

Sunburst



5

Primary

Teacher's Guide

Mario Herrera

 Pearson

Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

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SUNBURST

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Teacher's Guide

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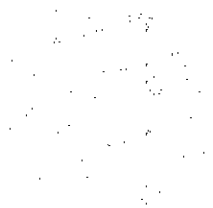
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Dear Teacher,

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.

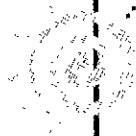
Sunburst aims towards communicative interaction using the language as a cognitive and reflexive tool. At the end of this cycle, your students will be able to express and exchange ideas, talk about themselves and their emotions, give information about others, build up knowledge, organize their thoughts, 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. Each of the 10 units approaches one of the three learning environments following an alternate sequence with an increasing complexity level. However, you can tailor the use of the units according to the needs and reality of your classroom and students. We suggest that each of them should be covered in 12 sessions. Each unit is divided into 4 lessons (see the suggested table below.) Each lesson is planned to cover two 50-minute classes.

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

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

Suggested lesson schedule for teaching a unit

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



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

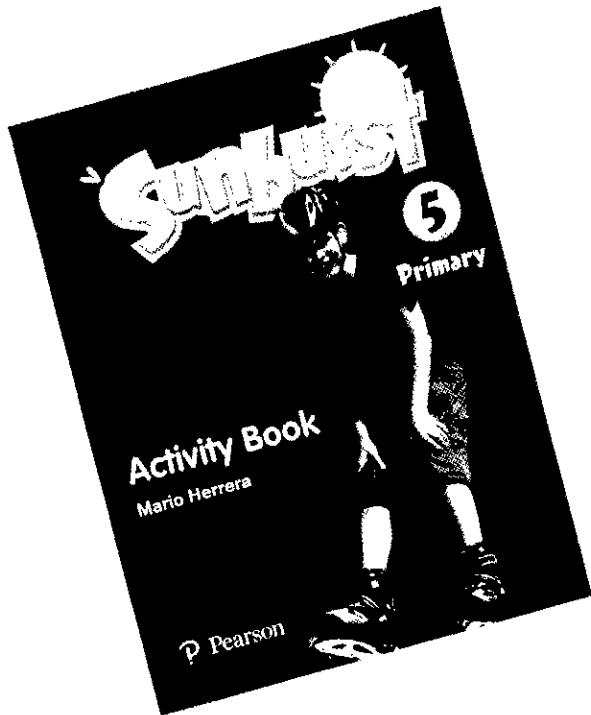
At the end of each unit, there is an evaluation tool, which may help you evaluate your students individually. This tool has been adapted to cover the achievements that your students should reach, so we hope the tool we designed makes evaluation a lot easier for you.

Reader

In each lesson you will find a Reader box with a question that sets a goal to develop your students’ reading strategies. In order to answer that question, you could read the pages indicated during the class or assign them for homework. The questions are formulated in a way that will help students practice the Social Practice of the Language of the unit and exercise a broad variety of skills such as predicting, inferring, and sequencing.



Course Components



Activity Book

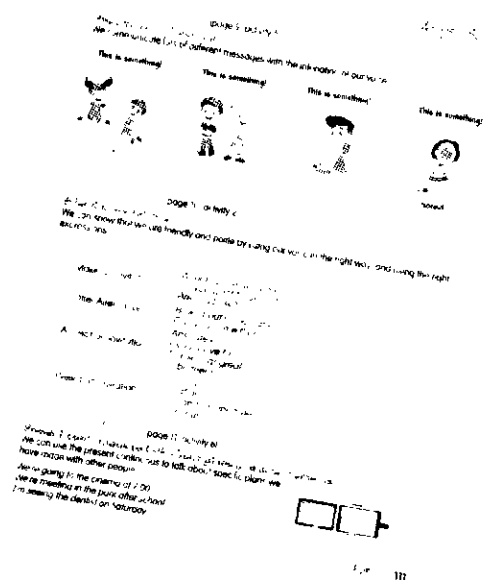
The activities in each lesson follow a sequence that goes from controlled activities to semi-controlled ones and free practice. This is to promote a gradual development of students' skills.

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;

- 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
- To enrich their vocabulary, encourage students to create a class glossary in which they will include all the terms they think may be useful for them.





Course Components

Lesson 5



Look at the description of the different parts of the conversation. Number them in the correct order.

Achievement

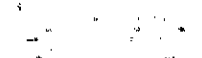
Teaching Guidelines

Development

How do you arrange to meet friends?

Read the dialogue. What are they talking about? Complete the dialogue with your own words and practice saying it with your partner.

Look at the description of the different parts of the conversation. Number them in the correct order.



Differentiated Instruction In Think-Pair-Share

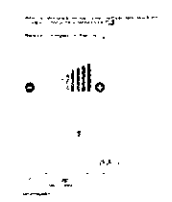
Work in pairs. Practice reading the dialogue. Pay attention to the intonation and volume you use to sound friendly.

Achievement

Teaching Guidelines

Development

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Present your dialogue to another pair.

Achievement

Teaching Guidelines

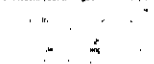
Development

Rehearse a dialogue to arrange to meet. Use the expressions in Activity 3 to help you. Change the underlined parts.



Differentiated Instruction Group Based on Goals

Present your dialogue to another pair.



Differentiated Instruction Group Based on Goals



Product? A Plan to Meet

Work in pairs. Practice reading the dialogue. Pay attention to the intonation and volume you use to sound friendly.

Rehearse a dialogue to arrange to meet. Use the expressions in Activity 3 to help you. Change the underlined parts.

Present your dialogue to another pair.

Work in pairs. Practice reading the dialogue. Pay attention to the intonation and volume you use to sound friendly.

Rehearse a dialogue to arrange to meet. Use the expressions in Activity 3 to help you. Change the underlined parts.

Present your dialogue to another pair.

Unit 1 • Activity Book p. 12 27

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;
- **Activity Book answer key provided 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.

We walked away slowly, not taking our eyes off the kitten. Before we knew it, his mother took him in her mouth and carried him away proudly.

"Maybe they have a home already," said Gabriel.

"Maybe," I said, "but let's go get them some milk just in case."

So, that summer, Gabriel and I took out milk and fish and any delicious **scraps** we could find and left in behind my garden.



.....
scraps: *n.* the left-over pieces of food



We never found out where the cats really lived, but Brownie the kitten always came to visit us when Maggie wasn't out in the garden. A few months later, I even woke up one night because I had a **furry** little visitor at my bedroom window.

Even though he couldn't say it, I knew that he was thankful that we got him out of that hole.

.....
furry: *adj.* covered in animal hair



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

You may use this section as a reference in case you want to check phonological and pronunciation aspects.

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

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



Useful Expressions in the Classroom



You may use these expressions every day in the classroom to help your students be more familiar with the English language. They have also been recorded in case you want to check phonological and pronunciation aspects.

You could use *Tongue Twisters* (*She sells sea shells by the sea shore*) and songs lyrics, and you could suggest your students to record the new expressions they learn and then listen to themselves or to their classmates. This may greatly improve their pronunciation skills.

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

Classroom Language for the Teacher

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

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

Classroom Language for the Student

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

Scope and Sequence

Unit 1

What Do You Want to Do Together?

Family and Community Environment

Achievements

1. Explore and listen to conversations where people arrange meetings.
2. Interpret expressions used by speakers.
3. Assume the role of a speaker in a conversation.

Communicative Activity

Exchanges associated with specific purposes

Social Practice of the language

To exchange expressions to arrange meetings

Teaching Guidelines

1. Analyze ways to start a conversation and take turns. Compare face-to-face and remote conversations. Infer the topic with words and expressions used by speakers. Analyze language formulas to start and end a conversation. Expand vocabulary by clarifying meaning of unknown words and expressions. Define the meaning of action words.
2. Infer the topic with words and expressions used by speakers. Analyze language formulas to start and end a conversation. Expand vocabulary by clarifying meaning of unknown words and expressions. Define the meaning of action words. Compare tone, volume, and rhythm of speakers. Recognize speakers' behavior and attitudes. Relate the meaning of expressions to body language.
3. Decide what to say. Monitor body language and features of pronunciation. Listen to and respond to what the other speaker says. Evaluate what needs to be known. Establish details about events. Start a conversation with introductions and greetings. Accept or reject invitations. Offer alternatives. Start and end conversations. Respect turn taking conventions. Regulate intonation and volume.

Unit 2

What Fun Thing Has Happened to You?

Recreational and Literary Environment

Achievements

1. Explore fun personal anecdotes.
2. Analyze different aspects of storytelling.
3. Tell a personal anecdote.

Communicative Activity

Exchanges associated with specific purposes

Social Practice of the Language

To tell short stories of interest

Teaching Guidelines

1. Activate previous knowledge to recognize topic, purpose, and audience. Appreciate body language. Analyze story structure: beginning, climax, development, and ending. Determine the elements in anecdotes: narrator, protagonist, secondary characters, setting. Ask about words and expressions that express surprise or expectation to incorporate in their own vocabulary repertoire. Make connections with personal experience. Promote recognition and valuing the telling of a personal experience.
2. Compare adjectives and verb tenses. Investigate the meaning of new words and phrases. Value the importance of connectors in storytelling. Analyze features of pronunciation in the telling of fun anecdotes.
3. Choose an anecdote to share. Say phrases and short sentences using appropriate tenses. Use adjectives and connectors to enrich an anecdote. Make the most of body language and features of pronunciation. Recognize the positive aspects of effort by students to tell a story.

Scope and Sequence

Unit 3 What Problem Can You Solve? Academic and Educational Environment	Communicative Activity Interpret and follow instructions Social Practice of the Language To follow information from an illustrated guide to solve a problem
---	--

Achievements

1. Explore short illustrated guides.
2. Interpret information to follow steps.
3. Write instructions.

Teaching Guidelines

1. Analyze textual components and key words to determine purpose and audience. Evaluate patterns used to link and organize information. Determine the function of graphic components. Associate graphic and textual components. Anticipate the topic based on graphic and textual components.
2. Ask questions to analyze content. Use contextual clues to infer meaning of words. Interpret actions illustrated in graphics and associate them to steps. Contrast the order of steps in a sequence. Ask questions to understand how to follow steps. Analyze sentence types used to describe steps or instructions. Reflect on how steps are written. Follow steps or instructions to check understanding.
3. Define audience and purpose. Analyze which and how many steps are needed to solve chosen problem. Write sentences that describe steps and reflect how steps are connected. Use their repertoire of words and expressions to write steps. Write steps and a draft. Define textual and graphic components to include and how to link them to steps. Analyze absence or presence of unnecessary words.

Unit 4 What Do You Think About the News? Familiar and Community Environment	Communicative Activity Exchanges associated to media Social Practice of the Language To exchange opinions about audio news
---	---

Achievements

1. Listen to and explore the news in familiar contexts.
2. Understand audio news.
3. Exchange opinions.

Teaching Guidelines

1. Predict or anticipate information using contextual clues and key words. Identify sound resources: pauses, sound track, and sound effects. Evaluate rhythm, pace, and sounds used by the speaker. Identify pauses that indicate a change in topic or idea. Understand information related to basic questions and some details. Reflect on the type of words used to indicate who is talking (pronouns). Contrast expressions to link reasons or ways.
2. Check meaning of words and expressions to expand own vocabulary repertoire. Identify ways to talk about the same event or thing. Analyze the content of news by asking and answering basic questions. Compare expressions used to describe events (Some/ Japanese/30 officers have expressed their total/complete/support.) and to add details. Determine when there is uncertainty.
3. Decide what they want to say. Reflect on what they need to know to express opinions. Offer examples of open expressions used to exchange opinions. Exchange expressions about the content of news. Ask for clarification. Monitor the use of expressions to start and end conversations. Respond to body language. Respect turn taking. React to speakers' opinions and regulate pace and volume when speaking.



Scope and Sequence

Unit 5
How Can You Compare Your Country to Others?
Recreational and Literary Environment

Achievements

1. Explore short travel stories.
2. Complete a guided reading.
3. Distinguish and compare natural and cultural similarities and differences.
4. Write sentences with descriptions and comparisons.

Communicative Activity
Understanding of self and others
Social Practice of the Language
To read a travel story to discover natural aspects and cultural expressions

Teaching Guidelines

1. Anticipate content based on images and titles. Analyze topic, audience, and purpose. Compare common elements and structures of a travel story. Link stories and personal experiences or emotions.
2. Provide reading strategies. Analyze ways of checking meaning of new words and phrases. Reorder paragraphs of a story. Use diagrams to contrast actions according to time and place that they are carried out. Reflect on the author's decisions reflected in a text and their effect on the reader. Organize natural aspects and cultural expressions with diagrams.
3. Use expressions to write about their own cultural expressions and natural aspects. Elaborate on descriptions, based on group contributions. Compare natural aspects and cultural expressions. Reformulate expressions when there are false starts or a lack of understanding. Promote opportunities for students to evaluate their preconceived ideas about other cultures and to discuss how what they have learned has changed these.
4. Write descriptive and comparative sentences following a model. Use a variety of resources to deal with uncertainty (asking the teacher, using a dictionary, asking other members of the team, etc.). Complete a diagram or chart with similarities and differences in natural aspects and cultural expressions. Review information to determine relevance. Check spelling by comparing words with others.

Unit 6
How Can You Find and Share Information About a Topic?
Academic and Educational Environment

Achievements

1. Explore museum cards.
2. Look for information about a topic in different texts.
3. Analyze informative texts.
4. Record information.
5. Share information of museum cards.

Communicative Activity
Search for and select information
Social Practice of the Language
To gather information about a topic to make cards and set up an exhibit

Teaching Guidelines

1. Contrast function and purpose. Link the topic to personal interests. Retell the order in which information is presented.
2. Select topics for an exhibit. Choose appropriate reference sources from a list. Explore important printed resources to answer questions that guide information searches.
3. Understand the topic and general idea and check the meaning of words. Compare uses and forms to express passive structures. Select main ideas related to the topic of the exhibit.
4. Select and discard information according to relevance for an exhibit. Order main ideas into hierarchy to create cards. Paraphrase main ideas in writing. Organize sentences into a paragraph. Check spelling.

Scope and Sequence

Unit 7
How Can You Talk About Your Appearance and Abilities?
Family and Community Environment

Achievements

1. Listen to and explore appearance of familiar people.
2. Understand descriptions.
3. Describe own appearance.

Communicative Activity

Exchanges related to oneself and others

Social Practice of the Language

To describe and compare appearance and ability at different ages

Teaching Guidelines

1. Ask questions that help to determine who and what is being talked about. Discover new words and expressions to expand vocabulary repertoire. Reflect on previous knowledge and experiences. Determine order in which information and details are presented in descriptions.
2. Ask questions to check understanding. Analyze expressions used to describe people and abilities and reasons for explaining these. Distinguish general information from details. Reflect on the use of connectors to link information. Paraphrase information to ask for clarification of meaning and expand repertoire of words and expressions.
3. Share relevant information and some details. Use questions for clarification and a more detailed understanding. Focus on the rhythm and intonation of expressions.

Unit 8
What Do You Want to Play Together?
Recreational and Literary Environment

Achievements

1. Listen to and explore expressions used to accept or reject requests.
2. Understand expressions used to accept or reject requests.
3. Exchange expressions used to accept or reject requests.

Communicative Activity

Ludic expression

Social Practice of the Language

To accept or reject requests in playing roles

Teaching Guidelines

1. Anticipate topic and purpose using contextual clues and characteristics. Ask questions to deal with uncertainty. Identify modality. Identify intonation and attitude. Recognize behaviors of speakers and listeners that help build meaning. Identify who makes and who receives a request.
2. Activate previous knowledge. Anticipate general meaning through non-verbal clues. Check meaning of words and expressions. Analyze expressions: sentence type and tenses. Examine use of words and expressions that connect ideas. Record key words and ideas in a diagram to record relevant information. Paraphrase words and expressions to check understanding.
3. Choose topics and situations for requests as well as attitudes of participants. Propose repertoire of words and expressions. Ask and answer questions to request and contribute information. Use notes to record information that needs to be remembered. Intervene in short dialogues with confidence and relevance.



Scope and Sequence

Unit 9

How Can You Find Things Out About Others?

Academic and Educational Environment

Achievements

1. Explore questionnaires with different question types.
2. Read questionnaires with different question types.
3. Look for and interpret documentary information about a topic.
4. Write questions about a topic.

Communicative Activity

Exchanges associated to specific purposes

Social Practice of the Language

To register information about a topic to create a questionnaire

Teaching Guidelines

1. Anticipate topic, using contextual clues. Compare questionnaire structures. Link purpose of questionnaire to audience. Classify questions according to form and topics.
2. Categorize questions according to function. Practice intonation and rhythm of questions and parts of questions. Compare position of auxiliaries in relation to tense and affirmative or negative aspect. Use strategies to distinguish between different meanings of words that are written the same.
3. Select reference sources to search for information according to chosen topics. Use an index, titles and key words to recognize relevant information. Interpret visual resources that support content. Assess main ideas and select information to create questionnaires.
4. Explore alternatives to write questions, based on the topic and audience. Include details in questions to make them more precise. Review spelling and punctuation conventions. Promote the handing out of questionnaires so that others can answer students' questionnaires.

Unit 10

How Can You Explain How to Get Somewhere?

Family and Community Environment

Achievements

1. Explore directions.
2. Understand directions to get from one place to another.
3. Describe the immediate environment as a reference point.
4. Give directions.
5. Write directions to get from one place to another.

Communicative Activity

Exchanges associated to the environment

Social Practice of the Language

To exchange information to move around in a place

Teaching Guidelines

1. Differentiate between who gives and who follows directions. Analyze ways in which visual resources can be used when giving directions. Expand vocabulary repertoire about places and means of transportation. Evaluate purpose of directions.
2. Think of questions while listening to improve understanding. Ask questions to check understanding. Compare expressions that talk about places and points of reference. Classify expressions and abbreviations to indicate distance.
3. Use previous knowledge on giving directions. Express personal location and that of others using cardinal points and other references.
4. Ask for others' attention assertively and politely to ask for directions. Improve pronunciation of widely used words and expressions. Practice different ways of giving and asking for directions.
5. Select the starting point and destination. Write sentences to indicate how to get somewhere. Ask questions to add necessary details. Verify directions by tracing a route on a map.

1

What Do You Want to Do Together?

Unit Overview

🌀 Family and Community Environment

🌀 Communicative Activity

Exchanges associated with specific purposes

🌀 Social Practice of the Language

To exchange expressions to arrange meetings.

🌀 Achievements

- Explore and listen to conversations where people arrange meetings.
- Interpret expressions used by speakers.
- Assume the role of a speaker in a conversation.

🌀 Audio

Tracks 2-7

🌀 Vocabulary

- I'm afraid
- appointment
- eat out
- going hiking
- going
- mall
- practicing
- What a pity!

🌀 Learning to Learn

Your voice: intonation

🌀 Learning to Know

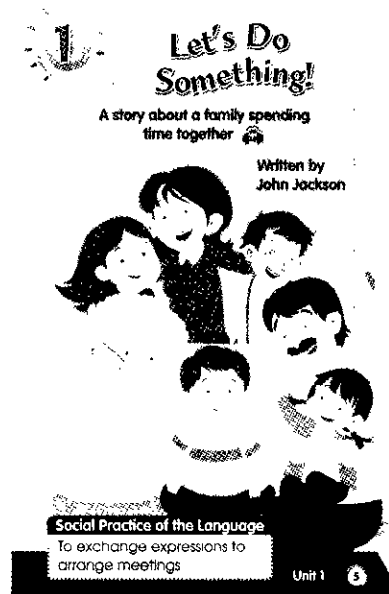
Present continuous to talk about plans and arrangements

🌀 Learning to Do

Friendly invitations

🌀 Reader

"Let's Do Something!" pp. 5-16, Track 38



🌀 Product

A Plan to Meet

🌀 Evaluation tool

Observation Guide

Photocopy the observation guide provided on page 30 and use it to evaluate a group of four students at a time.


🌀 Worksheet

As an extra activity, you can use the Worksheet on page 146.

Lesson 1

1. Listen to the audio and answer the questions.

Work in pairs. What activities can you see in the picture? What do you like doing after school with friends?



Listen to two conversations and circle the activity the children want to do together in the picture in Activity 1. Then answer the questions.

Work in pairs. Reflect on how the conversations happen and complete the sentences.

Listen to the first conversation again and write B (Brenda) or H (Hector).

Tell each other who usually invites you to do things with you after school.

6

Achievement

Explore and listen to conversations where people arrange meetings.

Teaching Guidelines

- Analyze ways to start a conversation and take turns.
- Compare face-to-face and remote conversations.

Development

What do you want to do together?

Write on the board: *What do you want to do together?* You can ask students to imagine it is after school or weekend, and then 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.

1. Work in pairs. What activities can you see in the picture? What do you like doing after school with friends?

To get students to activate previous knowledge, ask them to describe the activities in the picture. You can first elicit the activities from the whole class. Model the activity first. Then ask students to work in pairs and tell each other what they like doing after school with friends. Elicit some answers.

Differentiated Instruction For this activity you can use the **Gather Background Information** strategy to make all students feel included. As you monitor, ask shy students what activities they like doing, and use these as an example before you elicit more answers from the class.

2. Listen to two conversations and circle the activity the children want to do together in the picture in Activity 1. Then answer the questions.

You could explain that students will listen to two conversations. Ask them to pay attention to the activity they refer to. Play track 2. Ask them to look at the drawings in Activity 1 to choose the activity from those. Have them circle the correct one. Then read the questions together and make sure students understand the words. Elicit the aspects they noticed. Play track 2 again and pause after each conversation to check answers.

3. Work in pairs. Reflect on how the conversations happen and complete the sentences.

This activity is to analyze ways to start a conversation and take turns. Read the two sentences out loud and ask students to predict the correct answer. Then play track 3 and pause it after each question, eliciting if it is a question or a statement. You can then ask students why they think we use questions in conversations, and emphasize that questions are important to participate and take turns in conversations.

4. Listen to the first conversation again and write B (Brenda) or H (Hector).

Ask students to listen again and label the lines according to who says each line. Then ask students to practice reading the lines in pairs.

Differentiated Instruction For this activity you can use the **Use Your Own Words** strategy to challenge stronger students. Ask students who finish first to retell the dialogues in their own words.

5. Tell each other who usually invites you to do things with you after school.

Help students to start producing sentences and communicating in English. If they don't know a word or phrase, provide vocabulary and correct pronunciation as necessary.

Share what you can remember about the conversations in Activity 2.

Work in pairs. Put the lines in the right order. Then practice the conversation.

Federico: ...
 Paula: ...
 Federico: ...
 Paula: ...
 Federico: ...
 Paula: ...

Circle the way the kids finish the conversation. Do you know another expression to finish a conversation?

Work in pairs. Complete the conversation below with your own words. Then practice the conversation with your partner.

...
 ...
 ...
 ...
Time to Shine!
 ...

Return to the ...

...
 ...

Self-evaluation ...

...
 ...

...
 ...

Tip: ...

7

Achievement

Explore and listen to conversations where people arrange meetings.

Teaching Guideline

- Infer the topic with words and expressions used by speakers
- Analyze language formulas to start and end a conversation.
- Expand vocabulary by clarifying meaning of unknown words and expressions.
- Define the meaning of action words.

Development

6. Share what you can remember about the conversations in Activity 2.

Ask students to take a minute to try and remember the conversations from the previous activities. Then get them to compare their ideas in pairs. Regroup them into new pairs to compare their ideas again. Elicit some answers from the class. You can write useful vocabulary or phrases on the board.

Differentiated Instruction For this activity you can monitor and use guiding questions and paraphrasing to help struggling students. E.g.: *Are you busy?/Are you doing anything?*

7. Work in pairs. Put the lines in the right order. Then practice the conversation.

Ask for two volunteers to read the first two lines of the conversation. Then ask students to work in pairs to number the rest of the conversation. When checking answers, use concept checking questions like: *Which line answers the question "Are you busy?" Is he busy?* Ask students what the last line is, and how they know. Ask them to circle *Bye!* You can also check understanding of "What a pity!" by giving examples of good and bad situations and asking students to only respond with "What a pity!" for the bad ones.

8. Circle the way the kids finish the conversation. Do you know another expression to finish a conversation?

Ask if students know any ways of ending a conversation. You could elicit: *Goodbye, See you later, Take care.* You can emphasize that it is not always *Bye!* and sometimes it is another phrase that talks about seeing each other again.

9. Work in pairs. Complete the conversation below with your own words. Then practice the conversation with your partner.

You could explain that they can complete the gaps with any suitable words so as to invite one friend to go somewhere. Then ask them to perform their dialogues and ask for volunteers to do this in front of the class.

Time to Shine

Ask students to work in small groups and come up with a list of the most popular activities for children where they live. Ask for personal input like: *Do you like shopping? When do you go to the park?*



Allow students time to discuss the question in small groups and monitor. You could also ask them if they think it would work in their family or compare it to how their family does things.

Product: A Plan to Meet

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 them all, read the second instruction and monitor while they copy their concerns onto strips of paper. This is your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

Lesson 2

Look at the picture. Discuss the questions.

- Where are people going?
- Do you enjoy going there?
- What do you usually do there?



Read the dialogue. How do they start the conversation? How do they end it? Are they friends? How do you know? What do they decide to do? Then complete with words from the box.

outger come doing going have see

—Hi, James!
 —Oh, hello! You and... How are you?
 —I'm well. Thanks and you? What are you doing?
 —Great, thanks. I'm... to the mall now. And you?
 —I don't... any plans. What are you... of the mall?
 —I'm going to the... at 5:30. Do you want to...?
 —I have a dentist... at 5:00, so I can't...
 —How about earlier? We can... and have a... something.
 —That sounds great! I'll need to go and get my things.
 —Shall we meet here in 10 minutes?
 —Perfect... you first!
 —See you!

Work in pairs. Write in the chart what words or phrases you can use to start and end a conversation.

Start	End

Achievement

Interpret expressions used by speakers.

Teaching Guidelines

- Infer the topic with words and expressions used by speakers.
- Analyze language formulas to start and end a conversation.
- Expand vocabulary by clarifying meaning of unknown words and expressions.
- Define the meaning of action words.

Development

Do you like going to the mall with friends? What do you do there?

Ask students: *Do you like going to the mall with friends? What do you do there?* Elicit some answers from the class to help them activate their previous knowledge and become familiar with the context of the reading.

1. Look at the picture. Discuss the questions.

In this activity, students will infer the topic with words and expressions from the dialogue. They will also use their glossary to expand vocabulary and clarify meaning of new words. Read instructions aloud and have students work in pairs on the task so they can focus on the meaning rather than the pronunciation

of the conversation. Have them look up the Glossary item (eat out), so they can tell you that they are going to go to a restaurant in the mall.

2. Read the dialogue. How do they start the conversation? How do they end it? Are they friends? How do you know? What do they decide to do? Then complete with words from the box.

You could elicit the answers to the questions so that students analyze the content of the dialogue and the language formulas to start or end a conversation. Ask question by question and accept logical answers. Then, you could ask students to read the dialogue again and complete it with the words in the box. Monitor and tell students when they have written incorrect answers in the gaps. Ask students to compare their answers in pairs, before you check answers. As you elicit answers, write them on the board with their collocations from the text. E.g.: *going to the mall, have plans, etc.*

3. Work in pairs. Write in the chart what words or phrases you can use to start and end a conversation.

Students will analyze language formulas used to start and end conversations. Ask students to look at the chart and tell you what kinds of words need to be written. Then ask students to find an example in the text to check understanding (*Hi* or *Hello*). Then ask students to work in pairs and complete the chart. You can ask volunteers to write the answers on the board in two columns. Once the chart is complete on the board, ask students to repeat the words and phrases. You can make this more active, by adding a challenge of getting them to raise their left or right hand depending on if it is for starting or ending a conversation, or any other physical response that seems appropriate for your group.

Differentiated Instruction For this activity you can use the **Group Based on Goals** strategy by providing weaker students with the words they need to use in the charts, and asking stronger students to spell the words.

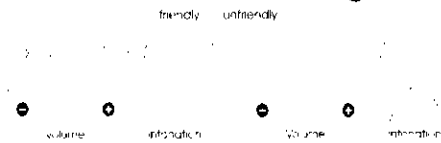
Work in pairs. Read the conversation in Activity 2 changing the phrases to start and end. Use the phrases in the chart to help you.

Listen and circle the one that sounds friendlier.

Are you busy?	1	2
Do you want to ...	1	2
... with us?	1	2
... but don't	1	2
... what a pity,	1	2
... would love to	1	2

Did you know that we communicate lots of different messages with the intonation of our voice and body language? For information about this theme, go to page 11.

What happens to the voice to sound friendlier? Match the charts to the intonation. Practice reading the expressions in Activity 5.



Choose two expressions from Activity 5. Draw the body language you would use with each expression in your notebook.

Reader
What activity do you think he will want to do next? pp. 8-9

A Plan to Meet

- Write two expressions to start a conversation.
 - Write two expressions to end a conversation.
 - Use color markers to copy them on cards.
- Self-evaluation** (Circle the correct word to complete.)
- Has an expression to start / end a conversation.
 - Has an expression to start / end a conversation.
- Tip: If you are not sure, go back to Activity 2.

Unit 1 • 9

Achievement

Interpret expression used by speakers.

Teaching Guidelines

- Compare tone, volume, and rhythm of speakers.
- Recognize speakers' behavior and attitudes.
- Relate the meaning of expressions to body language.

Development

4. Work in pairs. Read the conversation in Activity 2 changing the phrases to start and end. Use the phrases in the chart to help you.

You could organize pairs. Then ask them to go through the dialogue in Activity 2. Then ask them to identify the phrases they can replace to greet in a different way. If required, elicit possible phrases, such as, *Hi, Hello, Good morning, Good afternoon*, etc. Point out that those phrases are in the chart in Activity 3.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Listen and circle the one that sounds friendlier.



Play track 5 and let students listen and circle a number. Then let them compare their answers in pairs.

Play track 5 again, and this time pause after each line, asking students if they think it sounded friendly or not.

Differentiated Instruction For this activity you can use **Facial Expressions** to help struggling students to identify the intonation. Repeat the phrase with the corresponding intonation and a friendly or unfriendly expression.

6. What happens to the voice to sound friendlier? Match the charts to the intonation. Practice reading the expressions in Activity 5.

You could tell students that the activity consists of identifying the bars and grids in their books. Ask: *Which corresponds to friendly and which to unfriendly?* Then ask students to decide in pairs what they think friendly and unfriendly volume and intonation looks like on the chart. Elicit the answers with questions like: *How many bars? Does the line go up or down? Is the line straight?* Check answers. Then drill the expressions in Activity 2 with a friendly intonation or an unfriendly one to practice.

7. Choose two expressions from Activity 5. Draw the body language you would use with each expression in your notebook.

Ask students to show you friendly and unfriendly body language. Then ask them to choose two expressions and make a drawing of body language for each one in their notebooks. Monitor and offer praise.



Ask students what activity they think he will want to do next. Students can work in small groups to make a short list.

Product: A Plan to Meet

Organize the class into groups, read the first and second instructions aloud, and have them follow the models included in this lesson to write their expressions. Monitor while they work to check all their writing. Once you have checked them all, read the third instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence.






Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Do you like going to the mall with friends? What do you do there?



Invite students to answer the question in groups. Then elicit answers. E.g.: *Who likes to go to the cinema? Who loves eating out?*


Lesson 3

When and how do you accept and reject invitations?  Work in pairs. What language can we use for invitations? Listen and then write Accept or Reject.   Work in pairs. What language can we use for invitations? Listen and then write Accept or Reject.  

Can you remember any other phrases from previous lessons? Write one in each side of the chart.

Listen, read, and write a response.  

Write down four invitations to things you want to do. Practice asking and responding. Remember to use friendly body language and tone of voice.  



Achievement

Assume the role of a speaker in a conversation.

Teaching Guidelines

- Decide what to say.
- Monitor body language and features of pronunciation.
- Listen to and respond to what the other speaker says.

Development

What do you do when you want to meet a friend?

Ask students. *What do you do when you want to meet a friend?*, and encourage them to say how they arrange to meet.

1. When and how do you accept and reject invitations?

In this activity, students will try to recall some useful language used to accept or reject invitations. You can start by asking students how they would respond to: *Do you want to go get some ice cream?* Write one sample response on the board. Then ask students to write more in their books. Tell them that they can look at previous lessons to help them.

2. Work in pairs. What language can we use for invitations? Listen and then write **Accept** or **Reject**.

Ask students to listen to track 6 as they read the phrases in the chart. Then you could instruct them to decide which phrases are useful for accepting or rejecting an invitation and write the headings. Check as a class. Listen and write a response.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Can you remember any other phrases from previous lessons? Write one in each side of the chart.

Have students write the sentences they remember in each side of the chart.

4. Listen, read, and write a response.

In this activity, students will listen and respond to the invitation. Explain that they are going to listen to invitations and that you will pause after the invitation, so that they can decide if they want to accept or reject the invitation and write a phrase to do so. Play track 7 and pause, leaving enough time for them to write after each speaker. Then play track 7 again so that they can check what they have written. Elicit oral answers from the group by asking for four accepting and four rejecting phrases for each line.

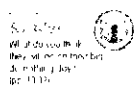
5. Write down four invitations to things you want to do. Practice asking and responding. Remember to use friendly body language and tone of voice.

Students will decide what to say in this activity and then they will listen and respond to each other. They will also focus on body language and tone of voice. Ask two students to read the model provided in the speech bubbles. Ask them if their body language and voice were friendly. Then ask students to work individually first to write down four things they want to do in the speech bubbles. Monitor and offer suggestions or corrections. Then ask students to work in pairs and take turns to read their invitations and respond; remind them to pay attention to body language and intonation.

Differentiated Instruction For this activity you can 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.

What do you need to know to arrange to meet someone? Read and write one extra in each category.

- | | |
|--|---|
| <ul style="list-style-type: none"> • How to make an invitation • How to accept an invitation • How to decline an invitation | <ul style="list-style-type: none"> • How to ask for an invitation • How to accept an invitation • How to decline an invitation |
|--|---|



Work in pairs. Have a short conversation and arrange to meet after school.

A Plan to Meet

Write the expressions you use to invite someone to do an activity. Write the expressions you use to accept an invitation. Write the expressions you use to decline an invitation.

Self-evaluation How well did you do?

1. I can use the expressions I learned to invite someone to do an activity.

2. I can use the expressions I learned to accept an invitation.

3. I can use the expressions I learned to decline an invitation.

Tip Use the expressions you learned in this unit to invite someone to do an activity. Write the expressions you use to invite someone to do an activity.

Achievement

Assume the role of a speaker in a conversation.

Teaching Guidelines

- Evaluate what needs to be known (tone of voice, words, expressions).
- Establish details about events.

Development

6. What do you need to know to arrange to meet someone? Read and write one extra in each category.

You could elicit students about the phrases they could use for different purposes (information, questions, how to say them, etc.) and then have students read the four categories and discuss what they refer to. After that, ask them to think of another expressions or phrases they could include in each category. Suggest that they go back to the previous activities for ideas. Monitor to offer help if needed. Check as a class.

Differentiated Instruction For this activity you can use the **Choral Response** strategy to elicit answers. In this way, you will encourage shy or struggling students to participate.

Learning to Know 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

7. Work in pairs. Have a short conversation and arrange to meet after school

Have students perform short conversations, using the phrases they have learned so far.



Discuss the question related to the text from the Reader. Ask students if they think the family will just sit on the couch all day and literally do nothing. Elicit some examples of things they might end up doing.

Product: A Plan to Meet

In this unit students will use some strips of paper with useful expressions to have a conversation where they arrange to meet. In this lesson, students will write three phrases to invite someone to do an activity and three phrases to respond to invitations. Organize the class into groups, read the first couple of instructions 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 third 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 of your preference.

Self-evaluation

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Give students a minute to reflect on how successfully they completed the activity.

What do you do when you want to meet a friend?

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

Lesson 4

Lesson 4

Read the dialogue. What are they talking about? Complete the dialogue with your own words and practice saying it with your partner.

Hi, Suze. How are you doing?

I'm well. Thanks. It's my birthday tomorrow!

That's great! Are you doing anything special?

We're going to the park after school. Would you like to come?

I would love to, but I'm in a bit of a hurry.

How about later? We're going to eat out in the mall at 6.00. Do you want to join us then?

Oh, yes. I'll be there!

_____ you tomorrow!

Look at the description of the different parts of the conversation. Number them in the correct order.

- 1. Making and accepting or rejecting an invitation
- 2. Offering after 12 hours
- 3. Starting a conversation
- 4. Ending an invitation

Work in pairs. Practice reading the dialogue. Pay attention to the intonation and volume you use to sound friendly.

12

Achievement

Assume the role of speaker in a conversation.

Teaching Guidelines

- Respect turn taking conventions.
- Regulate intonation and volume.

Development

How do you arrange to meet friends?

Write on the board: *How do you arrange to meet friends?* Invite a pair of volunteers to the front. Ask them to imagine that they are free this afternoon and want to do something. Ask them to act out how they arrange to meet.

1. **Read the dialogue. What are they talking about? Complete the dialogue with your own words and practice saying it with your partner.**

This activity will provide support and serve as a model for the productive activity later in the lesson. Ask students to look at the picture and guess what they are talking about. Then divide students into pairs and ask them to write in the missing words. After you have allowed students to compare answers with other groups, elicit the missing words from the whole class. Encourage everyone to shout out the correct answer.

Have them work in pairs and practice saying the dialogue. You could have a choral drilling to encourage shy students to participate more confidently.

2. **Look at the description of the different parts of the conversation. Number them in the correct order.**



Read out each description one by one. Paraphrase where needed or provide another example to clarify meaning. Then ask students which one happens first, and ask them to give you an example for each one from the dialogue. Write the numbers on the board for students to check their answers.



Differentiated Instruction For this activity you can 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.

3. **Work in pairs. Practice reading the dialogue. Pay attention to the intonation and volume you use to sound friendly.**

First ask students to listen and repeat the lines in the dialogue, or choose two strong students to read the dialogue first. Then divide students into pairs and ask them to practice reading the dialogue with friendly intonation and volume. Monitor and correct pronunciation. If there are any errors being repeated, ask the class to stop and first drill the correct pronunciation before letting them practice the conversation again.

Rehearse a dialogue to arrange to meet. Use the expressions in Activity 1 to help you. Change the underlined parts.

Present your dialogue to another pair.

How was the other pair's with me and intonation?



Reader
Did their day go as you predicted? (pp. 13-15)

ICT Box
You can use an app to record your voice and check your pronunciation. An example is Learn English Kids. Review

A Plan to Meet

- Work in pairs. Use your strips of paper to take turns to invite each other to different activities.
- Give and receive feedback.

Self-evaluation (Check the box or boxes.)

- I can invite a friend to different activities.
- I can give and receive feedback.

Tip: Use the cards with expressions to have a conversation and a plan to meet after school. If you aren't sure, go back to Activity 1.

Unit 1 13

Achievement

Assume the role of a speaker in a conversation.

Teaching Guidelines

- Start a conversation with introductions and greetings.
- Accept or reject invitations.
- Offer alternatives.
- Start and end conversations.
- Respect turn taking conventions.
- Regulate intonation and volume.

Development

4. Rehearse a dialogue to arrange to meet. Use the expressions in Activity 1 to help you. Change the underlined parts.

In this activity, students will practice the essential learning outcomes from the unit. They will start a conversation, accept or reject invitations, offer alternatives, and end a conversation. All the time, they will respect turn taking conventions and regulate intonation and volume. They will use the dialogue given on the previous page. Ask them to work in pairs and rewrite the underlined parts of the dialogue with their own ideas. You can do the first one together as a class. Monitor closely and provide corrections. Make sure to also offer praise as you monitor, not only for accurate language use, but also for the ideas students contribute

Differentiated Instruction For this activity you can use the **Group Based on Goals** strategy to allow stronger students to write their own dialogue, not relying so much on the one that is provided.

5. Present your dialogue to another pair.

When you have checked most of students' work, you can ask them to act out their dialogue to another pair. Ask students if they remember the volume bar and grid. Tell them they are going to listen to each other and complete it according to what they sound like. You can provide a model by reading a part of the dialogue with a student and then eliciting how they would complete the chart for you.

Differentiated Instruction For this activity you can use the **Group Based on Goals** strategy allowing struggling students to work together and read the dialogue instead of acting it out. To practice and develop the students' digital abilities, encourage them to do the activity suggested in the box.

Ask students if they were right about the family's big do-nothing day. Elicit some ideas. You can also elicit general responses to the story. Ask students what their families would do on a day of doing nothing.

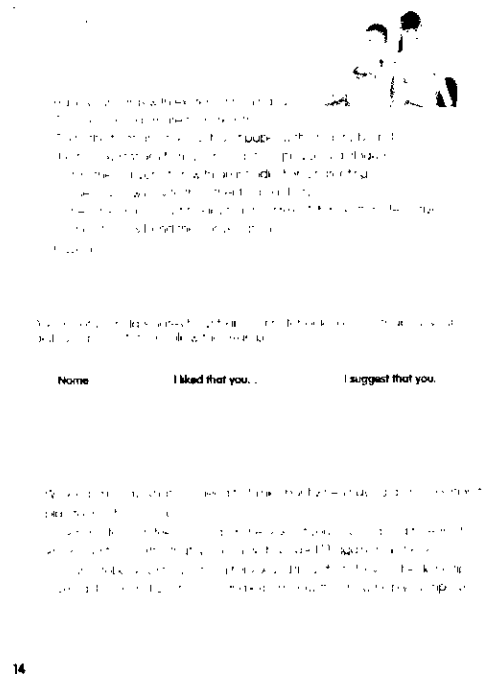
Product: A Plan to Meet

In this lesson, students will put their strips of paper with useful expressions for arranging to meet into use. They will use them to improvise conversations. You could play some music for them to relax and feel less self-conscious when speaking. You could first model the activity with a student or ask a pair of volunteers to act out a dialogue. Ask students to work in pairs and take turns to invite each other to meet using their strips of paper. Monitor and offer praise. Make note of errors to provide feedback and corrections to the whole class after the activity. Ask students to give each other feedback about their body language and intonation.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Product and Assessing my Learning Process



Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

A Plan to Meet

In this session, students will improvise their dialogues to arrange to meet. Read aloud each of the steps. You can ask a volunteer to model the activity with you first.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Peer evaluation

Ask two of your classmates to write in your notebook comments about your dialogue presentation. Follow the example.

Once all pairs have presented, give students some time to exchange books to receive peer feedback. Monitor to make sure all comments are respectful, and offer praise.

Self-evaluation

1. Work in pairs. Say what you need to think about when having a conversation to plan to meet someone.

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 111 and check.

Tell students to go to page 111 to check the themes presented in the Appendix so they can recall what they learned.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What do you want to do together?

Finally, organize the class into small teams and read the title of the unit aloud: *What do you want to do together?* 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

Work in small groups. Decide on your four favorite activities that you enjoy doing with friends after school. Write 5 questions to invite 5 classmates to do different activities. Then have conversations with them and write their answers.

Question

Answer

Question
Answer

Question

Answer

Question

Answer

Question
Answer

Work in small groups. Tell each other about the plans you made with your classmates.

15

Review

The aim of these activities is to first have students work individually so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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. Try to quantitatively assess your students' progression during the unit, making some notes on each point in every lesson. 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 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 meet the outcomes on the list.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use appropriate pair tutoring when working collaboratively.



Evaluation Tool

Observation Guide

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 chart.

Student's Name: _____

The student...	F	S	NY
can order turns in a conversation.			
can compare volume and tone.			
can explain meaning of action words.			
can start and end conversations.			
can make an invitation.			
can offer alternatives.			
can accept or reject an invitation.			
can monitor body language and features of pronunciation.			

Additional Comments:

Student's Name: _____

The student...	F	S	NY
can order turns in a conversation.			
can compare volume and tone.			
can explain meaning of action words.			
can start and end conversations.			
can make an invitation.			
can offer alternatives.			
can accept or reject an invitation.			
can monitor body language and features of pronunciation.			

Additional Comments:

2

What Fun Thing Has Happened to You?

Unit Overview

Recreational and Literary Environment

Communicative Activity
Exchanges associated with specific purposes

Social Practice of the Language
To tell short stories of interest.

Achievements

- Explore fun personal anecdotes.
- Analyze different aspects of storytelling.
- Tell a personal anecdote.

Audio
Tracks 8-9

Vocabulary

- amusement park
- bench
- hairdresser's
- rides
- shaking
- suddenly
- unexpectedly
- zookeeper

Learning to Learn
Story structure

Learning to Know
Past simple and past continuous to tell an anecdote

Learning to Do
Personal anecdotes: connectors

Reader
"You Won't Believe It!" pp. 17-28, Track 39



Product
Recording of a Personal Anecdote

Evaluation tool
Peer and self-evaluation cards

Photocopy the cards provided on page 42 and use it for students to evaluate themselves and others.


Worksheet
As an extra activity, you can use the Worksheet on page 147.

Lesson 1

What do you think the story is about?
 Is it about you or about others?

Look at the picture and the title. Tell each other what you think it is about. Where can you find stories like these?

Henry's Hot



Write about stories of interest.

- Equate for past actions done.
- Analyze of benefits = is of benefiting.
- Tell a personal anecdote.

Beginning of a Personal Anecdote

Read and see what happens. Look at the underlined verbs. What tense are they in? Is the story about the present? Ask your teacher any words you don't know.

Match the parts of the story with their descriptions.

How do you... 112

16

Achievement

Explore fun personal anecdotes.

Teaching Guidelines

- Activate previous knowledge to recognize topic, purpose, and audience.
- Analyze story structure: beginning, development, climax, and ending.

Development

What stories about yourself do you like sharing with others?

Write on the board: *What stories about yourself do you like sharing with others?* You can ask students to work in pairs and share their ideas before sharing with the whole class. 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 as you write them on the board.

1. Look at the picture and the title. Tell each other what you think it is about. Where can you find stories like these?

To get students to activate previous knowledge to recognize topic, purpose, and audience, ask them to look at the picture and title and guess who is in the story and what happens. Highlight that you could find

stories like these in a story book, as a chapter of a book, in a magazine, or on a website. Elicit students' ideas regarding what the story is about. Write some of their ideas on the board.

2. Read and see what happens. Look at the underlined verbs. What tense are they in? Is the story about the present? Ask your teacher any words you don't know.

You could ask students to read the story and discuss in pairs what happens. Then as a class check their understanding of the anecdote. After that, draw students' attention to the underlined verbs. Ask them what tense they are in. If possible, send them to their *Irregular Verbs List* on page 121 and remind them they can consult it if they have not learned the different forms yet. Then, point out that the story is in past and that all the verbs tell us that.

Differentiated Instruction For this activity you can use the **Three-minute Pause** to allow slower readers to finish, while giving more proficient readers a chance to be challenged more by summarizing the story.

3. Match the parts of the story with their descriptions.

This is to help students analyze story structure. Read each description out loud and emphasize the key words (last, problem solved; exciting or problem; first, information; after beginning). Then give them time to match these with the parts in the story.

Learning to Learn 112

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Circle the words or phrases that have the same meaning as the first word in bold in the text in Activity 1. Why are these phrases important in stories?

Work together. Match the terms and things from the story.

Read the story and find the words in the story that mean the same as the words in the box. Write the words in the box next to the words in the story.

Read the story and find the words in the story that mean the same as the words in the box. Write the words in the box next to the words in the story.

Tell your partner if anything similar has happened to you.

Think of your own personal anecdote and complete the chart.

Tell your group why it is important to share personal experiences.

Reader: What do you think is the most surprising part of the story?

Time to Shine! What is the funniest story a friend has told you?

Recording of a Personal Anecdote

- Work in small groups and take turns to talk about your anecdote.
 - Write down three expressions to talk about surprise.
 - Copy your expressions onto strips of paper and stick them on the chart.
- Self-evaluation (Check the box if you...)
- can write three expressions to talk about surprise.
 - can say what different parts of the story mean.
- Tip: If you can't remember the details of the story, go back to Activity 1.

Achievement

Explore fun personal anecdotes.

Teaching Guidelines

- Determine the elements in anecdotes: protagonist, secondary characters, setting.
- Make connections with personal experience.
- Ask about words and expressions that express surprise or expectation to incorporate in their own vocabulary repertoire.

Development

4. Circle the words or phrases that have the same meaning as the first word in bold in the text in Activity 1. Why are these phrases important in stories?

First ask students what the word *Suddenly* in bold in the story means. Then elicit, one by one, if the phrases in this activity mean the same or different.

Differentiated Instruction For this activity you can use **Intonation and Gestures** to help students with the meaning of the phrases, to show that they are expressions that talk about surprise.

5. Work together. Match the terms and things from the story.

Ask students to work in pairs and read the descriptions together and then decide what each one matches with.

6. Tell your partner if anything similar has happened to you.

Ask students to try to connect the story with their personal experience. Allow them to work in pairs, and if anyone wants to share, elicit some other examples of personal anecdotes from volunteers.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

7. Think of your own personal anecdote and complete the chart.

Ask students to think of a personal anecdote or a story. Then ask them to complete the chart individually. Put students into groups and get them to share the elements in their charts. Use concept checking questions like: *So, Pedro is the most important person in the story?*

8. Tell your group why it is important to share personal experiences.

Ask students to discuss the question and elicit their answers. Highlight that we get to know and trust each other more when we learn about each other's experiences.

Time to Shine

Ask students to work in small groups and come up with a list of the most popular activities for children where they live. Ask for personal input like: *What is the funniest story a friend has told you?*

Ask students to guess what is in the hole that is making the noise. Write down their ideas so that they can check them in the next lesson.

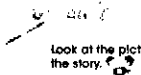
Product: Recording of a Personal Anecdote

Ask students to write down three expressions to talk about surprise. Monitor and check and then ask them to copy their expressions onto strips of paper. This activity is your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2



Look at the pictures in Activity 2. Tell each other what you think will happen in the story.

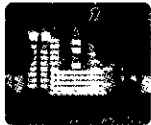
Work in pairs. Read and listen to the story. Were you right in Activity 1? Is this a sad or funny anecdote? Who are the characters?

It was on a very often sunny day at the park with people around and Grandma Lora, Pappan and I were running and playing with Grandpa and a cat in it.

We were all very happy. I was happy because Grandma Lora had a new dress. It was really nice. I was also happy because I had a new bicycle. I was also happy because she came from the



All of a sudden it became dark. The sun disappeared. Then suddenly a big black cloud came from the sky. We couldn't believe it. It started raining. We didn't have an umbrella.



Grandma didn't want to run with her to get out with Grandpa. She was holding her hand. She was holding her hand.

Pappan and I had to run. We had to run. We had to run. We had to run.

Reflect on the kinds of words we use in stories and circle the best answer.

Happy, sad, big, was, beautiful, funny, are, used, to, like, do, it, others, use, after, the, age.

Look at the underlined examples in the text. Answer the questions.

Are there any other words or phrases like _____? What do they mean in the text?

What words can you use to describe the characters? What words can you use to describe the actions? What words can you use to describe the setting?

18

Achievement

Analyze different aspects of storytelling.

Teaching Guidelines

- Compare adjectives and verb tenses.
- Investigate the meaning of new words and phrases.

Development

Has anything fun or funny happened to you this week?

Ask students: *Has anything fun or funny happened to you this week?* You could provide a simple example of your own to set the tone; e.g.: *I went to the market and a lady gave me some berries for free!* Elicit some answers from the class.

1. Look at the pictures in Activity 2. Tell each other what you think will happen in the story.

In this activity, students will predict the content of the story to help them activate their previous knowledge and become familiar with the context of the reading. Ask students to work in pairs and discuss the questions before eliciting some answers from the class.

2. Work in pairs. Read and listen to the story. Were you right in Activity 1? Is this a sad or funny anecdote? Who are the characters?



You could organize pairs and ask them to read as they listen to the story. Play track 8 once. Have them tell each other if their prediction in Activity 1 was correct. Then, ask students if they think the story is sad or funny (funny). Ask them who the characters are. If necessary, play the track again. Pause to give them time to discuss what they understand in the text or not. Check answers as a class and discuss the types of characters they found.



Differentiated Instruction For this activity you can use the **Choral Response** by asking the whole class to shout out their answer. This will allow shy and weaker students to participate also.

3. Reflect on the kinds of words we use in stories and circle the best answer.

Students will analyze language used in the story: comparing adjectives. Ask students to look at the words they wrote in the gaps. Ask them if they think the words are used to talk about actions or to describe things. Look at specific examples and ask questions like: *Who was happy? What was big? What was beautiful?*

4. Look at the underlined examples in the text. Answer the questions.

In this activity, students will analyze verbs used in the story. Ask them what is underlined in the text. Then read the question. Ask them if the action of disappear or run continues for longer. You can draw a line on the board to visually represent the action of running and then draw a cross next to it to represent the sun disappearing.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Read what happens to your voice when you tell a funny personal anecdote. Listen again and then, tell the anecdote in Activity 2 to your partner.

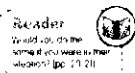
- a. There is a big difference in the sound of my voice.
- b. There is a pause in my voice.
- c. There is a big difference in my volume.
- d. I raise my eyebrows when I say it.



When telling anecdotes, connectors help us express ideas clearly. Look at the examples and include them when you tell an anecdote.

- I got in trouble with my dog **because** she didn't like the bath.
- I got in trouble with my dog **so** I had to carry her to the bath.
- Then **suddenly** she ran out of the house and hid under the table.

When you tell a personal anecdote, you use your face, arms, and hands as essential parts of the story. Move your hands to explain, raise your eyebrows and shrug your shoulders to perform the actions you describe. Retell the anecdote in Activity 2 using body language.



Recording of a Personal Anecdote

Work in groups and write your own anecdote. Use the following writing pattern.

- Write three objectives.
- Write three words used to connect ideas.
- Use color markers to separate the ideas.

Self-evaluation (Write True or False)

- There is a big difference in the sound of my voice when I tell my anecdote.
- You can use past simple or past continuous to tell your anecdote.
- Because and so are good connectors to use in your anecdote.
- Add the setting, characters and action.
- Body language is how you use your face, arms and body to tell an anecdote.

Tip: If you are not sure of your answers, look at the Activities 5, 6 and 7.

Achievement

Analyze different aspects of storytelling.

Teaching Guidelines

- Analyze features of pronunciation in the telling of a personal anecdote.
- Value the importance of connectors.

Development

5. Read what happens to your voice when you tell a funny personal anecdote. Listen again and then, tell the anecdote in Activity 2 to your partner.



Ask students to read sentences **a** to **d**. Explain that these are the things that happen to your voice when you are telling an anecdote that is funny. Explain each point by giving examples of each; e.g.: *One day I was walking home* (with flat versus fluctuating intonation; a pause after day versus no pause; with and without a change in volume). Ask students why they think we use our voice in so many different ways when telling a story (to make it interesting and funny for the listener). After that ask them to listen again the anecdote as you play track 9. Draw their attention to the way the speaker uses her voice. Finally, ask students that in turns, practice saying the anecdote as they recall it.



Differentiated Instruction For this activity you can use **Individualized Feedback** to help struggling

students to identify the features of pronunciation. You could group weaker students together and then provide examples with your own voice as suggested in the activity, as you elicit each answer.

6. When telling anecdotes, connectors help us express ideas clearly. Look at the examples and include them when you tell an anecdote.

You could draw students' attention to the words in bold and elicit their meaning. Then have students read the explanation on page 112 on how we use connectors. Ask some volunteers to tell you a very brief anecdote or just a sentence in which they use connectors.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

7. When you tell a personal anecdote, you use your face, arms and hands as essential parts of the story. Move your hands to explain, raise your eyebrows and shrug your shoulders to perform the actions you describe. Retell the anecdote in Activity 2 using body language.

Model bad story telling body language by standing motionless in front of the class. Ask students what you could do with your body to make the story more interesting. Ask students to show you with their body movements as they retell the anecdote in turns in front of the class.



Ask students to reflect on Maria and Gabriel's decision. Would they do the same in their situation? Do they think they are doing the right thing?

Product: Recording of a Personal Anecdote

Students will write three adjectives and three connectors. Organize the class into groups, read the first and second instructions aloud, and have them follow the models included in this lesson to write their expressions. Monitor while they work to check all their writing. Once you have checked them all, read the third instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

106

Tell your partner the answer to the questions.

- How did you feel when you got to the amusement park?
- What do you want to do next time you go to an amusement park?

ICT Box
To watch a video and practice reading, go to <http://www.oup.com/9780190000000>



Read the story. Who are the characters? Where does it happen?

Last summer my friend Luke and I took us to an amusement park. I was a bit nervous because I was going to have to go to a new place.

He said it was nice and I didn't have to go to the city to buy food and drink. I went to buy some ice cream and a soda. I saw we were going to have a lot of fun.

The second day we went on was really fast, but we were a bit high. I fell back down. I was looking at my friend when we were on. I bought some juice.

We were walking to the next ride when suddenly...

Work together Write an ending for the story.

Practice reading your story. Decide together which words to say more loudly and where to pause.

20

Achievement

Analyze different aspects of storytelling.

Teaching Guidelines

- Use adjectives and connectors to enrich an anecdote.
- Vary features of pronunciation in the telling of a personal anecdote.

Development

What anecdotes would you like to tell?

Ask students: *What anecdote would you like to tell?*
Encourage them to share their ideas.

1. Tell your partner the answer to the questions.

In this activity, students will talk about amusement parks to introduce the topic and context of the story. Monitor and praise everyone's contributions. Ask students what amusement park they know about and if they want to go one day.

2. Read the story. Who are the characters? Where does it happen?

You could organize pairs. Then, ask students to read the story and discuss the questions with their partners once they have finished. Check the answers in pairs. Ask them to identify the words in the glossary and check their meanings on page 106.

3. Work together. Write an ending for the story.

Ask students what they think happens next in the story. Elicit ideas and write down key words on the board; e.g.: *go home, feel sick, call my mom, go to the doctor, be sick, find a restroom*. Then ask students to work in pairs and write their ending. Monitor and help students with language they need to complete the task.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

4. Practice reading your story. Decide together which words to say more loudly and where to pause.

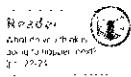
Ask students which words we usually say more loudly in a sentence (adjectives, nouns, verbs, connectors). Ask them to underline the adjectives, nouns, connectors, and verbs in their ending. Ask them to practice reading their ending out loud. Monitor and offer pronunciation corrections, and praise. Allow students to work in groups to read their endings to each other.

Differentiated Instruction For this activity you can use the **Group Based on Goals** strategy to get stronger students to work together. Ask them to write more sentences. You can help weaker groups by writing more key words on the board for them to use.

Think of an anecdote you can tell your classmates. To help you, answer the questions.

- When was it?
- How did it happen?
- What was it like?
- What was your role?
- What was it about?
- What was it like?
- What was it like?
- What was it like?

Share your story with your group. Help each other decide what describing words and connectors to add.



Share a plan of writing with others. Ask for feedback. Use it to improve your work.

Recording of a Personal Anecdote

• Complete an outline for a personal anecdote using connectors and descriptive words.

Self-evaluation (Check the box if you have)

- I included an original anecdote with a topic and a clearly stated title.
- I had a plan of writing for my anecdote.
- I used some descriptive words and connectors in my anecdote.
- I used some connectors in my anecdote.

Tip: If you are not sure about your work, go back to Activity 5 and 6 and refer to the examples to help you.

Achievement

Analyze different aspects of storytelling.

Teaching Guidelines

- Complete an outline for a personal anecdote.
- Enrich an anecdote with adjectives and connectors.

Development

5. Think of an anecdote you can tell your classmates. To help you, answer the questions.

In order to create an outline of an anecdote, students will be answering the questions beforehand. This is a crucial step to give them the samples of what they need to write or recall. It is a way of scaffolding the activity and make it easier for student as they do it little by little as they construct their anecdote.

Differentiated Instruction For this activity you could suggest that students make a **Bubble Map** to organize their ideas before they write in the chart or the outline. This can be especially useful to visual students.

6. Share your story with your group. Help each other decide what describing words and connectors to add.

Once you have checked most students' ideas, put them in groups. Ask them to share their ideas with each other and help each other add adjectives and connectors to link the ideas together and make the story more interesting.



Ask students to say what they think is going to happen next and what is making the hissing sound. Get students to compare their ideas in small groups. Elicit responses from each group.

Product: Recording of a Personal Anecdote

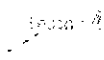


In this lesson, students will write an outline of a personal anecdote they want to tell. Organize the class into new groups, read the first couple of instructions aloud, and have them use their chart from Activity 5, as well as their previous group's suggestions from Activity 6 to now write an outline of the anecdote they want to tell. Monitor while they work to check progress. This activity will be your third evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4



Share your ideas for a personal anecdote you want to share in this lesson.

Write notes to tell your personal anecdote. Include: setting, characters, beginning, development, ending, etc. Draw a picture below. Then, tell your anecdote to your classmates as you show your drawing.



Listen to your partner's anecdote. Give feedback by checking his or her performance. Use the chart below to help you.

Did he or she use any phrases or tenses that you liked?

Did he or she use any body language to help tell her anecdote?

Was this interesting? Did he or she include a beginning, middle, and ending?

22

Achievement

Tell a personal anecdote.

Teaching Guidelines

- Say phrases and short sentences using appropriate tenses.
- Use adjectives and connectors to enrich an anecdote.
- Practice editing written work.

Development

What anecdotes do you enjoy listening to?

Write on the board: *What anecdotes do you enjoy listening to?* Ask students who their favorite storyteller is and what kinds of stories they tell.

1. Share your ideas for a personal anecdote you want to share in this lesson.

This activity is to help students activate their previous knowledge and recall the ideas they worked on in previous classes.

Differentiated Instruction For this activity you can use the **Grouping** strategy to ask students of similar language abilities to work together. This way you can spend more time with students who need more support.

2. Write notes to tell your personal anecdote. Include: setting, characters, beginning, development, ending, etc. Draw a picture below. Then, tell your anecdote to your classmates as you show your drawing.

You could write on the board all the aspects students have to consider to write their anecdote or have some notes about it. For example, setting, characters, beginning, development, ending, etc. Or ask questions, such as: *Where did it happen? What were you doing? Who was there? How did it start? How did it happen? How did it end?* After that, ask them to draw a scene of what happened in the space provided. When they tell the anecdote, have students show the drawing as the rest of the class tries to guess what happened.

Differentiated Instruction For this activity you can use **Grouping** strategy to ask students of similar language abilities to work together. This way you can spend more time with students who need more support.

3. Listen to your partner's anecdote. Give feedback by checking his or her performance. Use the chart below to help you.

You could organize pairs so that each student gives feedback to a partner. Have them tell their anecdotes to each other as their partner checks if the speaker used language correctly, used body language and included a beginning, climax, and ending to make it interesting.

Work in groups. Give and receive feedback from your partners.

Think about the feedback you received and correct any aspects you need in your anecdote so that you can retell it in a better way.

Tell your anecdote again. Tell each other one thing you liked about each other's stories.



Recording of a Personal Anecdote

- Tell your story.
- Give and receive feedback.

Self-evaluation (Answer the questions)

- Did you tell your anecdote?
- Did you give and receive feedback?
- Did you tell your performance and think of the feedback you received?

Tip: Try to answer 2 to 4 questions. Give a grade A, B, C, D, E and F.

23

Achievement

Tell a personal anecdote.

Teaching Guidelines

- Make the most of body language and features of pronunciation.
- Vary aspects of pronunciation when telling an anecdote.

Development

4. Work in groups. Give and receive feedback from your partners.

You could have students work with the same partner. Then you could form bigger groups so that other members give and receive feedback as the others listen to them. This will encourage an even participation and will guide struggling students on how to do this activity.

Differentiated Instruction For this activity you can help struggling students by providing a **Mini Lesson** on intonation, volume, and sentence stress. First let students practice repeating a sentence with different intonation (flat, going up, going down, fluctuating) and stress; e.g.: **Yesterday, I was doing my homework in my bedroom.** versus **Yesterday, I was doing my homework in my bedroom.**

5. Think about the feedback you received and correct any aspects you need in your anecdote so that you can retell it in a better way.

Have students reflect on the feedback they received. Then give them enough time to prepare or make any adjustments to retell their anecdotes to a different partner.

6. Tell your anecdote again. Tell each other one thing you liked about each other's stories.

Have students retell their anecdote as their partners listen. Give them time to tell what they liked about their stories.



Ask students to work in pairs and say why they think the kitten came back to visit Maria. Then regroup students and get them to compare their ideas in groups.

Product: Recording of a Personal Anecdote

In this lesson, students will finally tell their stories and receive feedback from each other. You could play some music for them to relax and feel less self-conscious when speaking. Ask students to work in groups and take turns to tell their stories. Monitor and offer praise. Make note of errors to provide feedback and corrections to the whole class after the activity. Ask students to give each other feedback about their body language and intonation as well as the content of their stories. Tell them to focus on the positive aspects of feedback.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Product and Assessing my Learning Process

Product

Practically, you work with a partner for anecdotes and a 3- or 4-line-ready. Choose one classmate to work with. Practice telling your story to each other. Remember to use your own unique ways and words. Try to give each other feedback for each other's tasks. When you feel ready, tell your story. Work with the partner and then find a partner again.



Classroom Use

Ask two of your classmates to write in your notebook comments about your story.

Name _____ I liked that your story...

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

Write in 30-60 seconds what you liked to hear about when sharing a personal anecdote. Look back through the lessons and check what you have learned to learn to make your story better that you can get to page 112 again and check. In your notebook, write what you think was difficult to do. Have the teacher look at the end of the class. Teach them in an example how they may find it a little bit.

24

Recording of a Personal Anecdote

In this session, students will record their personal anecdotes. First let students work in pairs to practice and build confidence. When they are ready, let them record. If students are not very confident, allow them to give feedback in the same pair, otherwise ask them to work in groups of two pairs for feedback.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Peer evaluation

Ask two of your classmates to write in your notebook comments about your story.

Once all pairs have presented, give students some time to exchange books to receive peer feedback. Monitor to make sure all comments are respectful, and offer praise.

Self-evaluation

1. **Work in pairs. Say what you need to think about when sharing a personal anecdote.**

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 112 again and check.**

Tell students to go to page 111 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**


Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What fun thing has happened to you?

Finally, organize the class into small teams and read the title of the unit aloud: *What fun thing has happened to you?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their group's answers with the rest of the class.

Review

Work in small groups. Look at the pictures and discuss what they show. Describe them.



Choose one of the pictures. Work together and tell each other an anecdote based on that picture. Make notes to help you.

Work with a different group and tell them your anecdote.

25

Review

The aim of these activities is to first have students work individually so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 assessment cards that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually and for encouraging learner reflection and autonomy. Explain to students how to complete the cards. Tell them to be as objective as possible. Students can complete the self-evaluation in Lesson 3 and 4, and then ask for peer feedback after they have completed their recording.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



Evaluation Tool

Self and Peer Evaluation

Use **1** (Excellent), **2** (Good), and **3** (Improvement needed) in the Evaluation column to evaluate each item.

Student's Name: _____

Behavior	Evaluation: 1, 2 or 3		
	Me 1	Peer	Me 2
I told a complete personal anecdote.			
I used the past simple and past continuous.			
I used body language and my voice to make the story more interesting.			
I used expressions to express surprise and connect ideas.			
I used describing words.			

Use **1** (Excellent), **2** (Good), and **3** (Improvement needed) in the Evaluation column to evaluate each item.

Student's Name: _____

Behavior	Evaluation: 1, 2 or 3		
	Me 1	Peer	Me 2
I told a complete personal anecdote.			
I used the past simple and past continuous.			
I used body language and my voice to make the story more interesting.			
I used expressions to express surprise and connect ideas.			
I used describing words.			

3

What Problem Can You Solve?

Unit Overview

🌀 Academic and Educational Environment

🌀 Communicative Activity

Interpret and follow instructions

🌀 Social Practice of the Language

To follow information from an illustrated guide to solve a problem.

🌀 Achievements

- Explore short illustrated guides.
- Interpret information to follow steps.
- Write instructions.

🌀 Vocabulary

- coarser
- filter
- fine
- identify
- lift
- seeds
- solution
- sprout

🌀 Learning to Learn

Tips for giving instructions

🌀 Learning to Know

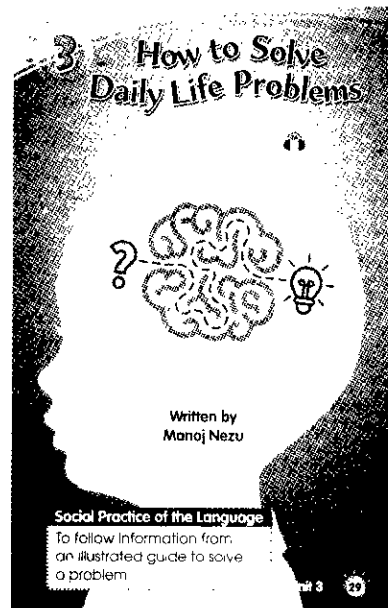
Modal verbs

🌀 Learning to Do

Giving instructions

🌀 Reader

"How to Solve Daily Life Problems," pp. 29-40, Track 40



🌀 Product

A Short, Illustrated Guide

🌀 Evaluation tool

Checklist

Photocopy the checklist provided on page 54 and use it to evaluate students.

🌀 Worksheet

As an extra activity, you can use the Worksheet on page 148.

Lesson 1

What Problem Can You Solve?

Look at the instructions below. Discuss where you think you can find them.

How to Solve a Problem

1. Read the problem.
2. Think of a plan to solve the problem.
3. Carry out the plan.
4. Check the solution.
5. Reflect on the solution and what you learned.
6. Communicate your solution to others.
7. Review the solution.

Who do you think uses this process?

a scientist a painter a teacher

Work in pairs. Say how pictures can help us follow instructions. Match each picture with an instruction in Activity 1.

Work in pairs. Reflect on the words that help us to organize instructions. Look at the circled words in Activity 1. Do they help us organize the steps?

Achievement

Explore short illustrated guides.

Teaching Guidelines

- Anticipate the topic based on graphic and textual components.
- Analyze textual components and key words to determine purpose and audience.
- Evaluate patterns used to link and organize information.
- Determine the function of graphic components.
- Associate graphic and textual components.
- Interpret actions illustrated in graphics and associate them to steps.

Development

What problems do you have in your daily life?

Write on the board: *What problems do you have in your daily life?* You can ask students to work in pairs and share their ideas before sharing with the whole class. If students can't come up with ideas, help them brainstorm ideas like: *What can you try to do better? What new things can you try? What makes your life difficult or takes a lot of time?* 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 as you write and illustrate them on the board.

1. Look at the instructions below. Discuss where you think you can find them.

To get students to activate previous knowledge to anticipate the topic based on graphic and textual components, ask them to look at the instructions and guess where they are from. Ask them to decide in pairs. Then elicit answers from the whole class.

2. Who do you think uses this process?

In this activity, students analyze textual components and key words to determine purpose and audience. Ask them to look at the three options and select who uses the process. You could add that while a doctor and teacher might have to solve problems using the process from time to time, it is an engineer's job to design things that work better.

Differentiated Instruction For this activity you can use the **Choral response** to allow shier students to participate.

3. Work in pairs. Say how pictures can help us follow instructions. Match each picture with an instruction in Activity 1.

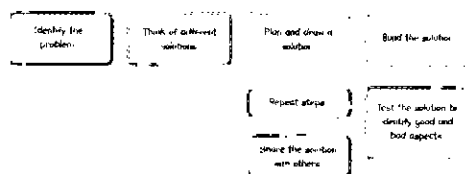
The aim of this activity is for students to determine the function of graphic components, associate graphic and textual components, and interpret actions illustrated in graphics and associate them to steps. Ask students to look at the icons and associate them to the steps in the previous activity. You could add in a step to scaffold more by asking students to underline the action words in the instructions first. When you check, first elicit the action in each instruction, and then ask students which picture goes with it. You could write the verbs on the board, and ask students to explain or act them out to check understanding.

Differentiated Instruction For this activity you can use the **Speedometer** to allow students to show you if they need more or less support. Take this into consideration when you group students in the next lesson.

4. Work in pairs. Reflect on the words that help us to organize instructions. Look at the circled words in Activity 1. Do they help us organize steps?

You could organize pairs. Then, draw students' attention to the circled words in Activity 1. Make sure students understand meaning and have students reflect on their use in instructions to follow a sequence.

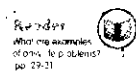
Read the steps and compare them to the ones in Activity 1. Are they the same?



Talk about the differences between Activity 1 and Activity 5. Which one is easier to understand?

What do you think can be built using this process? Add three more ideas of your own.

- a lighter bike
- a faster, smaller car
- a more efficient table
- a better car



A Short, Illustrated Guide

- Work in pairs. Say what things you will include in illustrated guides to make instructions easier to understand.
- Write five to six words or phrases, and five to six actions, and link instructions. Only use the words or phrases on the pattern.

Self-evaluation (Write true or false)

- I used at least five words (not from the list after that) to help understand instructions.

Tip: To see how it was done, go back to Activities 4 and 5.

27

Achievement

Explore short illustrated guides.

Teaching Guidelines

- Evaluate patterns used to link and organize information.
- Determine the function of graphic components.

Development

5. Read the steps and compare them to the ones in Activity 1. Are they the same?

You could read the steps aloud so that students follow the steps. Then ask them to look at the steps in Activity 1. Ask for a volunteer to read those as you or another volunteer reads the steps in this activity. Have students compare them and tell you if they are the same or not.

6. Talk about the differences between Activity 1 and Activity 5. Which one is easier to understand?



Ask students to work in pairs. In order to get them to evaluate patterns used to link and organize information and determine the function of graphic components, ask them to find differences between the two versions of the instructions. Get them to analyze using text versus using boxes and arrows, as well as using key words instead of full sentences and connectors. Allow for

some variations, since students with different learning styles will find different versions easier.

Differentiated Instruction For this activity you can write some more specific ideas on the board to help students compare the instructions. You can write things like: *more/less words, use of boxes and arrows, connectors, full sentences.*

7. What do you think can be built using this process? Add three more ideas of your own.

Start by asking students if they think the process can be used to design a lighter bike. Then ask students to work in pairs and select the other things they think can be made following the process and add some of their own ideas. Elicit ideas from volunteers and highlight how many different things in different fields can be designed, improved, or built using the same process.



Ask students to think of examples of daily life problems. You could give them some ideas or topics like: *money, time, relationships, love, feelings, choices.*

Product: A Short, Illustrated Guide

In this unit, students will write instructions in a short, illustrated guide. To do this, they will make cards with useful language. In this lesson, ask students to write down five words or expressions used to organize and link instructions. Monitor and check and then ask them to copy their expressions onto strips of paper. This activity will be your first piece of evidence in this unit; ask students to file the list following your procedure of preference; remember that portfolios can take the form of a physical file or be kept 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity

Lesson 2

Activity 2

Work in pairs. Look at the diagram. Read the questions and take turns to ask and answer them. Write the answers below. Then write another question and answer it.

How to build a water filter

What do you see in the picture?
 What does a water filter do?
 How does it work?
 What are the parts of the filter?

Work in pairs. Say how you think the water filter is made. Then read the steps and put them in the right order.

- Cut a big plastic bottle in half.
- Fill the next quarter of the bottle with filter paper.
- Put a small hole in the opening of the bottle and replace the lid.
- Fill the bottom quarter of the top part of the bottle with sand.
- Make a small hole in the lid.
- Add more filter paper to the third quarter of the bottle.
- Put the top half of the bottle back on down in the bottom half.
- Turn on the tap. Add dirty water to the bottom and watch the clean water to come out of the bottom.

Work in groups. Rewrite the steps in Activity 2 using linkers such as: *first, then, next, after that, or finally*, where appropriate.

28

Achievement

Interpret information to follow steps.

Teaching Guidelines

- Ask questions to analyze content.
- Use contextual clues to infer meaning of words.
- Contrast the order of steps in a sequence.
- Evaluate how to write steps and order them in a sequence.

Development

Have you solved a problem this week?

Ask students: *Have you solved a problem this week?* You could provide a simple example of your own to set the tone; e.g.: *My table moved all the time, so I put a piece of paper under one of the legs.* Elicit some answers from the class.

1. **Work in pairs. Look at the diagram. Read the questions and take turns to ask and answer them. Write the answers below. Then write another question and answer it.**

Organize students into pairs. Draw their attention to the diagram and ask what a water filter might be. Direct them to the glossary page 107 to check the meaning of *filter*. Tell them to answer the questions on the right side together. Monitor walking around to check if there are questions or words they do not

understand. Before checking the answers, have them write another question of their own on the last line and have them ask this to a partner. Then check the answers as a class if they need it, encourage to do research on the topic.

Differentiated Instruction For this activity you can use the **Group Based Goals** strategy and provide the first one or first two words to support weaker groups.

2. **Work in pairs. Say how you think the water filter is made. Then read the steps and put them in the right order.**

For students to contrast the order of steps in a sequence and evaluate how to write steps and order them in a sequence, ask them to first read the steps and try to see which part of the picture each step refers to. Then ask them to order these. As you check answers, ask students to imagine and act out the steps. Write the correct order of the steps on the board so students can double check.

3. **Work in groups. Rewrite the steps in Activity 2 using linkers such as: *first, then, then, after that, or finally*, where appropriate.**

It is suggested to organize pairs to have them rewrite the steps using their own words. Again, check the meaning and use of linkers. Listen to volunteers reading their instructions. Create a respectful atmosphere so that students respect each other's turns.

Read the first step. What step from Activity 2 does it correspond to? Choose two other steps and write them down in your own words. Then, illustrate them. Share with a classmate.

Put a coffee filter over the opening of the bottle and put back on the part used to close the bottle.

How long do you think it takes to get clean water? Make your own water filter and check.

Work in pairs. Read the questions usually asked about processes. Take turns to ask and answer the questions about the water filter.

What is the first step?

What should I do next?

Why do we need this?

How long will it take?

Ask your group a question about an everyday process. Answer your classmates' questions.

Reader
Think of a problem.
Answer the questions if the reader list asks.

Time to Shine!

What environmental problems are there where you live? Can you think of a solution?

A Short, Illustrated Guide

Write it up! These questions are for you to think about.

Copy the questions into your notebook.

Self-evaluation (Check the box)

Can you answer the water filter process?

Tip: You can find more questions in Activities 1 and 2.

29

Achievement

Interpret information to follow steps.


Teaching Guidelines

- Ask questions to analyze content.
- Follow steps or instructions to check understanding.


Development

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. **Read the first step. What step from Activity 2 does it correspond to? Choose two other steps and write them down in your own words. Then illustrate them. Share with a classmate.** 

You could draw students' attention to the first box. Read the text aloud and elicit the first answer. Ask what they see different and explain that they can paraphrase the instruction by using other set of words but never changing the meaning. Then instruct students to choose other two steps from the instructions and do the same by rewriting them but replacing words with synonyms. Encourage students to use a dictionary if possible. Otherwise help them with the words they need. After finishing, check as a whole class.

 **Differentiated Instruction** For this activity you can use **Think-Pair-Share** to help students prepare before completing the activity individually.

5. **How long do you think it takes to get clean water? Make your own water filter and check.** 

Ask students how long they think it takes for water to be filtered through such a system. (5-10 minutes, depending on the size of the bottle and the ratio of its sand and rocks) If possible, allow students to collect some sand and pebbles from the school grounds and turn a plastic bottle into a water filter.

6. **Work in pairs. Read the questions usually asked about processes. Take turns to ask and answer the questions about the water filter.**

You could organize students into pairs to have them read the questions in turns and answer them with the diagram and instructions as a guide. Offer help if required. After some minutes, check the answers as a class.

7. **Ask your group a question about an everyday process. Answer your classmates' questions.**

First model an example with the whole class: *Where does a lid go? What should I do after I boil water? Why do we need pens? How can I make this phone work?* First ask students to think of two questions in pairs. Then group the pairs into groups of fours and ask them to each ask a question and answer as many questions as they can.

Time to Shine

Ask students to work in small groups and come up with some environmental problems that exist in their area.



Ask students to work in pairs and think of a problem. Then get them to answer the questions about the problem on page 32. Allow students to share their ideas, but only if they want, since some of them might have given personal answers.

Product: Short, Illustrated Guide

Read the first instruction aloud and have them follow the models included in this lesson to write their questions. Students can also copy some of the existing questions from the lesson. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This is your first piece of evidence.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

30

Work in small groups. Say what problem you think planting sunflowers can help to solve.

How can we help birds and bees in my garden?
How can we help bees and birds in my garden?



Put seeds in a paper towel.
Keep seeds in a paper towel.
Seeds can be planted in a garden.
Plant seeds in a garden.
Plant seeds in a garden.
Seeds should be watered.

Click back to see more on instructions. You can go to [shorturl.com/10M](#) and follow the steps.

Is each instruction in the active or passive voice? Write A (active) or P (passive).

Why can we give instructions in different ways? For information about this, there is a page 113.

Read the instructions and number the pictures.



Close your books. Work in pairs. In your notebooks write the instructions to plant sunflowers. Then go back to Activity 2 and check.

30

Achievement

Interpret information to follow steps.

Teaching Guidelines

- Analyze sentence types used to describe steps or instructions.
- Reflect on how steps are written.

Development

What instructions do you follow the most?

Ask students: *What instructions do you follow the most?* Get students to compare ideas. Tell them that it can be written or spoken instructions. Allow students to share ideas in groups and then form new groups to share what they spoke about with their previous group.

1. Work in small groups. Say what problem you think planting sunflowers can help to solve.

Ask students to look at the title and ask them what the instructions tell us to do. Then ask them if they think planting sunflowers will attract or repel bees and birds. You can talk about how bees and birds need flowers and how plants also need them to spread and grow.

2. Is each instruction in the active or passive voice? Write A (active) or P (passive).

In this activity, students are going to analyze sentence types used to describe steps or instructions and

reflect on how steps are written. Write the following on the board: *Put seeds in paper towel. Seeds are put in paper towel.* Ask students in which sentence does the sentence start with the thing receiving the action. Ask them if they know which one is active and which one is passive. Allow students to consult the Learning to Know in the Appendix. Then ask students to decide if each instruction is active or passive. Once again, let students compare their answers in pairs before asking the whole class to give you a sign for active or passive.

3. Read the instructions and number the pictures.

First ask students to read the instructions one by one and write the number of the picture next to each instruction. Tell them to first match the ones they are sure about and leave the ones they are unsure about for last. Then ask them to compare their answers in pairs, before you ask the class for their answers.

Differentiated Instruction For this activity you can use the **Individual Feedback** strategy. Monitor closely. Support students by offering key words they can use to match pictures and instructions. This can be done by eliciting or providing the key words, like: *sun, sprout, paper towel, water, bag, plant.*

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Close your books. Work together to explain how to plant sunflowers.

Put students into pairs. Ask them to close their books and use the knowledge and language they have to explain together how to plant sunflowers. Tell them their explanations don't need to be perfect, but that they should try to communicate as much information as possible. If students are stuck, provide some key language on the board.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

Tell your group if you have ever grown a plant from a seed.

Read sentence a and look at the crossed-out word. This word is extra. Read sentences b, c, and d to find the extra word in each and cross them out. Then write the questions like in a.

The paper says I should water it.

But I think I've watered it. The water is in the pot. I don't water it.

Yes, you should, and you have to put

it. No, you don't need to water it. The sun is watering it.

Work in pairs. What words can we use to talk about necessity in instructions? Write the words in the box on the line below.

should don't have to can need don't need to



113
What verbs help us express necessity or possibility?
Form an action about this theme. pp. 109-112

Reader
Write an action plan? pp. 33-37



A Short, Illustrated Guide

- Work in 5s and 6s. What words do you use to describe steps?
- Write down four useful expressions to describe steps.
- Copy and illustrate each expression in steps of paper.

Self-evaluation (Check the boxes.)

- I know words to describe steps.
- I can write four expressions to describe steps.

Tip: If you don't remember the words, go back to A to box 1, 5 and 7.

31

Achievement

Interpret information to follow steps.

Teaching Guidelines

- Ask questions to understand how to follow steps.
- Reflect on how steps are written.
- Analyze absence or presence of unnecessary words.

Development

5. Tell your group if you have ever grown a plant from a seed.

Monitor and make note of students who have grown a seed. Ask them what kinds of seeds they grew and if they can remember if the plants became big.

6. Read sentence a and look at the crossed-out word. This word is extra. Read the sentences b, c, and d to find the extra word and cross them out. Then write the questions like in a.

Read the sentence aloud together. Elicit why the word to is extra and explain. After that, ask students to give you the question for that answer. Write their ideas on the board and choose the correct one to explain why. Direct them to the second answer so as to guide them forming the other ones independently. Check as a class.

Differentiated Instruction For this activity you could provide the words to be used in the questions for struggling students to unscramble.

7. Work in pairs. What words can we use to talk about necessity in instructions? Write the words in the box on the line below.

Ask students to first look at the words and in their notebooks order the words and expressions according to their level of necessity. Then ask students to look at the Appendix and check their answers.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.



Ask students to discuss the question: *What is an action plan?* Explain that it is a plan used to describe how you are going to act; in this case, in order to reach your goals. Action plans describe very specific actions. You could ask students to come up with a very simple action plan for a goal like passing a test.

Product: A Short, Illustrated Guide

In this lesson, students will write four useful expressions to describe steps. Organize the class into groups, read the first instruction aloud, and have them look at the instructions from this lesson. Monitor while they work to check progress. This activity will be your third evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4

1. Tell your group some steps to solve the energy problem in the world.

Look at the illustration. What kind of energy does it use? What problem does it solve?

Work in small groups. Look at the list of materials. How have they been used in the illustration? Write key words in your notebook.

Read some of the steps to solve the problem. Use the verbs in the box to write 4 notes more.

32

Achievement

Write instructions.

Teaching Guidelines

- Define audience and purpose.
- Analyze which and how many steps are needed to solve chosen problem.
- Write sentences that describe steps and reflect how steps are connected.
- Use their repertoire of words and expressions to write steps.
- Write steps and a draft.

Development

What problem can you solve at home?

Write on the board: *What problem can you solve at home?* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Tell your group some steps to solve the energy problem in the world.

You can start by eliciting different types of energy and fuel we use in our daily lives: oil, gas, electricity, coal, wood, solar, wind. Then ask students what the problems are of these. You could ask them which ones are cleaner, and which ones we have more of in the world.

2. Look at the illustration. What kind of energy does it use? What problem does it solve?

In order for students to define audience and purpose, ask them to work in groups and analyze the picture. Then ask them what they think about what it shows, the problem, and the solution. You might need to clarify that it uses air (wind) and not heat for it to work.

3. Work in small groups. Look at the list of materials. How have they been used in the illustration? Write key words in your notebook.

This step will help prepare students for Activity 4. Get them to focus on how all the things are related and what their function is; e.g.: *The paper cup is lifted because the card blades turn. The pencil is held on the table with card and tape. Monitor and use guiding questions to help students; e.g.: What does the string do? What is it tied to?*

4. Read some of the steps to solve the problem. Use the verbs in the box to write 4 notes more.

You could draw students' attention to the 2 steps shown. Read them aloud together. Check understanding. Explain how the verbs are used in imperative to give the instructions and that they are followed by the nouns. Then do number three together with the students. If you think they are ready, let them do numbers 4, 5, and 6 on their own. Check as a class.

Differentiated Instruction For this activity you can use the **Open-Ended Question** strategy to guide students with questions like: *Which part do you think we should make first? What is the next step?*

Notice how you wrote the steps in Activity 4. With a partner, plan how to present the steps as an illustrated guide. Plan the pictures and steps on your notebooks.

Create an illustrated guide to build the lifting solution in Activity 2.

Help each other check your work for missing or extra words.

A Short, Illustrated Guide

Write instructions for how to solve the problem. Write 5 simple steps. Use words and pictures to help explain the steps.

Self-evaluation Answer the questions.

Can you describe the problem?

Can you write the instructions?

Can you illustrate the steps?

Tip Use the words in the box to help you write the instructions.

33

Achievement

Write instructions.

Teaching Guidelines

- Define textual and graphic components to include and how to link them to steps.
- Analyze absence or presence of unnecessary words.

Development

5. Notice how you wrote the steps in Activity 4. With a partner, plan how to present the steps as an illustrated guide. Plan the pictures and steps on your notebooks.

You could draw students' attention to the previous activity so that they understand the components of the guide: illustrations, instructions, materials, etc. And have them reflect on the way they can organize their work. Tell them to use their notebook to make the layout or template of what they want to show. Monitor and offer help if necessary.

Differentiated Instruction For this activity you can write keywords that students can use in their instructions on the board; e.g.: *Tie paper cup with string*. You can also allow fast finishers to pair up with weaker students and provide some support. Discourage students simply copying steps.

6. Create an illustrated guide to build the lifting solution in Activity 2.

When pairs have finished planning, allow them to work individually and write and illustrate their steps. Monitor and provide language where needed.

7. Help each other check your work for missing or extra words.

Ask students to work together in pairs again and help each other check their work. Tell them to focus on missing or extra words, like they did in Activity 6 of Lesson 3. Monitor and help identify errors.



Ask students when they should talk to someone about their problems. According to the text, it is when you feel anxious about them. You could discuss how important it is to always talk to people we trust about our problems to feel supported and to help us feel like we have help if we can't solve them.

Product: A Short, Illustrated Guide

In this lesson, students will finally write down five steps. Monitor and offer positive and corrective feedback. Make note of recurring errors to provide feedback and corrections to the whole class.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

Write a final version of your process.

- Have class members with similar final drafts express his questions or steps ready.
- Work in small groups.
- Compare the expressions and draft of you write. Give the ones you want to use.
- Write a final version of the steps and illustrate it.
- Put your illustrated steps on the wall for other groups to read.
- Read and compare other groups' steps.



Use the checklist to evaluate your classmate's work.

Use the checklist to evaluate your classmate's work.

- The final checklist to evaluate your classmate's work.
 - All the necessary steps are included.
 - The steps are presented in a logical order.
 - Drawings are used to help explain the steps.
 - The steps are easy to follow.

Work in pairs.

- Work in pairs. Think of an easy everyday process. Give your classmate instructions. Listen and say if any step is not clear.
- Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 113 again and check.
- In your notebook, write what you think was difficult to learn. Check the tips given at the end of each lesson and explain how they may help you improve.

34

A Short, Illustrated Guide

In this session, students will write their final version of steps and illustrate them in groups. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them that they can choose to describe the process as in Lesson 4, or any other process. Tell them to pool together all the expressions and sentences they wrote and decide together on a final version. Let students produce their final version on several pieces of paper or on a poster. It could help students to define different roles in their groups so that everyone has something to do and takes an active part in the task; e.g.: two people write sentences and two people illustrate.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Checklist

Use the checklist to evaluate your classmate's work.

Students can use the checklist provided to evaluate their classmates' work. Once all students have finished, give them some time to walk around the room and look at each other's work. Monitor to make sure all comments are respectful, and offer praise.

Self-evaluation

1. **Work in pairs. Think of an easy everyday process. Give your classmate instructions. Listen and say if any step is not clear.**

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 113 again and check.**

Tell students to go to page 113 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**

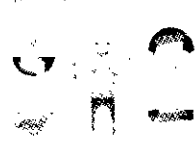
Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What problem can you solve?

Finally, organize the class into small groups and read the title of the unit aloud: *What problem can you solve?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their group's answers with the rest of the class.

Review

Work in pairs and discuss the steps to brush your teeth. Talk about materials needed and steps. Then read the steps below and put them in order.



1. Turn on the faucet.
2. Spit out toothpaste into the sink.
3. Rub your mouth with toothpaste.
4. Rinse with water in your mouth.
5. Spit out toothpaste into the sink.
6. Rinse your mouth.
7. Turn off the faucet.

Work in pairs. Choose an activity you do everyday. Write and illustrate the steps.

Work with a different pair. Take turns to share your instructions. Listen and ask the other pair two questions about their instructions.

How often do you brush your teeth?
How often do you brush your hair?

35

Evaluation Tool

The assessment checklist that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually and for encouraging learner reflection and autonomy. Explain to students how to complete the cards. Tell them to be as objective as possible. They can complete the self-evaluation in Lesson 3 and 4, as well as after the product lesson.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.

Review

The aim of these activities is to first have students work individually so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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

Self-evaluation and Teacher Checklist

Student's Name: _____

	Me		My teacher	
	Yes	No	Yes	No
I can ask questions to follow steps.				
I can put steps in the right order.				
I can guess the meaning of new words.				
I can write short sentences to describe steps.				
I can say how steps are connected.				

Student's Name: _____

	Me		My teacher	
	Yes	No	Yes	No
I can ask questions to follow steps.				
I can put steps in the right order.				
I can guess the meaning of new words.				
I can write short sentences to describe steps.				
I can say how steps are connected.				

4

What Do You Think About the News?

Unit Overview

Family and Community Environment

Communicative Activity
Exchanges associated to media

Social Practice of the Language
To exchange opinions about the news.

Achievements

- Listen to and explore news in familiar contexts.
- Understand audio news.
- Exchange opinions.

Audio
Tracks 10-14

Vocabulary

- affected
- be addicted
- experts
- host
- pollution
- post
- scientists
- truth

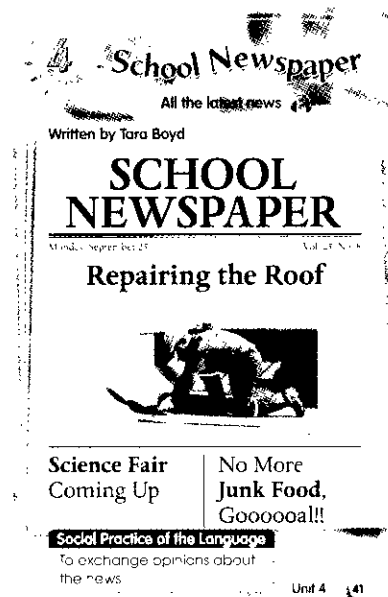
Learning to Learn
Asking critical questions

Learning to Know
Present perfect

Learning to Do
Sharing opinions about the news

Reader

"School Newspaper," pp. 41-52, Track 41



Product
Questionnaire

Evaluation tool
Descriptive Value Scale

Photocopy the descriptive value scale provided on page 66 and use it to evaluate students.

Worksheet
As an extra activity, you can use the Worksheet on page 149.

Lesson 1



What Do You Think About the News?

What kinds of news stories do you enjoy listening to?



Look at the different sections of the news. Which is your favorite section?



What kinds of news stories do think you can find in each section?



Listen and decide which section each news story is from.



Match the sentence halves. Listen and check. Tell each other what you think happens in each news story.



New factory	will give hundreds of jobs
The eagle	is trying to stop wildfires
The Museum of Fine Arts	will give hundreds of jobs
Australia's first	have ten kinds of launch and stars

Listen again and notice how pauses, sound effects, word phrases, or numbers are used to show change of topic. Answer the questions.



Are pauses used? Are sound effects used? Are phrases used? Are numbers used?

36

Achievement

Listen to and explore news in familiar contexts.

Teaching Guidelines

- Predict or anticipate information using contextual clues and key words.
- Identify pauses that indicate a change in topic or idea.
- Understand information related to basic questions and some details.
- Identify sound resources: pauses, sound track, and sound effects.

Development

What do you think about the news?

Ask students to work in pairs and share their ideas before sharing with the whole class. If students can't come up with ideas, help them brainstorm ideas like: *What are they talking about in the news? What good news have you heard? What news is important where you live?* 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 as you write and illustrate them on the board.

1. What kinds of news stories do you enjoy listening to?

You could ask students if they ever listen to the news and who they do it with. Then, ask what kind of news

sections the programs have (weather, crime, finance, traffic report, entertainment, reports, culture, etc.).

2. Look at the different sections of the news. Which is your favorite section?

Organize pairs to look at the pictures and discuss what their favorite is. Elicit news they have heard lately. Monitor walking around to help if necessary. Create a respectful atmosphere so that students feel confident to express their preferences.

3. What kinds of news stories do think you can find in each section?

In this activity, students will predict or anticipate information using contextual clues. First put students into groups, then ask them to think of examples of topics or stories that can be found in the different sections. Monitor and ask guiding questions like: *What sport competitions are usually in the news? What are the most important science topics in the news? Is that more about business or more about technology?*

4. Listen and decide which section each news story is from.

Ask students to listen to track 10 and match each section. Then ask them to compare their answers in pairs. Play track 10 again, pausing after each news item, then asking students which section they think it is from. Encourage them to try to identify key words, or any words in the listening and match it to the general topic of a section.

Differentiated Instruction For this activity you can elicit key words from the listening and write them on the board to help students who have weaker listening skills, before eliciting the answers.

5. Match the sentence halves. Listen and check. Tell each other what you think happens in each news story.

Have students work in pairs. Read the first phrase (New factory) and elicit the one it should be matched to (will give hundreds of jobs.). Ask each pair to do the same with the other sentences. Give them some minutes to work. Before checking answers, play track 11 so that students listen and check their answers. Then have students discuss in pairs what each story is about. Monitor to listen their discussions and make notes of any mistake you hear to give effective feedback at the end of the discussion.

6. Listen again and notice how pauses, sound effects, word phrases, or numbers are used to show change of topic. Answer the questions.

Play track 11 again and guide students so that they can identify the use of all these elements in the audio. Check the answers and discuss how these elements are used. If necessary, play the track again.

Listen and read the information. Then write **Who, Where, What, or Details** accordingly.

Mr. Mrs. Johnson	new factory built	in town	will give hundred of people jobs
Scientists	ten more planets	in space	planets are stars not quiet
Tom Eagle	won final game	in stadium	fans stuck in traffic for hours
every one	coming to free concert	Museum of Fine Art	on Sunday the night
Swamen	trying to stop it	Australia	without have burning for more than a week

Read, then listen again and check how the news is read.

- The speaker speaks clearly.
- The speaker keeps the rhythm the same.
- The speaker stresses the important words in each story.

Reader
Could this newspaper be talking about your school? Why or why not? (p. 51-52)

Work in small groups. Say which news story you want to know more about.

Questionnaire

- Write down five words or phrases from the lesson that you expect to find a lot in the news.
 - Copy each word or phrase on strips of paper.
- Self-evaluation** (Check the boxes)
- I know different kinds of sentences in the news.
 - I know phrases that you can find in the news.
- Tip:** If you don't have a group, look to Activities 2, 5, and 7.

37

Achievement

Listen to and explore news in familiar contexts.

Teaching Guidelines

- Evaluate rhythm, pace, and sounds used by the speaker.
- Understand information related to basic questions and some details.

Development

7. Listen and read the information. Then write **Who, Where, What, or Details** accordingly.

Play track 12 so that students listen to the news stories. Then have students complete the headings of the chart identifying the information they are given. Check as a class.

Differentiated Instruction For this activity you can write some parts of key words that weaker students can use on the board, like: fact____, fire____, scient____, etc.

8. Read, then listen again and check how the news is read.

Introduce the activity by saying that reporters or journalists read the stories in a different way of colloquial or everyday speaking. Remind students of famous journalists or news presenters so that they

get connected to the topic. Then play track 12 again and ask students to listen to it. Finally, organize small groups to read the sentences and discuss if they noticed how this was done in the audio.

9. Work in small groups. Say which news story you want to know more about.

Organize students in small groups and read the instructions out loud. Have them share their preferences.



Ask students to discuss if the newspaper could be talking about their school or not. Elicit what the differences are between the newspaper's school and their school.

Product: Questionnaire

In this unit, students will create a questionnaire for their classmates to answer. To do this, they will make cards with useful language, questions, and opinions. In this lesson, ask students to write down five words or expressions commonly found in the news. Monitor and check (make sure the words are relevant to the news) and then ask them to copy their expressions onto strips of paper. This activity will be your first piece of evidence in this unit; ask students to file the list following your procedure of preference; remember that portfolios can take the form of a physical file or be kept 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity

Lesson 2

Listen to the news and discuss in what section this news would go in. Then read the article. How do you prefer to explore it? on the radio? in a written way?



Answer the questions about the article.

What are the main ideas about the article?

What is the topic?

What is the main idea?

Which part of the article is the most important?

Who or what do the underlined words refer to? Why don't we repeat the same words?

What tense are the phrases in bold in? Why do we use it?

Work in pairs. Find words in the article that mean the same. Say if you know more words with the same meanings.

36

Achievement

Understand the news.

Teaching Guidelines

- Reflect on the type of words used to indicate who is talking.
- Check meaning of words and expressions to expand own vocabulary repertoire.
- Identify ways to talk about the same event or thing.
- Analyze the content of news by asking and answering basic questions.
- Compare expressions used to describe events and to add details.
- Determine when there is uncertainty.

Development

Have you listened to the news this week?

Ask students: *Have you listened to the news this week?* You could provide a simple example of your own of something interesting that students are likely to have heard.

1. Listen to the news and discuss in what section this news would go. Then read the article. How do you prefer to explore it? on the radio? in a written way?

Direct students to go to the glossary on page 107 and check the meaning of the words. Then have students

listen to the news without reading. Play track 13. Ask students some comprehension questions to make sure they understand the content. Ask them where they think this section would go (weather, culture, sports, etc.). Then draw students' attention to the use of clues such as, special effects, speaker's intonation, pauses, etc. After that, organize pairs to read the article and discuss which way they prefer to learn about the news. Monitor and encourage students to talk about what they of broadcasting or written press. Check as a class.

2. Answer the questions about the article.

Ask students to first read and underline the parts of the text that correspond to the questions and then use that to write the answers. Allow students to compare their answers before you ask volunteers to write the answers on the board.

Differentiated Instruction For this activity you can use the **10 Seconds** strategy to give everyone who wants to answer time to put their hands up.

3. Who or what do the underlined words refer to? Why don't we repeat the same words?

You can talk through the first example as a model; e.g.: *Who does "they" refer to? If we read the previous sentence, we can see it means "Experts at a university in Atlanta." So, instead of repeating the word "experts," we can use "they."* Ask students to circle the people or things that are referred to in the underlined words. Then elicit the answers from the class.

4. What tense are the phrases in bold in? Why do we use it?

Write *have been* and *have tested* on the board. Ask students to try to remember if they know the structure and what it is used for.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Work in pairs. Find words in the article that mean the same. Say if you know more words with the same meaning.

Ask students why we use different words to talk about the same things. Discuss how it is very repetitive and boring to use the same word over and over. Then ask students to work together and find words in the text that can be used to talk about the same things. Write them in different boxes on the board. You can also elicit more ideas; e.g.: *people, humans, men and women, dog owners/dogs, pets, animals, puppies, man's best friend/scientists, experts, people who study dogs, vets.*

Read the sentences. Share examples of your own experiences about the sentences.

Some people do things in order to achieve a goal in their lives.
 We like to drink healthy food in order to keep our bodies healthy.
 because I like to go to school every day.
 And I like to go to school every day so that I can get a good job.

Tell each other what you think about the article on page 38. Then, read it aloud in turns as if you were reading the news. Would you change anything?

Answer the questions in groups. Then say if the questions made you think about the article differently.

- Why do you think this is important?
- What are the main points of the article?
- What do you think is the most important?
- Why do you think it is important to know this?
- How do you think we can improve this?

Are written news different to spoken ones? Discuss with your partner.

Ready!
 How many of you have read the news?
 How many of you have read the news?
 How many of you have read the news?



Time to Shine!

What kind of news is the most important where you live? Why?

Questionnaire

Check your partner's questionnaire. Discuss any questions. Copy the questions onto cards for the next lesson.

Self-evaluation (Answer the questions)

- Are written news different to spoken ones?
- Are you interested in news in general?
- Do you think it is important to know this?

Tip: For more information, read the article on page 38 and the Appendix if needed.

Achievement

Understand the news.

Teaching Guidelines

- Answer critical questions to express opinions.
- + Contrast expressions to link reasons or results.

Development

6. Read the sentences. Share examples of your own experiences about the sentences.

In this activity, students will contrast expressions to link reasons or results. Ask students to read the sentences. When you check, analyze the structures on the board. You can use the following to summarize:

- S + V (result)... because S + V (reason)
- S + V (reason)... so that S + V (result)
- S + V (reason)... in order to V (result)

Ask students to share their experiences. Model the activity by providing examples of your own experience; e.g.: *I know that my dog wags her tail when I get home.*

7. Tell each other what you think about the article on page 38. Then, read it aloud in turns as if you were reading the news. Would you change anything?

Use questions to encourage students to talk about it more and personalize it, like: *What examples can you*

give me that show you your dog loves you? Do you think cats love people too?

Have students practice reading the news as reporters. Ask for volunteers to do this in front of the class.

Differentiated Instruction For this activity you can use the **Open-ended Question** strategy to guide students with questions like: *What did you like about the article? How did it make you feel?*

8. Answer the questions in groups. Then say if the questions made you think about the article differently.

This activity will help students to answer critical questions to express their opinions. Monitor and use guiding questions like: *Who else is affected? What can we do for dogs to be happier?* At the end, ask them if their opinions have changed.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Time to Shine

Ask students to work in small groups and elicit some ideas, and then give students more time to discuss the questions about their specific context.

Ask students to discuss what their reaction to those news articles would be if it was happening in their school. You could ask students to discuss the topics in more detail; e.g.: *Do you think schools should only sell healthy food? Do you think there should be competitions? Do you want to know more about your teachers?*

Product: Questionnaire

Organize the class into groups, read the first instruction aloud and have them follow the models included in this lesson to write their questions. Students can copy some of the existing questions from the lesson. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This is your second piece of evidence.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

40 minutes

Listen and choose the news article that is being talked about.



A) Mexico will be one of the 2026 FIFA World Cup hosts.
 B) Mexico, Canada and the US will host the 2026 FIFA World Cup.
 C) Mexico, Canada and the US will host the 2026 FIFA World Cup.

Listen again and write B for Boy or G for Girl. Say if you agree or disagree with each sentence. Then, give your opinion.

It is good that there will be summer games in Mexico.
 Teaching football is important.
 Football is the most popular sport in Mexico.
 Mexico will be a good football team in the future.

Work in pairs. How can we say what we think about the news? Read the expressions in the chart and choose some to express opinions on current news.

<p>It is interesting that...</p> <p>It is such a pity that...</p> <p>It is very... to... (agree/disagree)</p>	<p>Headlines...</p> <p>Good point...</p> <p>Well, guess we'll just have to wait (and see).</p>
---	--

What do you think about this news? Complete the sentence.

I think...

40

Achievement

Exchange opinions about the news.

Teaching Guidelines

- Offer examples of open expressions used to exchange opinions.
- Monitor the use of expressions to start and end conversations.
- Exchange expressions about the content of news.

Development

What do you think about this news?

Ask students if they know anything about the headline. Elicit previous knowledge to help prepare them for the listening.

1. Listen and choose the news article that is being talked about.

Play track 13 twice if needed. Ask students if it is the first, second, or third. If clarification is needed, say that the main idea is about the three countries hosting the World Cup together, even though the first idea is mentioned it is not the most important idea.

2. Listen again and write B for Boy or G for Girl. Say if you agree or disagree with each sentence.

Allow students to listen track 14, compare answers, and then elicit answers from the class or allow

volunteers to write the answers on the board. Ask students to work in pairs again and tell each other if they agree or disagree with each sentence. Monitor and encourage further discussion with questions like *Why do you disagree?*

3. Work in pairs. How can we say what we think about the news? Read the expressions in the chart and choose some to express opinions on current news.

In this activity, students will analyze open expressions used to exchange opinions, start and end a conversation, and phrases used to talk about the content of news. Ask students to choose what expressions they could use to give their opinions. Have them compare their choices in pairs.

4. What do you think about this news? Complete the sentence.

Ask students to write their opinion.

Differentiated Instruction If students are struggling with this activity, elicit an example or two from stronger students and write them on the board. If they are all positive, provide an example of your own; e.g.: *I think it is going to be very difficult to plan.*

Tell your group if you agree or disagree with each sentence. Give reasons for your answer.

- Being the host of the FIFA World Cup will create many jobs in Mexico.
- Being the host of the FIFA World Cup will get more tourists to come to Mexico in the future.
- The FIFA World Cup will cause more problems in Mexico.
- The FIFA World Cup will cost Mexico more money.

Share your opinions from Activity 4. Use the expressions in the chart on page 40 to help you talk about them with your group. Write down the other students' opinions.

Reader
Do you think the news should talk about problems and bad things that happen? (p. 41-42)

Questionnaire

- Write down four opinions about the news in this event.
- Copy each opinion on a strip of paper.

Self-evaluation (Check the box)

Did you understand what I understood of the video news in this lesson?

Tip: If you do not like, go to Activity 2.

Unit 4

Achievement

Exchange opinions about the news.

Teaching Guidelines

- Decide what they want to say.
- Reflect on what they need to know to express opinions.
- Exchange expressions about the content of news
- Ask for clarification.

Development

5. Tell your group if you agree or disagree with each sentence. Give reasons for your answer.

In order for students to exchange opinions about the content of news, ask them if they remember any of the phrases from the chart. Do a different example with the whole class; e.g.: *Cats are better than dogs.* Elicit answers. Tell students that to disagree, they can modify phrases from the chart; e.g.: *That is terrible news. That's awful. Nope. That's not true.* Then ask students to do the same for the statements in this activity.

Differentiated Instruction For this activity you can use the **Individual Response Card** strategy to get everyone's input. You can then read out students' ideas to the whole class.

6. Share your opinions from Activity 4. Use the expressions in the chart on page 40 to help you talk about them with your group. Write down the other students' opinions.

In this activity, students will monitor the use of expressions to start and end conversations, as well as ask for clarification and exchange expressions about the content of news. Put students in new groups. Ask them to share their opinions from the previous activity with their new group and write down four different opinions. Elicit examples.

Put students in groups. Ask students to discuss the question: *Do you think problems should be in the news?* Monitor and then elicit some ideas from the different groups.

Product: Questionnaire

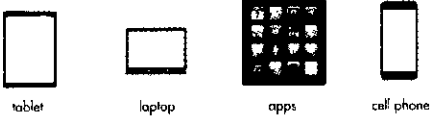
In this lesson, students will write four opinions about the news in this lesson. Organize the class into groups and allow them to share the opinions they have written and choose four to record. Monitor while they work to check progress. This activity will be your third evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4

Work in small groups. Look at the pictures. Do you think they are bad for you?



Look at the news and see if your opinion is the same or different.

Read the questions. Answer them and write another question to ask a partner.

Underline the answers to the questions in the news.

Do you think you use too much technology? Tell your group and give reasons.

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Achievement

Exchange opinions about the news.

Teaching Guidelines

- Offer examples of open expressions used to exchange opinions.
- Exchange opinions about the content of news.

Development

What do you think about the news?

Write on the board: *What do you think about the news?* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Work in small groups. Look at the pictures. Do you think they are bad for you?

Ask students to work in pairs and look at the pictures. Encourage students to give reasons for their answer by asking questions like: *Why do you think that? Can you give me an example?* Monitor and if students ask for language, write it on the board and encourage them to repeat it after you. Have them discuss if these devices or gadgets are good or not, what advantages they found on their use.

2. Look at the news and see if your opinion is the same or different.

Give students time to read and find the answer to the question in the article. Ask questions to check understanding like: *Is technology always bad? No, only when we use it too much and we don't understand how it affects us.*

3. Read the questions. Answer them and write another question to ask a partner.

Ask students to work together to read the questions. Have them write a suitable answer for each question. Monitor and let students know when their word order is incorrect. Instruct to create a new question and ask it to their partners. Check as a class.

Differentiated Instruction For this activity, if students are struggling with question writing, ask them to underline the question words. Tell them that that is the first word. You can remind students of question structure on the board: *Question word + be/modal/aux + subject + verb.*

4. Underline the answers to the questions in the news.

Monitor and offer help by telling students in which paragraph to find the answers if they are struggling. Ask students to compare their answers with another pairs, before eliciting answers from the whole class.

Differentiated Instruction For this activity you can use the **Choral Response** to allow all students to respond when eliciting answers.

5. Do you think you use too much technology? Tell your group and give reasons.

In this activity, students will use open expressions to exchange opinions about the content of news. Monitor and write new language that emerges on the board. Remind students that they can use the expressions in the Appendix to help them participate in the conversation. Elicit answers and summarize them on the board, or ask each group to create a Flow Chart to summarize their group's opinions.

Do you think too much technology is bad for you? Make notes in the lines below. Share your opinion and reasons for your opinion.

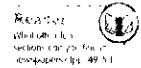
Write your opinion in the lines below. Share your opinion and reasons for your opinion.

Write your opinion in the lines below. Share your opinion and reasons for your opinion.

Share your opinion with your group. Remember to use phrases to start the conversation, ask for clarification, and end the conversation. Respect turn taking, be friendly, and respond to others' body language.

Write your opinion in the lines below. Share your opinion and reasons for your opinion.

Look at the news in Activity 2. Change some facts. Then read it to your partner to see if he or she identifies what you changed.



Questionnaire

Work in small groups. Take turns to read the news to your partner.

Write down if you can identify the changes in the news.

Discuss the changes in the news with your partner.

Self-evaluation: Check the box.

Did I use phrases to start the conversation?

Did I ask for clarification?

Tip: If you cannot identify the changes, ask your partner to read the news to you.

Achievement

Exchange opinions about the news.

Teaching Guidelines

- Decide what they want to say.
- Reflect on what they need to know to express opinions.
- Exchange expressions about the content of news.
- Ask for clarification.
- Monitor the use of expressions to start and end conversations.
- Respond to body language.
- Respect turn taking.
- React to speakers' opinions and regulate pace and volume when speaking.

Development

6. Do you think too much technology is bad for you? Make notes in the lines below. Write down expressions you will need to share your opinion and reasons for your opinion.

In this activity, students will decide what they want to say and reflect on what they need to know to express opinions. This will help them prepare for the final freer practice activity of this lesson. Monitor and offer phrases that students can use.

Differentiated Instruction For this activity you can use the **Open Questions** strategy to help students

think of ideas if they are stuck; e.g.: *Can you think of times when technology is good? When is it bad? How does it help you? What problems does it cause?*

Learning to Do 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task.

7. Share your opinion with your group. Remember to use phrases to start the conversation, ask for clarification, and end the conversation. Respect turn taking, be friendly, and respond to others' body language.

This is a freer practice activity that will allow students to exchange expressions about the content of news, ask for clarification, monitor the use of expressions to start and end conversations, respond to body language, respect turn taking, react to speakers' opinions, and regulate pace and volume when speaking. Put students in groups. Monitor and encourage everyone to participate. If you sense that one student is dominating, ask other students for their opinions; e.g.: *Javier, what do you think?*



Ask students to think of fun sections that newspapers include; e.g.: *crosswords, comics, strange or funny news, humor, puzzles and riddles.*

8. Look at the news in Activity 2. Change some facts. Then read it to your partner to see if he or she identifies what you changed.

Have students change some facts in the news. Then ask them to read in turns the news with changes. Ask them to listen carefully to their partners because they have to identify any difference with the original news. Monitor as they do this, and offer help if necessary.

Product: Questionnaire

In this lesson, students will write down four more opinions about news. Monitor and offer positive and corrective feedback. Make note of recurring errors to provide feedback and corrections to the whole class.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

4. Interview

Interview your classmate.

Have all your strips of paper with useful expressions, questions, and opinions ready. Work in small groups.

Compare the expressions, questions, and opinions you wrote. Choose the ones you want to use.

Write a questionnaire. It can ask the reader if they agree or disagree. Or ask them to answer questions about their opinion.

Use your questionnaire to interview other students and gather information. Answer and compare other groups' questionnaires.



Use the Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' questionnaire.

1 = Excellent 2 = Good 3 = Needs a little help 4 = Needs a lot of help

Use the descriptive value scale to evaluate your classmates' questionnaire.

The question is related to the news.

The question is easy and it is written in a simple way.

The question is easy to understand.

The question is written in a simple way.

Work in pairs

Work in pairs. Say what you think about a news story from this unit.

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

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

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Questionnaire

In this session, students will create and use their questionnaire to interview others. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, questions, and opinions they wrote and decide together on a final version. Tell them they can decide if their questionnaire includes statements with options (agree/disagree) or questions to answer. Let students produce their final version on their own pieces of paper, so that they can use it to interview a classmate.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' questionnaire.

Once all groups have finished, you could ask students to evaluate their classmates' questionnaire. Show them how to use the scale provided.

Self-evaluation

1. Work in pairs. Say what you think about a news story from this unit.

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

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

Tell students to go to page 114 to check the themes presented in the Appendix so they can recall what they learned.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What do you think about the news?

Finally, organize the class into small groups and read the title of the unit aloud: *What do you think about the news?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their group's answers with the rest of the class.

Review

Activity 1

Work in small groups. Think of an example of a news story from each section of the newspaper. Write a title of your own to describe the story.

- World
- World News
- World News Today
- World News

Choose a story. Read the questions and answer them about the news you chose. Write another question.

- Who is the main person in the story?
- What is the main problem in the story?
- Why is this story important to you?
- What is the main problem in the story?
- How is the story going to be solved?

Work in pairs. Take turns to ask and answer the questions in Activity 2 about the news you chose.



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Review

The aim of these activities is to first have students work individually so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 Descriptive Value Scale that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. The value scale can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



Evaluation Tool

Descriptive Value Scale

Student's Name: _____

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...understand basic information about the news and some details.				
...identify synonyms in the news.				
...exchange opinions.				
...show agreement.				
...ask for clarification.				

Student's Name: _____

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...understand basic information about the news and some details.				
...identify synonyms in the news.				
...exchange opinions.				
...show agreement.				
...ask for clarification.				

5

How Can You Compare Your Country to Others?

Unit Overview

Recreational and Literary Environment

Communicative Activity
Understanding of self and others

Social Practice of the Language
To read a short travel story to discover natural aspects and cultural expressions.

Achievements

- Explore short travel stories.
- Complete a guided reading.
- Distinguish and compare natural and cultural similarities and differences.

Audio
Tracks 15-17

Vocabulary

- carnival
- folk
- giant
- hot springs
- lava
- mosques
- shake
- stampede

Learning to Learn
Finding the meaning of new words

Learning to Know
Comparative adjectives

Learning to Do
How to make a comparative chart

Reader

"Dear Diary: My Trip to India," pp. 53-64, Track 42



Product
Comparative Chart

Evaluation tool
Descriptive Value scale

Photocopy the descriptive value scale provided on page 78 and use it to evaluate students.

Worksheet
As an extra activity, you can use the Worksheet on page 150.

Lesson 1

How Can You Compare Your Country to Others?

Look at the picture and the title. Tell each other where you think the story happens and what happens in the story.

Describe the picture and the title. Write down your ideas.

Write a short paragraph about the picture and the title.

Read the story quickly and check your answers in Activity 1.

Read the story again and check what is not included.

Read the story quickly and check your answers in Activity 1.

Read the story again and check what is not included.

Describe the picture and the title. Write down your ideas.

Write a short paragraph about the picture and the title.

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Achievement

Explore short travel stories.

Teaching Guidelines

- Anticipate content based on images and titles.
- Analyze topic, audience, and purpose.
- Compare common elements and structures of a travel.
- Practice skimming.

Development

How can you compare your country to others?

Write on the board: *How can you compare your country to others?* You can ask students to first think of different countries they know about and make a list in small groups. Then ask them to try to think what some differences and similarities are between their country and the countries on their list. Allow some Spanish words to help them feel more confident to express themselves, but provide them with the words or phrases in English and have them repeat after you as you write and illustrate them on the board.

1. Look at the picture and the title. Tell each other where you think the story happens and what happens in the story.

Get students to anticipate content based on the image

and title. Ask them to look at the picture and the title and work in pairs to predict what happens in the story. Elicit some ideas from volunteers.

2. Read the story quickly and check your answers in Activity 1.

In this activity, students will practice scanning. Tell them to read as quickly as they can, and that they don't need to worry about remembering details. They just need to check if their ideas were right.

3. Read the story again and check what is not included.

In this activity, students will read for gist and also compare common elements and structures of a travel story. Ask students to read again and tick the boxes of the things that are not included. You could read the first option together as a class and then ask students if a place is described (yes). Elicit the place (the city of Istanbul). Ask them to do the same with the rest of the options and to only check the ones that are not included in the text. To check answers, ask students to raise their hand for each option they checked, as you read the options out loud.

Differentiated Instruction For this activity you can ask students to make a **Bubble Map** of the different sections of the reading; e.g.: *description of city, lights, bridge in P1*.

4. Where can you find or read a story like this one?

In order to analyze the topic, audience, and purpose, ask students to work in pairs. Ask them to think where they could find and read a story like this one. Ask pairs to compare their ideas with another pair. Then ask students to share ideas with the rest of the class.

What do you expect to read about next in the story? 🗨️

How did the boy or girl in the story feel? How would you feel on that trip? 🗨️

Read the text again. Look at the diagram. How was it completed? What is it for? Discuss with your partner 🗨️

You can use your glossary to find the meaning of some words in the text. How else can you check the meaning of new words and phrases? 🗨️

Comparative Chart

Write down five words or phrases from the story.

Write down five words or phrases from the story that you think are different.

Copy the words or phrases from the story on strips of paper.

Self-evaluation (10 minutes)

Ask students to evaluate the material they found. Ask them to write a paragraph about their findings.

Tip: If you are short of paper, you can use strips of paper from old newspapers.

Achievement

Explore short travel stories.

Teaching Guidelines

- Link stories and personal experiences or emotions.
- Practice scanning.
- Analyze ways of checking meaning of new words and phrases.

Development

5. What do you expect to read about next in the story?

Ask students to predict what happens next. Monitor and ask students for more details: *Why do you think this is going to happen? How or where will it happen?* Then you can divide students again, so they work with other people from other groups, and share their ideas from the first round.

6. How did the boy or girl in the story feel? How would you feel on that trip?

In this activity, students will link stories and personal experiences or emotions. Ask students to discuss the questions in pairs. Elicit words from different pairs and write them on the board. You can ask: *How do we know that he or she was excited? We know because they were admiring the city and looking forward to other things on the trip; they couldn't fall asleep.* When eliciting answers for the second question, emphasize how everyone has a different opinion and that's fine.

7. Read the text again. Look at the diagram. How was it completed? What is it for? Discuss with your partner. 🗨️

You could organize pairs to have students analyze the text and the diagram so that they can evaluate with what information it was completed. Have students give you answers to the questions.

Differentiated Instruction For this activity you can turn this activity into a **Jigsaw** for struggling students, where some students find words related to buildings and structures, and the rest of the students focus on nature words. They then share to help each other complete both charts.

8. You can use your glossary to find the meaning of some words in the text. How else can you check the meaning of new words and phrases? 🗨️

Ask students to work in small groups and make a list of things they can do. When all groups have at least two to three ideas, ask them to go to the Appendix.

Learning to Learn 115

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.



Ask students to discuss the question: *How do you think India is different from Mexico?* Note down some ideas so that you can revisit them once you have read the complete story.

Product: Comparative Chart 🗨️

In this lesson, ask students to write down five words or phrases commonly found in travel stories. Monitor and check (make sure the words are relevant to travel stories) and then ask them to copy their expressions onto strips of paper. This will be your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

Lesson 2

Look at the pictures. Tell each other if you would like to go on such a trip.

Read the story fast. What is it about? Choose a picture for each paragraph.



Our first stop was the Kruger National Park. Nothing is a big animal, but for what it was about to experience. A lot of people go to see lions and elephants. They're beautiful animals, but it was all the animals that they really are dead. On our first night, the sun set like a giant orange ball of fire. We could hear the wind whistling through the trees.

We flew to Cape Town, which is where our trip started. Cape Town is beautiful. On the one side, you have the ocean, and on the other, you have Table Mountain. That's really flat at the top. The city also has an interesting history. We were lucky to see the "Second New Year" celebration. It was a really big party with a lot of dancing and singing. You could feel the excitement and excitement in the air.

On our second day in the Kruger, we got to see hundreds of wildebeest. It was a really big herd, and it was a really big herd. It was a really big herd, and it was a really big herd. It was a really big herd, and it was a really big herd. It was a really big herd, and it was a really big herd.

After Cape Town, we took a train north. It took a day and a half. It was really a really nice trip. There were a lot of places to eat, and the rooms were really comfortable. We got to see a lot of animals on our way. It looked like it hadn't rained there all year.

Read the story again as you listen to it. Is it in the correct order? Write the correct order.

Work in small groups. Discuss the question. What feeling do you think the writer caused with the underlined expressions?

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Achievement

Complete a guided reading.

Teaching Guidelines

- Reorder paragraphs of a story.
- Reflect on the author's decisions reflected in a text and their effect on the reader.

Development

What countries would you like to visit?

Ask students: *What countries would you like to visit?* You could provide a simple example of your own that students are likely to have heard of. Encourage students to work in small groups and share their ideas, giving reasons for their choices.

1. Look at the pictures. Tell each other if you would like to go on such a trip.

Ask students to work in pairs. Ask them to describe what is happening in the pictures and tell each other if they would like to go on that kind of trip. Monitor and provide language needed (wildebeest, bridge, mountains, savanna).

2. Read the story fast. What is it about? Choose a picture for each paragraph.

Ask students to read for gist and match the pictures to paragraphs. Allow students enough time to read

individually and silently. Encourage them to reread if needed. Then allow them to compare their answers, before checking with the whole class. You can ask them to remain silent, but hold up their fingers to show you which paragraph corresponds to each picture.

3. Read the story again as you listen to it. Is it in the correct order? Write the correct order.

In this activity, students will reorder paragraphs in a story. Ask them to read again and number the paragraphs. As you check, ask students how we know the order, and get them to notice the phrases used to structure the text (...*where our trip started, after Cape Town, our next stop... Kruger, on our second day at the Kruger...*)

Differentiated Instruction For this activity you can use the **10 Seconds** strategy to give everyone who wants to answer time to put their hands up. Do not always nominate the students who put their hands up first.

4. Work in small groups. Discuss the question. What feeling do you think the writer caused with the underlined expressions?

This activity will ask students to reflect on the author's decisions reflected in a text and their effect on the reader. Divide students into pairs. Then get them to discuss the underlined phrases. You can simplify it and ask them if it is a good or bad feeling each time, and then ask for more detail or specific adjectives.

Work in pairs. How long was the trip? What places did they visit? What did they do? Complete Days 3 and 4.

Day 1 (and 2nd)	Day 2	Day 3	Day 4
Go to ...	Visit ...		
See ...	Try ...		

Complete the chart with natural aspects and cultural expressions.

Natural Aspects	Cultural Expressions
...	...

Is anything in the story different to how you imagined an African country?

- Readers
- Which of the activities would you enjoy the most?
- Must fill in 30-35%

Time to Shine!
Where do most people want to travel to where you live?

Comparative Chart

Work in small groups. What kinds of descriptions do you like to read?
 - Choose at least five words or expressions from the text to describe each place.
 - Copy the words or expressions onto a diagram.
Self-evaluation (Answer the questions)
 - Did you understand the text and make a good diagram?
Tip If you are given 10 minutes back to 15-20 minutes, 2 days

Achievement

Complete a guided reading.

Teaching Guidelines

- Use diagrams to contrast actions according to time and place that they are carried out.
- Organize natural aspects and cultural expressions with diagrams.
- Check spelling by comparing words with others.

Development

5. Work in pairs. How long was the trip? What places did they visit? What did they do? Complete Days 3 and 4.

In this activity, students will use diagrams to contrast actions according to time and place that they are carried out. The time and place are provided, and the chart is organized in chronological order. Students have to identify the actions that happen in each place. Ask students to read the text again and circle the answers in the text. Monitor and offer tips. Then ask volunteers to write the main actions on the board.

6. Complete the chart with natural aspects and cultural expressions.

Students will organize natural aspects and cultural expressions with diagrams while checking spelling by comparing words with others. In this case, the focus

will be on suffixes. Ask students if they remember what scanning was from the first lesson. Ask them to scan the text and complete the words. Ask them to double check to see that they have spelt them correctly.

Differentiated Instruction For this activity you can use the **Mini Lesson** strategy to help students review scanning skills. You can first ask them to scan the classroom for objects, before you focus on text.

7. Is anything in the story different to how you imagined an African country?

Ask students to reflect on their perceptions of Africa and if these have changed after reading the story. Elicit ideas from volunteers.

Time to Shine

Ask students to work in small groups and elicit some ideas, and then give students more time to discuss the questions about their specific context. Elicit answers and write them on the board to summarize the class's opinions. You can categorize the examples into geographical zones.

After reading, ask students to discuss which of the activities they would enjoy the most in groups. You can ask students to "vote" and make a chart representing students' opinions.

Product: Comparative Chart

In this lesson, students will write five words or expressions that describe culture or nature. Organize the class into small groups, read the first instruction aloud and have them follow the models included in this lesson to write their words. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

50

Look at the pictures and guess which country they show. Say why you think they are from that country.



Read the text and check where it happens. Find words in the text that describe the pictures.

The first picture shows a mountain range. The second picture shows a tropical beach. The third picture shows a dense forest. The fourth picture shows a rural landscape with a house.

Work together and decide if the underlined words describe natural or cultural aspects. Draw two diagrams with the words below.

50

Achievement

Write sentences with descriptions and comparisons.

Teaching Guidelines

- Compare natural aspects and cultural expressions.

Development

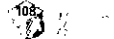
What do you think about Central America?

Ask students if they know anything about Central American countries. Allow students some time to share their ideas in groups, and then write some of their ideas on the board to summarize.

1. **Look at the pictures and guess which country they show. Say why you think they are from that country.**

Ask students to predict what country the pictures are referring to. Elicit some answers, but do not confirm or deny anything yet.

2. **Read the text and check where it happens. Find words in the text that describe the pictures.**



Ask students to read and identify where it happens. Ask them if they know where Costa Rica is. If possible, show it to students on a map. Then ask students to read the text again and find words in the text that describe the pictures. Allow students to find

all the descriptions, before asking them to compare their answers. Then elicit the words from the whole class.

Differentiated Instruction For this activity you can use try to **Stimulate Student Senses** to help them contextualize the reading and aid comprehension. Set the scene by asking students to close their eyes and visualize the text. Try to provide sound effects where possible.

3. **Work together and decide if the underlined words describe natural or cultural aspects. Draw two diagrams with the words below.**

In this activity, students will compare natural aspects and cultural expressions by identifying them in the text and categorizing them in a diagram. Students should have a fair idea of what is expected from them, since they have completed similar diagrams in Lessons 1 and 2. However, if students are not sure how to approach it, you can complete the first step of drawing two spider diagrams together on the board. Then ask students to work in pairs and go through the underlined words, categorizing and writing them.

Lesson 4

Lesson 4

How do you imagine Canada? Tell each other. Then read and listen. Was anything different to your answer?

Read and listen again. Number the pictures in the order they are mentioned.



Did you know that Canada has a lot of different kinds of food? Poutine is a popular food in Quebec. It is made with french fries, cheese curds, and gravy. Another popular food is maple syrup. It is made from the sap of maple trees. Canada also has a lot of beautiful scenery. There are many lakes, rivers, and mountains. One of the most famous cities is Toronto. It is a big city with a lot of people. Canada is a big country with a lot of different things to see and do.

Work together and check the meaning of words you don't know. Use your dictionary, or ask a classmate or your teacher.

Read the sentences. Are they correct? What is missing? Rewrite them correctly.

- Like Chile, it is bigger than Lake Chapulabo.
- Canada is smaller than Mexico.
- Belize's volcano is taller than Niagara Falls.
- Sochi is spicier than gravy.

52

Achievement

Write sentences with descriptions or comparisons.

Teaching Guidelines

- Write descriptive and comparative sentences following a model.
- Use a variety of resources to deal with uncertainty about meaning.

Development

How is your country different to some English speaking countries?

Write on the board: *How is your country different to some English speaking countries?* Ask students to work in pairs. First get them to make a list of countries where people speak English. Then ask them to discuss similarities and differences between their country and the countries on their list. Then ask students to form groups of four and share their ideas again.

1. How do you imagine Canada? Tell each other. Then read and listen. Was anything different to your answer?

Ask students if Canada was one of the countries on their list. Ask students to work in pairs and share what they know about Canada. Elicit some answers. Then ask students to read the story and listen. As a

class, discuss what was different between your initial answers and what is described in the story.

2. Read and listen again. Number the pictures in the order they are mentioned.

Ask students to look at the pictures. Ask students if they know what the things in the pictures are called. It might be useful to elicit the words and write them on the board (poutine, moose, city, waterfall, maple syrup). Ask students to listen again and number the pictures in the order they hear them. Then elicit answers from the whole class.

Differentiated Instruction For this activity you can use the **Choral Response** to allow all students to respond when eliciting answers.

3. Work together and check the meaning of words you don't know. Use your dictionary, or ask a classmate or your teacher.

This activity will help students to use a variety of resources to deal with uncertainty about meaning. Remind students that there are different ways to check the meaning of new words. Ask them if they can name a few. If they can't remember, direct them to p. 115. Ask students to scan the text and circle words they are unsure about. Ask them to use more than one strategy to check the meaning. Monitor and help provide definitions. You can then ask students what new words they learned and write them on the board.

4. Read the sentences. Are they correct? What is missing? Rewrite them correctly.

In this activity, students will write descriptive and comparative sentences following a model. Ask students to look at the model sentence and underline the structure that is used to compare two things. Elicit that we can use *verb + adjective + er + than* to make comparisons. Write another simple comparison together as a class; e.g.: *Belize is smaller than Mexico.* Ask students to share and compare their answers with another pair, before asking volunteers to write the sentences on the board.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Work together to complete the chart about cultural expressions and natural aspects. Add two more categories of your own.

Weather	snow and ice in the winter warm summers
Nature	waterfalls, lakes, rivers, mountains
Animals	moose, deer, elk, bears, birds, whales, butterflies
Cities	Big cities: Toronto, small: Vancouver, Montreal
Culture	Halloween, Calgary

Do you know the steps to make a comparative chart? For information about this theme, go to page 15.

Look at your chart in Activity 5 and compare Canada and Mexico on 5 aspects. Write your sentences and then discuss with your group.

Reader
What are the biggest differences between Canada and Mexico?
How are they similar?

Comparative Chart

- Choose at least three descriptive sentences.
- Add them to the year diagram on p. 53.

Self-evaluation (Answers: No)

- Can I write sentences to compare different aspects of a country?
- Can I use a comparative chart?

Tip: If you answered a No to any question, go back to Activities 3, 5, and 6.

53

Achievement

Write sentences with descriptions or comparisons.

Teaching Guidelines

- Complete a diagram or chart with similarities and differences about natural aspects and cultural expressions.
- Review information to determine relevance.

Development

5. Work together to complete the chart about cultural expressions and natural aspects. Add two more categories of your own.

This activity requires students to complete a diagram or chart with similarities and differences about natural aspects and cultural expressions. Divide students into groups. Ask them to complete the right side of the table about Mexico. Monitor and offer corrections, or new vocabulary. Add useful language to the board.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. Look at your chart in Activity 5 and compare Canada and Mexico on 5 aspects. Write your sentences and then discuss in group.

This will help students to review information to determine relevance. Ask students to work in small groups. Ask them to look at their charts and identify two important similarities and two important differences. Ask them to write four comparative and descriptive sentences using the information they chose. Monitor and provide corrections. Remember to offer praise. Tell students which sentence they are going to share with the rest of the class, make sure it is a good example.

Differentiated Instruction For this activity you can use the **Group Based on Goals** strategy to group students of mixed abilities together so that everyone will have enough support and resources to write sentences.

Ask students to discuss what they think are the most important similarities and differences between Mexico and India. Write all ideas on the board. Then ask students to work in groups and reduce the examples to one similarity and one difference.

Product: Comparative Chart

In this lesson, students will write at least three descriptive sentences. Monitor and offer positive and corrective feedback. Make note of recurring errors to provide feedback and corrections to the whole class.

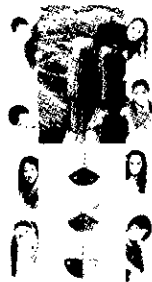
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Product and Assessing my Learning Process

Product

Use the descriptive value scale to evaluate your classmates' comparative chart. Use the descriptive value scale to evaluate your classmates' comparative chart. Use the descriptive value scale to evaluate your classmates' comparative chart.



Use the descriptive value scale to evaluate your classmates' comparative chart. Use the descriptive value scale to evaluate your classmates' comparative chart.

- 1. Excellent
- 2. Good
- 3. Needs a little help
- 4. Needs a lot of help

Use the descriptive value scale to evaluate your classmates' comparative chart. Use the descriptive value scale to evaluate your classmates' comparative chart.

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Comparative Chart

In this session, students will create a comparative chart that compares their country with another or others. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the words and expressions, descriptive sentences, and comparative sentences they wrote and decide together on the final information to include. Remind them that they can find some tips of steps to follow in the Appendix on p. 115 to help them with the task. You can also suggest that they look at the model comparative chart in Lesson 4 to help them.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' comparative chart.

Once all groups have finished, you could ask students to evaluate their classmates' comparative chart. Show them how to use the scale provided.

Self-evaluation

1. **Work in pairs. Say how can you compare and describe a country's natural features and cultural aspects. Give an example of each.**

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 115 again and check.**

Tell students to go to page 115 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

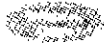
How can you compare your country to others?

Ask students to answer this question again, using the new language and knowledge they have acquired in this unit. Ask them to discuss the question in pairs first, and then let them form groups of four to share their ideas.

Review

54 77

Choose a country and complete the diagram with its information so that you compare it with your country.



Work in pairs. Use the words from the diagrams to write four sentences that compare and describe your country and another.

Share your sentences with another pair. Say if you agree or disagree.

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Review

The aim of these activities is to first have students work individually so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 descriptive valuation scale that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually.

The valuation scale can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



Evaluation Tool

Descriptive Value Scale

Student's Name: _____

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...use different strategies to check meaning of new words.				
...understand basic information and some details in travel stories.				
...compare natural aspects and cultural expressions.				
...write descriptions of own cultural expressions and natural aspects.				
...write comparisons about cultural expressions and natural aspects.				

Student's Name: _____

The student can...	1 Excellent	2 Good	3 Fair	4 Needs Help
...use different strategies to check meaning of new words.				
...understand basic information and some details in travel stories.				
...compare natural aspects and cultural expressions.				
...write descriptions of own cultural expressions and natural aspects.				
...write comparisons about cultural expressions and natural aspects.				

6

How Can You Find and Share Information About a Topic?

Unit Overview

Academic and Educational Environment

Communicative Activity

Search for and select information

Social Practice of the Language

To gather information about a topic to make cards and set up an exhibit.

Achievements

- Explore museum cards.
- Look for information about a topic in different texts.
- Analyze informative texts.
- Register information.
- Share information from museum cards.

Vocabulary

- astronauts
- bamboo
- cardboard
- caves
- cloth
- launched
- space
- wires

Learning to Learn

Using information you can trust

Learning to Know

Passive structure

Learning to Do

Connecting sentences in a paragraph

Reader

"Exhibit: Things Your Grandparents Grew Up With," pp. 65-74, Track 43



Product

Museum Cards

Evaluation tool

Rubric

Photocopy the rubric provided on page 90 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 151.

What other exhibits do you expect to find in the museum?

Read the information on the sentences. Is the information the same or different to the one in the cards?

- The shark used to live in holes.
- It is found in northern parts of North America.
- It is a small shark.
- It is roughly the same size as a hamster.
- It has twenty-two pink-fleeting pieces on its nose.
- It uses them to "feel" things.
- It can do this faster than a human can see.
- Its sense of smell works even underwater.

Work in pairs. Use your own words to tell each other the same information on one of the other cards.

Reader
Which of the two things seems stranger? Why? (pp. 65-67)



ICT Box
To learn more about a museum go to about.museum

Museum-Cards

- Work in small groups. What kinds of information can you find in museums?
- Write down five words or phrases from this lesson that you expect to find in museums.
- Copy each word or phrase on strips of paper.

Self-evaluation (Check the box)

I can identify the kind of information that we can find on museum cards.

Tip: If you are not sure, go back to Activities 1 and 5.

57

Achievement

Explore museum cards.

Teaching Guideline

- Retell the order in which information is presented.

Development

4. What other exhibits do you expect to find in the museum?

Ask students to work in pairs and imagine that they are in the Museum of Natural History. Ask them to make a short list of other exhibits showing in the museum at the moment. Encourage students to think creatively. Any topics related to science and biology have a place at the museum.

5. Read the information on the sentences. Is the information the same or different to the one in the cards?

You could read the sentences together and elicit students' responses. They compare the language used and check if the sentences mean the same. Then point out to the different words used. Let students know that they can paraphrase the information.

Differentiated Instruction For this activity you can use the **Think-Pair-Share** strategy to allow students to compare their answers and help each other before asking the class to share their answers.

6. Work in pairs. Use your own words to tell each other the same information on one of the other cards.

Ask students to paraphrase the first sentence of the first card. Tell them they can use Activity 5 to help them. Write the example sentence on the board; e.g.: *The Mexican tetra, or blind cave fish, lives in Mexico.* Then ask students to work in pairs and do the same with the other sentences. Monitor and offer corrections. Refer to the sentences in Activity 5 to help students; e.g.: *It is a small animal. How can you change it to be true for the fish?*

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.



Ask students to discuss the questions in groups: *Which of the two things seem stranger? Why?* Monitor and ask students to imagine their grandparents using these things. Ask students to first share their personal responses with their groups and then elicit some responses from volunteers.


Product: Museum Cards


In this unit, students will create museum cards for an exhibit. To do this, they will make cards with useful language, questions to guide information searches, paraphrased information, and notes. In this lesson, ask students to write down five words or expressions commonly found in museums. Monitor and check (make sure the words are relevant to museums) and then ask them to copy their expressions onto strips of paper. This activity will be your first piece of evidence in this unit; ask students to file the list following your procedure of preference; remember that portfolios can take the form of a physical file or be kept 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

What do you expect to learn about in the Anthropology Museum? 

What do you know about the Mayan culture? 

Which of the following books or other texts would be good to find information about the Mayans?

1. *Maya: My friends and I*
2. *Discover the Mayans* (part of the Museum)
3. Encyclopedia
4. *Maya: a journey through time* (legendary book)
5. *Maya: a journey through time*
6. *Maya: a journey through time*
7. *Maya: a journey through time*
8. *Maya: a journey through time*
9. *Book Maya: a journey through time*

Read the questions. Which of the books or texts in Activity 3 could you use to answer each question? Write a number next to each question.

Where did the Mayans live? (in the southern area?)

How do they live?

What do they believe?

What games do they play?

What language do they speak?

Choose one of the questions. Discuss the sources where you can find information and find it. 

58

Achievements

- Look for information about a topic in different texts.
- Analyze informative texts.

Teaching Guidelines

- Choose appropriate reference sources from a list.
- Explore important printed resources to answer questions that guide information searches.

Development

Have you searched for information this week?

Ask students: *Have you searched for information this week?* You could provide a simple example of your own of something relevant to students; e.g.: *How to make your English class more fun.* Allow volunteers to share what they searched for.

1. What do you expect to learn about in the Anthropology Museum?

Ask students if they have been to an anthropology museum. If possible, show them photos of the anthropology museum nearest to the school. Allow students who have visited such a museum to share their experiences with others.

2. What do you know about the Mayan culture?



Ask students to work in pairs. Allow them to brainstorm what they know about the Mayan culture. At this point it is fine if they do not use English all the time, but try to monitor and provide the language input they need to use more English. Write new words and structures on the board and ask questions to make sure that students have understood their meanings.



Differentiated Instruction For this activity you can use the **Bubble Map** strategy to ask students to organize what they already know.

3. Which of the following books or other texts would be good to find information about the Mayans?

Ask students to first read the titles individually and tick the ones they think will be useful. Then ask students to compare their answers. Then ask volunteers to read the names of the titles and say whether they thought it would be useful or not. Discuss why the unchosen books will not be useful for research, focusing on fiction, books with a different purpose, and books that just talk about personal experience and opinions.

4. Read the questions. Which of the books or texts in Activity 3 could you use to answer each question? Write a number next to each question.

Tell students they are going to decide which books can answer which questions. Tell students they can write more than one number next to each question. Allow students to work in pairs. When pairs have finished, ask them to work with another pair and compare their answers. Repeat the procedure used in the previous activity, asking a different student to read each question and say which numbers their group wrote. Write the answers on the board.

5. Choose one of the questions. Work together to find the information in an encyclopedia.

Allow students to work in the same pairs. If possible, bring in a few encyclopedias from the library, or allow students to search in an online encyclopedia. This is a good time to talk to students about the different quality of information available on the Internet. You could ask students what a wiki is, and who can edit it. Ask them why it's not always reliable (because there is no organization that edits and check the information, anyone can post and edit).

What do you want to learn more about? Choose a topic for a museum exhibit for this unit.

Complete the questions about your topic.

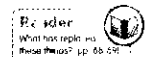
What
Why?
How?

Work in groups. Read the advice on looking for information about the questions you wrote.

Think of the quality:



Is the internet the best source?



Tip to get information:

- Plan your search.
- Identify keywords.
- Choose the source (museums, books, dictionaries, encyclopedias, journals, magazines, people interviews, the internet, etc.).
- Look for information.
- Analyze the information you found.

Time to Shine!

What museums do people visit where you live?

Museum Cards

Work in small groups. Ask each other the questions you wrote. Ask for information about the questions you wrote.

Choose at least three questions that you can do on your own. Write them down.

Copy the questions on the cards you wrote.

Self-evaluation (Answer the questions)

What kinds of texts can you find about information about the topic you chose?

Tip: If you can't answer, go back to Activity 4.

59

Achievements

- Look for information about a topic in different texts.
- Analyze informative texts.

Teaching Guidelines

- Select topics for an exhibit.
- Explore important printed resources to answer questions that guide information searches.

Development

6. What do you want to learn more about? Choose a topic for a museum exhibit for this unit.

Ask students to work in pairs. Start by asking students what kinds of museums they can think of (history, art, popular culture, toys, natural history, anthropology, chocolate, wrestling, comics, money and coins, etc.). Then ask students to think of topics for possible exhibits. Tell them to choose something they are interested in and want to learn more about. Ask them to try to write down three options. Then ask them to discuss in pairs which topic will make the best exhibit. Monitor and offer suggestions. Tell students to keep in mind that they will have to write museum cards about the exhibit later in the unit.

7. Complete the questions about your topic.

Ask students how the questions in Activity 4 affected the information they found in Activity 5. Elicit the importance of the questions that guide information

searches. Emphasize how different questions will get us different results and different information. Ask students to continue working in pairs and write three questions about the topic of their exhibit. Monitor and offer corrections.

Differentiated Instruction For this activity you can use the **Mini-Lesson** strategy to remind students of question structure. You can do this by drawing a chart on the board with the questions from Activity 4 and looking at how they are formed.

8. Work in groups. Give each other advice on where to find information about the questions you wrote.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Time to Shine

Ask students to work in small groups and elicit some ideas, and then give students more time to discuss the question about their specific context. Elicit answers and write them on the board to summarize the class's opinions and experiences.



Ask students to answer the question: *What has replaced these things?* Get students to reflect on the differences between the things we use today and the things mentioned in the text.

Product: Museum Cards

In this lesson, students will write three questions that can guide an information search. Organize the class into small groups, read the first instruction aloud, and have students follow the models included in this lesson to write their questions. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This will be your second piece of evidence.


Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity

Lesson 3

Lesson 3

Work in pairs. Tell each other if you know about traditional toys from other countries.



Read the texts and match each text with a picture.

Choose the best name of the exhibit.

Toys for Boys
Toys from Around the World
Old Toys

Underline the main ideas related to the topic of the exhibit.

Find words in the text with the same meanings as the words below. Tell each other examples of things you know made from each material.

material made from cotton or wool used to make clothes
 — the metal thing used to tie things strongly
 — a very soft strong spider-like wood and has a line in the middle of it and the type of paper

60

Achievement

Analyze informative texts.

Teaching Guidelines

- Understand the topic and general idea and check the meaning of words.
- Select main ideas related to the topic of the exhibit.

Development

Where can you find information about museums?

Ask students where they would need to look for information to find out what exhibits are showing and where. Encourage students to look in the newspaper or on websites before next class.

1. Work in pairs. Tell each other if you know about traditional toys from other countries.

Ask students to work in pairs. Ask them if they have had any traditional toys from their own country or from another country. Ask them to tell each other if they have read or seen information about toys from other places. You can ask them to draw a traditional toy.

2. Read the texts and match each text with a picture.

Ask students to read the texts and circle the words that describe the toys in the pictures. Then ask them

to look at the circled words to decide which toys match which descriptions. Ask students to compare their answers in pairs. Then elicit the numbers and ask volunteers to write them on the board.

Differentiated Instruction For this activity you can stimulate student senses by asking them to act out the actions as you read them in the text. You can do this for: *hit with a stick, turning.*

3. Choose the best name of the exhibit.

Ask students to read the descriptions again and find if all the toys are old, for boys, or from around the world. This is a good opportunity to discuss gender stereotypes, and to encourage students to try all kinds of toys before making up their mind about them.

4. Underline the main ideas related to the topic of the exhibit.

Ask students to underline the phrases related to the title around the world. This is basically the first sentence in each text. Ask students where each toy is from.

5. Find words in the text with the same meanings as the words below. Tell each other examples of things you know made from each material.

Ask students to work in pairs to look for the words in the text and use their glossaries to help them. You can point to examples in your immediate environment to help check students' understanding and ask students to spell each word as you write it on the board. Then ask students to continue working in pairs to come up with examples of things made from each material. Elicit ideas and make a mind map on the board.

Lesson 4

Lesson 4

Tell each other what you expect to see in the exhibition below.



Look at the student's notes. Choose the five pieces of information that are the most relevant for the exhibit.

- Human footprints on the Moon 2030?
- World's first orbital Mission sent to Mars in 1956
- Using a satellite to send info. space on Sputnik 2
- First time the a woman in space Earth in 1992
- October 4, 1957 (Sputnik 1) first satellite
- 6 people made to moon in 1969
- Space Station in orbit July 1998
- July 21, 1949 Neil Armstrong stepped on moon

Work together to rewrite the information into sentences using your own words.

What words
is relevant
Can you use in
to write sentences in
a paragraph?
For information about
this theme, go to
page 116

Number your sentences to organize them in a paragraph.

Check your spelling. Compare what you wrote in the notes.

62

Achievements

- Register information.
- Share information from museum cards.

Teaching Guidelines

- Select and discard information according to relevance for an exhibit.
- Order main ideas into hierarchy to create cards.
- Paraphrase main ideas in writing.
- Organize sentences into a paragraph.
- Check spelling.

Development

What kind of exhibits do you like?

Write on the board: *What kind of exhibits do you like?*
Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Tell each other what you expect to see in the exhibition below.

Ask students to work in pairs and think about the kinds of objects and information that might be included in the space exhibit. Ask students to share key words and write them on the board.

2. Look at the student's notes. Choose the five pieces of information that are the most relevant for the exhibit.

Ask students to read the notes and tick five pieces of information that go with the title of the exhibit. Allow students to compare their answers before asking the whole class which ones they checked. Emphasize that only humans in space are relevant for this exhibit.

3. Work together to rewrite the information into sentences using your own words.

Ask students to first identify the key words in the five sentences. Ask them to identify words that tell us who, what, and when. Then ask students to work in pairs to use the key words to write sentences of their own. Monitor and offer corrections.

Differentiated Instruction For this activity you can use the **Groups Based on Goals** strategy to form groups that you can offer varying degrees of support; e.g.: sentence stems, some words to use, words to reorder.

4. Number your sentences to organize them in a paragraph.

Ask students to first decide on the order of their sentences. Then ask them to read the tips in the Appendix on how to connect the sentences.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

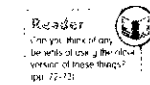
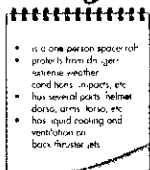
5. Check your spelling. Compare what you wrote in the notes.

Ask students to compare what they wrote with the words in the text. They can then ask a classmate to check their work as well.

Look at the object exhibited. What is it? What other objects would be presented? Draw two more.



Read the notes to explain the first object, then make notes to explain the ones you chose.



Present your exhibit to your group.

Museum Cards

- Make notes on something you want to include in an exhibit from this unit
- Check your notes. Copy them into a piece of paper.

Self-evaluation (Use the boxes)

- Can you write the information about a book like an expert?
- Can you explain it to others?

Tip! If you are 1 up to write A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

Achievements

- Register information.
- Share information from museum cards.

Teaching Guidelines

- Present their exhibit to others.
- Offer brief spoken explanation about the objects in the exhibit.

Development

6. Look at the object exhibited. What is it? What other objects would be presented? Draw two more.

As a guide, direct students to the spacesuit shown. Elicit its name and purpose. Have students discuss these questions in pairs. Then ask them to think about other two objects that could be exhibited so that later they can register information. Ask them to draw the objects in the spaces provided. Monitor to offer help if necessary.

Differentiated Instruction For this activity you can use the **Gather Background Information** while you monitor to make notes about students' exhibits in Activity 5. As students work in groups for Activity 6, make comments on their exhibits.

7. Read the notes to explain the first object, then make notes to explain the ones you chose.

Have students work in their same pairs. Then draw students' attention to the information on the first card and read it aloud together. Tell them to work on the notes they can make about the other two objects they draw in Activity 6. Give them some minutes as you monitor walking around and check their work.

8. Present your exhibit to your group.

Tell students they are going to use their notes to present their exhibit to a new group. Give them some time to prepare and then divide them into groups of three or four. Monitor and offer praise. Note down any inaccuracies or language needed. Once everyone has described their exhibit, go over your notes on the board.



Ask students to discuss the question: *Can you think of any benefits of using the older version of these things?* Ask students if they would enjoy using any of the items in the exhibit and what some of the advantages might be, e.g.: *need to take more time, concentrate and think more, do less, but more focused.*

Product: Museum cards

In this lesson, students will make notes about their exhibit. Monitor and offer positive and corrective feedback. Make note of recurring errors to provide feedback and corrections to the whole class.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

Directions

- Have all your cards with useful expressions, questions, information, and notes.
- Work in small groups.
- Compare the expressions, questions, information, and notes you wrote.
- Choose three things you want to include in your exhibit.
- Create three museum cards with writing and drawings.
- Work with another group. Use your cards to explain the three things in your exhibit.



Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' comparative chart.

1 = Excellent 2 = Good 3 = Needs a little help 4 = Needs a lot of help

The information is relevant. (1-4)

The information is written correctly. (1-4)

The information is written using our own words. (1-4)

There are pictures that help the reader understand the information. (1-4)

Self-evaluation

Work in small groups. Describe what a good museum card includes. Give examples.

Look back through the lessons and check what you have learned to learn, to know, and to do. (page 116) and check again.

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

64

Museum Cards

In this session, students will create and use their museum cards to present an exhibit. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, questions, and notes they wrote and decide together on a final version. Let students produce their final version of museum cards to present to another group. If possible, students can also create objects and other visuals to be included in their exhibit.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Descriptive Value Scale

Use the descriptive value scale to evaluate your classmates' comparative chart.

Once all groups have finished, you could ask students to evaluate their classmates' comparative chart. Show them how to use the scale provided.

Self-evaluation

1. **Work in small groups. Describe what a good museum card includes. Give examples.**

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 116 again and check.**

Tell students to go to page 116 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

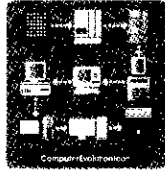
How can you find and share information about a topic?

Finally, organize the class into small groups and read the title of the unit aloud: *How can you find and share information about a topic?* Give them a few minutes to discuss their answers while you walk around and monitor. You can ask them to come up with three tips per group, and then compile a list of tips together as a class on the board.

Review 4

You are writing museum cards for this exhibit. Complete the sentences, write them down on a card, and share them with your classmates.

- The computer _____ said to be one of the best inventions of our times.
- The computer _____ designed by Charles Babbage more than a hundred years ago.
- The first digital computer _____ built in 1937. It was called **Atanasoff-Berry Computer**.
- In 1981 the first personal computers _____ sold.
- The laptop _____ invented by Adam Osborne.
- More than _____ billion personal computers _____ used in the world today.



Choose an exhibit and write four sentences describing one of the objects. Illustrate the information for a museum.

Work in small groups. Present your museum cards and say what else you want to add to the exhibit.

Unit 6 65

Review

The aim of these activities is to first have students work individually so they can practice the language and skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 rubric that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. This can be done quickly and practically by highlighting the relevant boxes at different stages using different colored markers. The rubric can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.

Evaluation Tool

Rubric

Student's Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Topic	Student chose an interesting topic for an exhibit.	Student chose a topic for an exhibit.	Student could not choose own topic.
Questions	Student wrote relevant and correct questions for an information search.	Student wrote questions for an information search.	Student could not write questions to guide information search.
Information Sources	Student used several reliable and relevant sources of information.	Student used some reliable sources of information.	Student could not identify sources.
Understanding	Student understood main ideas in text and some details.	Student understood main ideas in text.	Student could not understand main ideas.
Selecting Information	Student selected relevant information.	Student selected some relevant information.	Student could not select relevant information.
Recording Information	Student used key words to accurately record information.	Student copied some information and used some key words.	Student could not make notes about topic.
Explanation	Student provided a clear, brief, spoken explanation.	Student provided a brief, spoken explanation.	Student could not provide a brief spoken explanation.

Student's Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Topic	Student chose an interesting topic for an exhibit.	Student chose a topic for an exhibit.	Student could not choose own topic.
Questions	Student wrote relevant and correct questions for an information search.	Student wrote questions for an information search.	Student could not write questions to guide information search.
Information Sources	Student used several reliable and relevant sources of information.	Student used some reliable sources of information.	Student could not identify sources.
Understanding	Student understood main ideas in text and some details.	Student understood main ideas in text.	Student could not understand main ideas.
Selecting Information	Student selected relevant information.	Student selected some relevant information.	Student could not select relevant information.
Recording Information	Student used key words to accurately record information.	Student copied some information and used some key words.	Student could not make notes about topic.
Explanation	Student provided a clear, brief, spoken explanation.	Student provided a brief, spoken explanation.	Student could not provide a brief spoken explanation.

7

How Can You Talk About Your Appearance and Abilities?

Unit Overview

Family and Community Environment

Communicative Activity

Exchanges related to oneself and others

Social Practice of the Language

To describe and compare appearance and ability at different ages.

Achievements

- Listen to and explore appearance of known people.
- Understand descriptions.
- Describe own appearance.

Audio

Tracks 18-24

Vocabulary

- cheek
- curly
- eyelashes
- handsome
- look like
- plump
- slim
- straight

Learning to Learn

How we use rhythm

Learning to Know

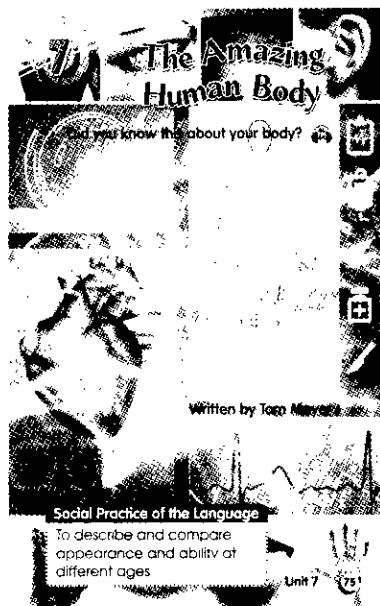
Adverbs

Learning to Do

Asking questions for a better understanding

Reader

"The Amazing Human Body," pp. 75-86, Track 44



Product

Line Graph of Development

Evaluation tool

Questionnaire

Photocopy the questionnaire provided on page 102 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 152.

Lesson 1

How Can You Talk About Your Appearance and Abilities?

Work in pairs. Who is in the photo? Read the text and find out! Complete the diagram with the underlined words. Use the glossary to help you.



To describe and compare appearance and ability at different ages.

- Listen to and explore appearance of known people.
- Understand descriptions.
- Describe your appearance. Use Graph of Development.

What words do you know to describe appearance? Tell each other who you know with these characteristics.

Listen and check as many of the words as you hear. How does listening for specific words help you to understand better?

Listen again and say which pictures are described.



What are your favorite photos from when you were little? Describe them to each other.

66

Achievement

Listen to and explore appearance of known people.

Teaching Guidelines

- Discover new words and expressions to expand vocabulary repertoire.
- Reflect on previous knowledge and experiences.

Development

How can you describe your appearance and abilities?

To help students look at their appearance in a different way, ask them to find someone who has something the same as them. Choose features of appearance that are not commonly considered; e.g.: *Find someone with the same length small finger. Find someone with the same kind of ears. Find someone with the same length eyelashes.* Write on the board: *How can you describe your appearance and abilities?* 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 as you write and illustrate them on the board.

1. **Work in pairs. Who is in the photo? Read the text and find out. Complete the diagram with the**

underlined words. Use the glossary to help you.



You could organize pairs. Then draw students' attention to the photo and ask who he is. Accept logical answers. Then instruct students to read the text and find out who he is. Ask them to go to the glossary on page 109 to check the meaning of words. After that, have students look at the underlined words. Check that they understand the meaning. You can ask for antonyms, synonyms, miming or use of the word in a sentence so that students do not translate the word into Spanish immediately. Following this way, the meaning will be more memorable for them. Give them some minutes to complete the diagram with the words that are underlined. Check as a class.



Differentiated Instruction For this activity you can use the **Jigsaw** strategy and allow pairs who need more support to only complete one of the circles, either *be* or *have*. You can give them each a tip: *be* is for general characteristics about the body; *have* is for specific features with parts of the body.

2. **What other words do you know to describe appearance? Add them to the charts. Tell each other who you know with these characteristics.**

Ask students to work in different pairs and to think if they know any other words to describe appearance. Also ask students to tell each other about the people they know who have these characteristics. Make sure that students do not make judgmental comments. This might be a good time to highlight the fact that it is offensive to call someone fat, and that we can talk about weight problems, rather than labelling a person. It is also a great opportunity to talk about diversity and how we are all unique.

3. **Listen and check as many of the words as you hear. How does listening for specific words help you to understand better?**



Ask students to listen to the descriptions and check the words on the charts. Play track 18 more than once if necessary. Check the words on the board.

4. **Listen again and say which pictures are described.**



Before students listen again, ask them to try and remember and guess which two pictures are spoken about in the listening. Then play track 19 again and allow students to check their answers.

5. **What are your favorite photos from when you were little? Describe them to each other.**

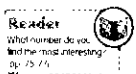
Ask students to imagine their favorite photos from their childhood and take turns to describe them to each other. Monitor and encourage the use of new language introduced in this class.

Listen again and number the sentences in the order you hear them to form a dialogue.

1. What's your first bike?
 2. But I don't like it. I've seen that one in my photo.
 3. Yes, but it was a gift for when you were little. I remember that bike!
 4. You mean the one with the yellow and blue wheels, or the blue?
 5. So that's my dad. He has grey hair.
 6. And what about this one? It looks like you were in a park. What's the name of your grandpa?
 7. Yes, I know how short it was. I could make it usually fast, but it wasn't worth it. I get a new bike every year.
 8. I know. I gave my step-brother that new bike.

Complete the questions that can be used to ask for more information.

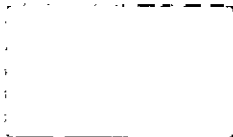
1. _____ your brother?
 2. _____ that your first bike?
 3. _____ the?
 4. _____ your grandpa?
 5. _____ you talking about?



Draw the person being described.

Look at the description of your brother. He is friendly and tall. He has blue hair and is a short and plump. Now he's a tall man.

Work together. Describe someone in your family. Listen and draw.



Line Graph of Development

- What words do you know that you can use to describe appearance?
- Write down five words or phrases from this lesson that you can use to describe your appearance or abilities.
- Copy each word or phrase on the end of paper.

Self-evaluation (Answer the question)

1. Can I describe someone's appearance?
 Tip: If you are not sure, go back to Activities 2, 4, and 8.

Achievement

Listen to and explore appearance of known people.

Teaching Guidelines

- Determine order in which information and details are presented in descriptions.
- Ask questions that help to determine who and what is being talked about.

Development

6. Listen again and number the sentences in the order you hear them to form a dialogue.

The aim of this activity is to get students to determine the order in which information and details are presented in descriptions. Ask students to read the sentences first. It could help to ask them to underline key words that they have to listen for to know that that sentence is being said.

7. Complete the questions that can be used to ask for more information.

This activity will help students to ask questions that help to determine who and what is being talked about. Ask students to complete the questions. They can find some of them in the text in Activity 5. The others can be completed using the ones from the text as models. Ask students why we need to use questions. Highlight that it is important to ask questions to ask

for information and to make sure that we understand what is being said.

Differentiated Instruction For this activity you can use the **Mini Lesson** strategy to remind students of question structures. You can remind students that we start with a question word, unless it is a yes/no question, and that the auxiliary verb comes before the subject.

8. Draw the person being described.

Ask students to read the whole description before they start drawing and to image the boy. Then ask them to make their drawings based on the description. You might want to check understanding first; e.g.: *Is he short and plump in the picture or slim?* (short and plump). Ask students to compare their drawings with each other after they have completed them.

9. Work together. Describe someone in your family. Listen and draw.

Put students into pairs. Ask them to do the same as the previous activity, but this time they are going to describe someone in their family while their partner listens and draws. Monitor and offer corrections focused on the descriptive language from this lesson.



Ask students to discuss the question in groups: *What number do you find the most interesting?*

Product: Line Graph of Development

In this lesson, ask students to write down five words or expressions used to describe appearance. Monitor and check (make sure the words are relevant to appearance) and then ask them to copy their expressions onto strips of paper. This will be your first piece of evidence. 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


You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

Lesson 2

How were you different when you were a small child? Talk about the things you do better or differently now.

Listen and match each activity with a person. Is each picture from now (N) or before (B)? Circle the letter.



N / B N / B N / B N / B

Boy 1 Girl 1 Boy 2 Girl 2

How did the speakers give details? Read the sentences and check. Reflect on and circle the words used to connect ideas.

My hands were so small that I had to stick my fingers to reach the keys.
I can't have glasses, so I couldn't see well.
I was a baby, so I played with my friends.
I see how tall and fast I am now.

Underline the general information. Don't underline the details. Circle two words that describe actions.

Like water, bad photos from my childhood.
That was my first soccer game. I think it was before I started school.
My hands were so small that I had to stick my fingers to reach the keys.
That's why, but I can run quite fast. It's wonderful.

What words help us describe actions?
For information about this theme, go to page 117.

Share an important childhood memory.

68

Achievement

Understand descriptions.

Teaching Guidelines

- Analyze expressions used to describe people and abilities and reasons for explaining these.
- Distinguish general information from details.
- Reflect on the use of connectors to link information.

Development

How has your appearance changed?

Ask students how they have changed or how their appearance was different when they were babies or small children. You can give some personal examples; e.g.: *I was a very thin baby. When I was a child, I had reddish hair. I used to have thick, strong legs, now they are thin. I had short hair when I was in the university. When I was a baby I didn't have any hair.*

1. How were you different when you were a small child? Talk about the things you do better or differently now.

Ask students to work in pairs and now discuss how their abilities were different. Ask them what they could or couldn't do before versus now. Encourage students to ask each other and you for vocabulary. Write new language on the board.

2. Listen and match each activity with a person. Is each picture from now (N) or before (B)? Circle a letter.

Before students listen, ask them what activities are being shown in the pictures. Elicit the key words that they expect to hear (play the piano, run, paint, play soccer). Then ask students to listen to track 21 and match each picture with the speakers by writing a letter next to Boy 1, Girl 1, etc. Ask them to listen to track 21 again and decide if each picture shows the boys and girls now or before. You can pause after each speaker and ask the class to say their answers.

Differentiated Instruction For this activity you can use the **Choral Response** to get shy students to volunteer their answers and participate.

3. How did the speakers give details? Match the sentence halves. Then listen and check. Reflect on and circle the words used to connect ideas.

The aim is to get students to reflect on the use of connectors to link information. Ask students to match the sentences. Play track 21 again and ask students to check their answers. Then ask volunteers to read the sentences. Ask students which words show us that the ideas are connected by cause and effect. Ask them to circle the connecting words.

4. Underline the general information. Don't underline the details. Circle two words that describe actions.

Ask students what the difference is between general information and details. Explain that general information is the main message or the most important ideas, while the details just give us extra information about the main message. Ask students to work together and underline the general information. Then get them to compare their ideas with other pairs. Then ask students to circle two words that tell us how actions are carried out.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Share an important childhood memory.

Put students into pairs and ask them to describe an important childhood memory. Tell them it can be about an activity they did regularly, or something very unusual that they did once. Monitor and provide language as needed; write new vocabulary or expressions on the board.

Use the words to write questions from the previous listening. 117

you with the life

Questions they

following you the

you know about the school?

What questions can

help you make sure

that the other person

has understood what you

are saying?

For information on how to use

them, go to page 17.

Choose one of the children from the listening. Make notes about their memories in the chart.

Tell each other how your abilities have changed.

Reader

What is your body's biggest organ? go to page 17.



Time to Shine!

Who in your family do you look like? Who are you more like?

Line Graph of Development

Work in small groups. Sort to work on a line graph. Make a list of stages of life and things you could do at each stage. We do and we think do.

Copy the hopes and abilities onto a piece of paper.

Self-evaluation (Check the project boxes)

1. Can describe how our bodies perform?

2. Can ask questions to check understanding?

3. Can read details?

Tip: If you need more suggestions, go back to Activities 9, 4, and 6.

Unit 7 69

Achievement

Understand descriptions.

Teaching Guideline

Ask questions to check understanding.

Development

6. Use the words to write questions from the previous listening.

Ask students to work in pairs and use the words to reorder them into questions. Tell them that all the questions can be used to check understanding. If students are struggling, you could provide the first word for each question on the board.

Learning to Do 117

Ask the question from the box and elicit students' prior knowledge, encourage them to go to the Appendix if needed.

7. Choose one of the children from the listening. Make notes about their memories in the chart.

Tell students that they are only going to focus on one of the children from the listening. Tell students to look at the sentences on the previous page again to help them. You can also play the listening again if needed.



Differentiated Instruction For this activity you can use the **Groups Based on Goals** strategy to ask students to describe one of the children. Different groups can have different levels of detail.

8. Tell each other how your abilities have changed.

Put students into pairs and ask them to share how their abilities have changed. Provide a personal example as a model; e.g.: *I couldn't cook, and now I love cooking things like...* Monitor and offer corrections focused on "couldn't, didn't, can."

Time to Shine

Ask students who in their family they look like the most. You could ask students to share pictures of their family members and to work in groups and comment on similarities and differences.



Ask students to answer the question: *What is your body's biggest organ?* The answer may surprise students.

Product: Line Graph of Development



Organize the class into small groups, read the first instruction aloud and have them follow the models included in this lesson to write their stages and abilities. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

Lesson 3

Describe each photo together. Then read each text and choose the photo it describes.



1. The girl in the picture has long hair. She has a baby face. She has a very long neck. She has a very long nose. She has a very long mouth. She has a very long chin. She has a very long neck. She has a very long nose. She has a very long mouth. She has a very long chin.



2. The boy in the picture is very thin. He has a very long neck. He has a very long nose. He has a very long mouth. He has a very long chin. He has a very long neck. He has a very long nose. He has a very long mouth. He has a very long chin.



3. The dog in the picture is very small. It has a very long neck. It has a very long nose. It has a very long mouth. It has a very long chin. It has a very long neck. It has a very long nose. It has a very long mouth. It has a very long chin.

Underline the sentences that talk about ability.

Listen and complete each response. Then match them with a text.

You _____ in your talent?
In other _____ he can't talk with?
What's your _____ is that you can make two bread?

Write down in your notebook two things your partner can do.

70

Achievement

Understand descriptions.

Teaching Guidelines

- Analyze expressions used to describe abilities and reasons for explaining these.
- Paraphrase information to ask for clarification of meaning and expand repertoire of words and expressions.

Development

What did you learn to do in the last year?

Ask students what new things they have learned to do in the last year. Encourage students to share their ideas in small groups. Provide language needed and write it on the board. Drill the new language.

1. Describe each photo together. Then read each text and choose the photo it describes.

Ask students to work in pairs and look at the photos. Ask them to describe the people and dog in each photo. Then ask them to read each description. Ask them to circle the words that helped them choose a picture. Ask students to compare their answers with another pair, before you ask the class for their answers and the descriptive words they circled. You can use concept checking questions like: *Is her hair curly or*

straight? Are his legs thin? Is the dog small or big? Does it have light or dark brown hair?

2. Underline the sentences that talk about ability.

In this activity, students will analyze expressions used to describe abilities. Ask students to underline the phrases or sentences that talk about ability. Then ask students to isolate the word that is used in all the examples (can).

3. Listen and complete each response. Then match them with a text.

This will help students to acquire language to paraphrase information to ask for clarification of meaning and expand repertoire of words and expressions. Ask them to listen to track 22 and complete the questions first. Play track 22 several times if needed. Then read the last part of each text and ask students which question follows.

4. Write down in your notebook two things your partner can do.

Write the question: *What can you do?* Ask students to work in pairs. Then give them time to think of two things they can do. Ask them to share it with each other. Tell them it can be anything from art, to sport, to housework, to school things. Tell them to write down not what they can do, but what their partner can do.

Differentiated Instruction For this activity you can use the **Open Ended Questions** to help all students come up with ideas: *What do you like to do? What are you good at? What do you do in the morning? What do you do on weekends?*

Who do you think the children are? Complete the description with words from the box. Check your answers with your partner.

black tall can't dark short younger wet

This tiny brother and sister's name is Paul. The other name is Meg. They can't be very good. They look similar with their dark eyes. They are and short. They swim three times a week and Meg plays tennis. They don't run faster. They are great at sports. They are similar to me. They work as hard as me. The truth is that's why I help them with their homework. We can also do different things. How do you know?

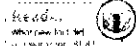


Complete the responses to mean the same.

It's a different topic.

different topic

What's the difference between them?



Tell each other about someone in your family. What do they look like? What can they do? Make notes. Ask for clarification if needed.

Do you know some questions?
Make notes on the back of this page.
For classroom use, see the Resource page.

Line Graph of Development

Work in pairs and discuss the questions. Make notes about what you learn. If you can, make a line graph of your own.

Self-evaluation (Answer sheet 117)

Tip: Try to use the questions in the box to help you.

7. Tell each other about someone in your family. What do they look like? What can they do? Make notes. Ask for clarification if needed.

In this activity, students will describe appearance and further paraphrase information to ask for clarification of meaning. Ask students to first make notes about someone's appearance and abilities in their family. Monitor and ask questions to make sure that students have all the language they need to complete the speaking task. Write more useful language on the board as it is requested. Then ask students to work together in groups and share their descriptions. Remind them that they can use questions to check understanding. Ask them to consult the Appendix.

Differentiated Instruction For this activity you can use the **Individual Feedback** strategy by writing suggested language or corrections on small strips of paper when you're monitoring and handing them out to students individually.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.



Put students in groups. Ask students to discuss the question: *What new fact did you learn?* Have students share all the new facts they didn't know before reading the text.

Product: Line Graph of Development

In this lesson, students will write notes about someone's appearance in their family. Organize the class into pairs and allow them to work together to rewrite. Monitor while they work to check progress. Check their work before asking them to write it onto a piece of paper. This activity will be your third piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Achievement

Understand descriptions.

Teaching Guideline

- Paraphrase information to ask for clarification of meaning and expand repertoire of words and expressions.

Development

5. Work in pairs. Who do you think the children are? Complete the description with words from the box. Check your answers with your partner.

Ask students to try this individually. This is a revision activity of vocabulary previously seen in the unit. Then, ask them to compare in pairs.

6. Complete the responses to mean the same.

Tell students that the questions all try to check understanding of the last part of the text. Tell them that they can look at the questions on the previous page to help them. Then drill the questions, asking students to try saying it more fluently; e.g.: *Different talents (repeat), you mean different talents? (repeat) (repeat faster) (repeat quietly) (repeat loudly)*

Lesson 4

109

Discuss the questions.

- What do you like most about your father?
- What do you like least about your father?
- Who do you like best?
- Who do you like least?



Read and listen to children talking about themselves. Match the questions and the answers.

1. I like listening and reading. I am tall and slender. My father likes a clean hairstyle. When we do physical together, the people ask if I am finished.
2. I run quite fast. It makes me feel good because there are many sports fields and a gym near my home. I can run, swim or bike. I can do even more things.
3. I like my arms. My arms are strong because I play a lot of basketball. I always look tall. I go to school in a gym and play basketball in the playground. I go to the park from home. I can even swim. My older brother likes to play football.
4. I like to play sports. They are fun. I like my grandmother. She has big eyes and a friendly smile. I like my friends.

Listen again to the first child. Underline the words that mark the rhythm.

Do you know what rhythm it is? Find examples about in the next page.

Practice reading the first answer with the same rhythm.

Complete the sentences about yourself. Share your descriptions.

- I like my _____ because I feel good because _____.
- I like my _____ because _____.
- I like my _____ because _____.

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Achievement

Describe yourself.

Teaching Guidelines

- Share relevant information and some details.
- Focus on the rhythm and intonation of expressions.

Development

What do you like about yourself?

Write on the board: *What do you like about yourself?* First offer your own personal example. Try to combine appearance and ability, to take the focus off appearance stereotypes; e.g.: *I like my hands, because I can play piano with them. I like my legs, because I can run in the forest with them. I like my eyes, they look friendly.* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Discuss the questions.

Divide students in new pairs. Ask students to answer the question. Monitor and note down inaccurate use of language, or vocabulary that students lack to successfully answer these questions. At the end of the activity, divide the class into teams and ask them to correct the errors that you write on the board.

2. Read and listen to children talking about themselves. Match the questions and the answers.

Ask students to listen and to read along. Then ask them to take a few minutes to decide which question each text is answering. In order to check their answers, ask them each question and ask them to answer it with one or two words. (*my eyes, my arms, my uncle, running*)

3. Listen again to the first child. Underline the words that mark the rhythm.

This activity will focus on the rhythm and intonation of expressions. Ask students that they are going to identify the words that are said more loudly and that indicate the rhythm in the first text. Ask students to compare their answers. Then ask students to read the words that they underlined out loud at a constant rhythm.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Practice reading the first answer with the same rhythm.

Now ask students to practice reading and tapping the rhythm as they stress the underlined words.

5. Complete the sentences about yourself. Share your descriptions.

Students will share relevant information and some details in this activity. Ask them to complete the sentences. Monitor and offer corrections. Then ask students to share their descriptions in pairs.


Differentiated Instruction For this activity you can use the **Think-Pair-Share** strategy to build student confidence before asking them to share ideas with the class.

Choose one of the questions from Activity 1. Make notes about more details and reasons. Practice answering your question with a rhythm.

General Information Details Reasons

Answer a question using your notes. Listen to each other and guess which question it was. Ask questions to help each other understand better.

Which liquid did you learn about? Do you know what it is?
 Which liquid did you learn about? Do you know what it is?
 Which liquid did you learn about? Do you know what it is?

<p>Reader</p> <p>What two liquids did you learn about? pp. 84-86</p>		<p>TK 7 Know</p> <p>To practice making or describing people play an interactive game. go to openup.com/TK7ZZ</p>
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Line Graph of Development

- Work in small groups. Draw what you like about your development.
 - Write three positive sentences about what you did (pp. 84-86).
 - Ask your teacher to check your sentences. Copy them on to a piece of paper.
- Self-evaluation (Work with a partner)**
- Describe your appearance in as many words as you can.
- Tip!** If you can't do this, go back to Activity 1.

73

Achievement

Describe yourself.

Teaching Guidelines

- Share relevant information and some details.
- Use questions for clarification and a more detailed understanding.

Development

6. Choose one of the questions from Activity 1. Make notes about more details and reasons. Practice answering your question with a rhythm.



Students will again share relevant information and some details. First elicit what kind of details they could include to answer the questions from Activity 1. Then ask students to make notes about their answer. Set a time limit. Ask students to use their notes to practice answering the questions. Ask them to practice several times to get a steady rhythm.



Differentiated Instruction For this activity you can use the **Bubble Map** strategy to ask students to first brainstorm who, what, where, why, how to answer one of the questions providing more details.

7. Answer a question using your notes. Listen to each other and guess which question it was. Ask questions to help each other understand better.

Students will share relevant information and some details and use questions for clarification and a more detailed understanding. Ask students to work in small groups of three or four. Ask them to take turns to share their answers and guess which questions are being answered. Encourage them to use questions for clarification and more detailed understanding. Monitor and offer praise. Provide feedback (error corrections, good use of language, new vocabulary, pronunciation) at the end of the activity.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.



Ask students to discuss the question: *What two liquids did you learn about?* Have them share their answers.

Product: Line Graph of Development

In this lesson, students will write three positive sentences about their own appearance. Monitor and offer positive and corrective feedback. Make note of recurring errors to provide feedback and corrections to the whole class.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

Line Graph of Development

Directions

- 1. Review all your cards with useful expressions, tips, notes, and sentences you read.
- 2. Work in small groups.
- 3. Choose one expression, one tip, one note, and sentences you wrote.
- 4. Work together to produce a paragraph of development. Include one expression, one tip, one note, and sentences you wrote.
- 5. Work with another group to evaluate the paragraph for development of other stages.



2. In your notebook

Use the questionnaire to evaluate your classmates' line chart.

- 1. They include their name at the top.
- 2. They use a variety of expressions and sentences that they learned.
- 3. They use the tip to help them.
- 4. They use the note to help them.
- 5. They use the sentences that they wrote.

3. In your notebook

Work in small groups. Take turns to describe friends and family. Show pictures if you can.

Use back the tips, notes, and sentences that you have learned to help you. Then check at page 117 for the tips given. In your notebook, write what you think is difficult to achieve. Check the beginning of the end of each tip to see if you may need help to improve.

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Line Graph of Development

In this session, students will create their own line graph of development. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, stages, notes, and sentences they wrote and decide together which ones to use in a graph. Let students produce their final version of a line graph to present to another group. If they have time, students can also include illustrations. Remind students that they have to focus on both appearance and abilities.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Questionnaire

Use the questionnaire to evaluate your classmates' line chart.

Once all groups have finished, you could ask all students to fill in the questionnaire with their impressions of their classmates' line graphs.

Self-evaluation

1. Work in small groups. Take turns to describe friends and family. Show pictures if you can.

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 117 again and check.

Tell students to go to page 117 to check the themes presented in the Appendix so they can recall what they learned.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

How can you talk about your appearance and abilities?

Finally, organize the class into small groups and read the title of the unit aloud: *How can you talk about your appearance and abilities?* Give them a few minutes to discuss their answers while you walk around and monitor. You can ask them to come up with some useful language in groups, and then compile a list of useful language together as a class on the board.

Review

74

Complete the sentences with the correct form of *have*, *can*, or *be*.

This _____ my sister. She _____ a number that
she _____ she _____ had put it. She
around the _____ the _____ think
that _____ of a she _____ that
business I _____ go over. She
_____ it. The _____ beautiful
_____ she _____ very well. I _____ to
her and a set _____ status will.



Write a text to describe someone in your family. Use the examples in Activity 1 to help you.

Underline the words that will help you with the rhythm. Read your descriptions in pairs. Ask questions to understand better.

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Review

The aim of these activities is to first have students work individually so they can practice the language and skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 questionnaire that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. This can be done quickly and practically by highlighting the relevant boxes at different stages using different colored markers. The questionnaire can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4 and in the development of the product. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



Evaluation Tool

Questionnaire

Student's Name: _____

The student...	Yes	No
...can ask questions to check understanding.		
...can use different words and expressions to describe appearance.		
...can use different words and expressions to describe abilities.		
...can share relevant information and some details.		
...can focus on the rhythm and intonation of expressions.		

Student's Name: _____

The student...	Yes	No
...can ask questions to check understanding.		
...can use different words and expressions to describe appearance.		
...can use different words and expressions to describe abilities.		
...can share relevant information and some details.		
...can focus on the rhythm and intonation of expressions.		

Student's Name: _____

The student...	Yes	No
...can ask questions to check understanding.		
...can use different words and expressions to describe appearance.		
...can use different words and expressions to describe abilities.		
...can share relevant information and some details.		
...can focus on the rhythm and intonation of expressions.		

8

What Do You Want to Play Together?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Ludic expression

Social Practice of the Language

To accept or reject requests in playing roles.

Achievements

- Listen to and explore expressions used to accept or reject requests.
- Understand expressions used to accept or reject requests.
- Exchange expressions used to accept or reject requests.

Audio

Tracks 25-29

Vocabulary

- acts out
- board games
- guess
- icing
- rather
- seeker
- tower
- turn

Learning to Learn

Asking questions to deal with uncertainty

Learning to Know

Conditions

Learning to Do

Making and responding to requests

Reader

"Kevin's Game," pp. 87-98, Track 45



Product

Brief Dramatized Dialogue

Evaluation tool

Rubric

Photocopy the rubric provided on page 114 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 153.

Lesson 1



What Do You Want to Play Together?

Listen and complete the questions about the conversation.

1. ¿Qué tiempo hace hoy? (¿Qué día es?)

2. ¿Qué hora es? (¿Qué día es?)

3. ¿Qué hora es? (¿Qué día es?)

4. ¿Qué hora es? (¿Qué día es?)

5. ¿Qué hora es? (¿Qué día es?)

6. ¿Qué hora es? (¿Qué día es?)

Tell each other how you know how someone is feeling.

Look at the pictures. Discuss the questions.



1. ¿Qué hora es? (¿Qué día es?)

2. ¿Qué hora es? (¿Qué día es?)

Read and write the name of each game under the pictures.

1. This is a board game. It is called *Monopoly*. Write the name of the game under the picture.

2. This is a card game. It is called *Trivial Pursuit*. Write the name of the game under the picture.

3. This is a drawing game. It is called *Pictionary*. Write the name of the game under the picture.

4. This is a board game. It is called *Snakes and Ladders*. Write the name of the game under the picture.

5. This is a board game. It is called *Tower of Hanoi*. Write the name of the game under the picture.

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Achievement

Listen to and explore expressions used to accept or reject requests.

Teaching Guidelines

- Anticipate topic and purpose using contextual clues.
- Identify modality.
- Identify intonation and attitude.
- Recognize behaviors of speakers and listeners that help build meaning.

Development

What do you want to play together?

Write on the board: *What do you want to play together?* Treat this as a “Find someone who...” activity by asking students to ask this question to each other and find as many people as they can with the same answer. Get them to write down the names of the people who want to play the same game as they do. 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 as you write and illustrate them on the board.

1. Listen and complete questions about the conversation.



In this activity, students will identify modality.

intonation, and attitude. Ask students to read the questions before they listen. Tell students that they might mention more than one game, and that they need to identify which one it is they decide to play. Circle the one they think it is in Activity 3. Allow students to listen once or twice. Then ask them to raise their hands to show which answer they chose for each question. Allow students to listen again if most of the class don't choose the correct answers. You can also play track 25 and pause it where they talk about the card game. Ask students how we know they are not face-to-face (They say: Hi, this is... and see you in a bit, I'll be right there). Then you can also play the first part again and ask students to copy the intonation of the boy and girl in turn. Then you can ask them to confirm what “bored” and “excited” sound like.

2. Tell each other how you know how someone is feeling.

Put students in pairs and ask them to discuss how they usually know how someone is feeling. Monitor and offer language if needed. Then ask volunteers to share ideas.

3. Look at the pictures. Discuss the questions.

In this activity, students anticipate topic and purpose using contextual clues. Group students into pairs and ask them to tell each other which of the games they know and what kinds of games they like to play. You can draw a mind map on the board and elicit games and game categories. (Board games: Monopoly, Trivial Pursuit; Acting games: charades; Drawing games: Pictionary, etc.) Do not give students the answers yet. Only elicit what they already know.

Differentiated Instruction For this activity you can use the **Gather Background Information** strategy to make all students feel included and to show them that you care by monitoring and making notes of students' responses in this activity and summarizing group preferences at the end of the activity (Juan and Patricia both like playing cards, while Oscar and Lucy don't like board games).

4. Read and write the name of each game under the pictures.

Ask students to read the descriptions and write them under each picture. Ask students to do this individually, and then get them to compare their answers, before you ask volunteers to write the answers on the board. You can also write the glossary terms on the board and ask the class for examples of each (Act out: mime; guess: ?; Board game: Snakes and Ladders; Tower: Eiffel Tower)

Tell each other which games you don't like to play with friends.

Listen again and circle what they say. How do they invite? Do they accept or not?

1. Do you want to play a board game?
 2. That's a good idea.
 3. He wants to play a board game?
 4. What's it called?
 5. It's called Monopoly.
 6. When do you play?
 7. I play on Mondays.

Read the questions. What are they for?

Do you know how to play chess?
 How do you play it?
 Sure, I can't play the game. What is it called?
 It's called chess.

Complete the answers. Match them with questions a-c.

Monopoly is a board game.
 I don't know how to play it.
 Yes, I can't play it with you.

Which game do you like the most from this lesson? Tell your group.

Read
 Why is it important to play fairly? How do you feel when others don't play fairly? See page 77.

Brief Dramatized Dialogue

Work in small groups. What kinds of ideas do you see and ask when playing games?

Write down five words or phrases from this lesson that you can use when playing games.

Copy each word or phrase on strips of paper.

Self-evaluation (10 minutes)

Share with examples of requests, accept or reject requests in this lesson. Tip: If you need more strips, go to Appendix A.

Achievement

Listen to and explore expressions used to accept or reject requests.

Teaching Guidelines

- Identify who makes and who receives a request.
- Ask questions to deal with uncertainty.

Development

5. Tell each other which games you don't like to play with friends.

Ask students to complete this as a "Find someone who..." activity. Ask them to mingle and ask and answer the question. If someone has the same answer as them, they have to write down their name.

6. Listen again and circle what they say. How do they invite? Do they accept or not?

You could ask students to read the sentences and explain that these sentences are in the conversation they are going to listen again. Play track 26 and pause after each mentioned phrase, question or sentence to give students opportunity to recognize them and decide if it was either the girl or the boy who said it. Check the answers as a whole class.

Differentiated Instruction For this activity you can use the **Groups Based on Goals** strategy to

group students with similar abilities together, so that each group can have a conversation based on their skills and with different outcomes.

7. Read the questions. What are they for?

Ask students to work in pairs. Read the questions aloud and give some minutes for students to discuss what these questions are used for. Then read them again and do choral and individual repetition to model pronunciation.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

8. Complete the answers. Match them with questions a-c.

Tell students that they can find the missing words in the text on the previous page. Ask them to work in pairs again and try to complete the sentences as quickly as possible to encourage them to scan the text.

9. Which game do you like the most from this lesson? Tell your group.

Ask students to work in small groups of three or four students. Ask them to tell each other which game from the lesson they like the most. Monitor and offer corrections on pronunciation or vocabulary where needed. Do not worry about grammar errors.



Ask students to discuss the questions in groups: *Why is it important to play fairly? How do you feel when others don't play fairly?* Summarize students' main ideas.

Product: Brief Dramatized Dialogue

In this lesson, ask students to write down five words or expressions used to talk about games. Monitor and check (make sure the words are relevant to playing games) and then ask them to copy their expressions onto strips of paper. This will be your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity

Match the statements and questions that check understanding. Write the missing words.

If you don't know the answer to a question, you can ask your classmate for the answer.
 Do you have to ask the teacher?
 Are you sure you understand?
 Is it clear for you?

Choose a word or phrase from the listening on page 78 that you aren't sure about. Complete the statements. Find a classmate who can answer your question.



Time to Shine!

What is the most popular kids game where you live?

Brief Dramatized Dialogue

Work in small groups. Make a list of questions and answers from the listening on page 78 that can be used to ask someone about a kids' game.

Copy the questions and answers onto a piece of paper.

Self-evaluation (Answer the questions.)

- Can I ask questions to get information?
- Can I ask if I understand?

Tip If you don't know the answer, go to the Appendix.

Achievement

Understand expressions used to accept or reject requests.

Teaching Guidelines

- Check meaning of words and expressions.
- Paraphrase words and expressions to check understanding.

Development

6. Match the statements and questions that check understanding. Write the missing words.

In this activity, students will prepare to paraphrase words and expressions to check understanding. Ask students to match the questions that mean the same. You can suggest that they find words that match, like *seeker*. Then check the answers by reading the first question and asking the class to read the matching statement with question tag.

Differentiated Instruction For this activity you can use the **Jigsaw** strategy to ask different students to match different questions and then share their answers.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

7. Choose a word or phrase from the listening on page 78 that you aren't sure about. Complete the statements. Find a classmate who can answer your question.

This activity will help support students to check meaning of words and expressions. Ask students to first work individually and choose words that they are not familiar with. Then get them to complete the questions. Ask all students to stand up and ask each other their questions until they find the answers. If they meet someone with the same question, they can work together asking other students for the answer.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Time to Shine

Ask students what the most popular game is where they live. You could ask students to try to explain the games.



Put students in groups. Ask students to discuss the question: *What game do you think he is in?*

Gather answers from the whole class and write them in a pie chart. Remember to revisit their answers in the next lesson.

Product: Brief Dramatized Dialogue

Organize the class into small groups, read the first instruction aloud and have them follow the models included in this lesson to write their questions and answers. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence in this unit.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

Tell each other what you know about these games.



Listen and check the games that are mentioned. Which one do they decide to play?

Listen again and match the sentence halves about playing a game.

Match the sentence halves about playing a game.

1. I will be in the car. 2. I will be in the car. 3. I will be in the car. 118
 4. I will be in the car. 5. I will be in the car. 6. I will be in the car. 118
 7. I will be in the car. 8. I will be in the car. 9. I will be in the car. 118
 10. I will be in the car. 11. I will be in the car. 12. I will be in the car. 118

Look at the examples to talk about conditions, then write the name of the correct tenses.

If subject, subject will

If subject, subject will

Complete the questions from the listening on Activity 3. Then reflect on the questions and choose the best way to complete the sentence.

1. I will be in the car. 2. I will be in the car. 3. I will be in the car. 118
 4. I will be in the car. 5. I will be in the car. 6. I will be in the car. 118
 7. I will be in the car. 8. I will be in the car. 9. I will be in the car. 118
 10. I will be in the car. 11. I will be in the car. 12. I will be in the car. 118

Which of these responses can be used to answer the first three questions? Check all the possible answers.

A. I will be in the car. B. I will be in the car. C. I will be in the car. D. I will be in the car. 118
 E. I will be in the car. F. I will be in the car. G. I will be in the car. H. I will be in the car. 118
 I. I will be in the car. J. I will be in the car. K. I will be in the car. L. I will be in the car. 118

Achievement

Understand expressions used to accept or reject requests.

Teaching Guideline

- Analyze expressions: sentence types and tenses.

Development

What was the last game you played?

Ask students what the last game they played was. Encourage students to share their ideas in small groups. Provide language needed and write it on the board. Drill the new language.

1. Tell each other what you know about these games.

Group students in pairs. Then ask them to look at the pictures and tell each other what they know about the games. You could write questions to help them, like: *What pieces or materials do you need to play the game? What are the rules? How do turns work?*

2. Listen and check the games that are mentioned. Which one do they decide to play?

Tell students to just check all the games they hear the first time they listen, then to listen again and say which game they decide to play.

3. Listen again and match the sentence halves about playing a game.

Ask students to try and match the sentence halves before they listen, then to listen and check their answers. After you have checked, ask students to practice reading the sentences in pairs.

Differentiated Instruction For this activity you can use the **Speedometer** strategy to give struggling students with more support.

4. Look at the examples to talk about conditions, then write the name of the correct tenses.

Ask students to circle the verbs in the sentence that they need to analyze. Then ask them to work in pairs and see if they know what tense is used.

Learning to Know


Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.


5. Complete the questions from the listening on Activity 3. Then reflect on the questions and choose the best way to complete the sentence.

Ask students to work in pairs again and complete the questions. Ask volunteers to write the answers on the board. Then ask students to practice saying the first part of the question and asking their partner to complete it.

6. Which of these responses can be used to answer the first three questions? Check all the possible answers.

Ask students to draw a box around the first three questions. Ask students what these questions are used for (to invite someone or suggest a game to be played). Then ask them to take turns to read a question and an answer and check the ones that work together. Tell students that there are five correct responses.

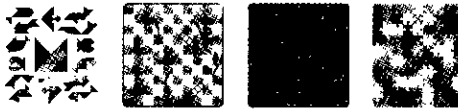
Work in small groups. Practice asking each other to play a game and responding.  118


Work in pairs. How can you organize to play a game? Complete the chart with expressions from Activities 5 and 6. 

Use the expressions to suggest, accept, or reject a request. Write an invitation about the theme of the page 118.

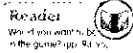
Who wants to play? I would love to

Maybe later thanks




Help each other to write questions to check what you understand about these games. Work with another pair to ask and answer your questions. 

Trigonon: I play... you want... I don't play...
 Nim's and buddies: I play... you want... I don't play...
 Checkers: I play... you want... I don't play...
 Puzzle: I play... you want... I don't play...



Reader: Work in pairs to read the game? p. 91-92

Brief Dramatized Dialogue

Make notes with king size to make a note of all the requests. Make a list of your wishes for to have a conversation. 

Self-evaluation (Check the box)

I can give examples of different expressions to make a request or to accept or reject requests.

Tip: If you don't go back to Activities 5 and 6.

Achievement

Understand expressions used to accept or reject requests.

Teaching Guideline

- Paraphrase words and expressions to check understanding.

Development

7. Work in small groups. Practice asking each other to play a game and responding.

Put students into small groups. Ask students to take turns to ask each other to play a game and respond by using the language looked at in Activities 5 and 6. Monitor and offer corrections. Regroup students and ask them to repeat the activity.

8. Work in pairs. How can you organize to play a game? Complete the chart with expressions from Activities 5 and 6.

First make sure that students understand the concepts of making, accepting, and rejecting requests by asking them to explain the examples provided of each in the chart. Then ask them to find more phrases with similar functions. Ask volunteers to write the answers on the board. This can also be done as a race to the board in three different teams, each with their own category.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

9. Help each other to write questions to check what you understand about these games. Work with another pair to ask and answer your questions.



The aim of this activity is to paraphrase words and expressions to check understanding. Put students in pairs. You can elicit an example from the class and write it on the board as a model; e.g.: *To play chess, you need a board and pieces, don't you?* Monitor and provide language needed, adding new language to the board. After students have completed their questions, go over the new language by asking students to explain the words in small groups, and by providing pronunciation drills.



Differentiated Instruction For this activity you can use the **Individual Feedback** strategy by writing suggested language or corrections on small strips of paper when you're monitoring and handing them out to students individually.



Put students in groups. Ask students to discuss the question: *Would you want to be in the game?* Encourage students to talk about the pros and cons in groups and compare being in jail with being in a mansion and if it is worth it.

Product: Brief Dramatized Dialogue

Students will write notes about useful language used to make and respond to requests for games. Allow pairs to work together to copy useful phrases from this lesson or the Appendix. This activity will be your third piece of evidence in this unit; ask students to file it following the procedure of your preference.

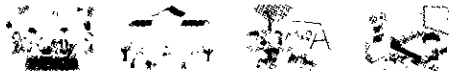
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4

Warm-up

Describe the situations below. Discuss which situation you enjoy the most.



Choose two games that you want to request.

Game 1

Game 2

You are going to make requests in two different situations. Choose your attitude for each situation.



What words or phrases will you need to make a request? What words or phrase will you need to respond to a request? Make notes to help you.

What other information do you need to remember for the conversation? Think about the game and how it is played. Make notes to help you.

82

Achievement

Exchange expressions used to accept or reject requests.

Teaching Guidelines

- Choose topics and situations for requests as well as attitudes of participants.
- Propose repertoire of words and expressions.
- Use notes to record information that needs to be remembered

Development

What games do you like to play in big groups?

Write on the board: *What games do you like to play in big groups?* First offer your own personal example; e.g.: *I like to play "Hide and seek," but only with big groups. I also love playing tag in teams.* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Describe the situations below. Discuss which situation you enjoy the most.

Encourage students to describe the pictures in as much detail as possible. Monitor and write down examples of good language use. Write these on the board and ask students which picture they refer to.

Ask students to say which situation they enjoy the most with a show of hands.

2. Choose two games that you want to request.

Ask students to work individually and to think of two games they want to play. Ask them not to share their answers with anyone yet. Monitor and provide spelling corrections if needed.

3. You are going to make requests in two different situations. Choose your attitude for each situation.

This activity will help students choose topics and situations for requests as well as attitudes of participants. Ask students to circle one face for each situation. Then ask them what their voice would sound like for each emotion.

4. What words or phrases will you need to make a request? What words or phrase will you need to respond to a request? Make notes to help you.

In order to get students to propose a repertoire of words and expressions and use notes to record information that needs to be remembered, tell students to consult the Appendix again for useful language to help them with their dialogues and situations.

Learning to Do

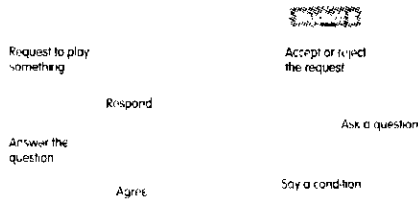
Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. What other information do you need to remember for the conversation? Think about the game and how it is played. Make notes to help you.

Monitor and help students think of the rules and phrases they will need to make requests to play the games they have chosen. Write useful language on the board.

Differentiated Instruction For this activity you can use the **Think-Pair-Share** strategy to help students share ideas and add to their useful language.

Take turns to be Student A and Student B using the situations and games you chose. Use the chart and your notes to help you.



Think of a game that you want to play in class. Give a reason for your choice. Write the request to your teacher below.

Reader
 What board game would you like to be in? (pp. 46-51)

Brief Dramatized Dialogue

- Read your request to your partner.
 - Ask your teacher what you need for your game. Give them a small piece of paper.
- Self-evaluation** (Answer yes or No)
- Can I explain the expressions I used to request to play a game?
- Tip:** If you are a student, go back to Activities 4.1.1 and 4.1.2.

Achievement

Exchange expressions used to accept or reject requests.

Teaching Guidelines

- Intervene in short dialogues with confidence and relevance.
- Ask and answer questions to request and contribute information.

Development

6. Take turns to be Student A and Student B using the situations and games you chose. Use the chart and your notes to help you.

In this productive activity, students will intervene in short dialogues with confidence and relevance and ask and answer questions to request and contribute information. First model this activity with a strong student. Explain that the chart can help provide instructions on how to keep the conversation going and how to respond. Ask students to check each box as they complete it. Put students into pairs and monitor and provide positive feedback during the activity. Make notes of recurring errors to go over on the board after students have completed. You can also regroup students and ask them to complete it a second time in different pairs for fluency practice.

Differentiated Instruction For this activity you can use the **Individualized Feedback** strategy. Have small cards ready with the useful language from the Appendix. As you monitor, hand out language that students can use at that moment

7. Think of a game that you want to play in class. Give a reason for your choice. Write the request to your teacher below.

Put students into groups. Tell them that you are going to play a game at the end of the class, and that they can make a request. Tell them to write their request on a piece of paper and include a reason why their request is a good idea. Monitor and offer corrections. This is important, since students will be reading their requests in front of the whole class.

Ask students who was right about the game (Monopoly). Then ask them to discuss the question: *What board game would you like to be in?* Encourage them to give reasons for their answers, and then ask students to regroup to share their ideas with different classmates.

Product: Brief Dramatized Dialogue

In this lesson, students will read the requests they wrote. Listen to all the requests and make note of all groups' requests. Then choose one game that can be played in English for a few minutes at the end of the class. Remind students that they will play in English.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

1. Prepare your dialogue.

2. Practice it.

Have all your cards with useful expressions,

questions and answers, and notes ready.

Work in small groups.

Compare the expressions, questions and answers, and notes you wrote.

Work together to act out your dialogue.

Work with another group. Rehearse and act out your dialogue.



Assessing my Learning Process

Use the rubric to evaluate your classmate's dialogue.

1. How did you feel while acting it out?

2. How did you feel about your classmate's dialogue?

3. How did you feel about your classmate's dialogue?

4. How did you feel about your classmate's dialogue?

5. How did you feel about your classmate's dialogue?

Work in small groups

Work in small groups. Take turns to organize games.

Look back through the lessons and think about what you have learned to learn to know, and to do. Then look at page 118 and check again.

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Brief Dramatized Dialogue

In this session, students will create their own brief dramatized dialogue. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, questions and answers, notes, and sentences they wrote and decide together which ones to use in a dialogue. Let students produce their final version of a dialogue and practice it. Ask students to include phrases to reject and accept requests. Then ask students to act out their dialogue in front of another group. Groups can rotate so they get to practice their dialogue several times and see different students' work.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Questionnaire

Use the rubric to evaluate your classmate's dialogue.

Once all groups have finished, ask students to fill in the questionnaire.

Self-evaluation

1. Work in small groups. Take turns to organize games.

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 118 again and check.

Tell students to go to page 118 to check the themes presented in the Appendix so they can recall what they learned.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.


Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What do you want to play together?

Finally, organize the class into small groups and read the title of the unit aloud: *What do you want to play together?* Give them a few minutes to discuss their answers while you walk around and monitor. You can ask them to come up with some useful language in groups, and then compile a list of useful language together as a class on the board.

Review

Complete the conversation with your own ideas.



Woman: Hello!

Man: I am playing.

Woman: That sounds good.

Man: I'm not that crazy about. How about ...

Woman: Hi! What are you doing?

Man: Do you want to ...?

Woman: If you ... I will ...

Man: Great! See you in a bit.

Work in pairs. Have a similar conversation.

Review

The aim of these activities is to first have students work individually so they can practice the language and skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 rubric that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. This can be done quickly and practically by highlighting the relevant boxes at different stages using different colored highlighters.

The rubric can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4 and in the development of the product. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.



Evaluation Tool

Rubric

Student's Name: _____

Notes	Student successfully uses notes to help remember information.	Student uses some notes to help remember information.	Student does not use notes to help remember information.
Participation	Student can confidently participate in a dialogue.	Student can participate in a dialogue.	Student hesitates a lot, or does not participate.
Sharing Information	Student asks and answers several questions to request and contribute information.	Student asks and answers some questions to request and contribute information.	Student doesn't ask or answer questions.
Expressions	Student uses a variety of expressions to make and respond to requests.	Student uses some expressions to make and respond to requests.	Expressions to make and respond to requests are limited.

Student's Name: _____

Notes	Student successfully uses notes to help remember information.	Student uses some notes to help remember information.	Student does not use notes to help remember information.
Participation	Student can confidently participate in a dialogue.	Student can participate in a dialogue.	Student hesitates a lot, or does not participate.
Sharing Information	Student asks and answers several questions to request and contribute information.	Student asks and answers some questions to request and contribute information.	Student doesn't ask or answer questions.
Expressions	Student uses a variety of expressions to make and respond to requests.	Student uses some expressions to make and respond to requests.	Expressions to make and respond to requests are limited.

9

How Can You Find Things Out About Others?

Unit Overview

Academic and Educational Environment

Communicative Activity

Exchanges associated to specific purposes

Social Practice of the Language

To register information about a topic to create a questionnaire.

Achievements

- Explore questionnaires with different question types.
- Read questionnaires with different question types.
- Look for and interpret documentary information about a topic.
- Write questions about a topic.

Audio

Tracks 30-31

Vocabulary

- active
- diet
- habits
- monuments
- physical
- post code
- recommend
- report

Learning to Learn

Intonation of questions

Learning to Know

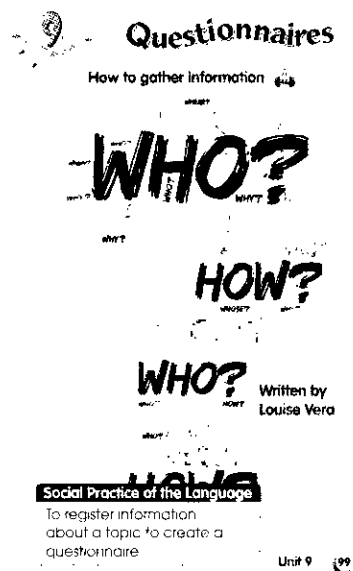
Questions

Learning to Do

Writing questions for a questionnaire

Reader

"Questionnaires," pp. 99-110, Track 46



Product

Questionnaire

Evaluation tool

Checklist

Photocopy the checklist provided on page 126 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 154.

Who was this questionnaire written for?

adults children students

Work together and say what questionnaires can be used for.

Match the questions and the topics for questionnaires.

Questions: **1** How many dogs do you have? **2** How many friends do you have? **3** How many countries do you like? **4** How many books do you read? **5** How many people do you like to see?

Topics: **A** Dogs **B** Reading **C** Friends **D** Countries **E** Books **F** People

Match the questions and descriptions of answers. Underline the question words in Activity 6 that helped you to find the answers.

1. How many dogs do you have?
2. How many friends do you have?
3. How many countries do you like?
4. How many books do you read?
5. How many people do you like to see?

Answers:
1. I have 2 dogs.
2. I have 5 friends.
3. I like 3 countries.
4. I read 10 books.
5. I like to see 10 people.

Which topic in Activity 6 do you want to find out about? What kind of questions would you ask? Make notes below.

Questionnaire

Write 5 simple questions for each of the descriptions below. Use the following questions as a guide.

1. How many dogs do you have?

2. How many friends do you have?

3. How many countries do you like?

4. How many books do you read?

5. How many people do you like to see?

Tip: You may like to use the questions in Activity 6 as a guide.

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Achievement

Explore questionnaires with different question types.

Teaching Guideline

- Classify questions according to form and topics.

Development

4. Who was this questionnaire written for?

Ask the whole class who they think the questionnaire was written for and how they know.

5. Work together and say what questionnaires can be used for.

Allow students to work in the same pairs and discuss the question. Ask them to regroup and compare their answers with another pair. Ask students what this questionnaire was used for (collect information about people's experiences, habits, or situations).

6. Match the questions and the topics for questionnaires.

Put students into pairs. Ask students to read the questions and circle the key words (e.g.: dogs, read, world, see friends, five countries, like body). Then ask students to look at the key words and match them with the headings. Monitor and reinforce the strategy of matching key words (e.g.: *In this question, what is the most important word? Dogs? Which topic is related to dogs?*) Then ask pairs to compare their answers before you nominate someone to say an answer.

7. Match the questions and descriptions of answers. Underline the question words in Activity 6 that helped you to find the answers.

Ask volunteers to answer the questions in Activity 6. Write their answers on the board; e.g.: 1. *Three*, 2. *No*, 3. *Every day*, etc. Then ask students to work in pairs and underline the question words in Activity 6 that also tell us what kind of answer will follow. Finally, let students look at the examples of answers provided and match them with the descriptions.

8. Which topic in Activity 6 do you want to find out about? What kind of questions would you ask? Make notes below.

Combine two pairs to form groups of four students. Ask them what they want to find out and to think about the kinds of questions they could ask. Tell them they don't need to write complete questions, only key words of the main ideas they would include.

Differentiated Instruction For this activity you can use the **Groups Based on Goals** strategy to group students with similar abilities together, so that each group can make notes based on their skills and with different outcomes.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.



Ask students to work in pairs and discuss how a mind map would be useful to plan a questionnaire for a topic from the first lesson.

Product: Questionnaire

In this lesson, ask students to write down five words or expressions that they might use in a questionnaire. Monitor and check (make sure the words are relevant to questionnaires or questions) and then ask them to copy their expressions onto strips of paper. This will be your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

Activity 2

Listen and complete the questions. Tell each other if there are questions you don't want to answer.

1. _____
2. _____
3. _____
4. _____
5. _____

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

Listen again. Answer the questions.

Does the intonation of each question go up or down?
Write in the box in each question C in the crossed words.

Practice saying the questions with similar intonation and stress.

Read to find out what function each question is used for.

- To obtain general information
- To obtain precise information
- To ask for reasons
- To give different opinions

Find and circle the words in the questionnaire. Choose the best way to complete the sentences.

Use *live* or *park* to complete the sentences.
Talk means *to speak*, *to make* or *to start*.

Ask and answer the questions in Activity 1.

Achievement

Read questionnaires with different question types.

Teaching Guidelines

- Categorize questions according to function (obtain precise information, propose alternatives, evaluate understanding, ask for opinions, etc.).
- Practice intonation and rhythm of questions and parts of questions.
- Use strategies to distinguish between different meanings of words that are written the same (lives, record, etc.).

Development

What information should you not give?

Ask students if there is any information about themselves that they shouldn't share with strangers or other people. Talk about how it is important not to share your name, telephone number, or address with adults or other children unless they have their parents' permission and there is a good reason for doing so. This is especially important online.

1. Listen and complete the questions. Tell each other if there are questions you don't want to answer.

Ask students to first read the questions and work in pairs to guess the missing words. Then play track 30 and ask students to write the words in the gaps. Ask

volunteers to write the missing words on the board or spell the words out loud while you write them on the board. Then ask students to work in pairs to tell each other how they feel about each question and if there are questions they don't want to answer.

Differentiated Instruction For this activity you can use the **Choral Response** strategy to encourage more participation and to be able to assess the group's responses overall.

2. Listen again. Answer the questions.

Play track 31 and let students decide if the intonation goes up or down. To check answers, ask students to show you with hand gestures if the intonation rises or falls.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Practice saying the questions with similar intonation and stress.

Group students into pairs and ask them to practice reading the questions with the stress and intonation they have marked in their books. Monitor and offer praise and corrections where necessary.

4. Read to find out what function each question is used for.

You could ask students to read the sentences and explain that these are the functions the questions have. If possible, ask them to give another examples for obtaining information, ask for opinions and reasons. Check students understanding. Here you could ask students questions orally in turns or in a game. Throw a ball to a student to ask a question, then this student throws the ball to a partner to answer it. This could be a more dynamic activity for them.

5. Find and circle the words in the questionnaire. Choose the best way to complete the sentences.

Ask the whole class to read the sentences together. Then write *live* and *park* twice on the board. Explain that *live* and *park* have two pronunciations and meanings: *I live in the city. I like live music. I play in the park. My mom parked the car.*

6. Ask and answer the questions in Activity 1.

Put students into groups and ask them to take turns to read and answer the questions. Monitor and focus on pronunciation feedback, especially intonation and sentence stress.

Ask each other one question about school.

Underline the auxiliaries and the main verbs in the questions.

When do you go to school?
What time do you go?
What do you do there?
What do you like to do?

When the teacher asks questions, write the answers.
Write the questions in your notebook.

Complete the questions with the words in the box.

is, are, do, does, don't

When do you go to school?

What time do you go to school?

What do you do there?

What do you like to do?

Remember!
Write questions in
this lesson as examples
of open and closed
questions (pp. 102-104).

Take turns to ask and answer the questions in Activity 7. Write your classmate's answers here.

Time to Shine!

Have you ever completed a questionnaire? What was it about?

Questionnaire

- Work in small groups. Write a list of questions to discuss and in a questionnaire.
- Copy the questions in your notebook and use them later.

Self-evaluation (Check the box)

I can ask and answer the questions in this lesson.

Tip: If you don't get back to Activity 4 on p. 8.

89

Achievement

Read questionnaires with different question types.

Teaching Guideline

- Compare position of auxiliaries in relation to tense and affirmative or negative aspect.

Development

7. Ask each other one question about school.

Put students into pairs. Ask them to think of one school related question to ask each other. After the activity, write them on the board and ask students to identify the correct ones and make corrections to the others in pairs.

Differentiated Instruction For this activity you can use the **Mini Lesson** strategy if you sense that students are not confident enough to identify verbs or auxiliaries. You can explain that main verbs stand alone in sentences: *I play soccer*, while auxiliaries help main verbs: *I can play soccer; I have played soccer*.

8. Underline the auxiliaries and the main verbs in the questions.

Ask students to work individually and to underline all the verbs in the questions. Ask them to compare their answers before you elicit what they underlined.

Learning to Know 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

9. Complete the questions with the words in the box.

Before they start, ask them if they can use the auxiliary *do/does/did* with the verb *be* (no).

Learning to Know 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

10. Take turns to ask and answer the questions in Activity 7. Write your classmate's answers here.

Monitor and offer praise. Do not correct students' answers at this point, but do support them with the language they need. Add new language on the board.

Time to Shine

Put students into groups and ask them if they (or if they know their parents have) have ever completed a questionnaire and what it was about. Allow them to discuss the question and then regroup them so they can share their experiences with others.



Put students in groups. Ask students to discuss the question: *Which questions in this lesson are examples of open and closed questions?* Elicit examples. (Open: Activity 1: 1, 2, 4, 5; Activity 7: 1, 2, 4; Activity 8: 1, 2, 4. Closed: 3 in each previous activity)

Product: Questionnaire

Organize the class into small groups, read the first instruction aloud, and have them follow the models included in this lesson and the Appendix to write their questions. Monitor while they work to check all their writing. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This will be your second piece of evidence.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

90

Work in groups. Tell each other which of the three topics you think will be the most interesting to create a questionnaire about.

1. **Doing sports** 2. **Watching television** 3. **Doing exercise**

Look at the index. What words are not relevant to any of the three topics? Underline them.

D **F**
 1. **Doing sports**
 2. **Watching television**
 3. **Doing exercise**
 4. **Family**
 5. **Friends**
 6. **Pets**
 7. **Health**
 8. **Food**
 9. **Drugs**
 10. **Environment**
 11. **Business**
 12. **Technology**
 13. **Art**
 14. **Music**
 15. **History**
 16. **Science**
 17. **Religion**
 18. **Philosophy**
 19. **Law**
 20. **Politics**
 21. **Economics**
 22. **Social Studies**
 23. **Mathematics**
 24. **Science**
 25. **History**
 26. **Geography**
 27. **Art**
 28. **Music**
 29. **Dance**
 30. **Theater**
 31. **Visual Arts**
 32. **Performing Arts**
 33. **Media Studies**
 34. **Communication**
 35. **Journalism**
 36. **Public Relations**
 37. **Marketing**
 38. **Business**
 39. **Finance**
 40. **Accounting**
 41. **Management**
 42. **Human Resources**
 43. **Operations**
 44. **Production**
 45. **Quality Control**
 46. **Customer Service**
 47. **Sales**
 48. **Distribution**
 49. **Logistics**
 50. **Supply Chain**
 51. **Procurement**
 52. **Manufacturing**
 53. **Engineering**
 54. **Design**
 55. **Architecture**
 56. **Interior Design**
 57. **Graphic Design**
 58. **Web Design**
 59. **Software Development**
 60. **IT**
 61. **Computer Science**
 62. **Programming**
 63. **Database Management**
 64. **Network Administration**
 65. **System Administration**
 66. **Security**
 67. **Encryption**
 68. **Firewalls**
 69. **Antivirus**
 70. **Malware**
 71. **Phishing**
 72. **Spam**
 73. **Denial of Service**
 74. **Botnets**
 75. **Zero-Day Exploits**
 76. **Buffer Overflows**
 77. **SQL Injection**
 78. **Cross-Site Scripting**
 79. **Identity Theft**
 80. **Identity Theft**

Read the texts. Which topic is each text about? Match the pictures and text.



Text 1: Picture

1. **Doing sports**
 2. **Watching television**
 3. **Doing exercise**
 4. **Family**
 5. **Friends**
 6. **Pets**
 7. **Health**
 8. **Food**
 9. **Drugs**
 10. **Environment**
 11. **Business**
 12. **Technology**
 13. **Art**
 14. **Music**
 15. **History**
 16. **Science**
 17. **Religion**
 18. **Philosophy**
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 24. **Science**
 25. **History**
 26. **Geography**
 27. **Art**
 28. **Music**
 29. **Dance**
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 50. **Supply Chain**
 51. **Procurement**
 52. **Manufacturing**
 53. **Engineering**
 54. **Design**
 55. **Architecture**
 56. **Interior Design**
 57. **Graphic Design**
 58. **Web Design**
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 66. **Security**
 67. **Encryption**
 68. **Firewalls**
 69. **Antivirus**
 70. **Malware**
 71. **Phishing**
 72. **Spam**
 73. **Denial of Service**
 74. **Botnets**
 75. **Zero-Day Exploits**
 76. **Buffer Overflows**
 77. **SQL Injection**
 78. **Cross-Site Scripting**
 79. **Identity Theft**
 80. **Identity Theft**

Text 2: Picture

1. **Doing sports**
 2. **Watching television**
 3. **Doing exercise**
 4. **Family**
 5. **Friends**
 6. **Pets**
 7. **Health**
 8. **Food**
 9. **Drugs**
 10. **Environment**
 11. **Business**
 12. **Technology**
 13. **Art**
 14. **Music**
 15. **History**
 16. **Science**
 17. **Religion**
 18. **Philosophy**
 19. **Law**
 20. **Politics**
 21. **Economics**
 22. **Social Studies**
 23. **Mathematics**
 24. **Science**
 25. **History**
 26. **Geography**
 27. **Art**
 28. **Music**
 29. **Dance**
 30. **Theater**
 31. **Visual Arts**
 32. **Performing Arts**
 33. **Media Studies**
 34. **Communication**
 35. **Journalism**
 36. **Public Relations**
 37. **Marketing**
 38. **Business**
 39. **Finance**
 40. **Accounting**
 41. **Management**
 42. **Human Resources**
 43. **Operations**
 44. **Production**
 45. **Quality Control**
 46. **Customer Service**
 47. **Sales**
 48. **Distribution**
 49. **Logistics**
 50. **Supply Chain**
 51. **Procurement**
 52. **Manufacturing**
 53. **Engineering**
 54. **Design**
 55. **Architecture**
 56. **Interior Design**
 57. **Graphic Design**
 58. **Web Design**
 59. **Software Development**
 60. **IT**
 61. **Computer Science**
 62. **Programming**
 63. **Database Management**
 64. **Network Administration**
 65. **System Administration**
 66. **Security**
 67. **Encryption**
 68. **Firewalls**
 69. **Antivirus**
 70. **Malware**
 71. **Phishing**
 72. **Spam**
 73. **Denial of Service**
 74. **Botnets**
 75. **Zero-Day Exploits**
 76. **Buffer Overflows**
 77. **SQL Injection**
 78. **Cross-Site Scripting**
 79. **Identity Theft**
 80. **Identity Theft**

Tell each other if you agree with the information in each text. Think of questions you could ask about the texts. Discuss them with your partners.

90

Achievement

Look for and interpret documentary information about a topic.

Teaching Guidelines

- Use an index, titles, and key words to recognize relevant information.
- Interpret visual resources that support content.

Development

What do you want to find out about others?

Ask students to brainstorm topics that they can find out about more using questionnaires. Ask a student from each group to write an idea on the board.

1. **Work in groups. Tell each other which of the three topics you think will be the most interesting to create a questionnaire about.**

Put students into groups. Ask them to say which of the three topics will be the most interesting for a questionnaire and why. Answers will differ here. Then ask students to discuss possible information to include in a survey about the topic they chose. Ask groups to work together and share their information.

2. **Look at the index. Underline the words that are not relevant to any of the three topics.**

Ask students what an index is and what we use it for. (We can usually find it at the back of a book with all the keywords of topics contained in the book and page numbers of where to find them in the book.) Then ask them to read the index individually and identify topics that are not important or related to any of the three topics given.

3. **Read the texts. Which topic is each text about? Match the pictures and text.**

Ask students to read the texts and circle the key words. (Text 1: doing sports, exercise, free time, nature, feel good, park, healthy, time inside watching television, playing computer, play musical instrument, making art, spend free time, family, friends, pets; Text 2: doing exercise, eating well, health, recommend fruit, vegetables, eat sugar, oil, fat, physical activity, walking, running, playing, sport) Then ask them which of the topics from Activity 1 each text talks about.

Differentiated Instruction For this activity you can use the **Jigsaw** strategy to allow struggling students to read only one of the texts and to work in pairs.

4. **Tell each other if you agree with the information in each text.**

Put students into groups. Ask them to discuss the information in the texts and ask them to say if they think it is true in their experience. Monitor and ask students to give reasons for their opinions.

Read the questions. Underline the ideas in the text related to each question. Use the glossary to help you.

Read the questions. Underline the ideas in the text related to each question. Use the glossary to help you.

Read the questions. Underline the ideas in the text related to each question. Use the glossary to help you.

Work in small groups. Ask and answer the questions in Activity 5.

Which of the topics would you choose for a questionnaire? Which of the following could you use to search for information?

Underline ideas in Text 1 that can be used to create questionnaires. Make notes on questions you could include in a questionnaire about free time activities below.

Questionnaire

Work in small groups. Ask and answer the questions in Activity 5.

Self-evaluation (Answer questions 1-3)

Tip: If you are working in groups, go to Activity 5 page 91.

Achievement

Look for and interpret documentary information about a topic.

Teaching Guidelines

- Select reference sources to search for information according to chosen topics.
- Assess main ideas and select information to create questionnaires.

Development

5. Read the questions. Underline the ideas in the text related to each question. Use the glossary to help you.

Put students into pairs and ask them to find the ideas in the text that each question asks about. Encourage them to use the Glossary to find the meaning of new words. Ask pairs to compare and share their ideas with other pairs. Then ask volunteers to read what they underlined.

6. Work in small groups. Ask and answer the questions in Activity 5.

Put students into small groups of three or four students. Ask them to take turns to read a question and for everyone to answer each question. Monitor and only provide feedback when errors interfere with

communication. You can ask them how healthy they feel after completing the questionnaire.

7. Which of the topics would you choose for a questionnaire? Which of the following could you use to search for information?

Ask students which of the three topics they would choose. Then divide them into pairs again and ask them to check the sources that they can use to search for their information. Answers will vary.


7 Differentiated Instruction For this activity you can use the **Task Card** strategy to provide different outcomes for groups of different abilities; e.g.: *Use these words to write questions. / Write complete questions. / Write different question types. / Complete these questions.*

8. Underline ideas in Text 1 that can be used to create questionnaires. Make notes on questions you could include in a questionnaire about free time activities below.

Ask students to underline information that could be used to write questions in Text 1 the same way they did in Text 2. Then ask them to make notes based on the information they underlined.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

 Put students in groups. Ask students to discuss the question: *What is difficult about asking people to answer your questionnaire?* You can elicit ideas and write them on a mind map. Some examples include: time, attitude, personality, technology.

Product: Questionnaire

If possible, support students to search for information about a topic of interest on the Internet, otherwise allow them to use Text 1 in this lesson. Monitor while they work to check progress. This activity will be your third piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4

92



What kinds of topics and questions would you include in a questionnaire about culture?

Answer the questions.



Which question is not specific?

Choose the correct option to complete each question.

How many people visit Mexico City?

How many people visit Mexico City?

What are the most popular sports in Mexico?

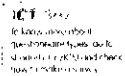
What are the most popular sports in Mexico?

What are the most popular sports in Mexico?

What are the most popular sports in Mexico?

Write three options for question c. Include one option that is not Mexican.

Take turns to ask and answer your questions from Activity 3.



ICT Box
6. Focus on using the questions to foster communication and collaboration among them.

92

Achievement

Write questions about a topic.

Teaching Guidelines

- Explore alternatives to write questions, based on the topic and audience (questions with a single verb, or several, modal verbs, open, closed).
- Include details in questions to make them more precise.

Development

What have you learned about others this week?

Write on the board: *What have you learned about others this week?* First offer your own personal example; e.g.: *I asked Juana what she liked to do in her free time. She said that she goes running. Pedro also goes running.* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. What kinds of topics and questions would you include in a questionnaire about culture?

Ask students to brainstorm the different topics related to culture in pairs. Monitor and use questions to let students know if they are not on track; e.g.: *Is football a part of culture?* Elicit answers from the class and write them on the board.

Differentiated Instruction For this activity you can use the **Bubble Map** strategy to get students to brainstorm topics.

2. Answer the questions.

Have students read the questions and answer according to their background knowledge. By reading these questions, they explore the way questions are formed to ask details to make them more precise. This activity works as a model of questions for them. So the answers can be logical or accurate but that is not the main point of this activity.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

3. Which question is not specific?

Ask students which question has the most possible answers. Use another example to illustrate this; e.g.: *Can you name an animal?* Ask students to answer the question. Then ask students how the other questions are more specific (they ask for numbers, multiple choice).

4. Choose the correct option to complete each question.

Ask students to work in pairs and choose the best way to complete each question. Ask them to use the questions in Activity 2 to help them. Monitor and ask students to compare their incorrect answers with the model questions in Activity 2. Ask pairs to share and compare their answers. Then when everyone has finished, ask students to read the questions out loud.

5. Write three options for question c. Include one option that is not Mexican.

Tell students that they can choose any cultural topic (music, art, food, dance, language, literature, history) and write two Mexican things and one non-Mexican thing that are examples of the same topic. Monitor and offer praise. Point out when students are not writing three things of the same topic.

6. Take turns to ask and answer your questions from Activity 3.

Put students into groups of four so that two pairs now work together. Ask them to take turns to interview each other with their questionnaires in Activity 4. Monitor and offer pronunciation and corrections and provide language where needed for them to answer.

Look how the first question was corrected. Then correct the next ones. Rewrite each question. Add one question of your own.

What is your favourite subject?

How many children are there?

Can you tell me about your school?

What is your favourite colour?

How are you getting on today?

How are you getting on today?

How are you getting on today?

How are you getting on today?

How are you getting on today?
 How are you getting on today?
 How are you getting on today?
 How are you getting on today?

Take turns to ask and answer the questions in Activity 7. Complete the chart.

1	
2	
3	
4	

Reader
 How do you prefer to present information?
 up 108 TC

Questionnaire

Write in the spaces. Move past the question mark to use several questions more.
 Ask your partner to check your questionnaire. Copy them into your notebook.

Self-evaluation (Answer Yes or No)
 Can you write the question mark about the topic I want to present more about?
 Tip: Use your spelling list to check the spelling of the words.

93

Achievement

Exchange expressions used to accept or reject requests.

Teaching Guideline

- Review spelling and punctuation conventions (apostrophes, exclamation and question marks).

Development

7. Look how the first question was corrected. Then correct the next ones. Rewrite each question. Add one question of your own.

Ask students what punctuation we need with questions in English (only one question mark at the end of the sentence). Have them review the example and check what was corrected. Guide them. Put students into pairs and ask them to find mistakes and rewrite the questions. Tell them to double check question words and punctuation. Monitor and help students with question formation. Make sure that the final question is written accurately. Elicit examples of questions and write them on the board to provide more correct examples and models for students.

Differentiated Instruction For this activity you can use the **Mini Lesson** strategy to refresh students' knowledge about apostrophes. Remind them that we use 's after a singular word and s' after a plural; e.g.: *the cat's milk* (one cat), *the cats' milk* (many cats).

Learning to Do 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

8. Take turns to ask and answer the questions in Activity 7. Complete the chart.

First tell students that they need to write the topic of the question they wrote in the last column of the first row of the chart. Then put students into groups of five and ask them to take turns to ask and answer their questions. Tell them to note down the other students' answers in their group.



Put students in pairs. Ask them to discuss the question: *How do you prefer to present information?* Ask them to give reasons for their answers. Then regroup them and ask them to share their ideas. Highlight that it depends on the kind of information and on who you are presenting to.

Product: Questionnaire

In this lesson, students will add questions to their list. Put them in groups and ask them to add at least three questions. Monitor and check if students have written questions accurately. You can refer them to the Appendix also to help them check their own work or another group's. Then ask students to copy their questions onto a piece of paper.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.



Product and Assessing my Learning Process

Product

How to create a questionnaire

- Read all your cards with verbs, expressions, collocations, selected information, and list of questions in class.
- Work in small groups.
- Compare the expressions, cards with selected information, and list of questions you wrote.
- Choose your list of questions and select the information that is relevant to your topic. That you will use to create questions more.
- Write at least five different questions. Use different question types.
- Check your spelling and punctuation.
- Work with another group. Ask them to answer your questionnaire.

How to evaluate a questionnaire

- Use the checklist to evaluate your questionnaire.
- Ask students for information about their tips.
- Ask students relevant information.
- Write different types of questions.
- Our questions are written correctly.
- We checked our spelling and punctuation.

How to check

- Work in small groups. Take turns to explain how to create a questionnaire. Give examples where you can.
- Look back through the lessons and check what you have learned to learn, to know, and to do. Then look at page 119 and check again.
- In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

94

Questionnaire

In this session, students will create their own questionnaire. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, selected information, and list of questions they wrote and decide together which ones to use (or write new ones) to create a questionnaire. Let students produce their final questionnaire. You can ask them to check their own spelling and punctuation, or to edit and swap their work. Then ask students to work together with another group to take turns to interview each other using their questionnaire. If there is time, they can interview more than one other group to collect information about the class.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Checklist

Use the checklist to evaluate your questionnaire.

Ask students to reflect on each of the items and to check the ones they think they accomplished.

Self-evaluation

1. **Work in small groups. Take turns to explain how to create a questionnaire. Give examples where you can.**

Organize students in pairs. Read the instructions aloud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 119 again and check.**

Tell students to go to page 119 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

How can you find things out about others?

Finally, organize the class into small groups and read the title of the unit aloud: *How can you find things out about others?* Give them a few minutes to discuss their answers while you walk around and monitor, making notes. Summarize what has been said; try to include everyone's ideas using your notes.

Review

Work in pairs. Use the words to write questions.

the climate is / is / are

bring / bring / bring / bring / bring

heat / heat / heat / heat / heat

with / with / with / with / with

Work in small groups. Write four more questions about the topic.

Work in different groups. Take turns to ask and answer the questions.



Evaluation Tool

The checklist that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. This can be done quickly and practically by checking the relevant boxes. The checklist can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4 and in the development of the product. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.

Review

The aim of these activities is to first have students work individually so they can practice the language and skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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

Checklist

Student's Name: _____

- Can identify and categorize different question types.
 - Can practice rhythm and intonation of questions.
 - Can select relevant information about a topic.
 - Can write different question types.
 - Can write questions to get specific information.
 - Can review spelling and punctuation.
-

Student's Name: _____

- Can identify and categorize different question types.
 - Can practice rhythm and intonation of questions.
 - Can select relevant information about a topic.
 - Can write different question types.
 - Can write questions to get specific information.
 - Can review spelling and punctuation.
-

Student's Name: _____

- Can identify and categorize different question types.
- Can practice rhythm and intonation of questions.
- Can select relevant information about a topic.
- Can write different question types.
- Can write questions to get specific information.
- Can review spelling and punctuation.

10

How Can You Explain How to Get Somewhere?

Unit Overview

Family and Community Environment

Communicative Activity

Exchanges associated to the environment

Social Practice of the Language

To exchange information to move around in a place.

Achievements

- Explore directions.
- Understand directions.
- Describe the immediate environment as a reference point.
- Give directions.
- Write directions to get from one place to another.

Audio

Tracks 32-37

Vocabulary

- bakery
- block
- directions
- fire station
- fountain
- interrupt
- mall
- ride

Learning to Learn

Being polite

Learning to Know

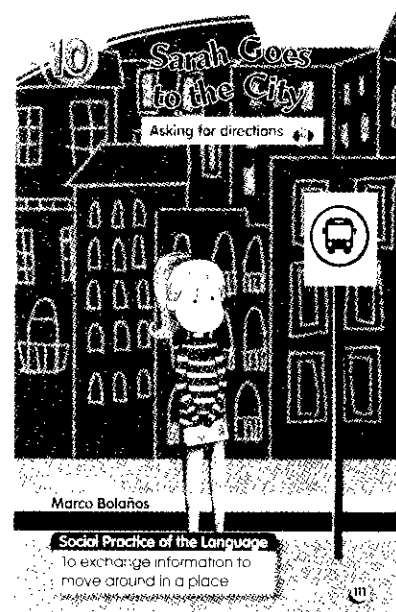
Prepositions

Learning to Do

Asking for and giving directions

Reader

"Sarah Goes to the City," pp. 111-122, Track 47



Product

Quick Guide to Get to Places

Evaluation tool

Rubric

Photocopy the rubric provided on page 138 and use it to evaluate students.

Worksheet

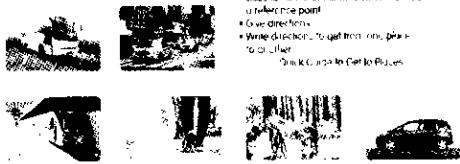
As an extra activity, you can use the Worksheet on page 155.

Lesson 1

How Can You Explain How to Get Somewhere?

Work together and use the words in the box to name each picture. Which option is the best where you live?

take a taxi
take the metro
take a bus
ride a bike
get a ride
walk



Look at the diagrams with the words in Activity 1. Talk about how you get to places. What transport do you use?

take a taxi
take a bus
take the metro
walk to
ride a bike
get a ride

Listen and check the transport that is talked about.

Listen again. Answer the questions.

1. Why do you take a taxi to the station?
2. Why do you take a bus to school?
3. Why do you take the metro to work?
4. Why do you walk to the library?
5. Why do you ride a bike to the park?
6. Why do you get a ride to the mall?

96

Achievement

Explore directions.

Teaching Guidelines

- Differentiate between who gives and who follows directions.
- Analyze ways in which visual resources can be used when giving directions (maps, etc.).
- Evaluate purpose of directions.

Development

How can you explain how to get somewhere?

Write on the board: *How can you explain how to get somewhere?* Divide the class into small groups and ask them to discuss the question. Elicit some responses from different groups. If students are having trouble answering, you can provide an example; e.g.: *Can you tell me how to get to the cafeteria?*

1. Work together and use the words in the box to name each picture. Which option is the best where you live?

Divide students into pairs. Ask them to write the words that describe the different means of transport. Monitor and guide students who have written the incorrect words with questions like: *Are you sure that is a bus?*

2. Look at the diagrams with the words in Activity 1. Talk about how you get to places. What transport do you use?

Ask students to remain in pairs and to read the mind maps with the different means of transport. Then model the activity by asking a strong student: *What transport do you use?* Ask them to ask you too and provide an example, like: *I take the bus to school. I get a ride home.* Monitor and provide new language on the board when needed.

Differentiated Instruction For this activity you can use the **Three-minute Pause** to allow students to summarize and recap the main information they understood in the listening activity.

3. Listen and check the transport that is talked about.

Ask students to listen and check any of the transport they hear in the listening. Then read each transport and ask students to raise their hands if they heard it mentioned in the listening.

4. Listen again. Answer the questions.

Allow students to read the questions before you play track 33. Ask them to listen and write their answers. Then ask them to compare their answers in pairs, before asking volunteers to share their answers.

How can we give directions? Complete the directions from the dialogue:

A: Where's the bank?
B: It's on the left.

Discuss the questions together.

Where's the bank?
How do you get there?

Complete the names of the places. Then, compare your answers with your partners.



Complete the directions with places from Activity 7.

Go to the bank.
Turn right in bank.
Walk straight on until you reach the bank.
Turn right the second time.

What other places are important in your town? Work together and make a list.

Work in groups. Answer the questions.

1. Write down five words or phrases that describe the city.
2. Write down five words or phrases that describe the town.
3. Write down five words or phrases that describe the village.

Students
How do you
think the
city feels?
Why?
How do you
think the
town feels?
Why?
How do you
think the
village feels?
Why?

Quick Guide to Get to Places

Write down five words or phrases that describe the city, town, or village, using giving directions.

Copy, learn, and use these on strips of paper.

Self-evaluation (20 minutes)

1. Can you give examples of things that were useful to you?

Tip: If you can't get stuck with Activities 4 and 5.

97

Achievement

Explore directions.

Teaching Guideline

- Expand vocabulary repertoire about places and means of transportation.

Development

5. How can we give directions? Complete the directions from the dialogue.

The answers provided are from the listening, but there are also other possibilities (go, continue straight / go left). Ask students to spell the words they wrote together as a class to check answers.

6. Discuss the questions together.

Regroup students so the pairs form groups of four. Ask them to discuss the two questions. Then ask one student from each group to share their ideas with the rest of the class.

7. Complete the names of the places. Then, compare your answers with your partner's.

Divide students into pairs. Ask them to work together to write the missing letters to complete the words. Ask them to compare what they wrote with other pairs before asking the class to shout out the missing letters in each word.

Differentiated Instruction For this activity you can use **Speedometer** strategy to evaluate how students are finding this activity. This way, you can regroup and provide more support to students who found the vocabulary challenging in the following activity.

8. Complete the directions with places from Activity 7.

Ask students to work individually and use some of the words from the previous activity to complete the sentences. Ask students to compare answers in small groups, before asking volunteers to write the words on the board. Make corrections if needed.

9. What other places are important in your town? Work together and make a list.

Divide students into pairs. Ask them to make a list of places that are important in their town. Tell them they must be places that most people know and use to give directions (points of reference). Set a time limit. Then ask students to count the words they wrote down. Ask the pair with the least words to read their list. Then ask the pair with the most words to add words the other pair hadn't said.

10. Work in groups. Answer the questions.

Put students into different groups. Ask them to discuss the questions. Make note of other language. If there are recurring errors, go over these on the board after students have completed the discussion. Ask a different person from each group to provide an answer for one of the questions.



Ask students to discuss the questions: *How do you think Sarah feels? Why?* Ask students to imagine how she feels alone in the city for the first time. You can also ask students if they have been to a city or used the metro and if they can remember how they felt.

Product: Quick Guide to Get to Places

In this lesson, ask students to write down five words or expressions that they might use when giving directions. Monitor and check (make sure the words are relevant to directions) and then ask them to copy their expressions onto strips of paper. This will be your first piece of evidence. 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

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 2

Look at the incomplete questions. What do you think the conversation will be about? Work together and complete the questions.

Where ... the world to go?
... the English?
... the world to go?
What ... the English?

Listen and write one more question about what is happening in the dialogues.

Write the answers to the questions about the dialogue. Then listen again and check your answers.

Write the words to complete the sentences. Notice that they talk about distances. Then, listen again.

Write one more question together to check your understanding of the dialogues. Find a classmate who can answer your question.

98

Achievement

Understand directions.

Teaching Guidelines

- Think of questions while listening to improve understanding.
- Ask questions to check understanding.

Development

Where do you go most often? How far is it?

Ask students to think about the place they go most often (that is not school or home) and what they do there. Allow half a minute or so thinking time. Then ask students to mingle and find as many classmates as they can who go to the same place for the same purpose. Ask students how many "matches" they found and ask volunteers to share their information.

1. Look at the incomplete questions. What do you think the conversation will be about? Work together and complete the questions.

Put students into pairs and ask them to complete the questions by writing one word in each gap. Then ask students to compare their answers with other pairs. Ask volunteers to write the missing words on the board.

Differentiated Instruction For this activity you can use the **Choral Response** strategy to encourage more participation from less forthcoming students and to be able to assess the group's responses overall.

2. Listen and write one more question about what is happening in the dialogues.

First ask students to read the instruction. Tell them they are going to write one more questions to ask about what is happening in the dialogue. Elicit some words that they can start their questions with (What / Where / Who / Did / Is). Then play track 34 and give students time to write their questions in pairs. Regroup students into groups of six and ask them to read their questions and help check each other's questions. Monitor and provide corrections.

3. Write the answers to the questions about the dialogue. Then listen again and check your answers.

Before you let students listen track 35, ask them to see which of the questions they can answer already. Then play the listening again and let students write the answers in their books. Tell them that they also have to answer their own question that they wrote in the previous activity.

4. Write the words to complete the sentences. Notice that they talk about distances. Then, listen again.

Ask students to read the excerpts and ask them what kind of information is missing (distance). Play the track 36, pausing after each answer and asking the class to shout out what they wrote.

5. Write one more question together to check your understanding of the dialogues. Find a classmate who can answer your question.

Ask students to work together to write another question. Monitor and check that all questions contain auxiliary verbs if needed. Once all pairs have written their questions, ask students to walk around the class and ask each other their questions to see if they understood the dialogue. Monitor and provide feedback, focusing on meaning and content, rather than grammar.

Why do we use abbreviations? Work together and match the words with their abbreviations.

- the house _____ km
- kilometers _____ h
- minutes _____ m
- hours _____ s

Tell each other how far these places are from your house or school. Is this aspect important when you give directions? Why?

- the school _____
- the park _____
- the library _____

Read the dialogue. Circle the places and the points of reference. Underline the directions to get to a place.

A: How do I get to the school?
 B: Go straight down the road. Turn right at the traffic lights. The school is on the right. It's just past the bank. Walk for five minutes. You'll see the school. It's a big building with a clock tower.

- A: Thank you. How far is it from the school?
- B: It's about 10 minutes' walk.
- A: How do I get to the bank?
- B: It's just across the road.

Time to Shine!
 What are the most important points of reference where you live?

Practice reading the dialogue together. Then have the conversation using your own words.

Quick Guide to Get to Places

Write or draw a map. Write or draw the way to the places. Highlight the directions.

• Circle the words and phrases that give the directions.

Self-evaluation (A) Answer the questions.

• How do you think you did? (Use a scale from 1 to 5.)

Tip! Try to include the directions and the points of reference.

Achievement

Understand directions

Teaching Guidelines

- Compare expressions that talk about places and points of reference.
- Classify expressions and abbreviations to indicate distance.

Development

6. Why do we use abbreviations? Work together and match the words with their abbreviations.

Ask students how far their house is from school. You might get different kinds of responses in blocks, kilometers, or even time. Then ask students to match the words to their abbreviations. Ask them if they know the distance to their house in different equivalents. (1,000 m = 1 km = 0.62 mi = 3,280 feet)

7. Tell each other how far these places are from your house or school. Is this aspect important when you give directions? Why?

Put students into pairs. Tell students they can choose the unit of measurement to use. You can write the following sentence on the board: *The _____ is _____ from my house.* Monitor and

respond to students' contributions with questions or comments like: *Wow, that's really close/far! How do you get there?* Elicit the answers to the questions.

8. Read the dialogue. Circle the places and the points of reference. Underline the directions to get to a place.

Ask students to read the dialogue individually (so they focus on reading and understanding rather than pronunciation). Then ask them to work in pairs and circle the places recognize the underlined words that indicate movement. First elicit the places and points of reference, writing them on the board, and then do the same with the underlined words.

9. Practice reading the dialogue together. Then have the conversation using your own words.

Put students into pairs and ask them to practice reading the dialogues together. Monitor and correct pronunciation where necessary. If there are recurring errors, drill them with the whole class and ask students to read the dialogue again. Have them use their own words to perform their dialogues.

Differentiated Instruction For this activity you can use the **Groups Based on Goals** strategy if you sense that students need to be challenged more. Ask them to modify the dialogue to create their own version of it.

Time to Shine

Ask students to describe the most important points of reference where they live.

Put students in groups. Ask students to predict what Sarah is going to do. Note down their predictions for the next time you read.

Product: Quick Guide to Get to Places

Organize the class into small groups, read the first instruction aloud and have them use some of the examples included in this lesson. Once you have checked them all, read the second instruction and monitor while they copy them onto cards. This activity will be your second piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 3

Work together and match the phrases used to ask for or give directions that mean the same.

- | | |
|--|---|
| <p>1. Turn left.</p> <p>2. Turn right.</p> <p>3. Turn left.</p> <p>4. Turn right.</p> <p>5. Turn left.</p> <p>6. Turn right.</p> | <p>7. Turn right.</p> <p>8. Turn left.</p> <p>9. Turn right.</p> <p>10. Turn left.</p> <p>11. Turn right.</p> <p>12. Turn left.</p> |
|--|---|

Listen and repeat the phrases you can use to ask for directions. Write down three places. Practice interrupting and asking politely for directions.

- Look at the map. Read the descriptions and decide together where each person (A-C) is on the map.
- A person is in the middle of the main road, looking to the right.
 - A person is in the middle of the main road, looking to the left.
 - A person is in the middle of the main road, looking to the right.



100

Achievement

Give directions.

Teaching Guidelines

- Ask for others' attention assertively and politely to ask for directions.
- Improve pronunciation of widely used words and expressions.

Development

Which new place would you like to visit?
How would you ask for directions?

Ask students to work in pairs and answer the two questions. Monitor and write new language on the board that students can use to complete this task. Then regroup students so that they now work in groups of four. Ask them to share their ideas again.

1. Work together and match the phrases used to ask for and give directions that mean the same.

Put students into pairs again. Ask them to work together to match the phrases with a similar meaning.

Differentiated Instruction For this activity you can use the **First of Five** strategy to allow different and shy students to participate when asking for answers.

2. Listen and repeat the phrases you can use to ask for directions.

Allow students to listen to track 37 and check their answers. Go over the answers as a class. Then play track 37 again, allowing them to repeat each phrase. Try to listen and identify any mispronunciations. If there are any, write the words on the board and ask students to repeat those words again.

3. Write down three places. Practice interrupting and asking politely for directions.

First ask students to work individually and write three places that they want directions to. Then group students into groups of four or five. Tell them to work together and interrupt each other to politely ask for directions. Remind them that they can use the phrases from Activity 1 to help them.

Learning to Learn

Remind students that they can look at the Appendix to help them use polite language when asking directions.

4. Look at the map. Read the descriptions and decide together where each person (A-C) is on the map.

Put students into pairs. Ask them to look at the map. Then ask them to read the three different descriptions and write the letter of each description on the map. If students are not very familiar with cardinal points, draw and write them on the board. Monitor and provide help where needed. Draw the nine blocks on the board and ask volunteers to write the letters in the correct places.

Draw an X on the map. Describe where you are on the map.

Figure 10.1 shows a student's work for this activity. The student has drawn an X on the map and has written the following description:

Draw an O on the map where you want to go. Ask your partner for directions.

Ask for their attention. Ask how to get somewhere.

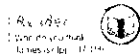
Ask where they are.

Say where you are.

Give directions.

Check directions.

Say if they are correct.



What do you know about the city? How many streets are there? How many buildings are there? How many parks are there?

Quick Guide to Get to Places

Write down four sentences to give directions.

Copy your directions onto a piece of paper.

Self-evaluation

Did you give clear directions? Did you use a map? Did you use a compass? Did you use a ruler? Did you use a protractor?

Tip: You can use a map to help you give directions.

101

Achievement

Describe the immediate environment as a reference point.

Teaching Guidelines

- Use previous knowledge on giving directions.
- Express personal location and that of others using cardinal points and other references (In the north of this city, you will find..., The nearest bank is just four blocks away, etc.).
- Practice different ways of giving and asking for directions.

Development

5. Draw an X on the map. Describe where you are on the map.

Put students into pairs. Ask them to choose a point on the map. Then ask them to complete the description of their immediate environment by completing the sentences provided. Monitor and check descriptions.

6. Draw an O on the map where you want to go. Ask your partner for directions.

Ask students to individually choose a place they want to go on the map from their starting point in Activity 5. Then put them into different pairs. Ask them to take turns to ask and give directions (by responding to either the blue or green boxes). You can first model

this activity with a strong student to help students understand what they need to do. Then ask them to practice their dialogue. Monitor and help students where needed by saying the first part of a useful phrase for them to complete or writing it on a piece of paper for them.

Differentiated Instruction For this activity you can use the **Stimulate Student Senses** strategy to engage them in the activity. Ask them to imagine the town on the map. Ask them to then imagine where they are standing in the town: What can they see? What can they hear? What can they smell?

Learning to Do 120

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.



Put students in groups. Ask students to check their predictions and then discuss who they think James is. We know that they are good friends and that they know each other from before. Maybe they went to the same school and then James moved to the city.

Product: Quick Guide to Get to Places

Students will write down four sentences to give directions. Organize the class into pairs and allow them to work together to select relevant sentences. Monitor while they work to check progress and help them make corrections. Then ask them to copy their sentences onto pieces of paper. This activity will be your third piece of evidence in this unit; ask students to file it following the procedure of your preference.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understands what each statement refers to. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Lesson 4

Look at the map. Check what you see.

airport bank hospital school
 bus stop cinema market park playground
 cafe library supermarket police station

Describe the town together.

There is a / There are

There is a park. It is big.
 There is a school. It is big.
 There is a police station. It is big.



Read the dialogue. Mark the starting point and destination.

A: Hi, I'm going to get to the library.
 B: How do you get to the library?
 A: I go to the library by bus. I get off the bus at the library. I walk to the library.
 B: How do you get to the library?
 A: I go to the library by bus. I get off the bus at the library. I walk to the library.

Mark your own starting point and destination. Write sentences to explain how to get to the destination.

102

Achievement

Write directions to get to one place from another.

Teaching Guidelines

- Select the starting point and destination.
- Write sentences to indicate how to get somewhere.
- Ask questions to add necessary details.

Development

What places have you gone this week?

Write on the board: *What places have you gone this week?* First offer your own personal example; e.g.: *I went to the supermarket on Wednesday, and the library on Thursday.* Ask students to share ideas in pairs. Regroup pairs so that they form groups of four and share their ideas again.

1. Look at the map. Check what you see.

Ask students to work in pairs. Let them work together and look at the map and check the places that are included on the map. After students have finished, check the answers and ask follow up questions to check understanding; e.g.: *Is there an airport? What do people do at an airport? Is there a bakery? What do people buy at bakeries?*

2. Describe the town together.

Ask students to work together and describe the town. Encourage them to use *There is/There are*. More advanced students can describe the locations; e.g.: *There is a supermarket next to the bakery.* Monitor and ask students questions to further encourage them to speak like: *Where is the supermarket? Is it a small or a big town?*

3. Read the dialogue. Mark the starting point and destination.

Ask students to continue working in pairs. Ask them to read the short dialogue and decide where the person is on the map, and where they want to go. Ask them to mark the two places on the map and then compare their answers with other pairs.

4. Mark your own starting point and destination. Write sentences to explain how to get to the destination.

Ask students to work individually and use the model in Activity 3 to now do the same with their own starting point and destination. Monitor and provide language as needed. You can also point students to the Appendix, if they want to look at more useful language for giving directions.

Differentiated Instruction For this activity you can use the **Mini Lesson** strategy to get students to focus on the language used to give directions in the model dialogue. Ask students to underline the directions.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.



Product and Assessing my Learning Process

Product

1. Write directions to a place in your neighborhood.

- Write directions to a place in your neighborhood.
- Write directions to a place in your neighborhood.
- Write directions to a place in your neighborhood.
- Write directions to a place in your neighborhood.
- Write directions to a place in your neighborhood.



2. Use the rubric to evaluate your work.

Use the rubric to evaluate your work.

Clear starting point and destination	At the starting point, the destination is clearly stated.	At the starting point, the destination is clearly stated.	At the starting point, the destination is clearly stated.
Clear directions	Directions are given in a clear, step-by-step manner.	Directions are given in a clear, step-by-step manner.	Directions are given in a clear, step-by-step manner.
Points of reference	Points of reference are used to help the listener find the destination.	Points of reference are used to help the listener find the destination.	Points of reference are used to help the listener find the destination.
Answers to questions	Questions are answered clearly and accurately.	Questions are answered clearly and accurately.	Questions are answered clearly and accurately.

3. Work in pairs.

Work in pairs. Take turns to give directions to a place in your neighborhood and listen to each other's directions.

Look back through the lessons and check what you have learned to learn, to know, and to do.

After that, you can go to page 120 again and check.

104

Quick Guide to Get to Places

In this session, students will create their own guide. Put students into groups. Encourage them to use all the language in their portfolio to help them with the task. Tell them to pool together all the expressions, selected information and list of questions they wrote and decide together where they want to give directions to and which ones to use (or write new ones) in their quick guide. Let students produce their guide. Monitor and provide corrections. Then ask students to work together with another group to take turns to give and listen to each other's. Ask students to draw a map as they are listening and to ask questions to get more details. Monitor and provide positive feedback. If there is time, allow different groups to read their directions and for the rest of the class to say where the directions are to.

Remember you always have the option to adapt the product to your class's needs and interests. If students are not confident enough to come to the front of the class, first put them into pairs and ask them to practice. You can then regroup and ask them to practice again and again, until they feel more confident.

Assessing my Learning Process

Rubric

Use the rubric to evaluate your quick guide.

Once all groups have finished, ask for students to evaluate each others' guide using the rubric.

Self-evaluation

1. **Work in small groups. Take turns to give directions to somewhere in the school. Listen and say what you think the destination is.**

Organize students in pairs. Read the instructions out loud. Monitor and provide support as needed. Regroup students into groups of four and ask them to discuss their responses. Give students a minute to reflect on how successfully they completed the activity. Elicit reflections from the different groups.

2. **Look back through the lessons and check what you have learned to learn, to know, and to do. After that, you can go to page 120 again and check.**

Tell students to go to page 120 to check the themes presented in the Appendix so they can recall what they learned.

3. **In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you to improve.**

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

How can you explain how to get somewhere?

Finally, organize the class into small groups and read the title of the unit aloud: *How can you explain how to get somewhere?* Give them a few minutes to discuss their answers while you walk around and monitor, making notes. Summarize what has been said; try to include everyone's ideas using your notes.

Review

104

Review

Look at the map. Complete the dialogue.

A: How do I get to the supermarket?

B: Sure. Why don't you go to the school first and then go to the bank. From the bank, go left and you will see the supermarket. It is just in front of the school.

A: OK. Thank you very much.

B: There's nothing to be afraid of.

A: OK. Thank you very much.

B: That's right.

A: Thank you.

B: Bye.



Practice the dialogue together using your own words.

Ask and give directions to a different place on the map.

105

Review

The aim of these activities is to first have students work individually so they can practice the language and skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. They then have an opportunity for further practice in pairs or in groups. 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 rubric that you photocopied at the beginning of the unit is an extremely useful tool for evaluating each student individually. This can be done quickly and practically by highlighting the relevant boxes. The rubric can be used in Lessons 3 to 4 to assess how well students are achieving the outcomes of this unit. You can carry out an initial assessment in Lesson 3 and simply adjust it as necessary by the end of Lesson 4 and in the development of the product. This will also give you a sense of how learners have progressed.

Always keep in mind that this tool will help you identify both struggling and advanced students (who may already be able to successfully complete the outcomes before they have worked on the related activities), which will give you the opportunity to use more open tasks to allow for different learning outcomes.

Evaluation Tool

Rubric

Student's Name: _____

Immediate Environment	The student's immediate environment is described clearly and in detail.	The student's immediate environment is described mostly clearly and in detail.	The student's immediate environment is not described clearly.
Clear Directions	Directions are provided clearly and correctly.	Directions are provided mostly clearly and correctly.	Directions are not provided clearly and correctly.
Points of Reference	Several points of reference and other details are provided.	Some points of reference and other details are provided.	Few or no points of reference or other details are provided.
Answered Questions	Questions are answered completely and clearly.	Questions are answered mostly clearly.	Questions are not answered.
Understanding	Student understands directions in detail.	Student understands most directions.	Student doesn't understand most directions.
Asking Questions	Student asks efficient questions about details while listening.	Student asks questions about details while listening.	Student doesn't ask questions about details while listening.

Student's Name: _____

Immediate Environment	The student's immediate environment is described clearly and in detail.	The student's immediate environment is described mostly clearly and in detail.	The student's immediate environment is not described clearly.
Clear Directions	Directions are provided clearly and correctly.	Directions are provided mostly clearly and correctly.	Directions are not provided clearly and correctly.
Points of Reference	Several points of reference and other details are provided.	Some points of reference and other details are provided.	Few or no points of reference or other details are provided.
Answered Questions	Questions are answered completely and clearly.	Questions are answered mostly clearly.	Questions are not answered.
Understanding	Student understands directions in detail.	Student understands most directions.	Student doesn't understand most directions.
Asking Questions	Student asks efficient questions about details while listening.	Student asks questions about details while listening.	Student doesn't ask questions about details while listening.

Audio Scripts

TRACK 1

Copyright

UNIT 1

TRACK 2

Listen and circle the activity in the picture. Then circle how each conversation happens.

Conversation 1

Hector: Hi, Brenda!

Brenda: Hi, Hector, what have you got there?

Hector: It's my clothes. We're playing soccer later. Do you want to come?

Brenda: I would love to. What time?

Hector: We're meeting at the park at 3:00.

Brenda: Great, I'll see you there!

Hector: See you there!

Conversation 2

Federico: Hello!

Paula: Hi, Federico? This is Paula.

Federico: Hello! How are you?

Paula: Good, thanks. I'm calling to let you about a soccer game today at 3:00. A few of us are going to the park. Are you busy?

Federico: Ah... I'm sorry, but I've got my French class today.

Paula: What a pity! Hopefully next time!

Federico: Definitely! Thanks for calling.

Paula: Bye!

TRACK 3

Work in pairs. Reflect on how the conversations happen and complete the sentences.

(same audio from Track 2)

TRACK 4

Listen to the first conversation again and write B (Brenda) or H (Hector).

(same audio from Track 2)

TRACK 5

Listen and circle the one that sounds friendlier.

1 Are you busy?

2 Are you busy?

1 Do you want to join us?

2 Do you want to join us?

1 I'm sorry, but I can't.

2 I'm sorry, but I can't!

1 What a pity.

2 What a pity!

1 I would love to!

2 I would love to.

TRACK 6

Work in pairs. What language can we use for invitations? Listen and complete the expressions in the chart.

That sounds great!

Absolutely!

I'll be there!

I'm afraid I'm busy.

I can't go this time.

TRACK 7

Listen and write a response.

a We are going hiking this weekend, would you like to come?

b I'm baking with my grandma this afternoon.

Do you want to come to my house?

c We're going to the mall tonight. Do you want to come with us?

d We're eating out for my birthday. Do you want to join us?

UNIT 2

TRACK 8

Work together to complete the story with words from the box. Listen and check your answers.

It was a sunny afternoon and I was at the park with Pepper, our dog, and Grandma Lola. Pepper and I were running and playing, while Grandma Lola sat on a bench.

We were all very happy. I was happy because grandma took us for ice cream. Pepper was happy because she could smell all the things that dogs smell in parks. Grandma Lola was happy because she came from the hairdresser's.

All of a sudden it became dark. The sun

Audio Scripts

disappeared. Then suddenly a big rain cloud came out of nowhere. We couldn't believe it; it just started raining unexpectedly. We didn't have an umbrella.

Grandma didn't want her beautiful hair to get wet. "Quick! Give me your schoolbag!" she ordered. She wore my schoolbag on her head! Pepper also hates the rain, so I had to carry her home. The three of us looked so funny!

TRACK 9

What happens to your voice when you tell a funny personal anecdote? Listen again and choose the best answers.

(same audio from Track 8)

UNIT 4

TRACK 10

And now for the 6 o'clock news.

1

A new shoe factory has been built in town. Mr. and Mrs. Johnson, the owners, say it will give hundreds of people jobs.

2

NASA scientists have recorded sounds in space. They have told us that sound cannot travel in space, but that planets and stars are not quiet.

3

Our local football team, the Eagles, ended the season with another win. Thousands of their fans came to support them, and some were stuck in traffic near the Star Stadium for hours.

4

The Museum of Fine Arts has announced that its concerts, plays, and ballet will be free for all on Sundays this month.

5

Wildfires have burned for more than a week in Australia, where firemen are trying very hard to stop them from moving further through the national park.

TRACK 11

(same audio from Track 10)

TRACK 12

(same audio from Track 10)

TRACK 13

Read the article. If this article was on the radio news, in what section would it go in? Listen to the news again and decide.

Does Your Dog Love You? Science Has the Answer.

Dogs and people have been friends for thousands of years, but for a very long time, scientists did not know how dogs felt towards humans.

Experts at a university in Atlanta have tested dogs to find the answer. They said that dogs react more to the smell of humans than other pets. The smell of their owners actually gave dogs a happy feeling, which could be seen in a specific part of their brains. Other tests show that dogs also get happier when we talk to them in our "good dog" voice.

They are also the only animals, except for monkeys, who look us in the eye and come to us for help when they don't feel safe.

So, yes, it is real love!

TRACK 14

Girl: Did you know that in 2026 the FIFA World Cup will be held in Mexico, Canada, and the US?

Boy: Yes, I heard about it last night... That's so cool.

Girl: Yeah, it's such great news that there will be some games in Mexico.

Boy: I think it's just going to be very expensive for people to see a lot of games; they'll have to travel to three different countries.

Girl: Sorry, I didn't get what you mean.

Boy: Usually the World Cup is just in one country, so people don't have to travel so much.

Girl: That's true. At least we won't have to travel far!

Boy: Good point. I'm really excited, are you a football fan?

Girl: I like soccer, as they call it in the US, but I only watch the World Cup. How about you?

Boy: Oh, I love it; it's definitely my favorite sport.

Audio Scripts

UNIT 5

TRACK 15

Read the story again as you listen to it. Is it in the correct order? Write the correct order.

Spectacular Sunsets

We flew to Cape Town, which is where our trip started. Cape Town is beautiful. On the one side you have the ocean, and on the other side you have Table Mountain, that is really flat at the top. The city also has an interesting history. We were lucky to see the "Second New Year" carnival on January 2nd. There were so many people in colorful clothes singing and dancing. You could feel the celebration and excitement in the air.

After Cape Town, we took a train north. It took us a day and a half; fortunately the train was really like a hotel. There were places to eat, and the rooms were really comfortable. We got to see long distances of flat, dry earth. It looked like it hadn't rained there all year.

Our next stop was the Kruger National Park. Nothing could have prepared me for what I was about to experience. A lot of people go to see lions and cheetahs. They're beautiful animals, but it was all the unusual animals that really amazed me. On our first night, the sun set like an extremely large ball of fire. We could hear hyenas calling... I still shake when I think about it.

On our second day in the Kruger, we got to see hundreds of wildebeest crossing a big river. It made me feel upset. It is a difficult and scary thing that they have to do, especially for the younger ones.

TRACK 16

How do you imagine Canada? Tell each other. Then read and listen. Was anything different to your answer?

Last December, my family and I went to Toronto. It's in Canada, and it is a big city by Lake Ontario. The lake is so big you cannot see the other side; it looks like the ocean!

And it was so cold, so much colder than Mexico! It snowed every day we were there, and there were very large pieces of ice on

the lake and in the streets. We really couldn't stay outside for very long, but we didn't have to. In the city center, you can walk through underground tunnels that are connected to public transport.

One thing I really enjoyed about Toronto was the breakfast. When you go to a restaurant and order pancakes, they serve it with real maple syrup, which tastes better than what I'm used to! I also got to watch a hockey game at a stadium, which was a lot of fun. We got to eat *poutine*, which is basically French fries, cheese, and gravy (a meaty sauce). It's wonderful in the winter; it makes you feel warmer.

We rented a car and went to Niagara Falls. It was beautiful, and so much taller and noisier than I imagined. We couldn't stay for long because it was freezing, but it was a nice drive. Everything was white. Even the trees were covered with snow. On the way back to the city, we stopped the car because we thought there was something standing under some trees next to the road. It was a giant moose, and, oh boy, was it big! It was much larger than any cow or horse I've ever seen!

TRACK 17

Read and listen again. Number the pictures in the order they are mentioned.

(same audio from Track 16)

UNIT 7

TRACK 18

Listen and check as many of the words as you hear. How does listening for specific words help you to understand better?

Girl: Is that your brother?

Boy: No, that's me.

Girl: But it looks like you've got blond hair in that photo.

Boy: Yes, my hair was lighter when I was little. I remember that bike!

Girl: Was it your first bike?

Boy: Yes, look at how short I was. I could make it go really fast, but I couldn't wait to get a real bike like my older brother.

Audio Scripts

- Girl:** You mean, one where you didn't have to step on the floor?
- Boy:** I'm sure it gave me strong legs, but I wanted a big boys bike.
- Girl:** And what about this picture? It looks like you were at a park. Who is this? Is he your grandpa?
- Boy:** No, that's my dad. He has grey hair.
- Girl:** Oh. He doesn't look very old. Your mom is really beautiful. I like her hair and her smile.
- Boy:** Yes, her hair was really long there. Now she has short hair, but she still looks very pretty. She is always very slim.
- Girl:** Your sister is pretty too. She's got brown hair, right?
- Boy:** That's right. She was taller than me in that picture. Now I'm taller than her.
- Girl:** Who are you talking about?
- Boy:** My sister, look...

TRACK 19

Listen again and say which pictures are described.

(same audio from Track 18)

TRACK 20

Listen again and number the sentences in the order you hear them to form a dialogue.

(same audio from Track 18)

TRACK 21

Listen and match each activity with a person. Is each picture from now (N) or before (B)? Circle the letter.

- Boy 1:** Here I was about 3, I was a very small child. There I was trying to play the piano, but I couldn't play very well. My hands were so small that I had to stretch my fingers to reach the keys. I was just starting to learn to read music. Do you know what I mean? Look, here is where I played at the school concert recently. I remember I had to play loudly for everyone in the back to hear me. Maybe one day I will study music

when I'm in the university and become a musician.

- Girl 1:** That was my first soccer game; I think it was before I started school. I ran so slowly, it was really difficult to run and control the ball. I didn't have glasses, so I couldn't see well. Now I wear glasses, but I don't even think about them. I can play without my glasses now, I think. I'm much taller and stronger now, and I have more control of the ball. When I'm an adult, I think I would like to be a soccer coach. Are you with me?

- Boy 2:** Look, this was my first painting. I drew really badly; it doesn't really look like anything. I was a baby, so I painted with my fingers. I've practiced a lot, now I can paint better. My parents say I paint beautifully. I'm not sure. I enjoy it, that's enough for me. I hope that when I'm an old man I will still paint. Any questions?

- Girl 2:** I remember I was quite plump in first grade, and I didn't want to do any sports. Then I started running. I'd run a short distance, but now I can run quite far, a few kilometers. I'm slim now because I run so much. I like running because you can do it if you're a child, an adult, or an elderly person. Maybe I'll always be a runner, even if it is just a hobby. Are you following?

TRACK 22

Listen and complete each response. Then match them with a text.

- a You mean it's your talent?
b In other words, he can roll over?
c What you're saying is that you can make two braids?

TRACK 23

Read and listen to children talking about themselves. Match the questions and the answers.

- Boy 1:** I'm not as strong as my sister. I am

Audio Scripts

tall and slim like my father. I look a lot like my uncle. When we go places together, some people ask if I am his child.

Girl 1: I can run quite fast. It makes me feel good because there are many sports that need you to run fast. It means I can play soccer or basketball, or even run races.

Girl 2: I like my arms. My arms are strong because I carry a lot of things. I carry a heavy bag to school, and after school my mom and I buy things at the market and I help her carry them home. I can even carry my older brother, but not very far.

Boy 2: I think I like my eyes best. They are light brown, like my grandmother's. I have big eyes with long eyelashes. I think my eyes look friendly.

TRACK 24

Listen again to the first child. Underlined the words that mark the rhythm.

(same audio from Track 23)

UNIT 8

TRACK 25

Listen and complete the questions about the conversation.

Girl: Hello?

Boy: Hi, Sue. This is Luis.

Girl: Hi, Luis. What are you doing?

Boy: Nothing, I'm at home. It's raining.

Girl: I know. Do you want to come to my house?

Boy: That sounds good. What do you want to do?

Girl: We could play Jenga.

Boy: Mmm. I'm not that crazy about Jenga. How about a board game?

Girl: What kind of board game?

Boy: I've got Monopoly.

Girl: Have you got any other games?

Boy: I've got some cards. Do you know how to play Rummy?

Girl: No, I've never played cards. Will you teach me?

Boy: Sure, I can teach you a card game or two.

Girl: Great! See you in a bit.

Boy: I'll be right there.

TRACK 26

Listen again and circle what they say. How do they invite? Do they accept or not?

(same audio from Track 25)

TRACK 27

Number the conversation in the park in the correct order. Listen and check.

Boy 1: Let's eat cake and then play something.

Girl 1: Why don't we play hide and seek here in the park?

Boy 1: That sounds great. It will be a lot of fun because the park is really big.

Girl 1: Will you be the seeker?

Boy 1: Can't someone else be the seeker?

Boy 2: I can start if you want. Up to what number should I count?

Girl 2: Why don't you count up to 50? That way we will have enough time to hide.

Boy 2: Great! Now, let's eat cake! It's got chocolate icing!

TRACK 28

Listen and check the games that are mentioned. Which one do they decide to play?

Sally: Who wants to play Monopoly? Fer, don't you want to play?

Fernando: I don't really like Monopoly, sorry.

Sally: How about a game of Rummy, anyone?

Fernando: I'd rather play soccer or a video game.

Alejandro: Oh, please! If you play, it will be more fun. There are too many of us to play video games.

Sally: And if we play a board game or cards then we can play in teams.

Zaira: If we play Monopoly, Fer can be the bank.

Fernando: What does the bank do?

Sally: You get to work with all the money.

Audio Scripts

Fernando: That doesn't sound bad.
Alejandro: Come on, it'll be fun!
Sally: Let me get the box. Ok, choose your pieces.
Zaira: I want the hat, please!
Sally: If you take the hat, I'll take the doggie.
Alejandro: Can I get the car?
Fernando: I want the car, too!
Alejandro: Are you going to be the bank and play?

TRACK 29

Listen again and match the sentence halves about playing a game.
(same audio from Track 28)

UNIT 9

TRACK 30

Listen and complete the questions. Tell each other if there are questions you don't want to answer.

1. **Where** do you **live**?
2. **What** is your **post code**?
3. **Do** you **like where** you **live**?
4. **Why** don't you **like** it?
5. **What** would you **like** to see **most** in your **neighborhood**?
a) a park b) a swimming pool
c) bicycles to borrow d) a library

TRACK 31

Listen again. Answer the questions.
(same audio from Track 30)

UNIT 10

TRACK 32

Listen and check the transport that is talked about.

Boy: Excuse me, do you know how to get to Chapultepec Park?
Girl: Let me think. You could either take a bus or a taxi or walk.
Boy: Is it far?
Girl: It would take you ten to fifteen minutes to walk there.
Boy: Ok.

Girl: Just walk straight for about five more blocks until you get to a big street. You will see a fountain and a bank, a very tall building in front of you. Turn left there. Walk one more block until you get to the *torta* stand. Turn right there by the bus stop. Just walk straight until you see the park. You can follow the signs to the museum as well; it is next to the park.

Boy: So, can I just check my notes with you?

Girl: Sure.

Boy: It's straight to the big street, then left at the fountain, then right at the *torta* stand, and straight again?

Girl: That's right. If you get lost, you can just stop a taxi.

Boy: Thank you so much!

TRACK 33

Listen again. Answer the questions.
(same audio from Track 32)

TRACK 34

Listen and write one more question about what is happening in the dialogues.

Dialogue 1

Girl: Hello, sorry to interrupt you. Do you know where the closest metro station is? I need to go to the south of the city.

Boy: You're quite far from a metro station, but there is a bus that can take you. Look, there's a bus stop right there. Just cross the street and take the bus that says Coyoacan. It will take you to the south of the city.

Girl: Is Coyoacan far?

Boy: It's about 4 km from here.

Girl: Thank you!

Boy: No problem.

Dialogue 2

Boy: Excuse me, do you know of a supermarket near here? I need to buy some water.

Girl: There's one about 200 meters from

Audio Scripts

here.

Boy: Which way?

Girl: Just keep walking straight and you'll see a parking lot on your left. It's just behind the parking lot.

TRACK 35

Write the answers to the questions about the dialogue. Then listen again and check your answers.

(same audio from Track 34)

TRACK 36

Write the words to complete the sentences. Notice that they talk about distances. Then, listen again.

(same audio from Track 34)

TRACK 37

Listen and repeat the phrases you can use to ask for directions.

Excuse me...

Sorry to interrupt...

Can you tell me how to get to the train station?

Do you know the way to the train station?

Go straight on for four blocks.

Continue straight for four blocks.

You'll see it on the left/right.

It's on the left/right.

Turn right/left.

Go right/left.

TRACK 38

Let's Do Something!

A story about a family spending time together

Written by John Jackson

Reader, pp. 5-16

TRACK 39

You Won't Believe it!

A personal anecdote

Written by J.C. Henning

Reader, pp. 17-28

TRACK 40

How to Solve Daily Life Problems

A guide to solve problems

Written by Manoj Nezu

Reader, pp. 29-40

TRACK 41

School Newspaper

All the latest news

Written by Tara Boyd

Reader, pp. 41-52

TRACK 42

Dear Diary: My Trip to India

An incredible experience

Written by Juan Diaz

Reader, pp. 53-64

TRACK 43

Exhibit: Things Your Grandparents Grew Up With

Do you know what these things are?

Written by Jennifer Pine

Reader, pp. 65-74

TRACK 44

The Amazing Human Body

Did you know this about your body?

Written by Tom Meyer

Reader, pp. 75-86

TRACK 45

Kevin's Game

The strangest dream

Written by Adriana Mendez

Reader, pp. 87-98

TRACK 46

Questionnaires

How to gather information

Written by Louise Vera

Reader, pp. 99-110

TRACK 47

Sarah Goes to the City

Asking for directions

Written by Marco Bolaños

Reader, pp. 111-122

TRACK 48

Teacher's Guide, p. xii, Pronunciation Guide

TRACK 49

Teacher's Guide, p. xiii, Useful Expressions in the Classroom

Worksheet 1


1. Number the conversation turns in the correct order.

- a) ____ I'm great, thanks. We're seeing that new show tomorrow. Do you want to come?
- b) ____ Hi, Julio, how are you?
- c) ____ That sounds great. I'll be there.
- d) ____ It's at 8:00.
- e) ____ See you tomorrow!
- f) ____ Fine, thanks, and you?
- g) ____ At what time is it?

2. Circle the correct form of the verb in each sentence.

- 1. I *am playing/playing* football on Thursday.
- 2. He *is leaving/leave* at 9:00.
- 3. We *are meeting/meet* in 20 minutes.
- 4. We're *going/go* to the cinema tonight.
- 5. We *take/are taking* the 7:00 bus.

3. Write an invitation and a response.



Worksheet 2

1. Complete the story with words from the box.

finally suddenly when yesterday

_____ my class went to the park. We were all excited about playing outside.

_____ we got to the park, I was happy that we first ate our sandwiches. I was so hungry!

I was just eating my sandwich when _____ I felt it being taken out of my hands. I thought it was one of my friends joking with me, but it wasn't. I looked up and saw a dog running off with it!

_____, the dog's owner came and gave it back to me. Of course it was all horrible and I couldn't eat it! I didn't know what to say, so I took it back and threw it away.

2. Write the past form of the verbs from the story below.

be _____

feel _____

get _____

give _____

go _____

see _____

take _____

think _____

throw _____

3. Think of something that happened to you last week. Write it below.

Worksheet 3

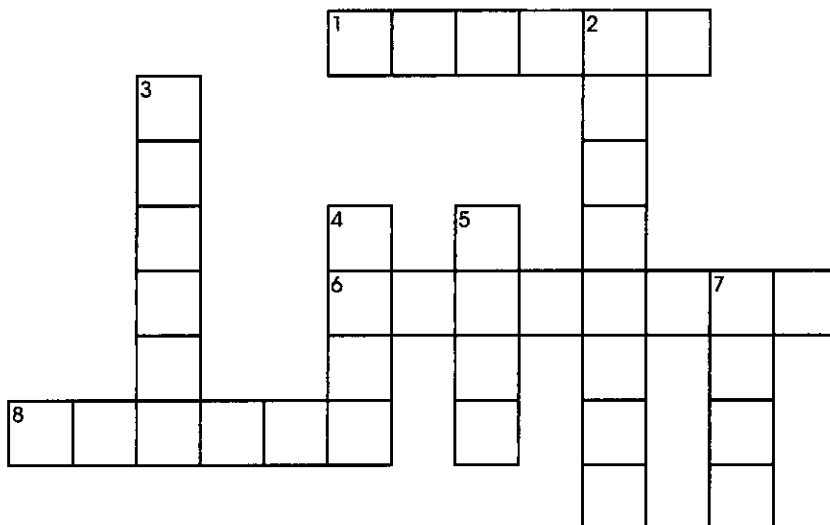
1. Illustrate each step.

How to make a smoothie (in less than 5 minutes)

1. Put a glass in the fridge or freezer.	2. Put 1-2 cups of a liquid like water, milk, or juice in the blender.	3. Add fruits and/or vegetables.
4. Add yogurt, avocado, or peanut butter.	5. Blend.	6. Enjoy!

2. Work in pairs. Share your recipe.

3. Complete the crossword.



Down

2. the answer of how to solve a problem
3. something that is used to remove pieces or dirt from a liquid
4. to move upwards
5. a small piece from which a flowering plant grows
7. in very small pieces

Across

1. not in very small pieces
6. indicate what something is
8. start to grow

Worksheet 4

1. Write a title for each news item.

-
- a. A new shoe factory has been built in town. Mr. and Mrs. Johnson, the owners say it will give hundreds of people jobs.
-
- b. NASA Scientists have recorded sounds in space. They have told us that sound cannot travel in space, but that planets and stars are not quiet.
-
- c. Our local football team, the Eagles, ended the season with another win. Thousands of their fans came to support them, and some were stuck in traffic by the Star Stadium for hours.
-
- d. The Museum of Fine Arts has announced that its concerts, plays, and ballet will be free for all on Sundays this month.
-
- e. Wildfires have burned for more than a week in Australia, where firemen are trying very hard to stop them from moving further through the national park.


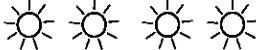



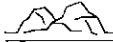

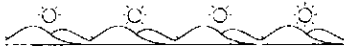





2. Complete the questions and discuss them about the news in activity 1.

- a. _____ is affected by this news?
- b. _____ can we do to make a positive change?
- c. _____ can this idea be a problem?
- d. _____ is it important for people to know this?
- e. _____ else can we use this information?

Worksheet 5

1. Use the information in the box to complete the chart.

arts buildings/structures deserts mountains museums rain weather

Country	Mexico	Australia
		
		
		
		
		
		MAM
		

2. Write sentences using the words given.

a) Australia / hot / Mexico.

b) Mexico / rain / Australia.

c) Mexico mountain / tall / Australia.

d) Australia / dry / Mexico.

e) Mexico / famous / Museum of Anthropology.

f) Australia / famous / Sydney Opera House.

g) More murals / Mexico

h) Australia / more / modern art

Worksheet 6

1. Use the text to create a museum card.

Science for Kids: Space Shuttle Facts

A space shuttle is almost like a space rocket or an airplane. The space shuttle was the first spaceship in the world that could be used again after flying once. Five space shuttles have been launched in space by NASA (National Aeronautics and Space Administration). They were called *Endeavour*, *Columbia*, *Challenger*, *Discovery*, and *Atlantis*. More than 600 astronauts have flown on space shuttles. They can easily carry satellites and other things around the earth too. In the 1970s, the *Enterprise* was launched but it was only used for tests. Together, all five space shuttles have travelled 513.7 million miles.

2. Work in groups. Present and compare your museum cards.

Worksheet 7



1. Choose one of the children in the picture. Describe them below.

He/She is short/tall.

He/She is plump/slim.

He/She is _____.

He/She has _____ hair.

He/She has _____ eyes.

He/She can _____.

2. Work in groups. Describe a child. Listen and guess which child it is.

Worksheet 8



1. Look at the picture. Imagine a new friend arrives. Complete the dialogue.

Hi!

_____?
_____?

Sure! I would love to.

_____?

I don't think I'm very good.

If you _____ we
can _____.

Ok, thanks!

_____!

2. Work in pairs. Practice reading your dialogues.

Worksheet 9



1. Complete the questions.

- a. _____ your favorite subject?
- b. _____ you like it?
- c. _____ job do you want to have one day?
- d. _____ people do you know who have that job?
- e. _____ you admire?

2. Interview as many people as you can.

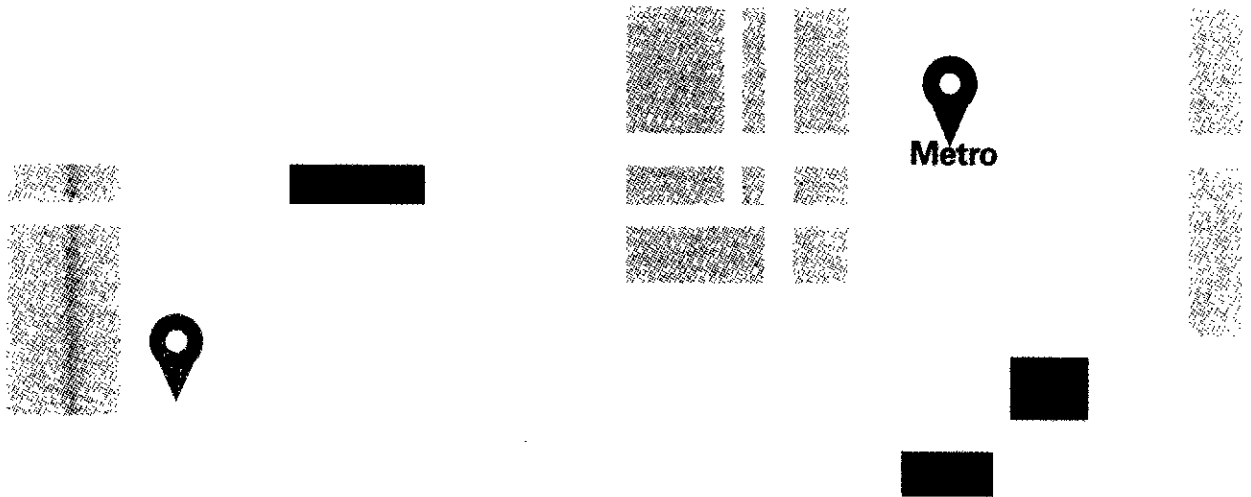
Favorite Subject	Favorite Because...	Job	Number of People with that Job	Person You Admire

Worksheet 10

1. Complete the dialogue.

- a. **Girl:** Hello, _____ to interrupt you. Do you know _____ the bus stop is? I need to go to the north _____ the city.
- b. **Boy:** You're quite far from a bus stop, but there is a _____ line that goes to the north.
- c. **Girl:** Where is the _____ station?
- d. **Boy:** It's about 3 _____ from here. _____ right at the fountain and go straight for two blocks. You will see it on your right.
- Girl:** Thank you!
- Boy:** No problem.

2. Draw the route on the map. Where is the metro?



3. Work in pairs. Complete the dialogue as you wish. Practice reading the dialogue.

- A:** Hello, sorry to interrupt you. Do you know where the _____ is? I need to go to the _____.
- B:** You're quite far from a bus stop, but there is a _____.
- A:** Where is the closest _____?
- B:** It's about _____ from here. _____ Then _____ You will see it _____.
- A:** Thank you!
- B:** No problem.

Worksheets Answer Key

Worksheet 1

- 1.
1. b) Hi, Julio, how are you?
2. f) Fine, thanks, and you?
3. a) I'm great, thanks. We're seeing that new show tomorrow. Do you want to come?
4. g) At what time is it?
5. d) It's at 8:00.
6. c) That sounds great. I'll be there.
7. e) See you tomorrow!
2.
1. am playing; 2. is leaving; 3. are meeting, 4. 're going; 5. are taking

Worksheet 2

1. Yesterday, When, suddenly, Finally
2. was/were, felt, got, gave, went, saw, took, thought, threw

Worksheet 3

3. filter
1. coarse
6. identify
8. sprout
2. solution
4. lift
5. seed
7. fine

Worksheet 4

1. Possible answers: a) New factory, new jobs; b) Planet and Star Sounds; c) Eagles Win!; d) Free Concerts at Museum; e) Australia on Fire
2. a) Who; b) What; c) When; d) Why; e) How

Worksheet 5

1. Weather / Rain / Mountains / Desert / Museums / Arts / Buildings/structures
2. a) Australia is hotter than Mexico. b) Mexico is rainier than Australia. There is more rain in Mexico than in Australia. c) Mexico's mountains are taller than Australia's mountains. d) It is drier in Australia than in Mexico. Australia is drier than Mexico. e) Mexico is famous for the Museum of Anthropology. Australia is famous for the Sydney Opera House. f) There are more murals in Mexico. g) Australia has more modern art.

Worksheet 9

1. a) What is; b) Why do; c) What; d) How many; e) Who do

Worksheet 10

1. a) sorry / where / of; b) metro; c) closest; d) blocks / Turn/Go

Activity Book Answer Key

PA = Possible answers

Unit 1

- p. 6, act. 2 a 1 in person, 2 by telephone b because there are contextual clues
- p. 6, act. 3 a asking him a question b telling him about a soccer game
- p. 6, act. 4 H, B, B, H
- p. 7, act. 7 1, 2, 3, 6, 5, 4
- p. 8, act. 1 PA: a a mall c shopping
- p. 8, act. 2 going, have, doing, come, burger, see
- p. 9, act. 3 PA: Start a conversation: Hello, Hi, How are you?, What are you doing? End a conversation: Bye, See you now/there/later.
- p. 9, act. 5 2, 1, 1, 2, 1
- p. 9, act. 6 left chart: unfriendly; right chart: friendly
- p. 10, act. 2 left chart: accept; right chart: reject
- p. 10, act. 5 PA: I'm worried because I cannot learn the choreography. / That's not a big problem, I will help you!
- p. 12, act. 1 PA: are you, What, like, afraid, join See
- p. 12, act. 2 2, 3, 1, 4

Unit 2

- p. 16, act. 2 past tense
- p. 16, act. 3 d, c, a, b
- p. 17, act. 4 a and b circled
- p. 17, act. 5 2, 3, 1
- p. 18, act. 2 It's a funny anecdote. / Grandma, kid, Pepper
- p. 18, act. 3 describe things
- p. 18, act. 4 Pepper and I were running. / The sun disappeared.
- p. 20, act. 2 Eugenia's dad, Eugenia, and the girl who speaks

Unit 3

- p. 26, act. 1 PA: A technical website or a textbook
- p. 26, act. 2 b an engineer
- p. 26, act. 3 g, b, e, a, f, c, d
- p. 26, act. 4 Yes, they do.
- p. 28, act. 1 1 A water filter 2 clean water 3 different materials filter water, sand with big grains, and small grains.
- p. 28, act. 2 1, 6, 3, 5, 2, 7, 4, 8
- p. 28, act. 3 First, cut a big plastic bottle in half. Then, make a small hole in the lid. Next, put a coffee filter over the opening of the bottle and replace the lid. After that, put the top half of the bottle upside down in the bottle half. Then, fill the bottom quarter of the top part of the bottle with fine sand. Next, fill the next quarter of the bottle with coarser sand. Next, add small rocks to the third quarter of the bottle. Finally, you can now add dirty water to the bottom and wait for clean water to come out at the bottom.
- p. 29, act. 4 3
- p. 29, act. 5 5-10 min

- p. 29, act. 6 Answers may vary.
- p. 30, act. 1 a
- p. 30, act. 2 A, A, P, A, A, P
- p. 30, act. 3 4, 3, 1, 6, 2, 5
- p. 31, act. 6 b Should I keep the plastic bag in the sun? c Can I plant a sunflower in a pot? d Do I need to water the sunflowers if it rains?
- p. 31, act. 7 don't need to / don't have to / can-should-need
- p. 32, act. 1 PA: Because many types of energies pollute, and we will eventually run out of certain fuels.
- p. 32, act. 2 wind / to lift
- p. 32, act. 4 PA: 3 Tape pencil to table with card. 1/2 pencil go over table. 4 Tie string around pencil, table-blade. 5 Tape string to cup. Tape and tie more string. 6 Use fan to make blades move-cup lift.
- p. 33, act. 6 PA: Can be presented as a flow chart, steps with icons, or separate illustrations and steps: First cut four strips of card. Then make blades out of two strips of card and tape. The pencil should fit tightly between the cards. Next, tape the pencil to a table using two strips of card. Half of the pencil should stick out from over the table. After that, tie string around the pencil, between the table and the blade. Then tape the other end of the string to the cup. Tape and tie more string for the cup to stand up. Finally, you can use a fan to make the blades move to lift the cup.
- p. 35, act. 1 1, 4, 6, 3, 2, 5, 7

Unit 4

- p. 36, act. 4 d, c, a, e, b
- p. 36, act. 5 d, e, a, b, c
- p. 36, act. 6 All questions are affirmative.
- p. 37, act. 7 Who, What, Where, Details
- p. 38, act. 2 a how dogs feel towards humans b scientists at a university in Atlanta c the smell of their owner and when their owner speaks in a "good dog" voice d monkeys
- p. 38, act. 3 They - experts, them - to dogs, they - dogs, us - humans, it - dogs'
- p. 38, act. 4 Present perfect for recent events
- p. 38, act. 5 a humans b pets, animals c experts
- p. 39, act. 8 a dogs and people b making sure dogs are treated well c when owners don't take care of their dogs d so that dogs and owners can be happy e to talk about other animals
- p. 40, act. 1 c circled
- p. 40, act. 2 G, B, B, G, B
- p. 42, act. 3 a It is about The Center of Human Technology. b February c Experts studied children. d Technology can cause headaches, sore eyes, neck and back pain, and sleeping problems.

Activity Book Answer Key

- p. 42, act. 4 underlined The Center of Human Technology., February, experts, children and causes headaches, sore eyes, neck and back pain, and sleeping problems.

Unit 5

- p. 46, act. 1 Istanbul / a description of the city
p. 46, act. 3 descriptions of people
p. 46, act. 4 a novel, a travel anthology, a blog
p. 47, act. 5 How they dance / they wake up / their day in the city with parents / go to see real camel dance
p. 47, act. 6 He or she was very excited.
p. 47, act. 8 You can check on dictionaries, guessing through the context or with people like your partners or teacher
p. 48, act. 2 a, d, c, b
p. 48, act. 3 3, 1, 4, 2
p. 48, act. 4 Answers will vary, but could include: excitement, amazement, awe, scared, excited, emotional, sad.
p. 49, act. 5 Day 3 Kruger National Park / saw sunset, heard hyenas; Day 4 saw wildebeest crossing river
p. 49, act. 6 carnival, colorful, celebration, interesting, history / dry, ocean, fire, beautiful, unusual
p. 50, act. 1 Costa Rica
p. 50, act. 2 smaller, famous, cool, active, green, cloudy, rainy, warm, long
p. 50, act. 3 Natural / Any kind of diagram that categorizes words into: Cultural: National Theatre, Children's Museum, plays, Flamenco shows, symphony orchestra, castle / Natural: active volcanoes, lava, green, hot springs, cloudy and rainy, warm, jungle, plants, birds, monkeys
p. 51, act. 5 Culture: museums, theatres, plays, Day of the Dead, ofrenda, folk dance, traditional dress, mariachis, pyramids, art, murals, traditional food, guitar, harp and other music / Nature: beaches, white sand, mountains, waterfalls, jungle, forest, rocks, desert, cacti, rivers, etc.
p. 51, act. 6 There is/are many museums, theatres, cinemas, art exhibitions, concerts, festivals, etc. There is/are mountains, volcanoes, desert, beaches, forest, jungle. It has many beautiful beaches, beautiful traditions, amazing food. It is sunny and warm most of the year/green.
p. 52, act. 2 3, 5, 1, 4, 2
p. 52, act. 4 a Toronto is smaller than Mexico City.
b Piedra Volada is taller than the Niagara Falls.
c Salsa is spicier than gravy.
p. 53, act. 5 Answers may vary.

Unit 6

- p. 56, act. 1 They are used in a museum to explain the objects included in the exhibit. Probably in a Natural History Museum.
p. 56, act. 2 Life in the Dark
p. 57, act. 5 The same, but different words are used.
p. 58, act. 3 1, 3, 4, 7, 8
p. 58, act. 4 a 1, 3, 8 b 1, 3 8 c 3, 4, 8 d 3, 4, 8 e 3, 8
p. 59, act. 7 PA: What is special about it? Where do they live? How do they live?
p. 60, act. 2 3, 4, 2, 1
p. 60, act. 3 Toys from Around the World
p. 60, act. 4 1 Japanese kites are colorful. 2 Piñatas are made of colorful paper and cardboard. 3 Galimotos are made and played with by kids in Kenya. 4 The diabolo was first played in China.
p. 60, act. 5 a cloth b wire c bamboo d cardboard
p. 61, act. 6 b are made c were invented d was played / is not important or known
p. 61, act. 7 a give b make c invented c played
p. 62, act. 2 Rodolfo Neri Vela first Mexican sent to space in 1985 / October 4, 1957 Sputnik 1 launched into space / Six trips made to moon / Space Station visited by astronauts from 17 countries / July 20, 1969 Neil Armstrong stepped on moon
p. 65, act. 1 a is b was c was d were e was f are

Unit 7

- p. 66, act. 1 Michael / be: old, slim, plump, tall, short, handsome, friendly / have: curly hair, short hair, long hair, big eyes, small eyes
p. 66, act. 3 old, beautiful, short, slim
p. 66, act. 4 first and third
p. 67, act. 6 3, 1, 2, 5, 8, 7, 4, 6
p. 67, act. 7 a Is that b Was c Who d Is he e are
p. 68, act. 2 a B a B N d c B c d N b
p. 68, act. 3 a that b so c so d because
p. 68, act. 4 circled: badly, slowly / underlined: I drew quite badly; That was my first soccer game, I run slowly. My hands were so small.
p. 69, act. 6 a Are you with me? b Any questions? c Are you following? d Do you know what I mean?
p. 69, act. 7 From left to right: couldn't/didn't / now can / will maybe / will maybe
p. 70, act. 1 first photo, second photo, first photo
p. 70, act. 2 1 you know, I can do different things with it where I make it into two long... 2 I can jump very high, 3 He can also turn on the floor.
p. 70, act. 3 2, 3, 1 a mean b words c saying
p. 71, act. 5 black, dark, short, younger, can, can't, well

Activity Book Answer Key

- p. 71, act. 6 a you mean b In other words c What you're saying
p. 72, act. 2 c, d, b, a
p. 72, act. 3 not, strong, sister, tall, slim, father, look, lot, uncle, When, together, some, ask, I, child
p. 75, act. 1 is, is, is, has, is, has, have, has, has, can, can't

Unit 8

- p. 76, act. 1 a Circled: card game b on the phone c Boy: bored Girl: excited
p. 76, act. 4 Jenga, charades, board game, card game
p. 77, act. 6 girl, boy, boy, boy, boy, girl, boy
p. 77, act. 7 clarify
p. 77, act. 8 2 board 3 card 1 blocks
p. 78, act. 2 1, 2, 5, 3, 7, 4, 6, 8
p. 78, act. 3 hide and seek, park, a boy, 50, hide
p. 78, act. 4 Then, If, That way, because
p. 79, act. 6 If you are the seeker, do you look for the others? If you are the seeker, you look for the others, don't you? / Do you have to count to 100? You have to count to 100, don't you? / Are your eyes closed? Your eyes are closed, aren't they? / Is it your turn? It is your turn, it?
p. 80, act. 2 Mentioned: Monopoly and Rummy, decided to Monopoly
p. 80, act. 3 If you play, it will be more fun. / And if we play board game or cards, then we can play in teams. / If we play Monopoly, Fer can be the bank. / If you take the hat, I'll take the doggie.
p. 80, act. 4 Present simple + complement / Simple verb form + complement
p. 80, act. 5 a Who b don't c about d Can e make suggestions or requests
p. 80, act. 6 No, thanks. I'd rather watch TV. / Sure. It's my favorite game. / Maybe later, thanks. / I would love to. / Don't you?
p. 81, act. 8 Making suggestions or requests: Don't you want to play...? How about a game of...? Can we play...? / Agreeing to a Request: Sure. It's my favorite game. That sounds great! / Rejecting a Request: No, thanks. I'd rather...

Unit 9

- p. 86, act. 1 PA: Children and Technology
p. 86, act. 2 by asking people questions in a survey
p. 87, act. 5 to collect information about people's knowledge, habits and experiences
p. 87, act. 6 d, e, c, a, b
p. 87, act. 7 5, 4, 1, 3, 2
p. 88, act. 1 1 Where do 2 What is 3 Do 4 don't 5 What
p. 88, act. 2 a down for 1, 2, 4, 5; up for 3 b circled: 1 where, live 2 what, post code 3 Do,

like where, live 4 Why, you 5 What, like, most, neighborhood

- p. 88, act. 5 a doesn't sound b means
p. 89, act. 8 a did, go b didn't, like c Wasn't d was
p. 89, act. 9 a do b don't c Isn't d is
p. 90, act. 2 F food from different countries H history
p. 90, act. 3 Text 1 b / Text 2 a
p. 92, act. 3 3
p. 92, act. 4 a How many b Can c Which d Do e was f is
p. 93, act. 7 b who is your favorite musician? c Can you name traditional food? d What is your state's song? PA: Can you speak another language?
p. 95, act. 1 a How old are you? b Are you a boy or a girl? Are you a girl or a boy? c Did you eat vegetables yesterday? d How much fruit did you eat?

Unit 10

- p. 96, act. 1 bus, taxi, metro, walk, bike, get a ride
p. 96, act. 3 walk
p. 96, act. 4 a The boy wants to get to Chapultepec Park. b The girl c The boy d notes
p. 97, act. 5 walk / turn
p. 97, act. 7 food stand / bank / tall building / fountain / bus stop
p. 97, act. 8 a fountain b tall building c stand d stop
p. 98, act. 1 a does b Where c What d is
p. 98, act. 3 a She wants to go to the south of the city. b To Coyoacan. c He wants to buy water. d The supermarket.
p. 98, act. 4 1 4 km 2 200 m
p. 99, act. 6 To write and read more quickly. / Meters (m) / kilometers (km) / miles (mi) / foot/feet (ft)
p. 99, act. 8 Circled: metro station, food stands, fountain, white building, metro sign Underlined: walk, take, walk, turn, go straight
p. 100, act. 1 Excuse me... - sorry to interrupt... / Can you tell me how to get to the train station - Do you know the way to the train station? / Go straight on for four blocks. - Continue straight for four blocks. / You'll see it on the left/right. - It's on the left/right. / Turn right/left. - Go right/left.
p. 100, act. 4 B
p. 102, act. 3 starting point: supermarket / destination: library
p. 105, act. 1 Sorry, left, straight, one, park, right, front

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