, Track 43



### Product

Dialogue

### Evaluation tool

Rubric

### Worksheet

As an extra activity, you can use the Worksheet on page T125.

# Lesson 1



## 1. Listen and write the letter that corresponds in the square provided.



**2020: Practice of the target language**  
 1. Listen and write the letter that corresponds in the square provided.  
 2. Match the columns.  
 3. Draw an experience in which you offered or received help.  
 4. Share your experience with a partner.

## 2. Match the columns.

family members  
 friends  
 strangers

—Tommy, I have helped you.  
 —Thanks!  
 —Hey, boy! Can you help me?  
 —Of course! Hand me your bag.  
 —Do you need help, Mom?  
 —Yes, please! Help me hang up those clothes.

## 3. Draw an experience in which you offered or received help.

## 4. Share your experience with a partner.

Where were you?  
 Who helped you or who did you help?  
 What was the relationship between you two?  
 How did you help or how did they help you?

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## Achievement

Explore dialogues containing expressions to offer and ask for help.

## Teaching Guidelines

- Use contextual clues to compare situations in which help is asked for and given.
- Establish the relationship between participants.

## Development

### Which are the parts of a dialogue?

Ask: *Which are the parts of a dialogue?* Elicit answers encouraging students to use their previous knowledge.

## 1. Listen and write the letter that corresponds in the square provided.

Draw students' attention to the picture and ask: *What do they have in common?* (in all of them there is one person who is helping another). Explain to them that they will listen to the dialogues between the characters in each of the pictures. Tell them to pay special attention to contextual clues so they can use them to compare the situations and decide which dialogue matches each picture. Play Track 29 for them

to perform the task. If necessary, play it again to check.

## 2. Match the columns.

Organize the class into pairs and ask volunteers to read aloud each of the dialogues. Guide them to use correct intonation, volume, and rhythm. Once the three dialogues have been read, have pairs establish the relationship between participants by matching the columns. Check orally.

## 3. Draw an experience in which you offered or received help.


Read the instruction aloud and give students some time to draw their experience. Tell them to include details such as the place, facial expressions, time of day, etc. Monitor walking around while they work.

## 4. Share your experience with a partner.

Once all students have finished drawing, organize the class into pairs and have them share their experience by asking and answering the questions provided. Monitor to provide them with vocabulary words they may need and to encourage them to speak in English all the time. After a few minutes, invite some pairs to share their experiences with the class.

## Differentiated Instruction

**Activity 4:** Instead of working in pairs, you may use the **Open-ended Statement Strategy** to help struggling students to describe their experiences by providing them with the first part of the sentence, e.g., *I was in... / I helped Dad...* Be sure to ask them to repeat the complete sentence after you.

5 Listen to the dialogue. Circle the greeting, draw a square around the body, and underline the farewells. 

- Hi! May I help you?
- (Grenade and sigh)
- I will give you a hand, you're carrying lots of books.
- Thank you for helping me.
- You're welcome! Is it OK if I leave them here?
- Yes, that's perfect!
- See you around.
- Bye!



6 Discuss. 

What do you think the silence meant?

7 Practice reading the dialogue with a friend. Then, answer the questions. 

- |                               |                               |                             |                                       |
|-------------------------------|-------------------------------|-----------------------------|---------------------------------------|
| Did I use appropriate volume? | Did I use appropriate rhythm? | Did I use appropriate tone? | Did I use body language and gestures? |
|-------------------------------|-------------------------------|-----------------------------|---------------------------------------|

8 Reflect  
How did Jenny help her grandma? (p. 14-15)



9 Jenny's grandma

Write a list of situations in which you may ask for or offer help. Choose one.

#### Self-evaluation

Reflect upon the following questions:

What did I do to express dialogues containing expressions to offer and ask for help?

Which of the strategies was the most effective?

What can I do to improve?

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## Achievement

Explore dialogues containing expressions to offer and ask for help.

## Teaching Guidelines

- Contrast elements that are part of the structure of dialogues.
- Generate ideas about the function of silences.


## Development

5. Listen to the dialogue. Circle the greeting, draw a square around the body, and underline the farewells. 

Organize the class into pairs. Divide the board in two halves, write *Greetings* and *Farewells* as headings, and invite volunteers to write examples for both (Greetings: Hi! What's up? Hello! Good morning/evening/night; Farewells: Bye, Goodbye, See you! Have a nice day). Then, ask: *How would you choose which one to use?* (it depends on the relationship we have with the other person, how formal or informal we want to be). Invite them to give examples (*What's up?* with friends, *Good morning* with the teacher). Then, read instructions aloud and give pairs some time to work on the task to contrast elements that are part of the structure of dialogues. Check orally.

## 6. Discuss.

Draw students' attention to the picture in Activity 5 and ask the question aloud so they can generate ideas about the function of silences. Explain that there are not "correct answers," but that they should consider details such as the boy's facial expression, his posture, the sigh they heard during the dialogue to infer the meaning of the boy's silence.

7. Practice reading the dialogue with a friend. Then, answer the questions. 

Remind students they learned in Unit 1 what volume, rhythm, tone, and body language are, and they have been using them throughout the rest of the units.

Ask: *Why is it important to use them when acting out a dialogue?* (to convey meaning and emotions). Read the instructions aloud and give pairs some time to rehearse the dialogue. Once they have finished, have them answer the questions for self-assessment.



Have students tell what was going on with Jenny's grandma (she was struggling with a bottle of juice). Ask them what Jenny offered to do when she said "I will give you a hand" (to open the bottle).

## Product: Dialogue

In this unit, students will write and act out a short dialogue in which they will ask for or offer help. In this lesson, students will decide the situation for their dialogue. Organize the class into pairs, read the instruction aloud, and have them draft their lists of situations. Once they have them ready, they should choose one situation. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## Which are the parts of a dialogue?

Invite students to answer the question including the concepts they recall from this lesson.

## Differentiated Instruction

**Activity 7:** Use the **Speedometer Strategy** to catch the attention of kinesthetic students. Explain that they will use their arms to show whether or not they could read the dialogue using body language and prosodic resources (volume, rhythm, and tone) appropriately.

# Lesson 2

## 1 Listen, read, and answer.

- I will never finish my homework.
- Can I help you, Luis?
- No, thanks. I can do it by myself.
- Look, here is the answer you just have to read carefully.
- Sorry for being a Joe. Maybe it was very easy after all.
- Glad to help you!



## 2 Compare the way the two kids speak. Analyze the tone of voice in each case.

- Luis's tone transmits: ...
- Memo's tone transmits: ...

## 3 Listen, read, and explain the reason to ask for help using your own words.

Hi! Just My name is Elsa and I'm here because I need your help to pick up trash from the beaches in our town. As you know, this is affecting the animals that live there so it is very important to participate to solve the problem.



Why is Elsa asking for help?

## 4 Follow the instructions.

Read this text from the previous activity in silence to underline words you already know. Write them down and share some words with the class. Read the text again with appropriate rhythm and tone. The words you already know will surely help you do it.

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## Achievements

- Explore dialogues containing expressions to offer and ask for help.
- Examine ways to offer and ask for help.

## Teaching Guidelines

- Differentiate tone, pace, and volume effects between the person receiving help and the one asking for it.
- Paraphrase the reason to ask for help.
- Detect known words and expressions as indicators to segment the sound chain.

## Development

### What words or phrases to ask for or offer help do you know?

Ask: *What words or phrases to ask for or offer help do you know?* Encourage students to mention the ones they learned in the previous lesson.

## 1. Listen, read, and answer.

Draw students' attention to the Glossary word in this activity (rejected) and invite them to go to page 110 to read its definition. Ask: *What is the opposite of rejected?* (accepted). Then, ask them: *Has somebody*

*ever rejected your help?* Listen to the students' experiences and be sure to provide them with the vocabulary they may need. Play Track 31 for them to follow the reading. Ask the question aloud and elicit the answer. Finally, play Track 31 again; this time, tell them to pay special attention to intonation and volume because they will need this information for working on the next activity.

## 2. Compare the way the two kids speak. Analyze the tone of voice in each case.

Organize the class into pairs, read instructions aloud, and have them perform the task to differentiate tone, pace, and volume effects between the person receiving help and the one who is offering it. Check orally.

## 3. Listen, read, and explain the reason to ask for help using your own words.

Draw students' attention to the picture and ask a volunteer to describe it. Play Track 32 for them to follow the reading. Then, have them paraphrase the reason given by Elsa to ask for help. Finally, encourage students to share if they have ever helped their community in a similar way.

## 4. Follow the instructions.

Read the instructions aloud one by one, guiding students to follow them. First, give them some time to scan the text to detect known words and expressions. Once students have done it, create a class list by inviting them to read the words aloud as you write them on the board; elicit their meanings. Finally, explain to students that being familiar with those words and their sounds will help them read the text more fluently, with appropriate tone and rhythm. Ask volunteers to read aloud, and interrupt them to model when necessary. Don't forget to congratulate the class stressing that they already have a broad vocabulary that they can use to communicate in English.

## Differentiated Instruction

**Activity 3:** Use the **Individual Response Card Strategy** to help shy or struggling students participate without the fear of being heard. Ask students to write the answer on a strip of paper and pass it to the front. Read answers aloud when you receive them.

5. Reread all the dialogues in this and the previous lesson. Fill in the chart.

Ask for Help	Answers	Offer Help	Answers

6. Prepare a short role-play in which you will use two expressions from the chart above. Have your classmates guess the situation.

Are you going to ask for help or offer help?  
Where are you?  
What is the relation between you and I?  
Which role will you use?

Reader  
How do Jenny and her friend Carlos feel? (p. 171)



**Time to Shine!**  
How do you usually help others?

### Dialogue

- Create a diagram with sentences to ask for and offer help.

#### Self-evaluation

Reflect upon the following questions:

Could I examine different ways to offer and ask for help?

- Which aspects did I learn in this lesson to consider?

What can I do to improve?

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## Achievement

Examine ways to offer and ask for help.

## Teaching Guideline

Compare the composition of questions and answers in exchanges to ask for and offer help.

## Development

5. Reread all the dialogues in this and the previous lesson. Fill in the chart.

To have students compare the composition of questions and answers in exchanges to ask for and offer help, organize the class into pairs and invite them to check all the dialogues they have read in this and the previous lesson. Encourage them to identify the expressions used to ask for or offer help as well as their answers. Have pairs write them in the corresponding column. Monitor while they work to offer help when required. Check by drawing the chart on the board and inviting volunteers to write the answers.

6. Prepare a short role-play in which you will use two expressions from the chart above. Have your classmates guess the situation.

Explain to students that a role-play is a short presentation in which they will pretend to be

somebody else. Tell them to think of a situation in which somebody asks for or offers help, and give them some time to plan their presentation answering the questions provided. Encourage them to use body language, gestures, and facial expressions to make the situation more explicit, as they will only say two phrases from the chart above (one to ask for or offer help and one to answer). After a few minutes, invite pairs to act out their role-play and encourage the class to guess it. Finally, read the question in the Time to Shine! box and invite students to share experiences.



Regarding Carlos's problem, ask students if Jenny called a teacher (no), or if she helped Carlos to fight (no). Then, ask them if she used words and how (yes, she told the boy to leave Carlos alone, and she offered to get some ice for his head).

## Product: Dialogue

As you may recall, in this unit students will write and act out a short dialogue in which they will ask for or offer help. In this lesson, students will create a diagram with sentences to ask for and offer help. Organize the class into pairs, read the instruction aloud, and give them some time to design their diagrams on a sheet of paper; encourage them to be creative. Then, have them copy the sentences and expressions from the chart in Activity 5. Tell them to leave some space as they may continue writing some other sentences from the next lessons. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## What words or phrases to ask for or offer help do you know?

Invite students to answer the question. This time have them include the new expressions they learned in this lesson.



## Differentiated Instruction

**Activity 5:** Use the **Choral Response Strategy** to check the expressions students wrote on the chart. Have them use appropriate intonation and correct their pronunciation if required.

# Lesson 3

## 1 Listen and discuss.



--Hi, dear! Are you alright? You look sad.  
(Silence)  
--Do you need help?  
--OK, if you need something, please tell me.  
What does the silence mean?  
Did the boy accept or reject his mother's help?

## 2 Modify the dialogue to make the boy accept his mother's help.

--Hi, dear! Are you alright? You look sad.  
(Say why he is sad)  
Do you need help?  
(Say how he can accept her help)

## 3 Read the following situations. Choose an appropriate expression for each

You see an unknown lady who falls in the street.  
You have many things in your hands and you cannot open a door; you see a friend.  
Your teacher has plenty of books to carry to the other classroom.  
You need to move a heavy box and you don't know the people who are around.

100

## Achievement

Examine ways to offer and ask for help.

## Teaching Guidelines

- Review ways to accept or reject help.
- Classify expressions to offer and ask for help, considering courtesy and empathy.

## Development

### Do you use the same language to speak to everyone around you?

Ask students: *Do you use the same language to speak to everyone around you?* Encourage them to reflect upon their answers taking into account personal experiences.

## Learning to Learn

Invite students to go to page 120 in the Activity Book to read the tips provided. Encourage volunteers to act out some of the facial expressions described and have the class "read" what they are communicating according to the tips they have just read.

## 1. Listen and discuss.

Have students identify the Glossary expression in this activity (leave me alone) and tell them to read the definition on page 110. Go back to page 100 and draw their attention to the picture and invite students to "read" the boy's body language. Play Track 33 for them to listen while they follow the reading. Organize the class into pairs, read the two questions aloud, and give them some time to discuss their answers. Finally, invite pairs to share their conclusions. Stress that, in this case, the silence of the boy has a totally different meaning than the one they analyzed before (p. 97, Activity 6). Ask them: *What elements did you consider to make your inference?* (body language, the expressions used afterwards, the tone of voice).

## 2. Modify the dialogue to make the boy accept his mother's help.

Students will continue working in pairs to review ways to accept or reject help. Read instructions aloud and encourage them to give voice to the boy and write a reason that explains why he is acting that way (second line) and to suggest a way in which he accepts his mother's help (fourth line). Monitor while they work to check they are including the expressions they learned in the previous lesson. When everybody has finished, invite pairs to read their dialogues aloud.

## Learning to Know

Go to page 120 in the Activity Book and invite volunteers to take turns to read the expressions provided in the graphic organizer. Draw their attention to the arrow in the left and explain that all expressions are respectful, but that the ones on the top of both lists are more courteous. Ask: *Who would you use them with?* (older people, unknown people).

## 3. Read the following situations. Choose an appropriate expression for each.

Organize the class into small teams, read instructions aloud, and invite volunteers to read aloud each of the situations to ensure they have understood all of them. To classify expressions to offer and ask for help, considering courtesy and empathy, give teams some time to write a suitable expression for each of the cases; monitor to offer help if required. When all teams have finished, have them share their answers by reading them aloud.

## Differentiated Instruction

**Activity 2:** Use the **Think-Pair Share Strategy** to form pairs in which one may tutor the other to modify the dialogue. Be sure both of them contribute with ideas.

#### 4. Match the columns.

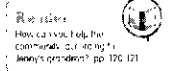


In Western cultures, we usually show our gratitude by saying 'Thank you.' We may also express our appreciation for all expressions of help, support, and gratitude.

In Asia, they don't say 'thank you' to others and only to strangers. They show their gratitude to the person who is helping them (two hands together close to the heart) and a smile.

In Islam, usually, they offer flowers to thank someone or to show respect. It is a tradition for them to have a small gift or a card.

In Japan, they show gratitude by showing a sign of respect. They help the guests or to someone or to ask a favor.



#### Dialogue

Plan the details of your dialogue (place, relationship, attitude, etc.).

#### Self-evaluation

Reflect upon the following questions:

1. Did I offer and ask for help always in the same way?

2. If not, which are the most relevant aspects for me to consider?

What can I do to improve?



Remind students that Jenny didn't know how to help the community. Ask them what her grandma suggested (she said Jenny could take care of trees and plants, or avoid throwing garbage in the streets).

#### Product: Dialogue



As you may recall, in this unit students will write and act out a short dialogue in which they will ask for or offer help. In this lesson, they will plan the details of the dialogue so they can choose an appropriate language. Organize the class into pairs, read the instruction aloud, and give them some time to decide and write down the details. Monitor while they work to check. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer. Once they have finished, invite them to complete the diagrams they created in Lesson 2 with the new expressions they learned in this lesson.

#### Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

#### Do you use the same language to speak to everyone around you?

Ask students the question and this time invite them to explain how the expressions they use vary depending on the relationship they have with the person they are talking to.



#### Differentiated Instruction

**Activity 4:** Use the **Gather Background Information Strategy** to find out if any of your students come from a different culture or have a close relationship with people from different cultures. If so, invite them to share how they usually show attention, support, or gratitude.

### Achievement

Examine ways to offer and ask for help.

### Teaching Guideline


Compare ways to demonstrate attention, support, and gratitude in different cultures.


### Development

#### 4. Match the columns.


Have students identify the Glossary words in this activity and invite them to read their definitions on page 110. Then, ask them to go back to page 101 and draw their attention to the pictures on the left side. Ask them: *What are all the people in the pictures doing?* (demonstrating attention, support, or gratitude). Invite volunteers to read the descriptions on the right side and have the class match each of them with the corresponding picture. Once they have answered, ask them to explain how they usually demonstrate attention, support, and gratitude to the people in their own culture, and encourage them to compare the different ways shown on this page and their own by saying what they all have in common.

# Lesson 4

1. Draw a situation in which you may ask for or offer help. 


2. Plan the details. 

Where are you? \_\_\_\_\_  
 What is the relationship between you two? \_\_\_\_\_  
 How often do you offer help with the other aspect? (at least 12) \_\_\_\_\_

3. Write your dialogue. 

Greeting: \_\_\_\_\_ Farewell: \_\_\_\_\_

Body: \_\_\_\_\_

4. Follow the steps to improve pronunciation. 

Read your dialogue aloud. Circle the words you are not sure how to pronounce. —  
 Use the pronunciation tips you learned in Unit 6 (page 116) to check how words are pronounced.  
 Adjust your pronunciation.

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## Achievement

Exchange expressions used to offer and ask for help.

## Teaching Guidelines

- Select situations to exchange expressions of help.
- Plan what it is going to be said and solve doubts about words and expressions.
- Adjust pronunciation of specific sounds in words to improve comprehension.

## Development

### How do I write a dialogue?

Write on the board: *How do I write a dialogue?* Invite students to share their ideas.

#### 1. Draw a situation in which you may ask for or offer help.

To have students select a situation to exchange help expressions, organize the class into pairs and give them a few minutes to agree on a situation and draw it including as many details as they can.

#### 2. Plan the details.

Students are already familiarized with these questions so they will only need a few minutes to answer them while you monitor to check.

### Learning to Do <sup>120</sup>

Ask students to go to page 120 in the Activity Book and draw their attention to the Learning to Do section. Ask volunteers to read the information provided in the graphic organizer and elicit examples for each step.

#### 3. Write your dialogue.

Students will plan what it is going to be said by following the steps provided on page 120. Be sure to monitor closely so you are able to help them solve doubts about words and expressions. Check that they are using appropriate language according to the relationship of the participants.

#### 4. Follow the steps to improve pronunciation.

To have pairs adjust pronunciation of specific sounds in words to improve comprehension, read aloud the instructions and each of the steps and give pairs some time to perform the tasks. Monitor closely to assess the procedure and the pronunciation.

## Differentiated Instruction

**Activity 3:** Use the **Individualized Feedback Strategy** with struggling students who may need more help to write their dialogues monitoring them closely.

**Activity 4:** Use the **Mini Lesson Strategy** in case most of your students have forgotten the pronunciation tips they learned in Unit 6. Tell them to go to page 116 and review them quickly.



**5. Suggest a solution in case you face any of the following problems.**

The person you are talking to is far away and he/she doesn't listen to you.

The person you are talking to doesn't speak English.

The person you offer to help, rejects it.

**6. Present your dialogue to another pair. Use the checklist to give and receive feedback.**

- They included a greeting.
- The phrases they used in the body were appropriate for the relationship.
- They included a farewell.
- They used body language, gestures, and facial expressions.
- They spoke using appropriate volume, rhythm, and tone.
- Their partner, when asked, was able to understand what they were saying.

**Reader**

What does Jenny mean when she says "I don't see it"?



**Dialogue**

**Write your dialogue**

For homework, rehearse it taking into account prosodic resources and body language. You don't need to learn it.

**Self-evaluation**

Reflect upon the following questions:

- Could I exchange expressions used to offer and ask for help? \_\_\_\_\_
- Which of the strategies did I use? \_\_\_\_\_

What can I do to improve?

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## Achievement

Exchange expressions used to offer and ask for help.

## Teaching Guidelines

- Explore solutions to communication problems.
- Offer and ask for help, and adjust gestures, body language, and facial expressions to convey meaning.

## Development

### 5. Suggest a solution in case you face any of the following problems.

Tell students to get together with the same classmate they worked in the previous session. Read aloud each of the situations presented in this activity and give pairs some time to explore solutions to communication problems while you monitor to provide them with vocabulary they may need to answer. Once all pairs have finished, invite them to share their answers with the rest of the class.

### 6. Present your dialogue to another pair. Use the checklist to give and receive feedback.

Tell pairs to get together with another pair so they can use the checklist to assess each other. Once both pairs have presented their dialogues, give them some time to offer and ask for help to adjust gestures, body

language, and facial expressions to convey meaning. Monitor while teams work to give them feedback.



Ask a volunteer to recall the Glossary expression that involves good memory (by heart). Then, encourage students to say by heart two of the sentences related to helping others that Jenny said (If you help others, they will assist you when you need it too, our lives would be much better). Finally, ask them if they agree with Jenny (answers may vary).

## Product: Dialogue

As you may recall, in this unit students will write and act out a short dialogue in which they will ask for or offer help. In this lesson, they will write their dialogues using everything they learned during the guided practice. Organize the class into pairs, read the first instruction aloud, and give them some time to write while you monitor to check. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

Read the second instruction aloud and invite students to go to page 110 to check the meaning of the Glossary expression (by heart). Explain to them that it may be useful for them to learn their parts by heart, but that they don't have to get stressed if they cannot remember every single word because they can always improvise.

## Self-evaluation

Read the questions aloud to make sure students know what each of them refers to. Tell them to review the activities they performed in this lesson to answer and identify their areas of opportunity. Finally, encourage them to suggest ways in which they may improve.

## How do I write a dialogue?

Ask the question and encourage students to explain the steps they followed to do it.

# Product and Assessing My Learning Process

## Dialogue

Rehearse your dialogue.  
Check pronunciation, volume, rhythm and tone.  
Be sure to include body language and facial expressions.  
Present to your class, don't worry if you forget your parts, improvise and have fun!



## Assessing my Learning Process

Use the rubric to assess another pair's dialogue.

<p>1. Which aspects of the dialogue were important for me to decide how to offer help?</p> <p>2. What should I take into account when asking for help?</p>	<p>3. Look through the unit to recall what you have learned to learn, to know, and to do.</p> <p>4. In your notebook, write what you think was difficult to achieve and what you can do to improve.</p>	<p>5. Answer.</p> <p>6. Which aspects were important for me to decide how to offer help?</p> <p>7. What should I take into account when asking for help?</p>
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## Answer

1. Answer.
2. Look through the unit to recall what you have learned to learn, to know, and to do.
3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

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## Dialogue

In this session, students will have a few minutes to rehearse their dialogues following the same procedure they did during the guided practice. Suggest that they use the checklist from Activity 6, on page 103, to assess themselves. Once all pairs are ready, invite them to present.

Remember you always have the option to adapt the product to your class's needs and interests.

## Assessing my Learning Process

### Peer evaluation

Use the rubric to assess another pair's dialogue.

Once all teams have presented their dialogues, draw their attention to the rubric so they can use it to provide peer assessment. Read instructions aloud and make sure everybody understands the aspects they will evaluate before they start. Monitor while they work to offer guidance if required.

## Self-evaluation

### 1. Answer.

Read both questions aloud and have students review the activities from this unit to recall the aspects they considered to use appropriate expressions when offering and asking for help.

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

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

### 3. In your notebook, write what you think was difficult to achieve and what you can do to improve.

Invite students to write in their notebook the tasks in which they still need help. Make sure to record which students need help so that you may design strategies to support them individually.

## How Can We Help Others?

Finally, organize the class into small teams and read the title of the unit aloud: *How Can We Help Others?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

# Review

- 1 Describe a situation in which you can offer or ask for help.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 Write the details. \_\_\_\_\_  
 Place \_\_\_\_\_  
 relationship between participants
- 3 Write appropriate greetings. \_\_\_\_\_  
 \_\_\_\_\_
- 4 Write the body of your dialogue including appropriate expressions.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5 Write appropriate farewells. \_\_\_\_\_  
 \_\_\_\_\_



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## Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

## Evaluation Tool

Photocopy the rubric provided and use it to evaluate each student individually. Remember that a rubric sets out clear criteria and standards for assessing different levels of performance to make transparent the process of synthesizing evidence into an overall evaluative judgment. We are providing you with an analytic rubric that separates different assessment criteria addressing them comprehensively to make evaluation easier for you.

We suggest that you give students a copy of the rubric before they play and explain each of the aspects that will be assessed so that they can take an active part in the evaluation process. You should be totally familiarized with the criteria as well so you can handle them effectively while they present their dialogues. Just circle or highlight the achieved level of performance for each criterion on it. You may also include additional specific or overall comments at the end.

# Evaluation Tool

## Rubric

Name: \_\_\_\_\_

	<b>Achievement Attained</b>	<b>Needs Reinforcement</b>	<b>Needs Help</b>
<b>Language</b>	All words and expressions selected are appropriate for the relationship between participants.	Most words and expressions selected are appropriate for the relationship between participants.	Words and expressions selected are not appropriate for the relationship between participants.
<b>Structure</b>	The dialogue has greetings, body, and farewells.	The dialogue is missing one of its parts.	The dialogue is missing two of its parts.
<b>Body language, gestures, and facial expressions.</b>	They were always coherent with the content of the dialogue contributing to convey meaning and emotions.	Most of the time they were coherent with the content of the dialogue contributing to convey meaning and emotions.	They were not coherent with the content of the dialogue so they could not contribute to convey meaning and emotions.
<b>Pronunciation</b>	All the words were correctly pronounced.	Most of the words were correctly pronounced.	They mispronounced many words.
<b>Volume</b>	The dialogue could be heard all the time and the volume used was appropriate for the content.	The dialogue could be heard most of the time but sometimes the volume used was not appropriate for the content.	The dialogue couldn't be heard all the time and the volume used was not appropriate for the content.
<b>Rhythm</b>	Rhythm was appropriate all the time.	Rhythm was appropriate most of the time.	Rhythm was not appropriate.
<b>Tone</b>	The tone of voice was appropriate for the content of the dialogue all the time and contributed to convey meaning and emotions.	The tone of voice was appropriate for the content of the dialogue most of the time and contributed to convey meaning and emotions.	The tone of voice was not appropriate for the content of the dialogue and did not contribute to convey meaning and emotions.
<b>Rehearsal</b>	The student knew exactly what he/she should do and say throughout the whole presentation.	The student knew what he/she should do and say throughout most of the presentation.	The student remained silent for long periods of time.

# Activity Book Answer Key

## Unit 1

- p. 6, act. 1 **a** at school, **b** studying, **c** worried, **d** because of her expression
- p. 6, act. 2 **a** Lucas, **b** Andrea, **c** Andrea, **d** Lucas
- p. 6, act. 3 Andrea's First Intervention: 4 bars, 2 lines; Andrea's Second Intervention: 8 bars, 13 lines; she stressed: Math, don't understand
- p. 7, Time to Shine! Possible answers: school, family's, friend's, and pet's health
- p. 8, act. 1 greeting, body, closing
- p. 8, act. 2 **a** Sergio **b** Ana **c** Mario
- p. 8, act. 3 **b** Who is Ana concerned about? **c** Why is Sergio worried?
- p. 9, act. 4 Possible answers: Maria / Toño, I cannot learn the choreography for the festival
- p. 10, act. 1 Andrea: I'm really worried about... / Aldo: I'm afraid... and I don't feel at ease. / Ana: I'm concerned about... / (Sergio) He was very worried.
- p. 10, act. 2 **a** Don't worry, I will help you. **b** I'm concerned about... **c** at ease **d** I'm afraid... **e** I'm feeling blue.
- p. 10, act. 3 Possible answers: I'm worried because I cannot learn the choreography. / That's not a big problem, I will help you!
- p. 11, act. 4 **blue arrow**: I can help you clean it. / Just let it dry. **green arrow**: I can explain it to you. / Ask the teacher. **purple arrow**: I will help you find it; everything will be all right. / Turtles can survive without food.
- p. 11, act. 5 I can help you clean it. / I can explain it to you. / I will help you find it; everything will be all right.
- p. 12, act. 1 Possible answers: What happened? / worried
- p. 12, act. 2 Possible answers: I'm worried about my hamster that is sick. / I'm afraid that I lost my Math book.
- p. 12, act. 3 Possible answers: Why don't you take it to the vet? I can go with you. / I will help you find it, count on me.
- p. 13, act. 4 How do you say?... er... / I can go with you. / Count on me.
- p. 15, act. 1 Possible answer: I'm worried about my pet that is sick.

- p. 15, act. 2 Answers may vary.
- p. 15, act. 3 Possible answer: I will help you.
- p. 15, act. 4 Answers may vary.

## Unit 2

- p. 16, act. 2 Possible answers: The girls were in the forest. / They were camping. / They swam, climbed, and played games there.
- p. 17, act. 4 **Th**, **u**, **th**, **u**, **sh**, **th**, **sh**
- p. 17, act. 5 **a th**: thanks, Math, bath, theme **b sh**: dish, fish, push, short **c u**: bus, lunch, run, summer
- p. 18, act. 1 **Circle**: It was a beautiful summer day in the park. **Underline**: During those days, my cousins and I were on vacation. Santiago, my older cousin, was teaching us how to play soccer. We learned a lot from him. **Draw a square**: I felt very happy to be with them!
- p. 18, act. 2 **2**, **4**, **1**, **3**
- p. 18, act. 3 **Beginning**: Describes the time and place. / Tells the time. **Ending**: Expresses a feeling. / Expresses an opinion.
- p. 19, act. 4 **Circle**: girl and dog picture / baby and cat picture
- p. 19, act. 5 Answers may vary.
- p. 20, act. 1 **Circle**: Last Sunday, **Underline**: Certainly, **Draw a square**: Finally,
- p. 20, act. 2 Answers may vary.
- p. 20, act. 3 **Past**: The competition took place last Sunday. **Present**: The boy practices every day. **Future**: He will celebrate tomorrow.
- p. 21, act. 5 Possible answers: **a** because they must protect their heads in case of an accident **b** the kids' trainers **c** checking that the boy is wearing the equipment properly
- p. 21, act. 6 **a**, **b**, and **d**
- p. 22, act. 1 Possible answers: Title: Like a flying squirrel! **When?** Last month, **Who?** Juan **Where?** went to the rain forest. **What happened?** He took a ride on a zip line. **What does he think/feel about the experience?** He said it was the best experience ever.
- p. 22, act. 2 Possible answers: **a** hot and humid **b** an instructor **c** They are checking the equipment. **d**

nervous, afraid

- p. 22, act. 3 Answers may vary.
- p. 25, act. 1 Answers may vary.
- p. 25, act. 2 Possible answers: It was a beautiful day / last Sunday / in the park / my siblings and I
- p. 25, act. 3 Possible answer: were playing baseball and we had a lot of fun.
- p. 25, act. 4 Possible answer: I hope we can go back tomorrow.
- p. 25, act. 5 Possible answer: It was great to spend time with them.

## Unit 3

- p. 26, act. 2 **a T b F c T d F e T**
- p. 26, act. 3 sick, flu, worry, rest, avoid
- p. 26, act. 4 **a** telephone conversation **b** health care center
- p. 27, act. 6 **Circle**: thermometer showing fever, headache, runny nose, sore throat **Draw a rectangle**: syringe, medicine and lemon, bed, mask
- p. 27, act. 7 **Circle**: chemist's shop / drugstore, flavour / flavor,
- p. 28, act. 1 **a** none **b** healthy, totally, picture, good health; Possible answers: **a** bored **b** interested
- p. 28, act. 2 Draw diagonals after: person! / eat? / true! / cereals.
- p. 28, act. 3 **j**: healthy, heard, whole / **i**: eat, be, seeds / **u**: true, fruit, food / **e**: earth, certainly, person
- p. 28, act. 4 a picture of good health
- p. 29, act. 5 Possible answers: **Left column**: Eat vegetables. / Eat fish. / Eat seeds. **Right column**: Don't eat fast food. / Don't drink soda. / Don't eat cookies.
- p. 30, act. 2 Eat a balanced diet. / Use relaxation techniques. / Think positively and be happy.
- p. 30, act. 3 Possible answers: Exercise daily. / Don't eat junk food. / Sleep well. / Listen to music.
- p. 31, act. 4 **a** my classmates **b** to help them prevent health problems
- p. 31, act. 5 Answers may vary.
- p. 32, act. 1 Possible answers: **Brushing teeth**: Put some paste in your brush. / Brush inner part of the teeth. / Brush molars back and forth. / Brush outer surface of molars with a circular motion. / Brush upper teeth down.

**Washing hands:** Put liquid soap in your palm. / Rub palm to palm. / Rub the back of the hand. / Rub between fingers. / Rinse your hands. / Dry your hands.

p. 32, act. 2 Possible answers:

**Brushing teeth:** Clean your tongue. / Rinse your mouth.

**Washing hands:** Clean tips of your fingers. / Rub your wrists.

p. 32, act. 3 Possible answers: First, put some paste in your brush. Then, brush upper teeth down, lower teeth up, and molars with a circular motion. Next, clean your tongue. Finally, rinse your mouth. / First, put liquid soap in your palm. Then, rub palm to palm, tips of fingers, and each wrist. Next, rinse your hands. Finally, dry your hands.

p. 33, act. 4 Possible answer:

Poster showing illustrations and instructions students wrote for: Washing hands/Brushing teeth

p. 35, act. 1 Possible answers: Drink water. / Use sunglasses. / Wear long-sleeve t-shirts. / Avoid the sun from 11 to 3 pm. / Use sunscreen. / Use a hat.

p. 35, act. 2 Possible answers: a to prevent skin cancer b everybody

p. 35, act. 3 Possible answer: Avoid the sun from 11 to 3 pm and use long-sleeve t-shirts. Also use sunglasses, a hat, and sunscreen. Additionally, drink a lot of water.

p. 35, act. 4 Possible answer: How to Protect from the Sun

#### Unit 4

p. 36, act. 1 a date b greeting c body d closing e signature

p. 36, act. 2 (from left to right and top to bottom) greeting, date, body, closing, signature

p. 36, act. 3 **English:** You put a comma after the recipient's name. **Spanish:** You put a colon after the recipient's name.

p. 37, act. 4 music

p. 37, act. 5 Circle: thankful, happy

p. 37, act. 6 Circle letter from activity 5.

p. 38, act. 1 **Left column:** Started and Finished / **Right column:** Developed at a Specific Time

p. 38, act. 2 **Left letter:** congratulating / his birthday **Right letter:** sharing an experience

p. 38, act. 3 I'm writing you to tell you I visited my family in Guanajuato. / I'm very excited because I will be playing the bass in the music festival. / I had the best birthday party ever!

p. 39, act. 4 Answers may vary.

p. 39, act. 5 Answers may vary.

p. 40, act. 1 Possible answers: a When we returned to school, we were singing in the bus. b We saw a big shark. c We learned about dolphins.

p. 40, act. 2 Possible answers: We learned about dolphins. / We saw a big shark. / We were singing in the bus.

p. 40, act. 3 Possible answers: (from top to bottom and left to right) to the Aquarium / We learned about dolphins. / We saw a big shark. / We were singing on the bus. / They can live for up to 50 years. / Its teeth were really sharp. / We were very happy.

p. 41, act. 4 Say "Pause" after: During, for example, Also, While, and

p. 41, act. 5 Possible answer: During our visit to the aquarium we learned interesting facts about dolphins; for example, that they can live for up to 50 years. Also, we saw a big shark that had big, sharp teeth. While we were going back to school, we were singing on the bus and we were very happy.

p. 42, act. 1 Possible answer: Hi Santiago, It was great to hear from you!

p. 42, act. 2 Possible answer: Keep in touch,

p. 42, act. 3 July 9, 2019 / Hi Santiago, / It was great to hear from you! During our visit to the aquarium we learned interesting facts about dolphins; for example, that they can live for up to 50 years. Also, we saw a big shark that had big, sharp teeth. While we were going back to school, we were singing on the bus and we were very happy. / Keep in touch, / Marina

p. 43, act. 5 Answers may vary.

p. 45, act. 1 Possible answers: (from top to bottom and left to right) Visit to the History Museum / We

learned about Aztecs. / We saw a statue of Miguel Hidalgo. / We saw pictures of the Revolution. / They lived in Mexico's Valley. / He was an Independence hero. / People traveled by train.

p. 45, act. 2 Possible answer: During our visit to the History Museum we learned interesting facts about Aztecs; for example, that they lived in Mexico's Valley. Also, we saw a statue of Miguel Hidalgo, he was an Independence hero. We saw pictures of the Revolution too. In those days, people traveled by train. It was all very interesting.

p. 45, act. 3 Possible answer: Hello, How are you?

p. 45, act. 4 Possible answer: Write soon,

#### Unit 5

p. 46, act. 2 Possible answers: a eat, cook, wash the dishes, bake, clean b cook, wash the dishes, bake, clean c wash the dishes d wash the dishes, bake, clean

p. 46, act. 3 do homework

p. 46, act. 4 Possible answers: guess the activity described / small children

p. 47, act. 5-6 Answers may vary.

p. 48, act. 1 a Where do you do this activity? b When do you do this activity? c What do you wear? d What do you use? / walk the dog

p. 48, act. 2 a I do this activity... b I wear... c I always use...

p. 48, act. 3 park / tools / I wear, sneakers / I always use, ball

p. 49, act. 5 **Words that Name Things:** school, gloves, shovel, watering can **Words that Express Actions:** do, wear, use **Words that Tell Size, Color, or Material:** plastic, small, blue

p. 49, act. 6 Small children enjoy doing it.

p. 50, act. 1 Possible answers: prepare a meal, draw, play soccer, dance, tidy up my room, sweep

p. 50, act. 2 Answers may vary.

p. 50, act. 3 Possible answers: evening / sports center / uniform, shin guard / no tools are used / team

p. 50, act. 4 Possible answers: a evening b no tools are used c

sports center d team e uniform, shin guard

- p. 51, act. 5 Possible answers: a I do this activity in the evening. b I wear sneakers. c Small children enjoy doing it. d I don't use any tools.
- p. 51, act. 6 Possible answers: I do this activity in the evening. / I don't use any tools. / I do it in the sports center. / I do it with my team. / I wear a uniform, sneakers, and shin guards. / Small children enjoy doing it.
- p. 52, act. 1 Possible answers: a Could you repeat, please? b Could you say that slowly? c Could you be more specific, please? d What do you mean by (the word)?
- p. 52, act. 2 Possible answers: a Check pronunciation and repeat. b Repeat in a slower pace. c Give an example. d Explain the meaning of a word using body language.
- p. 52, act. 4 Answers may vary.
- p. 53, act. 5 a Where do you do this activity? b When do you do this activity? c What do you wear? d What do you use? e Do you like to do it?
- p. 55, act. 1-3 Answers may vary.
- p. 55, act. 4 Possible answers: a Where do you do this activity? b When do you do this activity? c What do you wear and use?
- p. 55, act. 5 Possible answers: a Could you repeat please? b Could you say that slowly? c Could you be more specific, please?
- p. 55, act. 6 Possible answers: a Check pronunciation and repeat. b Repeat in slower pace. c Give an example.

#### Unit 6

- p. 56, act. 3 mammal, reptile, insect, fish, arachnid
- p. 57, act. 5 Possible answers: to be more specific about the type of worm / aquatic mammals, poisonous spiders
- p. 58, act. 1 a Where b Why c What d How e When f Who
- p. 58, act. 2 Where, Why, What, How
- p. 58, act. 3 Intonation for questions should be shown by a line that goes up at the end (as in the example provided).

- p. 59, act. 4 b, c, a
- p. 59, act. 5 Possible answers: koalas  
a Where do they live? b What do they eat? c Why do they hug trees? d How are they organized?
- p. 60, act. 4 Answers may vary.
- p. 61, act. 5 a Where do koalas live? b Are they marsupials? c Why do they hug trees? d How are they organized? e Do they sleep a lot? f Do they eat meat?
- p. 61, act. 6 Open Questions: Where do koalas live? / Why do they hug trees? / How are they organized? Closed Questions: Are they marsupials? / Do they sleep a lot? / Do they eat meat?
- p. 62, act. 1 Possible answers: arctic, animals, North Pole, adapt, survive
- p. 62, act. 2 Underline: Arctic Animals Double underline: Sea Otters, Polar Bears, Harp Seals Draw a square: the first paragraph Circle: the last paragraph
- p. 62, act. 3 Possible answers: Description They eat fish and meat from other animals such as seals. Problem & Solution Hibernation is their solution to survive during winter. Sequence Harp Seals are born with a yellow coat, but after three days it turns white. Cause & Effect Most of the time it is covered by ice because its temperatures are extremely low. Compare & Contrast Unlike other mammals, they can spend all their life in the water.
- p. 63, act. 4 Possible answers: Open Questions a Where is the Arctic? b When do polar bears hibernate? c What do polar bears eat? Closed Questions d Do sea otters have a very dense fur? e Are polar bears the largest bears on Earth? f Are harp seals good divers?
- p. 63, act. 5 Possible answers: a in the most northern part of the Earth b during winter c fish and meat from other animals d yes e yes f yes
- p. 65, act. 1-2 Answers may vary.
- p. 65, act. 3 Possible answers: a Where do lions live? in the savannah b How are they organized? in groups of 10 to 15 lions called prides c When do female lions hunt? from dusk till

dawn

- p. 65, act. 4 Possible answers: a Do lions live in the jungle? no b Do they live longer in captivity than in the wild? yes c Do they hunt large animals? yes

#### Unit 7

- p. 66, act. 1 Left arrow introduce a new product / chocolate lovers Right arrow persuade customers to buy that specific day / girls
- p. 66, act. 2 They cost \$1.99. / that if you buy that specific day, you will have a 30% discount
- p. 66, act. 3 biggest / different / few
- p. 67, act. 4 (from left to right) 3, 2, 1, 2, 1, 1, 3, 2
- p. 67, act. 5 Possible answers: no / The pictures occupy most of the space in the ad.
- p. 68, act. 1 Circle a
- p. 68, act. 2-4 Answers may vary.
- p. 69, act. 5 Possible answers: a instant, pieces, fruit, creamy, organic, protein, ingredients / b a healthy food product (instant oatmeal)
- p. 69, act. 6 Possible answers: First column spicy potato chips, deodorant / Second column instant oatmeal, stain remover / Third column milk, perfume / key words and phrases
- p. 70, act. 1 Possible answers: Open Questions How much does it cost? / What is the phone number? Closed Questions Is the delivery free? / Is it cheese stuffed?
- p. 70, act. 2 a size, sides b cheese, free
- p. 70, act. 3 Are they good? / is it a well-known restaurant? / Are the ingredients fresh?
- p. 70, act. 4 Answers may vary.
- p. 71, act. 5 Possible answers: toy car tracks, hot dogs, candy bar, spinner
- p. 71, act. 6 Possible answers: Middle circle toy car track Side circles 3 m long / includes 2 cars / gravity challenge / attaches to a table
- p. 72, act. 1 Possible answers: Product's name Fast Lane Price \$350.00 Characteristics 3 m long, attaches to a table, gravity challenge, includes 2 cars Special

promotions 30% off Phone number/e-mail 55348390

- p. 72, act. 2 Possible answers: **Contact us: 55348390 Only \$350.00** It attaches to a table. **You will be amazed by** the gravity challenge! **Today 30% off**
- p. 72, act. 3 Phrases and sentences students wrote in the previous activities should be distributed in the template and written using different fonts and sizes.
- p. 75, act. 1 Possible answers: vanilla ice-cream / vanilla flavor and pecans, creamy, delicious
- p. 75, act. 2 **Product's name** Vanilla Dream **Characteristics** vanilla flavor and pecans, creamy, delicious, really cool **Price** \$30.00 **Special promotion** Today 10% off **Phone number/e-mail** 9984839
- p. 75, act. 3 **Contact us: 9984839 Only \$30.00** It is creamy and delicious. **You will be amazed by** its vanilla flavor and pecans! **Today 10% off**
- p. 75, act. 4 Phrases and sentences students wrote in the previous activities should be distributed in the template and written using different fonts and sizes.

#### Unit 8

- p. 76, act. 1 La Llorona / a woman's ghost / She lost her children.
- p. 76, act. 2 Possible answers: a king, two women, and a baby / The king must decide something about the baby.
- p. 76, act. 3 introduction / conflict / climax / ending
- p. 77, act. 4 Possible answers: wise king, stubborn woman, loving mother, innocent baby
- p. 77, act. 5-6 Answers may vary.
- p. 77, **Time to Shine!** Possible answers: They are very old stories, they are part of a cultural tradition.
- p. 78, act. 2 Possible answers: a British forest / a solitary house in the country
- p. 78, act. 3 Answers may vary.
- p. 79, act. 4 Main: Merlin / Secondary: woman, Sir Ector
- p. 79, act. 5 a N b C c C d C e N
- p. 79, act. 6 Possible answers: **Present Tense** Does he have a
- name? / His name is Arthur. **Past Tense** Did you bring the baby? / Merlin took the baby.
- p. 80, act. 1 5, 2, 4, 1, 3
- p. 80, act. 2 **King Solomon and the Baby** King Solomon, two women, and the baby / Solomon's palace / Each woman says the baby is hers; Solomon must decide. **Excalibur** Merlin, a woman, Sir Ector, baby Arthur / a forest in Britain, a house in the country / Merlin must decide who will take care of the baby. **Sinbad the Sailor** Sinbad, Hakim, a man, the giant / Giant's Island / Sinbad must rescue the man.
- p. 80, act. 3 a Both Solomon and Arthur were kings, while Sinbad was a famous merchant. b King Solomon and Merlin had to make difficult decisions concerning a baby, unlike Sinbad who had adventures in the sea.
- p. 81, act. 4 Possible answers: conflict / King Solomon / **Excalibur**
- p. 81, act. 5 Possible answers: **King Solomon** Solomon must decide who the mother of the baby is. / He suggests to cut the baby into two halves. / He found out who the mothers is. **Excalibur** The Queen sends her baby to Merlin. / Merlin must hide the baby. / He found a foster family for the baby.
- p. 82, act. 1 Possible answers: a wise king b old magician c brave sailor d British forest e luxurious palace f dangerous island g difficult decisions h wonderful adventures
- p. 82, act. 2 Possible answers: **Center** There are babies and wise characters who must make difficult decisions. **Left** Solomon must decide who the mother of the baby is. **Right** Merlin must find a foster family to hide the future king.
- p. 85, act. 2 Grendel was an evil and ugly monster. / Beowulf was a good, strong man.
- p. 85, act. 3 many years ago in Scandinavia
- p. 85, act. 4 Beowulf wanted to protect his people from Grendel.
- p. 85, act. 5 Possible answers: **Center** Sinbad and Beowulf were brave and wanted to help others. **Left** Sinbad killed the cyclops and saved

the man. **Right** Beowulf killed Grendel and protected his people from evil.

#### Unit 9

- p. 86, act. 1 Possible answers: a tamales b to give general information about their origin and preparation c people who like Mexican food d They show varieties of tamales. e name of tamale, place where it is made, and ingredients
- p. 87, act. 2 a headline b introduction c history d word origin e numbers f preparation g examples h interesting facts
- p. 87, act. 3 Answers may vary.
- p. 88, act. 1 Chili Peppers
- p. 88, act. 2 **Circle:** The hottest varieties are not Mexican. People are creating new varieties around the world.
- p. 88, act. 3 Possible answers: a How many varieties are there? b Which is the hottest pepper? c What are the properties of chili peppers? d Where are they creating new varieties? e Who created a method to measure the heat of a pepper?
- p. 89, act. 4 Possible answers: **Affirmative** There are more than 50 varieties in Mexico. **Negative** The hottest varieties are not Mexican. **Simple Present Affirmative (singular):** *Chile* comes from Nahuatl *chilli*. **Simple Present Affirmative (plural):** They help to burn calories. **Present Progressive Affirmative:** People are creating new varieties around the world.
- p. 89, act. 5 The Tamale, Spongy and delicious pre-Hispanic food that is still alive / Chilli Pepper, Mexico's most amazing flavor
- p. 90, act. 1 *mole*, ancient, ingredients, chili, tortilla, chocolate, Nahuatl, Puebla, Oaxaca, celebration
- p. 90, act. 2 Possible answers: my classmates, students from other grades, teachers
- p. 90, act. 3 Possible answers: **Word Origin** Nahuatl / *mulli* / mixture **Ingredients** chili / tortilla / chocolate **History** Moctezuma



- / Conquest / colonial times  
**Examples** Oaxaca / Puebla,  
**Interesting Facts** 300 varieties /  
 100 ingredients / celebrations
- p. 90, act. 4 Possible answer: *Mole* comes from Nahuatl *mulli* that means mixture. / We know mole is eaten since pre-Hispanic times for Moctezuma ate it and Mexicans continued eating it in colonial times. In that time, they used 100 ingredients such as chili, tortilla, chocolate, and cinnamon. / There are 300 varieties and some examples are the ones prepared in Oaxaca and Puebla. Mexicans eat mole in celebrations.
- p. 91, act. 5 Possible answer: *Mole*, the most wonderful traditional Mexican dish
- p. 91, act. 6 The information students wrote in the previous activities should be organized by categories in different graphic organizers such as the ones shown in the infographics from the first two lessons.
- p. 92, act. 1 Answers may vary.
- p. 95, act. 1 Possible answers: *Pozole*, Mexico, pre-Hispanic, dried maize, pork meat, different states, celebrations
- p. 95, act. 2 Possible answer: *Pozole*, the most delicious stew in the world
- p. 95, act. 3 Possible answers:  
**History** People eat it in Mexico since pre-Hispanic times.  
**Ingredients** It has maize and pork beef.  
**Places** Many states prepare it.  
**Celebrations** Mexicans eat it in Independence Day, Christmas, and birthdays.
- p. 95, act. 4 Answers may vary.
- Unit 10**

- p. 96, act. 1 c, a, b
- p. 96, act. 2 c, a, b
- p. 96, act. 3 Answers may vary.
- p. 97, act. 5 **Circle:** Hi! May I help you? **Draw a square:** I will give you a hand, you're carrying lots of books. / Thank you for helping me. / You're welcome! Is it OK if I leave them here? / Yes, that's perfect! **Underline:** See you around! / Bye!
- p. 97, act. 6 Possible answer: He couldn't speak because he was holding the books with his chin or he was very tired.
- p. 98, act. 1 He rejected the help.
- p. 98, act. 2 Possible answers: anger / patience
- p. 98, act. 3 Possible answer: because the beaches are dirty and it is a problem for the animals
- p. 99, act. 5 Possible answers: **Ask for Help** Can you help me? / I need your help to... **Answers** Of course! **Offer Help** Let me help you. / Do you need help? / May I help you? / I will give you a hand. / Can I help you? **Answers** Thanks! / Yes, please... / (silence) / No, thanks... / Thank you for helping me.
- p. 100, act. 2 Possible answers: I failed my Math exam. / Yes, please help me study for the next exam.
- p. 100, act. 3 (From top to bottom and left to right) May I offer you my help? / May I help you? / Give me a hand with this. / I will give you a hand. / If you don't mind, I really need your help with this box.
- p. 101, act. 4 b, a, d, c
- p. 102, act. 1 Answers may vary.
- p. 102, act. 2 Possible answers: a at school, b friends, c reject it
- p. 102, act. 3 Possible answers:  
**Greeting** Hello! / Hi! **Body** Can I

- help you? / I have finished. / OK / Thank you anyway. **Farewell** See you! / Bye
- p. 103, act. 5 Possible answers: I can shout or move closer. / I can use body language or gestures. / I can stay around just in case.
- p. 105, act. 1 Possible answer: help my sister with her homework
- p. 105, act. 2 Possible answers: my house / family
- p. 105, act. 3 Possible answers: What's up? / Hi!
- p. 105, act. 4 Possible answers: Do you need help? / Yes, please, I don't understand this. / You just have to match the two columns. / Thanks a lot!
- p. 105, act. 5 Possible answers: I will be in my room if you need more help. / OK!

# Audio Scripts

## TRACK 1

Copyright

## UNIT 1

### TRACK 2

Listen to identify the characters and how they feel. Then, decide together which name to write on each line.

Lucas: Hi, Andrea! Are you OK? You look worried.

Andrea: I'm studying for the Math exam, but I don't understand anything. I'm feeling blue.

Lucas: Well, don't worry, count on me to help you study.

Andrea: Really? Thank you, Lucas! You are a great friend.

### TRACK 3

Listen again. Color bars to indicate volume, draw arrows to indicate rhythm, and answer the question. (same audio from Track 2)

### TRACK 4

Listen and answer the questions together.

Ana: Hello, Mario!

Mario: Hi, Ana! How are you?

Ana: I'm concerned about Sergio, he talked to me yesterday and he was very worried.

Mario: Do you know why?

Ana: He lost his uniform jacket and his parents will be mad at him.

Mario: That is not a big problem; tell him I have an extra one to give him.

Ana: I will! I'm sure he will be happy to know we're behind him. Thanks!

## UNIT 2

### TRACK 5

Listen to the dialogue between one of the girls from the picture on page 16 and one of her friends; write the missing letters. Then, practice the dialogue with a partner stressing the pronunciation of the letters you added.

Luis: Hi, Sofia! Where did you go last Thursday?

Sofia: I went camping with Laura. We had a lot of fun!

Luis: I will go next month. Do I need to take an umbrella?

Sofia: No, you don't, but take special shoes for climbing and at least three t-shirts.

### TRACK 6

Listen and order an alternative story for the picture in the previous activity.

Last summer, I went to visit my cousins. Although all of them are younger than me, we had lots of fun. We went to the park and I taught them to play soccer. It was great!

## TRACK 7

Listen to the stories and circle the pictures related to them.

Erika: Oh! That baby in your picture is charming!

Antonio: Yes, he is. At first, he was with his mother, learning to walk. Then, he saw that black cat and went straight to it. In the end, they were playing together.

Erika: Let me see the other picture. What was happening there?

Antonio: When I was walking home, I saw these little girls who met a hungry dog. One of them felt so sad that in the end she began to cry.

Erika: Both pictures are beautiful!

## UNIT 3

### TRACK 8

Listen. Then, read the statements and discuss with your partner if they are true (T) or false (F). Write the answers on the lines provided.

Woman: Hi, doctor. I'm very worried because my children got the flu. What should I do?

Doctor: Stay calm, give them plenty of fluids like water or juice, and let them rest.

Woman: And to relieve the symptoms?

Doctor: A warm bath may help lower the fever.

Woman: If they get worse?

Doctor: Then, pay me a visit.

### TRACK 9

Decide with your partner which word fits each space. Listen to check.

If you get sick with flu symptoms, don't worry too much.

Just stay home, get a lot of rest, and avoid contact with other people. However, if you feel very sick, contact your doctor.

### TRACK 10

Listen to some instructions to eat well and identify stressed words. Then, discuss with your partner how each made you feel. Register your answers.

Narrator: One

Woman: If you want to be healthy, you must have a balanced diet. Eat plenty of whole grain cereals, fruits and vegetables, also include healthy protein such as fish, poultry, nuts and seeds. Always try to avoid foods with added sugar.

Narrator: Two

Man: Eat healthy and you will be a healthy person! Have you ever heard that we are what we eat? That's totally true! Eat healthy foods that the earth provides such as fruits, vegetables, seeds, and whole grain cereals. You will certainly become a picture of good health!

### TRACK 11

**Listen and read. Detect pauses with your partner; draw a diagonal line (/) when you hear one.**

Eat healthy and you will be a healthy person! Have you ever heard that we are what we eat? That's totally true! Eat healthy foods that the earth provides such as fruits, vegetables, seeds, and whole grain cereals. You will certainly become a picture of good health!

## UNIT 4

### TRACK 12

**Unscramble the letters in brackets to fill in the blanks. Listen to check.**

Writing a letter is very easy; you just have to know its parts:

The date tells when the letter was written.

The greeting means "hello."

The body contains the message.

The closing means "goodbye."

The signature says who the author of the letter is.

### TRACK 13

**Listen and circle the emotions that show how Aldo feels.**

**Aldo:** Mom, can I read you the letter I will send Mario?

**Mom:** Of course!

**Aldo:** Hello, Mario, it was great to hear from you. I would love to go to the music festival. Thanks a lot for the tickets. See you around, Aldo.

**Mom:** I'm sure he will be very glad to receive it.

### TRACK 14

**Listen and say "Pause" every time a connector is used.**

During our visit to the aquarium we learned interesting facts about dolphins; for example, that they can live for up to 50 years. Also, we saw a big shark that had big, sharp teeth. While we were going back to school, we were singing on the bus and we were very happy.

## UNIT 5

### TRACK 15

**Follow the reading.**

I do this activity in the kitchen.

I wear an apron to do it.

I always use water, soap, and a scrub sponge to do it.

I wear gloves to do it.

### TRACK 16

**Listen and write questions that you would use in each situation.**

I do this activity at school.

I do it during Science class.

I wear plastic gloves.

I always use a small shovel and a red watering can.

### TRACK 17

**Listen to the example. Then, use the checklist to rehearse your description.**

I do this activity in the evening.

I don't use any tools.

I do it in the sports center.

I do it with my team.

I wear a uniform, sneakers, and shin guards.

I love to do it!

## UNIT 6

### TRACK 18

**Decide with your partner what *Wh*-question words are appropriate to fill in the blanks. Listen to check.**

**Teacher:** Hi, kids. This is Juan and he's here to share some information with you about bees. Please listen and feel free to ask.

**Juan:** Hello, children! As you know, bees are black and yellow insects and they have wings.

**Girl:** Where do they live?

**Juan:** They live in hives.

**Boy:** Do they make honey in the hives?

**Juan:** Yes, the hive is their home and they make honey in it.

**Girl:** Are they dangerous for human beings?

**Juan:** Not really, but sometimes they sting.

**Girl:** Why do they sting?

**Juan:** They sting when they feel threatened; it's a defense.

**Boy:** What do they eat?

**Juan:** They eat pollen and nectar from flowers.

**Boy:** How are they organized?

**Juan:** They are organized in colonies.

**Teacher:** Bees are amazing animals! Thank you for visiting us, Juan.

### TRACK 19

**Listen carefully and draw lines to show the intonation of each question from the conversation you listened to in the previous activity. Follow the example.**

**Girl:** Where do they live?

**Boy:** Do they make honey in the hives?

**Girl:** Are they dangerous for human beings?

**Girl:** Why do they sting?

### TRACK 20

**Work with your partner to listen and write the questions.**

Where do koalas live?

# Audio Scripts

Are they marsupials?  
Why do they hug trees?  
How are they organized?  
Do they sleep a lot?  
Do they eat meat?

## UNIT 7

### TRACK 21

Listen and circle the product the ad is advertising.  
If you are waiting to taste that first perfectly irresistible chip from a freshly opened bag of chips... wait till you hear this... Cheese Potato Chips are now even crispier. Just one more reason why they're our favorite... simply an explosion of flavor!

### TRACK 22

Listen and write words that match with the sounds below.

Middle-aged man: 1234123456, 1234123456, 1234123456.

Young man: Admit it! You would love a pepperoni pizza right now. You already have the number. Call us and you will get a hot, fresh, cheese pepperoni pizza. Order the large size pizza and you will get delicious hot sides for free. Only today \$5.25!

### TRACK 23

Listen to the dialogue and circle closed questions.

Boy: I'm so hungry I could eat a horse.  
Girl: Let's order a pizza! I heard a radio ad about a pepperoni pizza that costs only \$5.25.  
Boy: Are they good?  
Girl: I don't know. I've never tried them before.  
Boy: Is it a well-known restaurant?  
Girl: Not really.  
Boy: Are the ingredients fresh?  
Girl: They say so, but I have no idea.  
Boy: Well... then I prefer to eat a home cooked meal.

## UNIT 8

### TRACK 24

Listen to the legend. Use words from the box to label its parts and show its development.

#### King Solomon and the Baby

King Solomon was a very wise Jewish King who lived a long, long time ago.

One day, two women went to King Solomon's palace. One of them had a baby in her arms. She said, "This is my baby!" And the other woman said, "This is my baby!"

King Solomon decided, "Let's cut the baby in two. Then, each of you will have a part of the baby." One of the women shouted, "No, don't cut the baby. Give it to her!"

"No, woman, this is your baby. Now I know you are the real mother because you don't want to hurt him," said King Solomon.

### TRACK 25

Listen and follow the reading.

#### Excalibur

Narrator: Many years ago, in a forest in Britain...

Merlin: Did you bring the baby?

Woman: Her Majesty begs you to take good care of her son.

Narrator: Merlin took the baby to Sir Ector in his solitary house in the country.

Merlin: Take care of this baby, his safety is very important to all of Britain.

Sir Ector: But...

Merlin: When he is old enough, he must visit me every day to receive education.

Narrator: Sir Ector was confused, but accepted to help.

Sir Ector: Very well, Merlin, if our Kings have trusted you, I will help you. This child will be like my own son. Does he have a name?

Merlin: His name is Arthur.

Sir Ector: Good, strong name.

Merlin: Sure it is, a name for a king.

Narrator: And that was how King Arthur found a foster family.

### TRACK 26

Listen and order.

#### Sinbad the Sailor

Many years ago, in the city of Baghdad lived a rich merchant. He was known as Sinbad the Sailor. One day, he was caught in a terrible storm and his ship was destroyed. Sinbad and his friend Hakim swam onto the Giants' Island. There, they met a horrible cyclops. He lived in the Diamond Valley. Suddenly, a man appeared. He told Sinbad and Hakim that four years back, he came to this island looking for diamonds and this giant has held him as a prisoner. Sinbad wanted to help the man. He found a sword in a cave and killed the giant while he was asleep. Sinbad and his friends made a small boat and returned to Baghdad.

## UNIT 9

### TRACK 27

Listen and circle the part of the infographic that is related to the conversation.

Man: Can you believe that people are creating new varieties of chili around the world?

Woman: Yes, I heard about Dragon's Breath and Pepper X, they are five times hotter than Habaneros.

**TRACK 28**

Listen and fill in the blanks.

Mexican *mole* is an ancient tradition. Fray Bernardino de Sahagun, a Spanish monk who came to Mexico during the Conquest, wrote that *mole* was a dish prepared for Moctezuma, the emperor. In colonial times, it was prepared with more than 100 ingredients, which included chili, tortilla, chocolate, and cinnamon. Its name comes from Nahuatl *mulli* that means mixture. There are around 300 varieties, but the most famous are those prepared in Puebla and Oaxaca. It is part of almost every celebration in our country.

**UNIT 10****TRACK 29**

Listen and write the letter that corresponds in the square provided.

Narrator: A

Little kid: (cries)

Boy: Tommy, let me help you.

Little kid: Thanks!

Narrator: B

Old lady: Hey, boy! Can you help me?

Boy: Of course! Hand me your bag.

Narrator: C

Girl: Do you need help, Mom?

Mom: Yes, please help me hang up these clothes.

**TRACK 30**

Listen to the dialogue. Circle the greeting, draw a square around the body, and underline the farewells.

Girl: Hi! May I help you?

Boy: (silence and sigh)

Girl: I will give you a hand, you're carrying lots of books.

Boy: Thank you for helping me.

Girl: You're welcome! Is it OK if I leave them here?

Boy: Yes, that's perfect!

Girl: See you around!

Boy: Bye!

**TRACK 31**

Listen, read, and answer.

Luis: I will never finish my homework!

Memo: Can I help you, Luis?

Luis: No, thanks, I can do it by myself.

Memo: Look, here's the answer, you just have to read carefully.

Luis: Sorry for being rude, Memo! It was very easy after all.

Memo: Glad to help you!

**TRACK 32**

Listen, read, and explain the reason to ask for help using your own words.

Hi, kids! My name is Elsa and I'm here because I need your help to pick up trash from the beaches in our town. As you know, this is affecting the animals that live there so it is very important to participate to solve the problem.

**TRACK 33**

Listen and discuss.

Mother: Hi, dear! Are you alright? You look sad.

Boy: (silence)

Mother: Do you need help?

Boy: Leave me alone!

Mother: OK, if you need something please tell me.

**TRACK 34.** Reader pp. 5-15

**TRACK 35,** Reader pp. 17-27

**TRACK 36,** Reader pp. 29-39

**TRACK 37,** Reader pp. 41-51

**TRACK 38,** Reader pp. 53-63

**TRACK 39,** Reader pp. 65-75

**TRACK 40,** Reader pp. 77-87

**TRACK 41,** Reader pp. 89-99

**TRACK 42,** Reader pp. 101-111

**TRACK 43,** Reader pp. 113-123

**TRACK 44,** Teacher's Guide, p. xii,  
Pronunciation Guide

**TRACK 45,** Teacher's Guide, p. xiii,  
Useful Expressions in the Classroom

# Worksheet 1

1. Work with a partner to decide which word or expression best completes the dialogue.

blue    Thanks    go with you    Hi!    Well

— \_\_\_\_\_ What happened? You look worried.

—I'm feeling \_\_\_\_\_ because my cat is sick.

— \_\_\_\_\_, count on me, I will \_\_\_\_\_ to the vet.

— \_\_\_\_\_ a lot!

2. With your partner, discuss what emotion each picture is showing. Write their names on the lines provided.

a



b



c



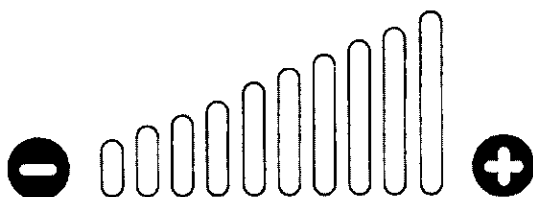
d



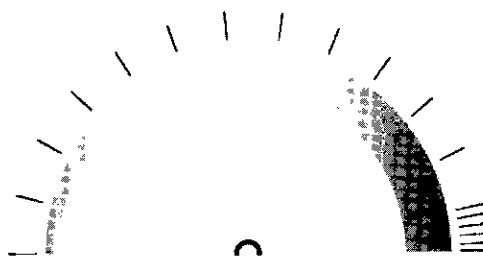
\_\_\_\_\_

3. Describe to your partner how you speak when you are extremely happy. Use the diagrams to specify the way you do it.

Volume



Rhythm



# Worksheet 2

1. In teams, discuss what you can do to maintain your listeners' attention when you speak. Write your conclusions.

## How to Maintain your Listeners' Attention

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. Work in pairs to complete the sentences that tell a story. Check your answers using the table provided on page 121.

- a. Last summer, my family and I \_\_\_\_\_ (go) to Yucatan.
- b. We \_\_\_\_\_ (visit) Chichen Itza.
- c. We \_\_\_\_\_ (eat) *panuchos*.
- d. We \_\_\_\_\_ (see) pink flamingos.
- e. We \_\_\_\_\_ (have) a great time!

3. Work in pairs. Use the information from the chart to tell a story.

		Your Story	Useful Expressions
<b>Beginning</b>	When?		<i>It was a...</i> <i>The other day,</i> <i>Yesterday, Last</i> <i>summer/week...</i> <i>When we went</i> <i>to...</i>
	Who?		
	Where?		
<b>Middle</b>	What happened?		<i>Certainly,</i> <i>While,</i> <i>Although,</i> <i>During</i>
<b>Ending</b>	What do you think/feel about the experience?		<i>Finally,</i> <i>Eventually,</i> <i>In conclusion,</i> <i>In the end,</i>

# Worksheet 3

1. Work in pairs. Read the sentences and decide how to order them using the flow map.

If you don't find it, ask a specialist.

Check sources to find the answer.

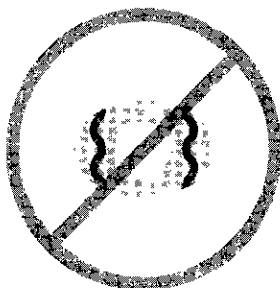
Write a question for your doubt.

## Clearing Up Doubts

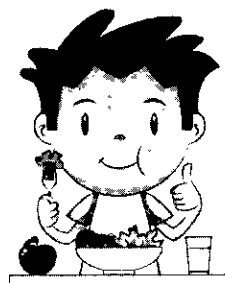


2. Work in pairs to write an instruction for each picture.

a



b



3. Work in pairs to decide how to logically order the sentences. Use the connectors from the box to link them.

Next    Then    First    Finally

Dry your hands.

Rub palm to palm, tips of fingers, and each wrist.

Put liquid soap in your palm.

Rinse your hands.

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# Worksheet 4

1. Work in pairs to decide which phrases you would use in each case. Write them down.

Phrases to Show Interest in Letters	
a. Family and Friends	b. People You Don't Know Very Well

2. Work in pairs. Analyze each sentence and decide if you should use simple present or present progressive. Circle the correct form of the verb.

- We played / were playing* when my mother arrived.
- I *met / was meeting* him yesterday.
- She *slept / was sleeping* when the bell rang.
- He *called / was calling* me last week.
- I *read / was reading* that book twice.

3. Analyze in pairs what you may use in each case. Then, share examples for each with your class.

If you want to...

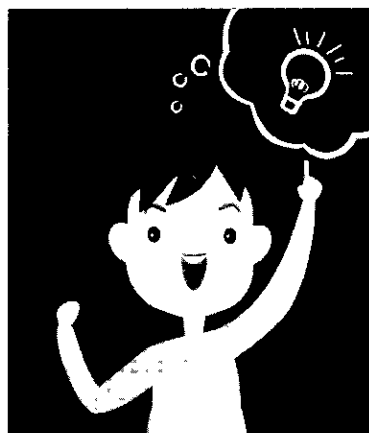
You can use:

- tell when the event happened
- give examples
- add information
- contrast
- separate elements in a series
- separate different ideas

- \_\_\_\_\_ a period (.)
- \_\_\_\_\_ a comma (,)
- \_\_\_\_\_ on the contrary, otherwise, but
- \_\_\_\_\_ for example, such as, for instance,
- \_\_\_\_\_ then, during, while
- \_\_\_\_\_ and, also, too

# Worksheet 5

1. Discuss in teams which strategy you will use to clarify if somebody asks you the questions below.



- a. "Could you repeat, please?"
- b. "Could you be more specific?"

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2. With your team, decide which *Wh*-question word asks for each of the following. Write the words on the lines provided.

- a. things
- b. people
- c. procedure
- d. time
- e. places

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3. With your team, describe the activity in the picture. Go from general to specific.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

# Worksheet 6

1. Work in pairs to write one pronunciation tip for each category.



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2. With your partner, analyze the texts below and identify the text patterns.  
Write them on the lines provided.

- \_\_\_\_\_ a. First, a butterfly lays eggs. Then, a caterpillar hatches out of the egg. Next, the caterpillar makes a pupa. Finally, the pupa opens and a butterfly comes out.
- \_\_\_\_\_ b. Many dangerous animals live in the tropical rainforest, for example, the poison dart frog in Costa Rica or the jaguar in Mexico.
- \_\_\_\_\_ c. Peaceful animals can be very aggressive when their young are in danger.
- \_\_\_\_\_ d. The blue whale is the largest animal on Earth. Their tongues alone can weigh as much as an elephant.
- \_\_\_\_\_ e. Polar bears could go extinct very soon unless we start contributing to stop global warming.

3. With your partner, read the text and write three open questions.

Although most people are afraid of tarantulas, the truth is that their venom is weaker than the one of a bee. They move slowly on their eight legs to hunt mainly insects. There are hundreds of species of tarantulas around the world living in tropical, subtropical, and desert regions. They are amazing animals that can replace internal organs and even regrow a lost leg!

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

# Worksheet 7

1. Work in teams. Look at the picture. Write two questions the boy may ask himself to be a smart consumer.



- a. \_\_\_\_\_  
b. \_\_\_\_\_

2. With your team, decide which punctuation mark (.) (!) (?) is the best for each case.

- a. The best hamburgers in town \_\_\_\_  
b. You'll feel happy \_\_\_\_  
c. Are you looking for a delicious ice cream \_\_\_\_  
d. Fresh and nutritious \_\_\_\_  
e. It is a great source of calcium \_\_\_\_

3. With your team, agree on an example for each persuasive strategy. Write them down.

a. Link the product with emotions and sensations.

--

b. Show celebrities.



--

c. Give information about the product.

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# Worksheet 8

1. Work in pairs to compare and contrast Sinbad and Beowulf.

Sinbad	Beowulf	Compare	Contrast
		a. Both Sinbad and Beowulf are _____	b. Sinbad is _____ while Beowulf is _____

2. Work with your partner to find five words related to legends in the puzzle.  
Write them down and use them to say sentences.

F I E C D T H K N S  
A P H U L R H X A E  
N D B M O A Y Q T R  
T W O W I D N L S U  
A S B B P I A K M T  
S E Z R C T M Y R N  
T Z V I H I L M A E  
I U G E Z O V R Q V  
C A I R R N I N T D  
M Y G Q S S J I L A

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3. With your partner, choose two of the characters of the legends you read in this unit. Write sentences to describe them.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. Identify the tense of the following sentences from the legends you read.  
Write Pr if it is present and Pa if it is past.

- \_\_\_ a. King Solomon decided to cut the baby in two.
- \_\_\_ b. Both women say the baby is theirs.
- \_\_\_ c. Merlin found a foster family for Arthur.
- \_\_\_ d. Sinbad is very brave.
- \_\_\_ e. Beowulf killed Grendel.

# Worksheet 9

## 1. Work in teams to write tips for creating infographics.

### Tips for Creating Infographics

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## 2. With your team, analyze the following paragraph and underline the sentences written in present tense.

A taco is a traditional Mexican dish that consists of a tortilla folded around a filling. Bernal Diaz del Castillo documented that tacos were eaten since pre-Hispanic times. Now, there are uncountable varieties of tacos all over the country. From shrimp to *al pastor*, you should try them all!

## 3. As a team, write a description for the candies in this picture. Use adjectives, superlatives, and sensory words.



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## 4. With your team, analyze the following sentences and decide which connector from the box completes them.

and or but

- a. Do you want red \_\_\_\_\_ green *chilaquiles*?
- b. I like quesadillas very much, \_\_\_\_\_ I prefer to eat *pozole* today.
- c. I cannot decide; please give me some *capirotada* \_\_\_\_\_ one *churro*.

# Worksheet 10

**1. Work in pairs. Analyze each case and write an emotion that may be related.**

a. If someone bites his/her lips, he/she probably is...

\_\_\_\_\_

b. If someone has a closed posture, it shows he/she is probably...

\_\_\_\_\_

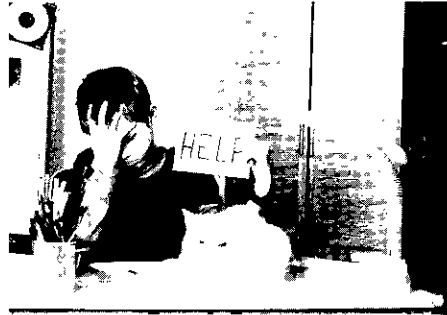
c. If someone turns his/her lips up, he/she is probably...

\_\_\_\_\_

d. If someone taps his/her fingers repeatedly, he/she probably is...

\_\_\_\_\_

**2. Look at the pictures and with your partner decide an appropriate question to offer and ask for help. Write it down.**



Offer help: \_\_\_\_\_

Ask for help: \_\_\_\_\_

**3. Choose one of the pictures from the previous activity. Write a dialogue with your partner to ask for or offer help.**

Greeting: \_\_\_\_\_

Body: \_\_\_\_\_

Closing: \_\_\_\_\_

# Worksheets Answer Key

## Worksheet 1

1. Hi!, blue, Well, go with you, Thanks
2. a-tired, b-sad, c-worried, d-happy
3. Answers may vary.

## Worksheet 2

1. (Possible answers) a-Watch your body language. b-Vary your tone and rhythm. c-Use appropriate volume while you speak. d-Maintain eye contact.
2. a-went, b-visited, c-ate, d-saw, e-had
3. Answers may vary.

## Worksheet 3

1. Write a question for your doubt. Check sources to find the answer. If you don't find it, ask a specialist.
2. (Possible answers) a-Don't eat candies. b-Eat fruits and vegetables.
3. First, put liquid soap in your palm. Next, rub palm to palm, tips of fingers, and each wrist. Then, rinse your hands. Finally, dry your hands.

## Worksheet 4

1. (Possible answers) a-Thank you for your letter. It's great to hear from you.. b-What wonderful news about... Write back soon,
2. a-were playing, b-met, c-was sleeping, d-called, e-read
3. f, e, d, b, a, c

## Worksheet 5

1. (Possible answers) a-repeat in a slower pace / check pronunciation, b-give examples, use body language
2. a-What b-Who c-How d-When e-Where
3. (Possible answers) a-I do this activity in the park. b-I do this activity in the afternoon. c-I do this activity with my team. d-I wear a uniform and use a bat.

## Worksheet 6

1. (Possible answers) a-Use online dictionaries. b-Use a mirror to check how your lips and mouth move. c-Break words into sounds.
2. a-sequence, b-description, c-cause & effect, d-compare & contrast, e-problem & solution

3. (Possible answers) a. Where do tarantulas live? How many legs do they have? How do they move?

## Worksheet 7

1. (Possible answers) a-Do I really need this? b- Is it good for my health?
2. a-none, b-I, c-?, d-none, e-.
3. (Possible answers) a-happy people drinking soda, b-famous athlete eating cereal, c-contains vitamins and minerals

## Worksheet 8

1. (Possible answers) a-brave heroes, b-a sailor / a warrior
2. traditions, old, magic, adventures, fantastic
3. (Possible answers) a-Beowulf was a very strong man. b-Merlin was an old wise magician.
4. a-Pa, b-Pr, c-Pa, d-Pr, e-Pa

## Worksheet 9

1. (Possible answers) a-Define your audience's interests. b-Write clear and concise sentences. c-Choose interesting images. d-Use attractive colors for your organizers. e-Write a striking headline.
2. Underline: A taco is a traditional Mexican dish that consists of a tortilla folded around a filling. / Now, there are uncountable varieties of tacos all over the country.
3. (Possible answer) Mexican candies are the most delicious in the world. They are sweet and colorful. Some of them are crunchy, others are soft.
4. a-or, b-but, c-and

## Worksheet 10

1. a-stressed, b-unfriendly, c-happy, d-impatient
2. (Possible answers) a-Do you need help? b-Could you help me please?
3. (Possible answers) Hi! / Hello! / Could you help me please? / Sure! / I don't understand this question. / Read carefully, the answer is here! / It was very easy! Thank you! / You're welcome.



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