

TEACHER'S GUIDE

Think!

in English



Beatriz Maafs
Leticia Portugal

5



Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

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TEACHER'S GUIDE



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Introduction

The *h* in English is a seven-level series for students between the ages of five and twelve. The activities have been selected to teach grade-appropriate social practices while helping students develop critical thinking skills. The well-graded English language syllabus takes a spiral approach through the grade levels, providing constant recycling and integration of new language with previously learned language.

The Course Objectives

The general purpose is for students to develop the skills and knowledge necessary to participate and interact in both oral and written social practices of the language. The specific objectives of fifth grade of primary include:

- Describe ways in which cultural differences can affect communication among individuals and groups.
- Understand how people and situations can influence someone's attitude towards learning a foreign language.
- Use strategies to react in specific situations while learning a foreign language.
- Use a simple linguistic repertoire to communicate ideas in familiar situations.
- Exchange information which is relevant and of personal interest.
- Participate in short and structured social exchanges in familiar situations.

The Methodology

The *h* adopts an action-oriented approach based on the premise that learning is constructed around actions required to achieve a particular outcome, not just a pretext for language learning. To this end, each unit of study in **The *h* in English** revolves around the collaborative construction of a Product (the outcome) that requires the use of target social practices (competencies).

The Learner

The *h* in English allows the learner to become an active participant in the learning process. For this to be successful, the learner must be aware of this goal and the nature of the task, his or her needs, strengths, and weaknesses with respect to this task, and what he or she still needs to learn in order to reach this goal.

The Teacher

The role of the teacher is to propose and define, together with the class, the Product or final goal of each unit and the activities required to achieve it. The teacher must generate and promote opportunities for real communication, both oral and written, in the classroom, while encouraging reflection and analysis.

The Units

Each unit revolves around the creation of a Product using the social practices. Students start by exploring and analyzing the social practice in context. They use the social practice communicatively in activities, then reflect on and review their production, and finally, they socialize and share their work with the class.

Evaluation

The *h* in English aims to help students become more autonomous learners. It includes evaluation tools such as checklists, rubrics, and questionnaires to aid in this process. Students can then reflect on their own achievements and find strategies that will help them improve their learning.

The *h* in English also includes suggestions of when and how the teacher can assess students' progress. It is important to keep in mind when grading that the focus is on fluency and communicative competence. Ongoing assessment and evaluation instruments can be found at the end of each unit.

Product

The *h* in English encourages students to share knowledge and expand it into a real-life product. As students move from oral language to print, they develop transferable skills and knowledge that can be applied to other subjects and non-classroom communicative situations.

Evaluation

To evaluate students, we must recognize that language learning is a process and that students will acquire social practices at different speeds and in different ways. To promote learner autonomy, self-assessment is an integral part of this course and comes in the form of a pre-assessment and ongoing checklists for students to complete during production stages of the learning process.

For teacher assessment, **The *h* in English** includes both formative and summative assessments. The formative assessments come in the form of suggested activities that can be used throughout the units to evaluate different skills. The summative evaluation comes in the form of a Product with a suggested evaluation instrument. In addition, a photocopiable written assessment and instructions for oral evaluations related to the learning outcomes of each unit can be found at the end of the book.

For the Student

The Activity Book

The *Activity Book* includes an *All about Your Book* section, so students know what they will find in their books. Each book offers ten units related to the three learning environments.



**Family and
Community**



**Recreation
and Literature**



**Academic and
Educational**

Each unit revolves around a unit Product and offers ten to twelve pages of activities designed to stimulate critical thinking skills while developing specific social practices.

The book is made up of ten units. Each unit presents the Environment and the Social Practice of the Language outcomes for that unit. The specific order given to the units helps to the development of mental processes necessary to solve problems and define students' abilities to learn English. And by shifting the Social Learning Environments, instead of presenting them in a row, children can participate in common social situations and produce simple writing samples, describe experiences, justify opinions, and briefly explain plans.

Unit 1

Environment: Family and Community

Social Practice: Exchange information to get from one place to another

directions

surroundings

Extended Reading

I - Is in English 5

Before you start

Never without?

A short description of the unit *Reader* text includes the corresponding audiobook on the *Class CD*. It is important to motivate students to read the text at home or in class and to do the follow up discussion in class.

Before you start poses questions related to the images. The unit opener pages introduce the topic and allow you to activate and assess prior knowledge.

Dear Student,

Are you ready to **I - Is in English**?

I - Is in English is a series of courses that will help you learn English.

I - Is in English offers you:

- interesting topics
- different levels of reading texts
- new and useful communicative practices
- creative group activities

The idea is that you become an active participant in your learning process. To achieve that, you need to be clear about what your goals are and what needs you have to overcome to achieve your objectives, highlighting your strengths and weaknesses. To focus on the process, each unit includes a range of building a collaborative project that will allow you to put your learning into practice.

Engagement is the key to learning English. We are sure that **I - Is in English** will help you make it a fun journey.

Good luck!

All about Your Book

The Units

Brief steps for the unit Product per lesson are listed on this page so students have a clear idea of what the Product is and what they are working towards.

Unit Guide

Go from One Page to Another

Step 1

Step 2

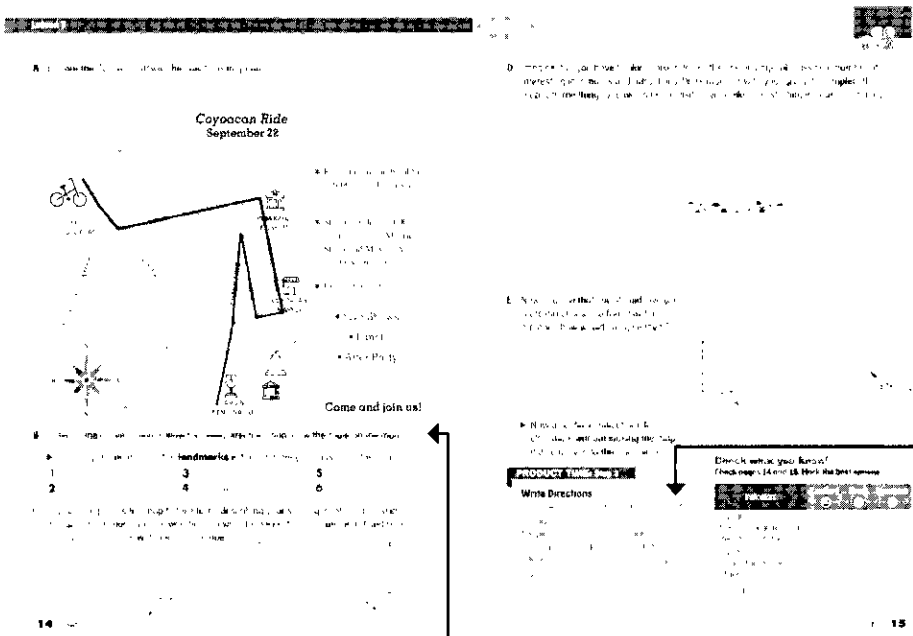
Step 3

Step 4

Step 5

DigiTips suggest websites or alternative tools that will provide extra information to reinforce the information in the *Activity Book* or to help students with the Project.

For the Student



An icon with reference to the corresponding track on the CD appears at point of use.

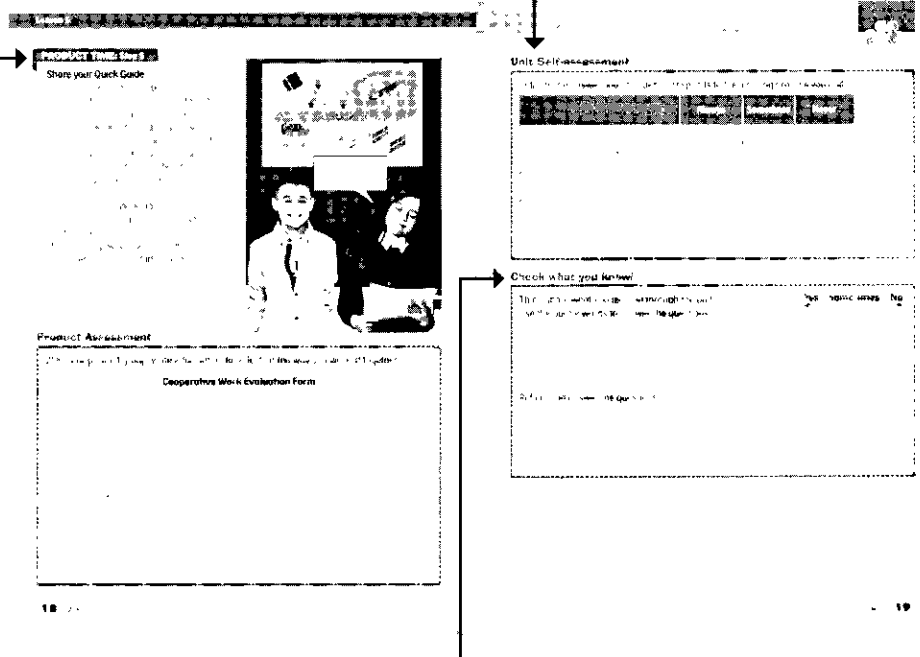
Product Time boxes offer more detailed instructions.

Students are invited to evaluate their own progress using the checklists in the *Check what you know!* boxes.

At the end of the unit a self-assessment tool gives students the opportunity to reflect on their attitude, participation, and study habits throughout the unit.

Instructions for the last Product step guide students through the presentation phase. It includes an evaluation tool that will allow students to evaluate their work and that of their classmates.

A final *Check what you know!* section allows students to go back over the unit and evaluate their achievement of the learning outcomes set out at the beginning of the unit.



Additional materials are provided at the back of the Activity Book.

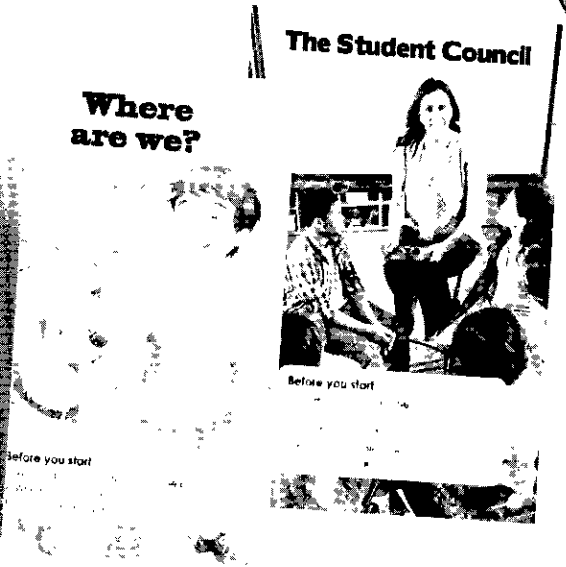
An English-English *Glossary* with key vocabulary from each unit can be found at the end of the book. This section allows students to develop independent study skills.

Useful Phrases provide functional language to help students communicate and develop the Social Practice.

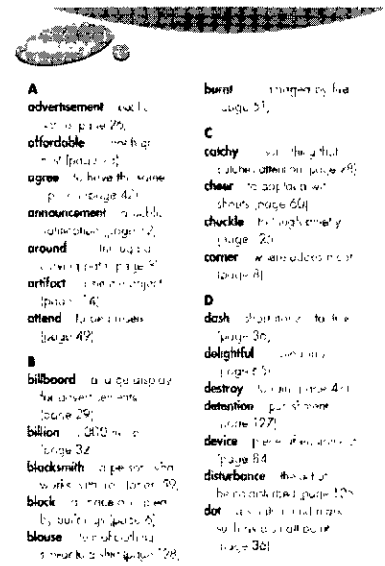
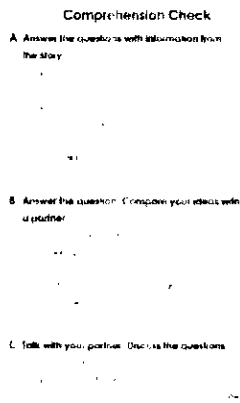
A *Bibliography* offers students links to texts or fun related the topics on the units. It also includes websites that can be used for research or language practice.

Reader

The *Reader* offers a selection of informative texts on age-appropriate topics that will help bring the real world into the classroom. It also includes a selection of original and traditional stories, which give students the opportunity to explore different literary genres while introducing them to the traditions and customs of English-speaking cultures. The *Reader* texts were designed to be used as additional extensive reading, which students can read independently or collaboratively, at home or in class.



The *Reader* presents language in context and provides simple, everyday patterns that students can easily identify. These points are then revisited and practiced in class.



At the end of each unit, *Comprehension Check* activities help students learn to read for specific information and for general comprehension. Vocabulary activities aid students in developing reading strategies related to deducing the meaning of words in context. In addition to this, each text also includes discussion questions that allow students to develop critical thinking skills, like inference, interpretation, and evaluation.

Each text includes a title page to introduce the topic or genre and help students make predictions about the text.

Key vocabulary and words that students might have difficulty with have been highlighted in bold the first time they appear. You can help them infer their meanings. Also, these words can be found in the English-English *Glossary* in its simple form.

For the Teacher

Teacher's Guide

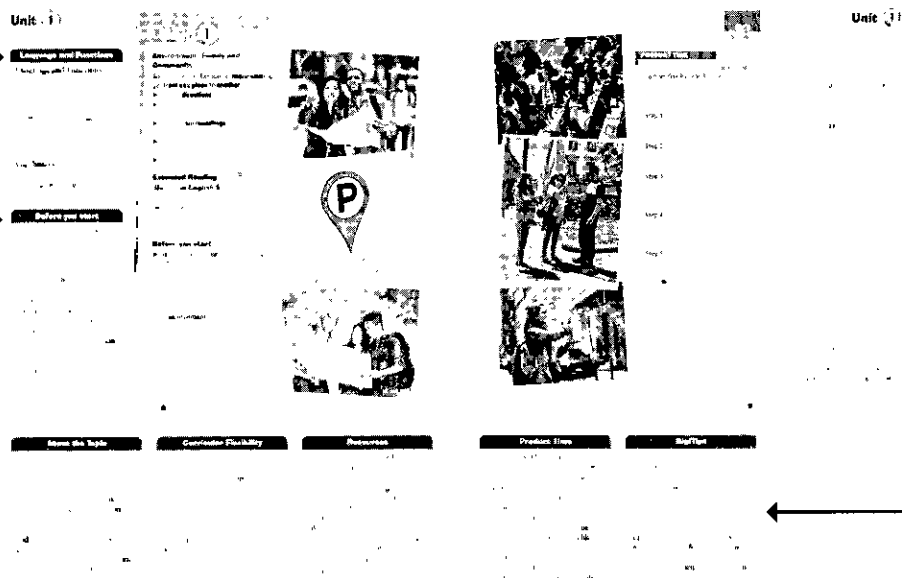
The *Teacher's Guide* was designed to offer teachers suggestions and support in three main areas: content and cultural information related to the topic of the unit, language support for target structures, and suggestions for adapting materials to different student needs and teaching contexts. A reproduction of the *Activity Book* is included with answers in bold small caps for easy identification.

Each unit includes a box with functions, sample language, and key vocabulary related to the unit.

In this section you can reflect on the way the English language works, paying special attention to the interpersonal communication, the use of contextualized English in real social situations and the learning of cross-curricular disciplines.

DigiTips suggest websites or alternative tools that will provide extra information or practice to reinforce the information in the *Activity Book* or to help you with the project.

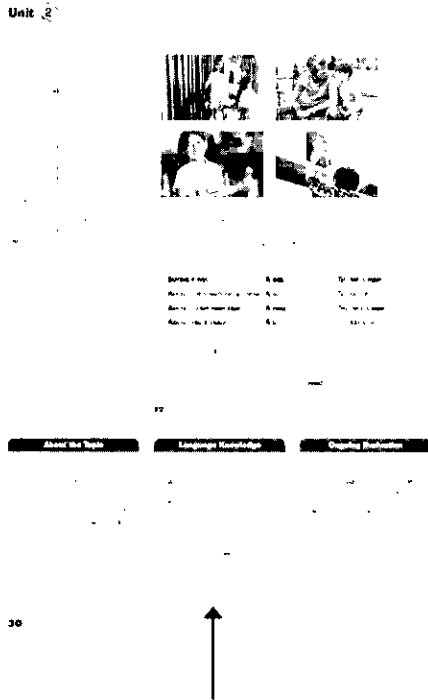
Before you start boxes offer suggestions to introduce the topic and activate previous knowledge, as well as classroom management to deal with the pictures and questions. Sample answers are always included.



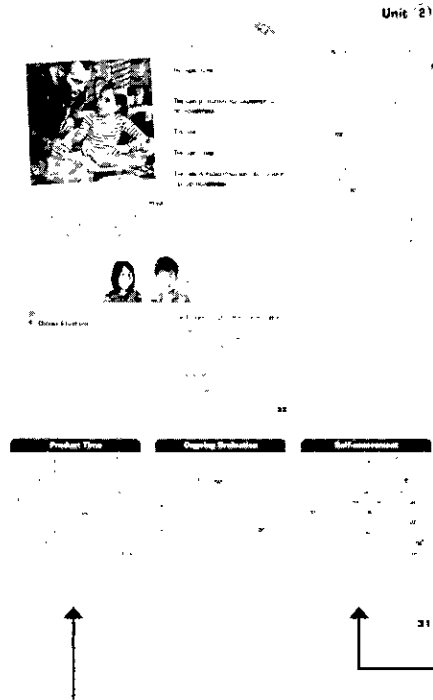
About the Topic boxes give cultural, academic, or general information about the topic of the unit or specific elements to aid the teacher in class preparation. These can include additional sources where teachers can go for more information.

Curricular Flexibility boxes support the teacher with ways to adapt content or specific activities to their teaching context (group size, language proficiency, cultural background, social context). The aim is for students to achieve the social practice corresponding of language level.

The *Resources* boxes include ideas to use *Flashcards* in a communicative way, and also ways to incorporate the *Reader* or extra materials into the class.



The *Language Knowledge* boxes offer grammar explanations, including functions, use and form, and focuses on common problems for Spanish speakers and suggestions for solutions.

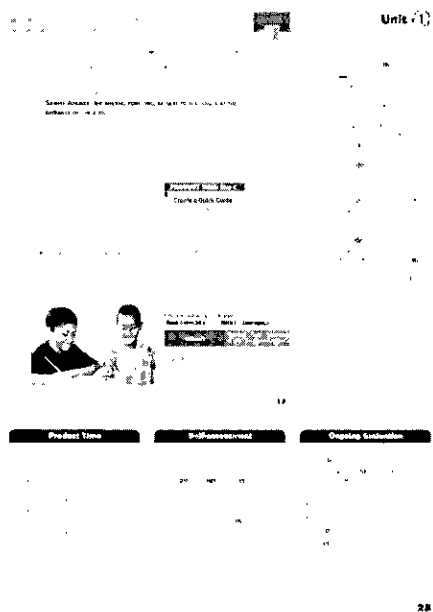
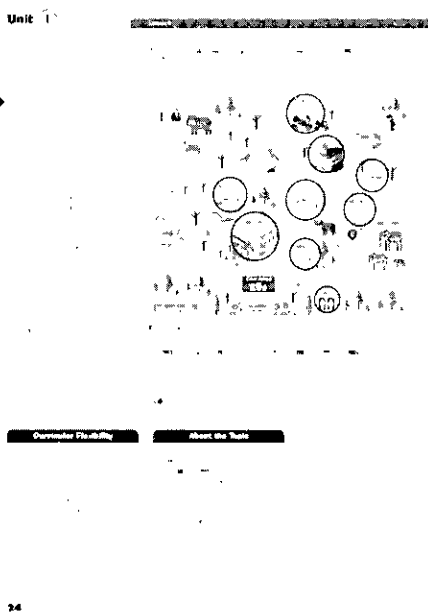


Product Time boxes summarize what students learned during the lesson, and offer ideas to adapt steps if necessary and for classroom management, together with reminders to make sure students bring the materials they need for that class or the next one.

Scaffolding activities offer suggestions for how teachers can support student learning or make an activity more or less challenging.

Self-Assessment boxes offer suggestions for how to guide students in the *Check what you know!* sections throughout the unit.

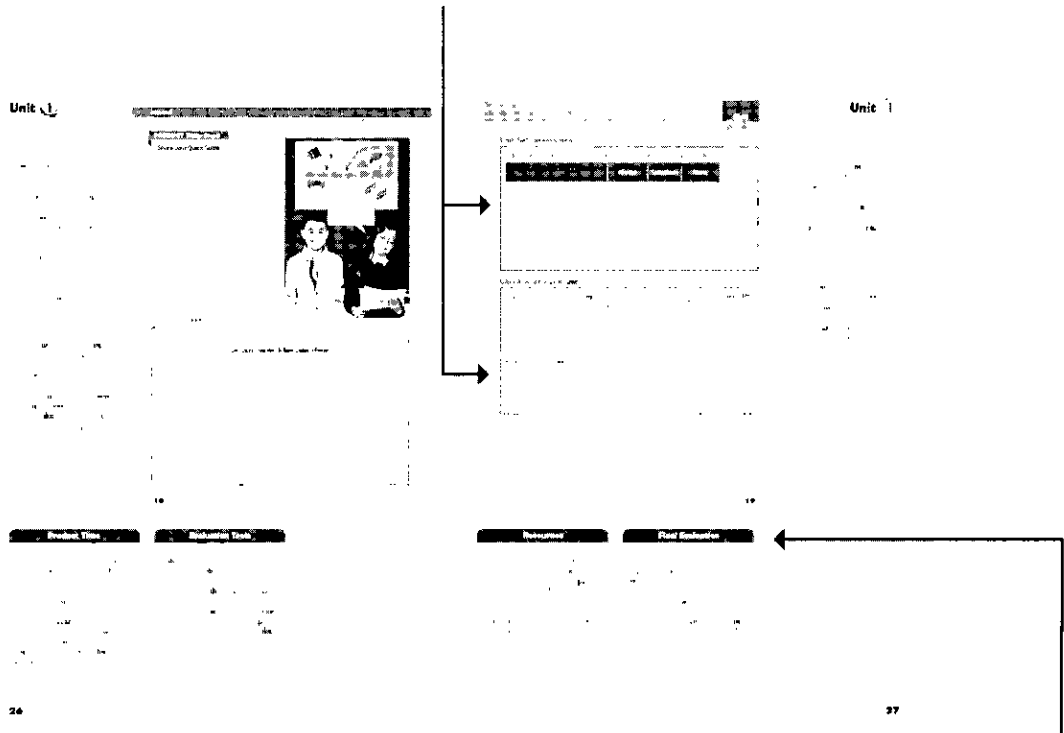
Possible answers for open discussion questions and sample language for oral activities are included at point of use.



Ongoing Evaluation boxes suggest how the teacher can evaluate students' production while performing speaking activities. Suggestions to notice fluency, pronunciation, vocabulary, and more are included.

For the Teacher

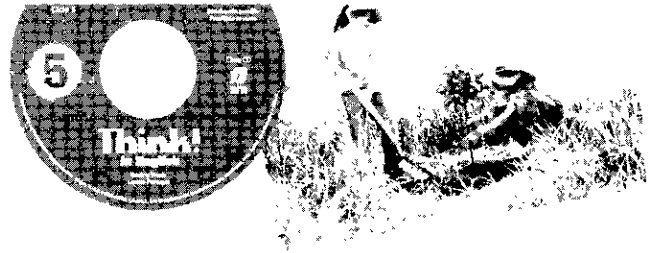
Evaluation boxes at the end of each unit refer teachers to the suggested evaluation instruments for the Product from the SEP program, together with a photocopiable exam, all included at the back of the guide.



The *Final Evaluation* box suggests how to guide students using the evaluation tools on the last two pages of each unit to evaluate their final Product, how they worked in the unit, and their achievement of the learning outcomes.

The Class CD

Each *Teacher's Guide* comes with a *Class CD*. This includes a selection of images that can be projected in the classroom. It also contains recordings of the narrative texts from the *Reader* and the audiotracks for the listening activities in the *Activity Book*.



Additional resources at the back of the *Teacher's Guide* to articulate with the activities in each unit:

- English-English *Glossary*
- Audioscripts for listening activities
- Photocopiable *Evaluation Instruments* for the final Product
- Photocopiable *Unit Assessments* with instructions and Answer Keys
- Answer Keys for the Comprehension Check activities in the *Reader*
- Bibliography of reference books, suggested books, and websites

Scope and Sequence



Family and Community

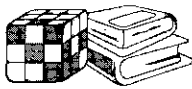
Unit 1

Social Practice: Exchange information to get from one place to another.

Product: Quick Guide to Go from One Place to Another

page 16

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Explore directions• Understand directions to go from one place to another• Describe surroundings as a reference point• Write directions to go from one place to another• Offer directions to get around	<ul style="list-style-type: none">• Describing your surroundings as a reference point: <i>It's right after the lake.</i>• Writing directions to go from one place to another: <i>Turn right and walk along Government Grove.</i>	places in a town



Recreation and Literature

Unit 2

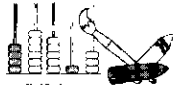
Social Practice: Accept or reject requests in role plays.

Product: Requests Role Play

page 28

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Explore exchanges and situations where requests take place• Explore and understand expressions to accept or refuse requests• Exchange expressions to accept or refuse requests• Accept or reject requests in role plays	<ul style="list-style-type: none">• Exploring dialogues where expressions to accept or reject a request are used: <i>May I have a glass of water?</i>• Examining ways to accept and refuse requests: <i>No, I'm using my book. Sorry!</i>• Exchanging expressions used to accept or refuse requests: <i>Sure. Here you are.</i>	food, places, medicine, toys, invitations

Scope and Sequence



Academic and Educational

Unit 3

Social Practice: Follow information of a pictorial guide to solve a problem.
Product: Illustrated Guide to Help Solve a Problem

page **38**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Identify problems• Explore illustrated guides to solve problems• Interpret information to follow steps• Write instructions for an illustrated guide• Follow information in an illustrated guide to solve a problem	<ul style="list-style-type: none">• Exploring illustrated guides: <i>Nathan got a bike for his birthday. He can't ride it because the seat is too high.</i>• Following steps and instructions: <i>First, check the light bulb. Then ask an adult.</i>• Writing instructions: <i>First, make small holes in the ground.</i>	instructions



Family and Community

Unit 4

Social Practice: Exchange opinions about audio news.
Product: News Survey

page **50**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Listen to and explore news related to familiar topics• Understand news• Exchange opinions• Present survey results as news report	<ul style="list-style-type: none">• Listening to and exploring news related to familiar and habitual contexts: <i>I think the article about music for happy kids is the most interesting.</i>• Understanding and exchanging opinions about audio news: <i>The news related happiness to gardening. I think it is really important to exercise regularly.</i>	<i>news, audio, survey, opinion, score, scale</i>



Recreation and Literature

Unit 5

Social Practice: Read a brief account of a trip to discover natural features and cultural expressions.

Product: Diagram to Compare Natural or Cultural Aspects

page **60**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none"> • Explore brief travel stories • Do a guided reading • Distinguish and compare natural features and cultural aspects which are similar and different between Mexico and other countries • Write sentences with descriptions and comparisons • Compare natural or cultural aspects using a diagram 	<ul style="list-style-type: none"> • Exploring brief travel accounts: <i>I have visited waterfalls too.</i> • Distinguishing natural features and cultural expressions: <i>The music in Rio was louder than the music in New Orleans. Mooney Falls are really tall.</i> • Writing sentences with descriptions and comparisons: <i>Rim Trail has more beautiful views than the other trails.</i> 	natural and cultural features



Family and Community

Unit 6

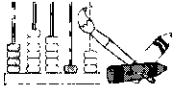
Social Practice: Exchange expressions to organize meetings.

Product: Exchange to Organize a Meeting

page **72**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none"> • Explore and listen to exchanges of expressions to organize meetings • Interpret expressions used by interlocutors • Assume the role of an interlocutor in an exchange • Participate in an exchange to organize a meeting 	<ul style="list-style-type: none"> • Exchanging expressions to organize meetings: <i>How about if we go to the movies today?</i> • Exploring and listening to exchanges of expressions to organize meetings: <i>I already have other plans.</i> • Interpreting expressions used by interlocutors: <i>Can't wait! See you there!</i> • Assuming the role of an interlocutor in an exchange: <i>Do you think we can go on Thursday?</i> 	phrases for starting, accepting, rejecting, or proposing a meeting

Scope and Sequence



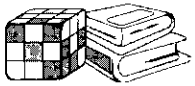
Academic and Educational

Unit 7

Social Practice: Register information of a topic to create a questionnaire.
Product: Questionnaire

page **82**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Search for and interpret information about a topic in documents• Explore questionnaires with different kinds of questions• Write questions about a topic• Research and interpret specific information about a topic• Use a questionnaire to register information about a topic	<ul style="list-style-type: none">• Registering information for a topic to create a questionnaire: <i>Where was the information researched?</i>• Exploring questionnaires with different kinds of questions: <i>Close-ended questions are useful to...</i>	question words, frequency adverbs



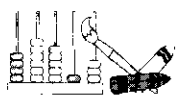
Recreation and Literature

Unit 8

Social Practice: Tell short anecdotes of interest.
Product: Fabricating Fun Anecdotes

page **94**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Explore fun personal anecdotes• Analyze different aspects of anecdotes• Reflect and discuss different aspects of anecdotes• Express an anecdote orally	<ul style="list-style-type: none">• Exploring and telling short anecdotes of interest: <i>The airplane had a turbulence.</i>• Analyzing different aspects of anecdotes: <i>It was really fun when...</i>• Expressing an anecdote orally: <i>I was learning to ride a bike when...</i>	verbs in past tense, question words



Academic and Educational

Unit 9

Social Practice: Gather information on a topic to get records and mount an exhibition.

Product: Museum Object Labels

page 104

Learning Outcomes

- Explore museum object labels
- Search for information about topics in different texts
- Analyze informative texts
- Select and discard information and paraphrase main ideas
- Share information of museum object labels and descriptions

Language Production

- Searching information about topics in different texts: *The Spanish coins are interesting.*
- Selecting and discarding information: *I think the material used is more important.*
- Sharing information of museum object labels and descriptions: *The Starry Night has thick paint that is swirled to look like stars.*

Vocabulary

descriptive adjectives, verbs



Family and Community

Unit 10

Social Practice: Describe and compare appearance and skills at different ages.

Product: Timeline of your Development

page 116

Learning Outcomes

- Listen to and explore descriptions of physical appearance
- Understand skill descriptions
- Describe your own physical appearance and skills
- Describe and compare your appearance and skills at different ages

Language Production

- Describing and comparing appearance: *You can describe hair as curly and straight.*
- Describing and comparing skills at different ages: *She used to wear braces on her teeth.*

Vocabulary

*curly and straight
brown, blond, ginger
funny, slowly
walk, talk, fly, learn*

Language and Functions

Language and Functions

Describing your surroundings as a reference point

It's right after the lake.

Writing directions to go from one place to another

Turn right and walk along Government Grove.

Vocabulary

auditorium, castle, fountain, gift shop, lake, map, market, museum, park, restaurant, zoo

Before you start

The structures used in the questions will be familiar to students, but they may need support with vocabulary related to the pictures. Take this opportunity to evaluate if students are familiar with finding their way in their community or in unfamiliar areas. You may also want to find out to what degree students are familiar with maps and GPS apps, or whether they prefer to ask people for directions.

Environment: Family and Community

Social Practice: Exchange information to get from one place to another.

- ▶ **Exchange directions**
- ▶ **Describe surroundings**
- ▶ **Write directions**
- ▶ **Write directions**
- ▶ **Write directions**

Extended Reading

Unit 1 in English 5

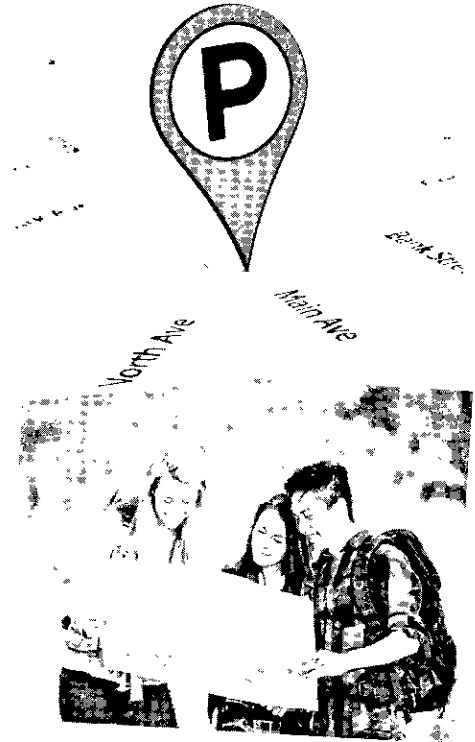
Reader pages 10-11

Where are we?

For more information, visit www.pearson.com

Before you start

- ▶ **Talk to a partner.** Discuss the questions about moving within a place.
 1. What is the main problem?
 2. What is the best way to solve it?
 3. What time will you need to get there?
 4. What time will it take to get there?
- ▶ **Write directions to a friend.** Write directions to a friend's house or school.
- ▶ **Write directions to a friend.** Write directions to a friend's house or school.



About the Topic

Giving directions is a topic that is difficult even for native speakers. You can help your students by asking them to draw a map of an area they are familiar with; for example, their school, their home, or their street. You can invite some students to draw maps on the board and mark the route from their home to the school. Pay attention to those students that have difficulty getting a sense of their surroundings.

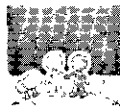
Curricular Flexibility

The language of giving directions presented in the unit can be adapted to any context and to wherever your students are located. You may need to replace the vocabulary and teach new words as needed. Some students might need to learn the names of natural features, so make sure to provide both a visual and a written reference.

Resources

Some students might not be too familiar with reading maps or giving directions. You could show them the *Reader* and encourage them to browse through the pages to find out how the boy finally gets back home. If you have access to the *internet*, take advantage of apps or map sites that can show students routes to get from one place to another.

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities.



PRODUCT TIME

In this unit you will create a **Quick Guide to Go from One Place to Another**. For this you will create and use maps to ask for and give directions to get from one place to another with your friends and family.

Step 1: Explore and practice using different maps. Then choose a place to make a map with your team.

Step 2: Follow and give directions using the maps. Then design your own map. Be careful with details.

Step 3: Give complete directions using the maps by using the surroundings as a reference. Then write some sample directions to use your map.

Step 4: Write complete directions using different maps. Then, use what you did in the first three lessons to create your quick guide.

Step 5: Offer directions to get around using your quick guide and the map in it.

If you want to learn more about exchanging information to get from one place to another visit:

You will find many useful phrases to give and follow directions.

- It's a good idea to go over the Product steps with your class to let students know what they will be doing during the unit. You can also allow them to choose their own Product group, or decide who will work together according to their skills. It is important for students to be in different teams so that they learn to work with people with different personalities.

You may want to visit the suggested web page before the class to talk to students about what they will find there. The phrases and signs in there can be very useful for extra activities or clarification.

Unit 1 9

Product Time

In this unit students will be practicing and reviewing the skills and language needed to produce a *Quick Guide to go from one place to another*. If students need special support to finish their project successfully, you may want to use alternative support activities related to offering directions like drawing maps from the school to each student's home. Then, they could also use the maps to write invitations and directions to visit each other at home.

DigiTips

The suggested web page provides useful phrases and sign samples to give directions to go from one place to another. If you have access to the internet in the classroom, you could browse through the page together with the class as needed. If not, you could also have them check it at home and take notes of the information they find to be the most useful to share it in class. Encourage them to ask for help if they have any doubts about what they read.

To help students understand the task, you can first go over the map in order to familiarize them with it. You can mention the name of the streets and review "turn right" and "turn left."

Suggested answers: 1. History Museum, Art Museum, Lake; 2. Visit museums, see art exhibitions, ride on a boat.

To provide scaffolding, you may read the directions aloud and have pairs follow and come up with the answers as pairs. You can check answers once you are sure all students have understood the task and written the names of places in their books.

To help students with the speaking activity, go over the sample dialogue first. You can also help students by writing the question stem *How can I get to ___?* and the answers *Turn right / Turn left / Walk along* on the board. You may do one or two demos with strong students before telling pairs to start the activity.

A In pairs, explore the directions in the Quick Guide and answer the questions.

1. What are the main venues in St. Louis Forest Park?
2. How can you get to the venues?

Annual Field Trip to St. Louis Forest Park Quick Guide

Follow the chronology to give an answer to what is asked.

9:00–10:00 a.m. Start at the **History Museum**

From the History Museum, **turn right (→)** onto Lagoon Lane. Walk or ride your bike along Lagoon Lane. Then **turn left (←)** onto Fine Arts Drive. The Art Museum is in front of the Lake.

10:30 a.m.–12:00 Noon Visit the **Picnic Island**

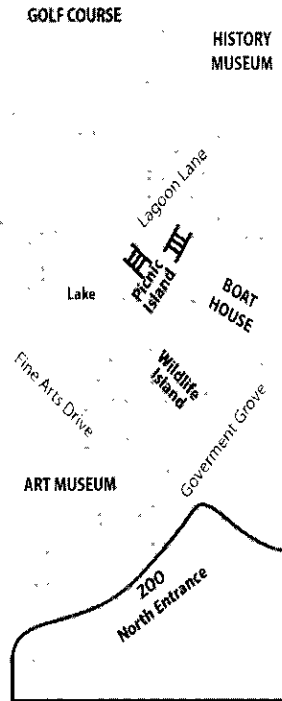
From here, **turn right (→)** and walk along Fine Arts Drive. Then **turn right (→)** again onto Government Grove. We'll have lunch when we arrive.

1:00–3:00 p.m. Visit the **Boat House**

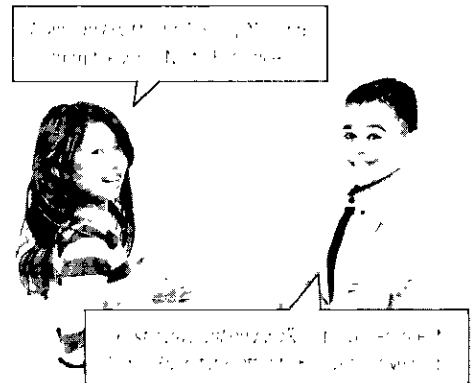
After the visit, **turn right (→)** and walk along Government Grove. Then **turn left (←)** on the first road after the Lake. The Boat House is next to the Picnic Island

3:30–5:00 p.m. Rowing at the **Lake** from the **Boat House**

Come and have fun!



B Work with a different partner, follow the other directions, and complete the Quick Guide. Then, use the map to take turns asking for and giving directions.



About the Topic

You can share with your students some information about St. Louis Forest Park. Tell them it's one of the most beautiful urban parks in the world. St. Louis Forest Park is located in the city of St. Louis in the United States. The park has forests, ecosystems, nature reserves, lakes, and streams. It also has museums, a zoo, a science center, and an outdoor musical theater. If you have access to the internet, you can visit the whole map on <https://forestparkmap.org>

Curricular Flexibility

To provide further practice of reading maps or giving simple directions, you may use realia and maps for locations not featured in the unit. You can decide whether to just use a map to familiarize students with locating places, or to use it to practice the language learned on this page.



C Reflect with a partner on what other things in your life it is important to know how to give a proper instruction. Write down some ideas.

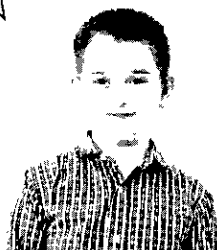
TO TAKE A MEDICINE, TO PUT TOGETHER AN OBJECT, ALSO TO, TO DO A TASK

► Share your reflections with the group and come to a conclusion.

D Discuss the questions with your partner.

- 1. How do you use the verb **to navigate**? What does it mean?
- 2. What does it mean to **guess** something? How do you use it?

How do you use the verb **to navigate**?



How do you use the verb **to guess**?



PRODUCT TIME: Step 2

Brainstorm Locations

Get together with your product group. Brainstorm places you would like to go that might be difficult to navigate. Then choose a place to make a map with your team. Use the map on page 10 as a model.

Check what you know!

Check pages 10 and 11. Mark the best options.

Indicators	Excellent	Good	In process
I can explore directions	😊	😊	😊
I can identify places that can be hard to navigate	😊	😊	😊
I can ask for help	😊	😊	😊

To read a text about getting from one place to another. *Where are we?*, check pages 5–16 of your Reader.

Unit 1 11

Before doing the writing activity, you can review the language learned so far by drawing a simple map of the school grounds and asking *How do I get to the (school cafeteria)?* Students can then practice using *Turn left, Turn right, or Walk along.*

Students may read the directions to two or three partners, so that you have time to listen to their accuracy while reading and giving directions. You can also ask students to write the directions on the board to check spelling.

You can go over the questions and the sample answers before telling students to work in pairs. You can also read one question aloud, ask students to discuss it, and elicit their answers before moving on to the next question. Your choice depends on how much motivation and encouragement your students need.

Encourage students to read the text. You might want to use it as additional extensive reading for them to read independently at home or collaboratively in class.

Product Time

This is the first step of the Product. If you haven't done so, you can now group students into Product groups by preference or group them strategically based on skill level. It is important for students to understand each step of the process and how it is related to what they learnt in class to complete the final Product successfully. You may want to let students know that they will work on this Product throughout the unit and that they must bring the materials they need to each class.

Ongoing Evaluation

While students are writing directions in activity C, you can evaluate them on the following: correct word order, use of vocabulary, and correct spelling. Make sure to provide feedback and answer any questions they may have as needed.

Self-assessment

It is important to guide students through the *Check what you know!* box. You might ask them which activities on pages 10 and 11 correspond to each competency. After completing their self-assessment, students can work in small groups to think of ways to improve in each area. It might be a good idea to have students write down what their goals are and how they will work to improve their English.

Before asking students to ask family members about new routes, you can elicit some information about Chapultepec Park. Ask students to share their experience of family activity in class and make sure they are using English.

To help students with the listening activity, you can go over the map again, this time with the whole class. You can also elicit how to get from one place to another. While playing the track, you can stop and check for comprehension, or you can ask some students to draw the route with their fingers.

Before forming pairs, you can write the language of directions on the board as a reference. You can also read the sample language and do one or two more demos. Take notes on students' performance to make sure they feel comfortable with the language. You can also do some remedial work at the end.

A Look at the map of the Chapultepec Park. Discuss the questions with a partner.

Getting around Chapultepec

1 NATIONAL ANTHROPOLOGY MUSEUM
 2 MODERN ART MUSEUM
 3 CHAPULTEPEC ZOO
 4 CHAPULTEPEC LAKE
 5 BOTANICAL GARDEN
 6 CHAPULTEPEC CASTLE
 7 LA FERIA DE CHAPULTEPEC

B Listen to people giving instructions to get from one place to another in Chapultepec. Draw the **routes** on the map.

▶ Work with a partner. Imagine you are visiting Chapultepec together. Look at the map and talk about the places you want to visit and how to get there.

¿Cómo se va al museo de arte moderno?

¿Cómo se va al zoológico?

12 Unit 1

Ongoing Evaluation

During the first speaking activity, you can take the opportunity to evaluate how much students already know about language for directions. You can make a list of the expressions they are familiar with and expand the list after the listening activity. You can then ask students to copy the list on their notebooks and add their own ideas or expressions.

Curricular Flexibility

If you think your students need further practice, you can draw a simple map of the school and have students give directions to get from one place to another. You can also do this with the school area or an area all students are familiar with. Students may benefit from moving their bodies to follow directions, so you can drill *go straight ahead*, *turn left/right* in the classroom.

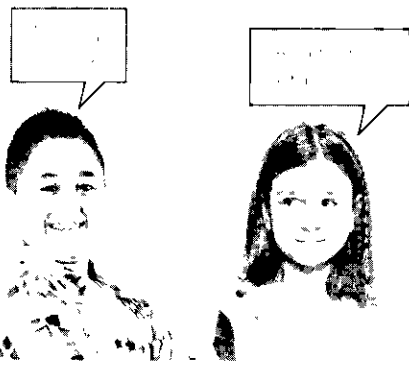
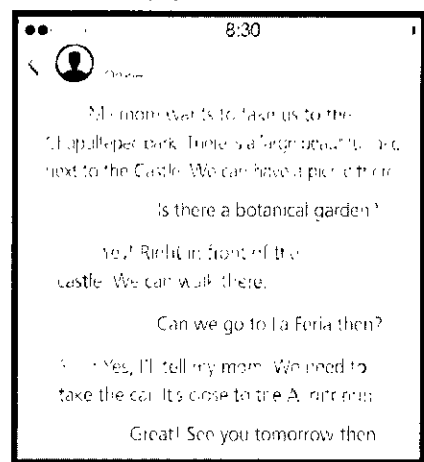
About the Topic

Some interesting facts about Chapultepec Park that you can share with your students are: *Chapultepec* means "hill of grasshoppers" in Nahuatl. The hill where the castle stands was first conquered by the Aztecs. During the Spanish conquest, the Spanish built a chapel, first, and then a palace. The palace was home to the National Military Academy. The emperor Maximilian rebuilt the castle. It was the residence of the Mexican presidents until 1940.

C Look at the pictures of different places in the city. Discuss the questions in small groups.

- 1. ¿Dónde está el parque? ¿Cómo se llama?
- 2. ¿Dónde está el restaurante? ¿Cómo se llama?
- 3. ¿Dónde está el museo? ¿Cómo se llama?
- 4. ¿Dónde está el centro comercial? ¿Cómo se llama?

D Read the text conversation. Role-play a similar conversation in your groups. Use the map on page 12.



PRODUCT TIME Step 2

Create a Map
 Work with your product group. Use your notes and list from Lesson 1 to draw a map of your location. Include the necessary elements as points of reference. Use the examples throughout this unit to help you. Keep your map for the next lesson.

Check what you know!
 Check pages 12 and 13. Mark the best options.

Indicators

I can follow directions to go from one place to another.

I can use features as a reference point.

I can ask for help.

Ask students if they identify the places shown in the images, comment that other places similar to those they know or have visited before asking students to discuss the questions. When checking their ideas, make a list of the characteristics students consider important when choosing a place to visit. You may do a class survey by asking them to raise their hand as you mention each characteristic. You can also ask a few students to expand on their answers.

You could read the conversation aloud and elicit other possible places to visit. You can also read the sample conversation and do a model with a strong student so it is clear what they have to do. If you consider it necessary, you can ask students to rewrite the conversation and practice reading it aloud.

Product Time

Have students use their notes from Lesson 1. Make sure they understand that now they need to draw a map and that they can use the ones on pages 10 and 12 as an example. You can encourage them to do a draft first, and then a final version. If students don't know the names of the streets on their map, you can invite them to use the internet or to ask other groups. Remind groups to work in collaboration with each other.

Self-assessment

You can ask students to reflect on the use of language to indicate places and points of reference. You can also ask students to give examples to demonstrate their knowledge related to following and giving directions to go from one place to another. You could remind students that if they don't feel comfortable with the language, they can always ask for help.

You can explain what a flyer is. You can also ask students where they would expect to see a flyer, like the one in their *Activity Book*. You can then set a time limit for students to discuss the questions.

Suggested answers: 1. It's about a ride in downtown Coyoacan. 2. A neighborhood, because it covers just a few streets.

To facilitate the listening activity, you could go over the map and give some directions for students to follow along. While playing the track, you can pause it after each direction to check that all students are following. You can encourage them to follow with their finger or a pencil.

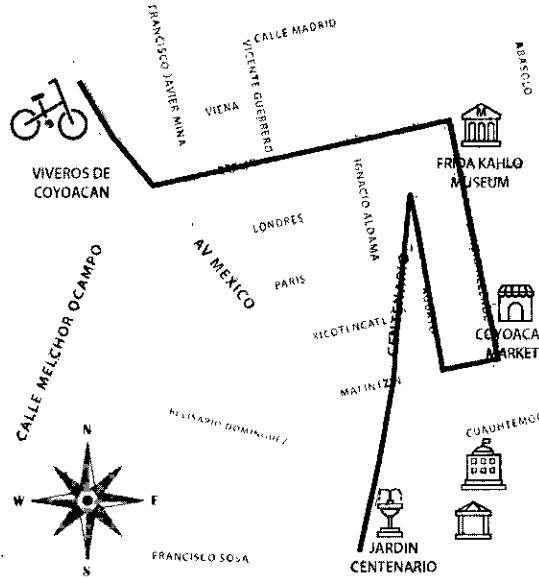
You can read the sample language before asking students to give directions in groups. If you think it would be helpful, ask students to write the directions in their notebooks and read them out in class for other groups to follow the directions and confirm whether they are correct or incorrect.

A Explore the flyer and answer the questions in groups.

1. Do you think the map is in the neighborhood?

2. Do you think the map is in the center of the city? Why?

Coyoacan Ride September 22



* Registration and breakfast at 9:00 AM at *Viveros de Coyoacan*

* Start the ride at 10:00 AM at the corner of Madrid Street and Mexico Avenue (\$100 per person)

* End at *Jardin Centenario*

- Live Shows
- Lunch
- After Party

Come and join us!

B Listen to the conversation. Follow the given directions and draw the route on the map.

▶ Listen again and number the **landmarks** in the order they are passed in the race.

- | | | |
|-----------------------|----------------------|---------------|
| 1) Spanish Embassy | 3) Coyoacan Market | 5) Cuauhtémoc |
| 2) Frida Kahlo Museum | 4) Jardín Centenario | 6) Cuauhtémoc |

C In your groups, use the map to take turns describing your starting location and asking for and giving directions. Decide whether you want to use north and south or left and right. You can also practice with a family member.

¿Puedes guiarme al Ayuntamiento de Matamoros desde el Museo Frida Kahlo?

¿Puedes guiarme al Jardín Centenario desde el Ayuntamiento de Matamoros?

Curriculum Flexibility

If students find the map difficult to follow, you can draw a simplified version of it on the board and read the audio script aloud. You may also write the names of the places first, so it is easier to know where each place is. You can repeat the directions several times and also encourage volunteers to give the directions themselves.

Ongoing Evaluation

During the activity C, you can evaluate your students on the following:

- giving directions
- use of prepositions
- turn-taking
- fluency and pronunciation



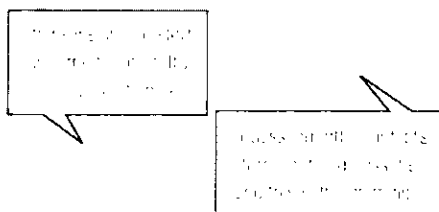
D Imagine that you have to plan a bike ride like the one on page 14, passing a number of interesting landmarks and attractions. Work together with your group to complete the map with the things you would like to visit on your bike ride, starting in your community



You can provide help by eliciting names of places students have seen so far in the unit and write a list on the board. You can also encourage students to decide whether they want drawings of the places or just the names.

E Now imagine that you should give your route directions to a friend or family member, how would you give them?

Alternatively, you could use a computer program to draw your map and set the route.



Ask students if they know how to use any drawing or taking notes computer programs. Provide help as needed. And encourage them to make their maps and take their notes in a more technological way.

► Now give those indications to a classmate without looking the map, did he arrived to the right place?

PRODUCT TIME: Step 3

Write Directions

Get together with your product group and try together to make a route that integrates the places of interest of all. Look for safe shortcuts and make a strategy to take advantage of the routes to the closest places

Check what you know!

Check pages 14 and 15. Mark the best options.

Indicators	Excellent	Good	Unsatisfactory
I can understand directions for getting from one place to another	😊	😊	😞
I can describe surroundings to give references.	😊	😊	😞
I can ask for help	😊	😊	😞

Before starting the activity, you can read the sample dialogue and do a review of the language for giving directions. You can write the phrases on the board or ask students to go back to previous pages and make a note of the language they need. You may also do a model with a strong student so that all the class knows what they have to do.

Product Time

Remind students that to carry on they need to use their material from the first two lessons, because the units revolve around the creation of a project. You may need to monitor how well groups are working and provide help as needed. You could also remind students of the importance of writing complete sentences and making correct use of capital letters and punctuation.

Self-assessment

You may add a bit of a challenge to giving directions by introducing the cardinal points. You can, first, teach them in English: *North, South, East, West*. You can then teach the language for using them with one of the maps from the *Activity Book*: *Viveros de Coyoacan is to the west of Jardín Centenario.*

Curricular Flexibility

After students have answered the *Check what you know!* box, you can read each can-do statement and ask for a raise of hands to see how many students feel confident with the language. You may want to do further practice with any of the competencies. You can draw maps on the board or bring maps to class and practice asking for and giving directions in class and describing surroundings to give references.

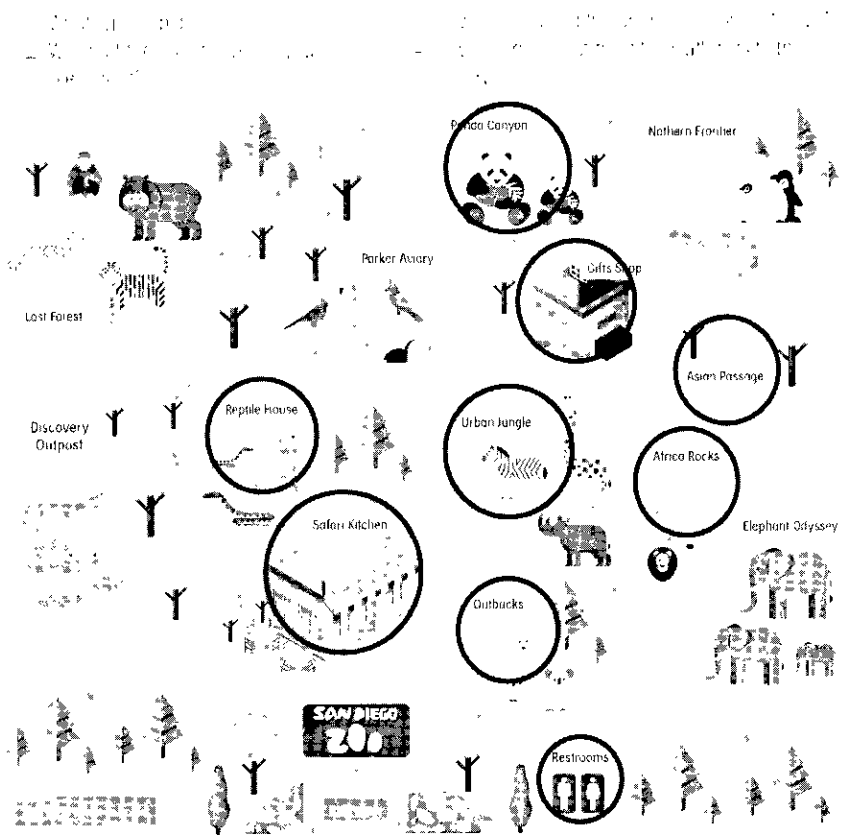
To help with scaffolding, you can first review or teach the names of the animals. You can also ask students for the names and location of the areas.

Suggested answers: 1. It's a zoo. 2. *Answers will vary.* 3. By looking at the map. 4. Walk straight ahead and turn left. The Lost Forest is on the right, next to the Parker Aviary.

Before doing the listening activity, you can ask students to brainstorm ideas of what they think the tour guide will say or read the names of the areas aloud. While playing the audio, you can pause after each sentence so that students can locate the places on their maps.

Before the speaking activity, you can do a quick revision of language for giving directions. If you think it's needed, write the phrases on the board. Remember also to read the sample language and do a model before starting the activity. This will help less confident students.

- A** Look at the map of the San Diego Zoo Park. Answer the questions in small groups. Remember to describe the surrounding areas as a point of reference.



- B** Listen to a tour guide in the San Diego Zoo explaining where to find things. Circle the places she mentions on the map.
- C** Talk to a partner. Use the map to give directions to find the mentioned places.



Curricular Flexibility

You can expand the speaking activity in activity C by having students express where they want to go, what they want to see, and how they can get there. You could write a sample dialogue on the board by eliciting ideas from the students. You can also leave it as reference and underline parts that can be replaced.

About the Topic

There are about 3,500 animals from 650 species in the San Diego Zoo. You may challenge your students to name as many animals as they can. Encourage students to visit the Zoo's official page on the internet. There, you can visit the zoo and travel on an aerial tram, or you can ride the zoo bus. You may also invite students to talk about other zoos they know and what their favorite animals to see are.



D Imagine that you are going to organize a group outing with your friends from the community where you live. What information would you give them to get to the meeting point. You can guide yourself with the map of page 16

Let's go to the Lost Forest. We need to walk along the trail. It's between the Discovery Fairpost and the Panda Canyon.

SAMPLE ANSWER: THE MEETING POINT WILL BE NEXT TO THE TOILETS AT THE ENTRANCE OF THE ZOO.

You may start this activity by going through the map on page 16 again. If needed, review prepositions: *next to*, *in front of*, *between*, etc. Before writing, you can elicit a few oral examples of directions to encourage students to add all the information needed. If your students need further help with writing, you can write some model sentences on the board for them to use as guidance.

Before asking students to share their sentences with another partner, you can do a model with a strong pair of students. While students are sharing their sentences, you can listen carefully without interrupting them. You can make notes of mistakes you hear and do remedial work afterwards.

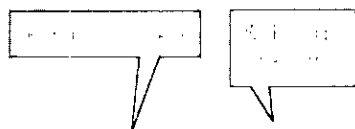
PRODUCT TIME: Step 4

Create a Quick Guide

Get together with your product group. Take out your map and directions from lesson 3. Talk together and decide on a route you want to include in the map to visit the main points of interest in the place you chose.

Brainstorm ideas and take turns to write the instructions to follow the route and go from one place to another. Keep all of your documents safe for the final presentation next class.

► Share and compare your ideas with a different partner.



Check what you know!

Check pages 16 and 17. Mark the best options.



- I can compose sentences to give directions
- I can verify directions by tracing a route in a map
- I can ask for help

Unit 1 17

Product Time

Encourage students to review what they have done in the unit so far before they carry on with their project. You can also take this opportunity to evaluate students on the use of functional language, vocabulary, cooperation and collaboration. Remember to monitor and provide help as needed.

Self-assessment

You can ask students to consider their use of the language in the speaking activities. If they find that they have problems remembering prepositions or the right verbs, you can encourage them to make drawings or use translation to help them remember their meaning.

Ongoing Evaluation

It is important for students' speech to be clear. So while students are performing speaking activities in pairs, you can evaluate them on the following:

- pronunciation
- fluency
- vocabulary
- use of language

Speaking in front of an audience is an important skill that all students need to develop. To be successful at this task, it is important that students understand the characteristics of a good presentation. You might consider reminding students of the importance of eye contact, good volume, and appropriate pacing. Students will enjoy watching you model both desirable and undesirable behaviors and making suggestions about how you can improve your performance.

You can explain to students that group evaluations help them become aware of their strengths and weaknesses, and notice what they need to work on to improve in the next unit. You may remind students to work individually on the group evaluation. You can then work with each group and go over general answers to help students notice what worked well and what they would need to improve next time.

PRODUCT TIME: Step 6

Share your Quick Guide

Get together with your product group and take your notes from Lesson 3. You need them to make a Quick Guide. First, identify the most representative places and discuss how to represent them on your guide. Then, show the best access routes. Once your Quick Guide is done, take turns to ask for the best routes to get to the places you previously defined.

Practice what you are going to say with your group. Then, share your information with another group. Allow them to choose a point of interest they would like to visit and give them directions from a starting point to that location.



Product Assessment

With your product group, write information to reflect on the way you worked together.

Cooperative Work Evaluation Form

1. Describe how you and your partner contributed to the work.
2. What went well? Why? (Describe your strengths.)
3. Mention what you did well on and what you did not do well on.
4. Mention how you and your partner worked together.

Product Time

When developing a role play, many students are not aware of the mistakes they make. To help them analyze their own work, you might consider audio-recording as they read aloud to the class. Students who are confident may share their recording and brainstorm ways to improve. Other students would benefit from privately listening to their own performance and generating a list of goals for improvement.

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 137 to help students assess their progress. You can photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.



Unit Self-assessment

Indicate the answer you consider corresponds to the learning process you had.

	Always	Sometimes	Never
I can separate and combine numbers			
I can get the sum of two numbers I can get the difference			
I can ask questions clearly in English			
I can write the process of Addition			

This section should make students reflect on their work throughout the unit and not just on the creation of the final Product. Make sure students understand this before they start evaluating themselves. You can help them by going back to each page and reminding them of all the work they did.

Check what you know!

Think about what you learned through the unit
Use the purple words to answer the questions.

Yes ← Sometimes → No

1. Write:

1. How many numbers are there in the number 12?
2. How many numbers are there in the number 1234567890?
3. Describe the number 1234567890. How is it like 12345?

Reflect and answer the questions

1. What was easy for you? _____
2. What was difficult? _____
3. What kind of activities did you like the best? _____

This section evaluates more specifically what students did during the unit. If needed, translate the statements for students to be clear on what grade to give themselves. You can also give examples to answer the last three questions.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable *Assessment for Unit 1* from *Teacher's Guide* page 147 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on asking for and giving directions to get from one place to another.



Language and Functions

Language and Functions

Exploring dialogues in which to accept or reject a request are used

May I have a glass of water?

May I borrow your book?

Can I play with your toys?

Examining ways to accept and refuse requests

No, I'm using my book. Sorry!

Yes, it's OK. No problem.

Exchanging expressions used to accept or refuse requests

Sure. Here you are.

No, thanks.

Yes, please.

Vocabulary

food, places, medicine, toys, invitations

About the Topic

The topic of this unit revolves around making requests as an important step in developing communication and learning how to accept or reject requests politely at home, at school, and in the community.

Environment: Recreation and Literature

Accept or reject requests in role plays.

- Exchange requests
- Accept requests
- Refuse requests
- Express surprise
- Express agreement
- Express disagreement
- Express interest
- Express surprise
- Express agreement
- Express disagreement
- Express interest

Extended Reading

Messages and Requests

Reader: Messages and Requests

Messages and Requests

Messages and Requests

Before you start

Think of what it's asked for

Think of what it's asked for

Think of what it's asked for

Think of what it's asked for



Pre-evaluation

One way students may evaluate themselves is to brainstorm situations where they would need to make requests and to make a list. Students can then try to write down an appropriate request for each situation taking into account the size or magnitude of the request and the person to whom the request is made. Advanced students can try and note down an appropriate response to each request.

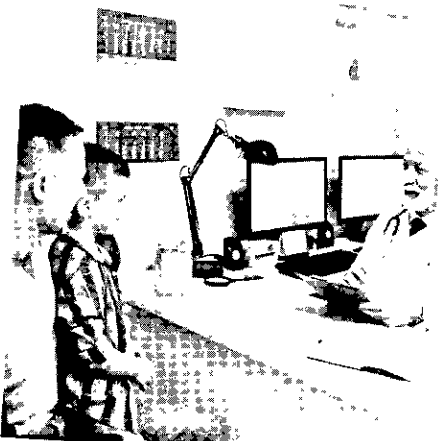
Language Knowledge

The difference between an instruction and a request is that after receiving a request the person has a choice as to whether to comply or not, whereas instructions should always be followed.

Grammatically, we use the imperative (the infinitive without *to*) for instructions, whereas requests are usually in the form of a question.

Resources

You can also use the *Flashcards* included in the *Class CD* to create different communicative activities.



In this unit you will organize **Requests Role Play**. To do this you will discuss different situations and make requests for each of them using different expressions.

Explain and discuss situations in which requests are made.

Practice making requests in different situations.

Practice accepting and rejecting requests in different situations.

Make a list of requests for **role-play** in which you present different cases.

If you want to learn more about accepting and rejecting requests visit

www.english.com. You will find useful phrases to ask and answer to requests in different communicative situations.

It is important that students know what the final Product is and what they will be doing throughout the unit to build up to it. One way to help them understand is to ask them to look at how one stage leads on to the next and how what they learn and do in each lesson will be needed for them to finish their Product successfully as well.

To help set the context, you may also want to start by eliciting situations in which they would need to make requests, why, and how.

Encourage students to use the provided site to review and take note of useful phrases to accept or reject request in different communicative situations.

Unit 2 21

Product Time

You can group students into Product groups by students' preference or group them strategically based on skill level.

It might be a good idea to look at the different stages leading to the creation of the Product to see where students will need support. Also, students' skills will have different levels (e.g., better at speaking than writing). You can help them more if you know their strengths and weaknesses.

Continuous Assessment

The Product is divided into steps and each step will contribute to the students' Evidence Portfolios. However, there is real flexibility in how students add to their evidence portfolios. Any additional work that supports their understanding can be included.

Another idea is to discuss with students what they would like to include in their Evidence Portfolio as this can motivate them more.

Adapting to Context

Alternative projects related to expressions accepting or refusing requests could include a set of matching cards, one with the request and the other with a possible answer accepting or refusing the request, or a poster of illustrated requests and expressions accepting or refusing requests. The idea is for the project to be as useful as possible to help students with their learning needs.

One useful activity could be to have students describe the pictures before asking them to guess or predict what the people are talking about. Then you can have them compare their ideas to the audio.

Before listening, you could begin by telling the class about different ways to make a request and how to answer. Ask students to share their own ideas. To elicit the target language, you could ask: *How do you ask for something?* You can ask students to check the exchanges again by taking turns making a request and answering the questions.

You may want to play the track another time for students. Some students might need support with word order and spelling. You may also want to modify the specifics of each request to give them further practice.

Work with a partner. Look and describe what you think is happening in each situation.



- Listen to the exchanges and check your predictions with your partner.
- Don't forget to consider the expressions learned in the previous lesson, such as the type of request.
- Use the table to describe the exchanges. Talk with your partner to compare and complete your ideas.

BUYING A DOG

A GIRL

THE GIRL'S MOM

ASKING FOR SOMETHING TO DRINK

A BOY

THE FATHER

ASKING TO EAT SOME FRUIT

A CHILD

THE CHILD'S MOM

ASKING FOR A SNACK

A BOY

THE BOY'S DAD

- Pick a picture, imagine it's you in it. What would you like to have happen? Write in your notebook a brief description of what you are doing in the image.

How does this...

What are you...

reach

22 Unit 2

About the Topic

There are different ways to make requests. It might be useful to inform students that you can guess a person's attitude depending on the way they speak. Tone of voice and body language help us understand each other, and they're part of the communication process, so you could encourage students to try to use their voice and body language to help convey their requests.

Language Knowledge

The main social practice for this unit is making, accepting, and rejecting requests. To do this, students will need to use modal auxiliary verbs. Many modals can be interchanged to adjust for level of normalcy. For example, *may*, *could*, and *can* function in the same way when making requests, but *may* is more formal. It is important that students understand that the main verb is always in base form when used with a modal auxiliary verb.

Ongoing Evaluation

To assess students' use of the language, you can encourage them to gradually put down their books and use eye contact during the speaking activity. It is important that students use the language spontaneously, rather than relying on a text for support.



Look at the picture. Answer the questions with short sentences.

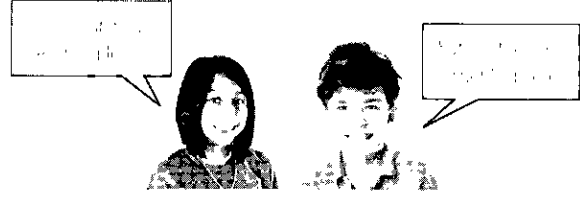


1. What is the man doing?
IN THEIR HOME
2. What is the girl doing?
THE DAD IS HELPING HIS DAUGHTER TO DO HOMEWORK
3. What is the girl asking the man?
THE GIRL
4. What is the man saying?
THE GIRL'S DAD
5. What is the girl saying to her dad?
THE GIRL IS REQUESTING HIS DAD TO HELP HER DO HOMEWORK

Discuss and compare your answers with your partner.

Look at the picture in activity B. With your partner, imagine one of you is the father and the other is the girl. Follow the example to role-play the situation.

Alternatively, you could record the conversation or the play to check your pronunciation.



You can ask students to look at the picture and guess who is making the request and who is receiving it. You may want to refer students to page 22 if they do not remember the question forms. Include: *Can you help me with my homework? Could you tell me how to get to the bank?*

You can begin by asking students to look at the picture again and review their answers. Students could practice before you invite volunteers to put down the book and act out the scene for the class. It might be fun to change the situation slightly to provide variety for the class.

Choose Situations

Work in two partners. Think about ways in which you can help or be helped in a number of your situations. Make an organized list of the possibilities and then you could use 'What if...' as a prompt to discuss with each other. Use the examples on pages 22 and 23 as a starting point. Your list should be very useful.

Check pages 22 and 23. Mark the best options.

I can identify situations in which people make requests.
 I can identify who makes and who receives a request.
 I can ask for help.

Product Time

This is the first step of the Product. It is important for students to remember that everything they do during each class and through the unit will be useful for them to complete their final Product, which in this case is going to be a role play. To set the context, you might want to start by eliciting different situations in which they would need to make, accept, or reject requests.

Ongoing Evaluation

While students practice their conversation, you can observe and evaluate individual students based on their use of:

- modals for making requests and answering
- pronunciation and participation

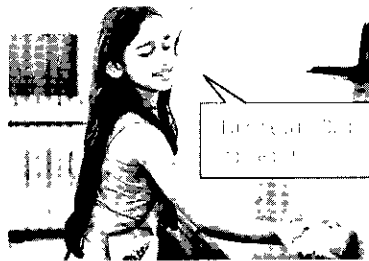
Self-assessment

It is important to guide students through the *Check what you know!* box. You might ask them which activities on the page correspond to each competency. Students can work together to think of ways they can improve on each area. It might be a good idea to have students write down what their goals are and how they will work to improve their English.

You may want to have students reflect on how they feel when they help out around the house. You can invite them to tell the class in what ways they help at home to activate the topic.

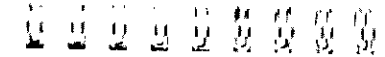
To build fluency, you can extend the activity by writing a list of chores they do around the house and reading them out loud. If students need help with the details of the situations, you can elicit vocabulary from the class; for example, *Clean your room* might generate *Make your bed. Hang your clothes. Put your clothes away.*

Look at the sample situations. In small groups, share other requests your parents make for you to help around the house.



Read the notes in which parents ask kids to help at home in different ways. Underline the requests they make. Follow the example.

Hi Mom,
 Good morning! I hope you had a great night and your help today.
 Can you do your **chores** and you **watch** your room out of it, put the away and hang up your clothes after you clean your room. Can you start your garage. Remember to put all of the dirt, things in a bag to get rid of. After you laundry is done, can you please hang it up and put it away. Thank you are the best you may want some. To mark you.
 Love you,
 Mom



Hi Lisa,
 I hope you had a great day at school! I need you to do a couple of things around the house before you play video games. Could you please do your homework right away when you get home? Your teacher would like you to spend extra time practicing your math. When your homework is done, I would like you to mow the lawn. After that, could you please take a shower and get ready for dinner? I would like you to set the table tonight. Thank!
 Love
 Dad

Make a note like the ones in the previous activity, asking someone on your family to realize some actions to help you make something you want to do.



24 Unit 2

Language Knowledge

It is important that students understand the intonation patterns of question for polite requests. You can have them practice the underlined requests in the letters using rising intonation. If the word *please* is added to the end of the request, the intonation rises on the final word.

Ongoing Assessment

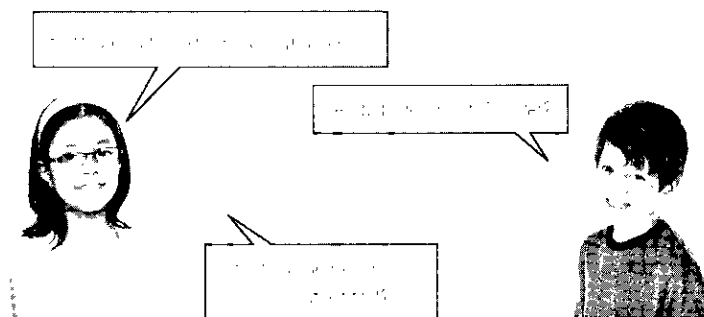
You might assess students' use of modals with a base verb, as well as their pronunciation. If some students struggle, you can review the question formation by drilling the questions with the class.



Work with a partner. Make notes about the expressions to make requests from page 24.

Type of request	Words or expressions that can be used	Question words to begin requests
casual	Can you...?	CAN YOU...?
INFORMAL	WHEN, ONCE YOU	REMEMBER TO...
FORMAL	WHEN, AFTER	COULD YOU PLEASE...?
INFORMAL	WHEN, AFTER	I NEED YOU TO...
INFORMAL	WHEN, AFTER	YOUR TEACHER WOULD LIKE YOU TO...

Use a type of request to role-play a situation like the ones on page 24.



Make Requests

Get together with your partner and discuss what are the best ideas for cleaning the class. Make a list and comment on what you said. You have to make. Double-check the information on pages 24-25. Take notes of the requests and keep them to use in the next class.

Check pages 24 and 25. Mark the best options.

I can understand and use expressions to make requests.
 I can respond to requests.
 I can ask for help.

Unit 2 25

You might elicit phrases to make, accept, or reject a request and write the students' responses on the board. You can lead a class discussion in levels of politeness. Classify the expressions from formal to informal. You can remind students that even casual requests with *Can you...?* can be made more polite by adding the word *please* at the end.

You might refer students back to the conversation to help conceptualize the types of exchanges that they might create. You can circulate and help as necessary with word order and vocabulary.

You could have students review their notes in pairs and look at it with a critical eye. You can ask them to exchange their lists with other partners and comment on how they can enrich them. Then they can incorporate any correction as necessary.

Product Time

Students should use the lists they brainstormed from Lesson 1 for this activity. They can add any new phrases that they have acquired through the lessons so far when they compare charts with their partners. As an additional challenge, you might want to encourage them to order the phrases by level of politeness.

You can allow different pairs to share their information as a way to check the phrases together as a class.

Ongoing Evaluation

It is important that students are able to use a variety of phrases to make, accept, and refuse requests. When students are working on Step 2, you can observe individuals and evaluate their:

- use of modals
- ability to respond to requests appropriately
- use of vocabulary

Self-assessment

You can ask students to consider their use of the language in the speaking activity. If they find that they rely on one or two expressions they are comfortable with, you can encourage them to choose one that is new to them and work on incorporating it into their speaking.

Students can use the age difference of the speakers as well as their demeanor to determine their relationship. The man is probably the girl's father. They both look relaxed, so the situation isn't serious. You might want to have students reflect on the type of requests they may make over the phone.

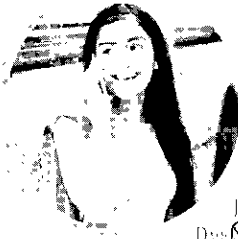
It might be a good idea to first review the modals that are usually used for requests to make it easier for the students to identify the requests in the conversation. You may want to have students reflect on the tone of the conversation and say if the language is formal or informal.

In addition to *yes* and *no*, the speakers use other words and phrases to accept and refuse the requests. After students have compared ideas, they can practice making the requests and responding to them in pairs.

Look at the pictures in activity B. Then discuss the questions with a partner.

1. What does the man think of his daughter's request?
2. What does he think of the situation?
3. What does he think of his daughter's request?
4. What does he think of the situation?

Read the conversation between the two people in the pictures. Check your ideas and then underline the requests and circle the responses. Follow the example.



Jazmin: Hi, Dad! Sorry to **call** you at work.
 Dad: That's OK. I was having a break anyway.
 Are you OK?
 Jazmin: Yes, I'm fine. I was just calling to ask if Sofia can stay over tonight?

Dad: Yes, sure, why not?

Jazmin: Thank you, Dad! And can we order pizza?

Dad: No, Jazmin, I'm sorry. We're going to eat spaghetti for dinner.

Jazmin: But Dad... Sofia doesn't like spaghetti!

Dad: Ah, well, would you ask her what she likes to eat?

Jazmin: Sure, I'll ask her, and call you back.

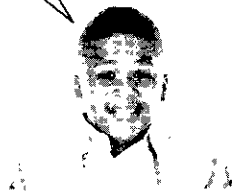
Dad: Hang on, could you call your mom instead? I have a meeting in five minutes.

Jazmin: OK. See you later! Thanks, Dad!



Tell your partner which of the responses from the dialogue accept the request and which reject the request.

1. Sofia can stay over tonight?



2. Would you ask her what she likes to eat?



Think of as many other ways of accepting or refusing the requests as possible. Then compare your ideas with your partner.

Knowledge of Language

We usually use a modal verb to make a polite request. The modal verbs we can use when *I* is the subject are: *can*, *could*, *may*, and *might*; for example, *May I open the window?* Although they are mostly interchangeable, *may* and *might* are more formal than *can* and *could*. And we use *will* and *would* instead of *may* or *might* when *You* is the subject; for example, *Would you follow me, please?*

Curricular Flexibility

Students may find it interesting to discuss ways to refuse polite requests without offending the people who make them. The language and tone of the refusal may well change depending on who is making the request. For example, *I'm sorry but...* is an effective way to refuse most requests but it may be a little too formal for a good friend.

Adapting to Context

Students can write requests on one color of sticky notes and the responses on another color. The sticky notes can then be placed around the classroom. Once the notes have all been placed, students can have fun finding and matching the requests to the responses.

Advanced students will enjoy creating role plays around the requests and responses on the sticky notes.



Read the list of situations. Mark (✓) the ones where you make requests more often.

- I'm hungry.
- I'm bored.
- I'm tired.
- I'm late.
- I'm thirsty.
- I need to go to the library.
- I need to go to the gym.
- I need to go to the bank.
- I need to go to the doctor.
- I need to go to the dentist.
- I need to go to the post office.
- I need to go to the supermarket.
- I need to go to the cinema.
- I need to go to the park.
- I need to go to the zoo.
- I need to go to the museum.
- I need to go to the airport.
- I need to go to the train station.
- I need to go to the bus stop.
- I need to go to the taxi stand.
- I need to go to the car park.
- I need to go to the parking lot.
- I need to go to the garage.
- I need to go to the workshop.
- I need to go to the factory.
- I need to go to the office.
- I need to go to the school.
- I need to go to the university.
- I need to go to the hospital.
- I need to go to the clinic.
- I need to go to the pharmacy.
- I need to go to the vet.
- I need to go to the bank.
- I need to go to the post office.
- I need to go to the library.
- I need to go to the gym.
- I need to go to the cinema.
- I need to go to the park.
- I need to go to the zoo.
- I need to go to the museum.
- I need to go to the airport.
- I need to go to the train station.
- I need to go to the bus stop.
- I need to go to the taxi stand.
- I need to go to the car park.
- I need to go to the parking lot.
- I need to go to the garage.
- I need to go to the workshop.
- I need to go to the factory.
- I need to go to the office.
- I need to go to the school.
- I need to go to the university.
- I need to go to the hospital.
- I need to go to the clinic.
- I need to go to the pharmacy.
- I need to go to the vet.

Choose one of the situations you marked. Take notes about important details. Role-play the situation with a partner. Make sure to use both acceptance and rejection of requests.

SAMPLE ANSWER:

IF I'M HUNGRY, I WILL REQUEST THE FOOD I WANT TO EAT, LIKE A SANDWICH OR USUALLY SOMETHING SIMPLE LIKE THAT...



Role-play the situation with your partner.

You can begin by asking students to read the list and imagine each situation. They could brainstorm any other ideas they have. Then you might ask them to identify and check with a partner any words that they find difficult.

You might write useful vocabulary on the board for students to use in the possible answers. Some students will need more support than others with writing. You can help them articulate their ideas for possible answers to the lists of requests. Finding ways to explain meaning or paraphrase when they lack the appropriate words is an important skill. You can support them by suggesting vocabulary without supplying answers.

Respond to Requests

Work in pairs with your partner. Take out your notes from the previous task. Write down a way to accept or refuse a request. Try to include the main details of the request. Use the notes you wrote in the previous task to help you. The dialogue in pages 26 and 27 is an example of how to respond to a situation with your student partner. Don't forget to use the expressions learned in the previous lesson when the person requests.

Check pages 26 and 27. Mark the best options.

I can exchange expressions to accept or refuse requests.
 I can refer to notes to remember necessary information.
 I can ask for help.

It could be a good idea to invite students to present their dialogues to the class. Encourage them to give positive feedback to each other and to correct their notes accordingly after doing so.

To read a text about the importance of messages and requests, *Messages and Request*, check pages 17-30 of your Reader.

Ongoing Evaluation

You can evaluate students' writing while they write their requests and responses. You might circulate and take notes for a collaborative error correction exercise afterwards.

Some aspects to focus on are:

- use of modals + a base verb
- spelling and punctuation

Product Time

In Step 3 of the Product, students will use their work from the first lesson to write questions and answers related to requesting and responding to requests. If necessary, write models on the board or refer students back to the expressions used throughout the unit. It is important that students have time to peer correct. You may want to remind them to use question marks at the end of their questions.

Self-assessment

Students can complete the *Check what you know!* box. You can group students of different levels together. Students can talk about what language they used for each competency. You can suggest that each group come up with a small dialogue to show their competencies and share it with the class. Each group might also come up with a list of tips to remember how to use modals when accepting or refusing requests.

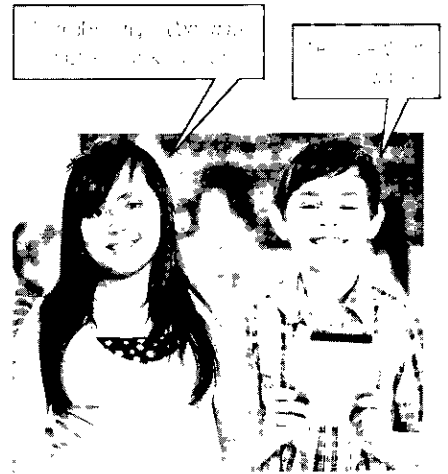
Speaking in front of an audience is an important skill that all students need to develop to be successful at this task. It is important that students understand the characteristics of a good presentation. You might consider reminding them of the importance of eye contact, good volume, and appropriate pacing intonation and pronunciation. Students will enjoy watching you model both desirable and undesirable responses and making suggestions about how you can improve your performance.

Students can use the product assessment table to evaluate their group. For some students, it might be difficult to determine what word to attribute to each aspect of the evaluation. To help them, you may consider making a chart to display at the front of the room for each attribute on the evaluation. It will be helpful to brainstorm and record specific behaviors and outcomes that would be deserving of a specific score.

Present Your Role Play

Go together with your product partner and rework work from the previous step to **rehearse** your role play.

Once you are ready, present your role play to your classmates. Take notes while other pairs are presenting about things you think they did correctly or ways in which they could improve.



Evaluate your Product group in the following areas.

- 1. We understand the role of each member.
- 2. We use the correct information to make our product desirable.
- 3. We use our group's strengths to make our product better.
- 4. We give our product a rating.

Reflect

- 1. What did you like about your group's role play?
- 2. What do you think you could do to improve the group's performance next time?

Evaluation Tools

You can use the suggested evaluation instrument from *Teacher's Guide* p. 138 to help students assess their progress. You may photocopy the evaluation sheet and distribute it to students. It may be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluation.

Product Time

When developing their oral presentation skills, many students are not aware of the mistakes they make. To help them analyze their own work, you might consider audio-recording as they read out loud to the class. Students who are confident may share their recording and brainstorm ways to improve. Other students would benefit from privately listening to their own performance and generating a list of goals for improvement.



Indicate the answer you consider corresponds to the learning process you had.

- I understand all words used in the text.
- I understand the main idea.
- I understand the structure.
- I understand the main ideas and details.
- I understand the main ideas and details.
- I understand the main ideas.
- I understand the main ideas.

Compare your answers with a classmate and help each other reflect on what you need to improve and how to do it

Use the words in orange to answer the questions.

1. What is the main idea of the text?
2. What is the main idea of the text?
3. What is the main idea of the text?
4. What is the main idea of the text?

Reflect and answer the questions.

4. What is the main idea of the text?
5. What is the main idea of the text?
6. What is the main idea of the text?

One of the most important aspects of self-assessment is setting goals for the future. As soon as students finish their assessment, encourage them to make plans on how they might do better in the next unit. To clearly envision their goal, ask them to make an illustration and write a sentence that shows what they hope to accomplish in the next unit and how they might improve in the future. Save their work and refer to it periodically throughout the next unit to help them keep track of their progress.

Students can easily be discouraged by negative feedback at this age, so help them evaluate themselves in a positive manner. It is important to help them reflect on their progress and set goals for the future. It may help to increase their confidence if you point out the things that you noticed they did well. Encourage them to focus on their successes and not to dwell on their shortcomings.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 2* from *Teacher's Guide* page 148 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on expressions used to make and respond to requests.

Language and Functions

Explore illustrated guides

Nathan got a bike for his birthday. He can't ride it because the seat is too high.

Follow steps and instructions

First, check the light bulb. Then ask an adult.

Write instructions

First, make small holes in the ground.

Vocabulary
instructions

Before you start

Students can compare their answers in pairs. You might have them share some of their answers with the whole class.

Sample answers: 1. She is using a phone. The bus is leaving. There is a lot of garbage. 2. The city is polluted. 3. Yes. 4. Keep an eye on your belongings. Put garbage in a can. Arrive on time. 5. *See answers in 4.*

Environment: Academic and Educational

Secret Practice Follow information of a pictorial guide to solve a problem.

- ▶ **Identify problems**
- ▶ **Recognize the steps to solve** a problem
- ▶ **Interpret** the pictorial guide
- ▶ **Write instructions** to solve a problem
- ▶ **Follow a pictorial guide** to solve a problem

Extended Reading

Text A In English 5

Reader
Alexander Graham Bell

Read the text and answer the questions. Use the text to help you.



Before you start

- ▶ Look at the pictures and answer the questions.
- 1. What is the woman doing?
- 2. What is the man doing?
- 3. What are the children doing?
- 4. What are the people doing?
- 5. What are the people doing?



Curricular Flexibility

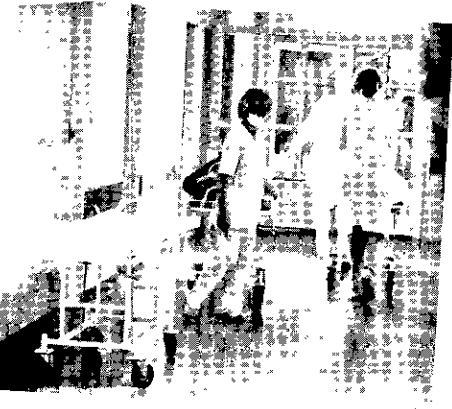
Students are exposed to pictorial guides all around them in both rural and urban communities. You can encourage them to take notice of guides that they have in their community and to share their observations throughout the unit. You can walk around school or a local community if appropriate to search for different pictorial guides.

About the Topic

The topic of this unit revolves around following instructions in a pictorial guide to solve a problem. You might discuss with students what types of problems children can have where picture guides can help them solve the problems; for example, *putting batteries in a toy or clock, how to use a video game or electronic apparatus, or how to inflate a tire on a bike.*

Self-assessment

The *Before you start* questions will help introduce the topic of the unit while allowing students to activate prior knowledge related to the social practice of using a pictorial guide to solve a problem. The questions are related to the key words and concepts of the theme. You can discuss these questions with the whole class or divide the class into small groups to answer them.



In this unit you will make an **Illustrated Guide to Help Solve a Problem**. To do this, you will explore different kinds of problems and ways of solving them.

Step 1: Identify and discuss different kinds of problems.

Step 2: Explore illustrated guides to solve different problems. Then write the steps you need to follow to solve a chosen problem.

Step 3: Interpret information in the low steps. Then write the second steps to solve the chosen problem.

Step 4: Write instructions for an illustrated guide. Then add pictures to clarify the meaning of your sentences. Be careful with details.

Step 5: Follow information in an illustrated guide to solve a problem. Then ask and answer related questions.

If you don't learn more about problem solving yet.

You will find sample instructions for solving problems in different ways.

Students will produce *An Illustrated Guide to Help Solve a Problem*. The activities should relate to their own lives and be something that they are interested in.

Alternative projects related to doing an illustrated guide could include making something, fixing something, or tidying up and organizing something that is messy. Remember that the problems should also be safe activities that students can do on their own.

Use the suggested site to provide students with the opportunity of solving diverse problems in different ways as they expand their use of the language.

Resources

To help students build vocabulary, you can bring in some instruction pamphlets with pictures in for them to look at. Make sure they are child-related and age-appropriate. Use them to ask students to identify what they are for and what problems they solve. If you have a large class, you could put the leaflets at the front of the class and divide the class into pairs for the activity.

Before starting this activity, you could invite students to cover the texts and look at the pictures only. In pairs, allow them to describe as many objects as they can see in the pictures and describe what they think the people will do. Allow them to share their ideas with each other.

You may want to invite two pairs to get together when they have finished their discussions, and compare their ideas with each other.

4 Look at the pictures on pages 32 and 33 and discuss the questions with a partner.

1 How does Kevin solve the problem of his dog being cold?
2 How does Sandy solve the problem of her dog being lost?



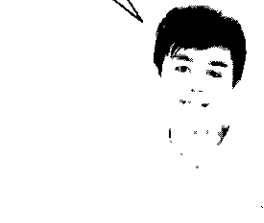
Kevin's dog is cold because there has been a lot of rain and low temperatures.



After her family moved, Sandy doesn't know where to put her books in her new bedroom.

5 Read the texts below the pictures. Talk with your partner about the problems the people in the pictures have and how they are trying to solve them.

My dog is cold because there has been a lot of rain and low temperatures.



After her family moved, Sandy doesn't know where to put her books in her new bedroom.



32 Unit 3

Resources

You could distribute pamphlets of different instructions or draw a simple sketch of some pictorial instructions on the board and discuss what the different instructions are for with the class. Students could compare the drawing on the board or the pamphlets with those in the book.

Curricular Flexibility

You can encourage students to share activities that involve following instructions that they can do on their own, and activities that involve the help of a teacher or parent. Discuss the importance of keeping safe during these activities.



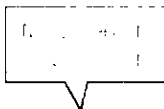
Nathan got a bike for his birthday, but he can't ride it because the seat is too high.



Ana and her friends want to play a board game, but they can't because they don't have the instructions.

Get together with another pair. Choose one of the problems in activity A. List the materials you will need to solve the chosen problem. Include materials that are not in the photos or texts.

- Tell your group about how each problem could be solved and the materials you would need to use.



To read a text about an inventor that solves many different problems, *Alexander Graham Bell*, check pages 31–44 of your Reader.

Identifying a Problem

Get together with your product group. Pick one problem on pages 32 and 33 again. Then, brainstorm problems in your school or community. **Agree** on a problem you think is the most important to you. On your notebook, write what you think could help solve the problem. Decide why you want to solve that problem. Keep your focus for the next lesson.

Check the quality of your materials.
Check pages 32 and 33. Mark the best options.



I can identify problems

I can identify the materials needed to help solve a problem
I can ask for help

Unit 3 33

You can encourage students to be as creative as possible and think of situations that maybe they haven't seen in this unit so far. Help brainstorming by doing it with the whole class first and writing some of the more original ideas on the board.

You can start by pointing to the pictures at random and reviewing what types of materials students can see. Allow pairs time to think of and list the materials. You can encourage students to draw and color simple sketches of the materials to promote learning with different skills.

About the Topic

You could find pictures in books or on the internet to provide further ideas about the topic. Alternatively, you can draw simple sketches on the board and ask students to describe what problems they can see and how they can go about fixing them. Possible ideas could be a picture of a skateboard with only three wheels, a picture of a guitar with a broken string, or a picture of a messy bedroom.

Product Time

The forming of Product groups can be based on a pedagogical decision: weak and strong students, or students with different learning skills. You might also negotiate with students who they want to work with, making sure no one is left alone. It is a good idea to change Product groups per unit, so that students learn to deal with different ways of working.

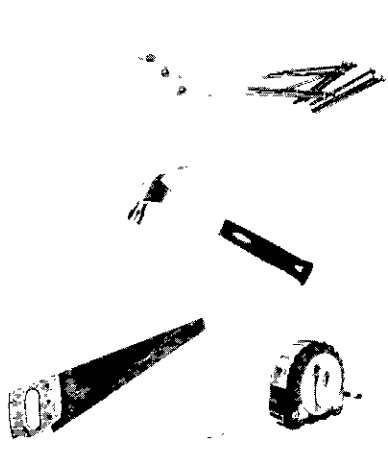
Self-evaluation

Students can complete the *Check what you know!* box. At this stage in the unit, students can identify problems for fixing things and materials needed to solve problems. If some students have problems with the self-evaluation, you can remind them of some of the problems on pages 32 and 33 to help them understand the topic. You could also remind them of the problems the class brainstormed and those they spoke about in their groups.

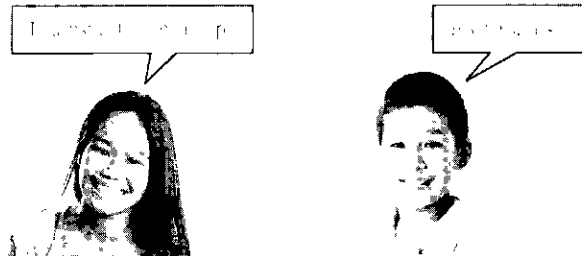
After students have looked at the pictures and predicted the problem, you could review the words for the tools and materials with them. You could also write the words on the board and spell them chorally with the class to do detailed vocabulary work. Students could copy the words in their notebooks.

To encourage comprehension and ensure that students have understood, you could ask pairs to say four sentences that summarize the four steps in activity A. Listen to students as they work and make sure they have understood correctly. You can correct them if they make mistakes and ask them to repeat the corrected information.

- ➔ A Talk with a partner. Look at the pictures of the materials and predict which problem from pages 32 and 33 this set of instructions could help solve.

Materials	Steps
	<ol style="list-style-type: none"> 1 First, decide how big you want to make your house. Use the tape measure to measure the wood so that your dog will have enough space to move about and sleep. 2 Then cut your wood into the correct sizes. Go slowly and be careful with the saw so you don't make a mistake or cause an injury. 3 Next, nail each wall together with the hammer and nails. Arrange the walls so they are standing upwards. 4 Finally, gently add your roof. Carefully hammer nails into the roof so they connect with the walls.

- ➔ B Get together in small groups. Draw pictures explaining the instructions.



- ➔ C Keep working with your partner. Discuss the answers to the following questions about the problem and the possible solution presented above.

- 1 Have you had any problems before? Why or why not?
- 2 Do you think the instructions are helpful? What do you like about them?
- 3 Do you think you could make any suggestions to help your partner understand the instructions better?

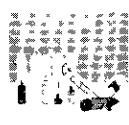
34 Unit 3

Language Knowledge

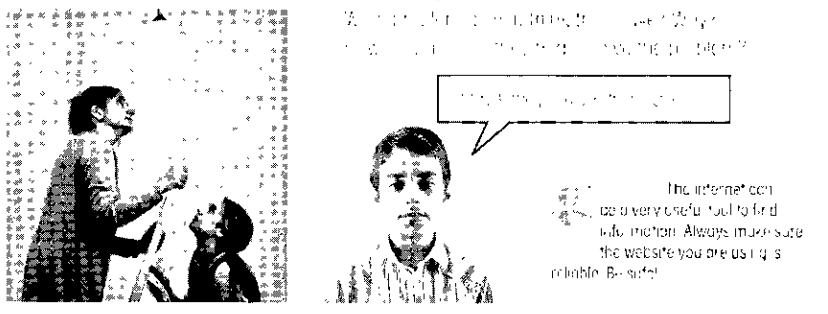
It is important that students understand how to make the imperative by using the infinitive without *to*. You could ask them to underline some instructions on the page: *decide*, *cut*, *nail*, and so on. You can review the adverbs of frequency by asking students to underline the first word in each step and discussing the meaning. You can explain that these words are adverbs and go at the beginning of the sentences.

Resources

Students could fold a sheet of paper into three parts, cut them out, and draw and color a saw, a hammer, and a measuring tape on the pieces of paper. Then you could say instructions from the page for them to hold up the corresponding pictures: *Cut the wood. Hammer the nails. Measure the wood.* You could repeat several times.



5 Look at the picture. Discuss the question in small groups.



Encourage students to use the internet to find some other ways of solving similar problems. Then, organize a class discussion for them to share and compare their findings.

► Read the instructions that help to solve the problem in the picture. First, number them in the correct order. Then, use the words in the box to complete the instructions.

- and then when that didn't work
- 1 after that I asked the boy what I could do to solve the problem.
 - 5 **FINALLY** I found a way to solve the problem.
 - 1 **FIRST** I read the instructions that helped me to solve the problem.
 - 3 **NEXT** I tried to solve the problem using the instructions.
 - 2 **THEN** I asked the boy what I could do to solve the problem.

Before starting the activity, you could discuss with students what problems they have seen in the unit so far, such as fixing a bike and building a dog house. Encourage them to share as many ideas as possible. Then you could read the instructions in the activity and see if the problem from this activity appears in their ideas.

► From the sentence highlight the part that you consider it's the most important. Then compare your answers and discuss the differences you may have in the way you see things with a partner.

C Work in small groups. Choose one of the problems on pages 32 and 33. Write a similar set of instructions to solve it. Use the one in activity C as an example.

Exploring Instructions

Get together with your product group. Brainstorm possible solutions for the problem you chose in Lesson 1. Use the language from this unit so you can agree on the most suitable solution. Then, write the steps you need to follow to solve the problem. Use the guide in activity A as an example. Keep your notes for the following lesson.

Check what you know!

Check pages 34 and 35. Mark the best options.

- I can use a pictorial guide to solve a problem.
- I can put instructions to solve a problem in the correct order.
- I can ask for help.

You can encourage students to take turns and listen to each other carefully while they are discussing which ideas to use. You can help them to work as a team, making sure they all participate. You can suggest they all write one or two ideas each and then read them all together at the end.

Product Time

You could review with the whole class some of the solutions they discussed in Step 1 of the Product. Then you could write the word *doable* on the board and explain that in this context it refers to the most realistic solution to follow. You could list several solutions for their ideas on the board to help them focus. You can encourage them to be creative and choose the most practical idea.

Self-assessment

Students can answer the *Check what you know!* box on their own. If you find any students that don't mark the boxes, it might be a good idea to review work with them and explain again what they have not understood.

Before reading, students could look at the pictorial guide and say what the problem is: *There aren't enough trees.* Then you could point to the five pictures and elicit the vocabulary needed: *hole, seed, trowel, water, plant.* You could write the words on the board for students to learn.

After listening to the instructions, you might want to give students the opportunity of practicing reading them aloud in small groups and helping each other correct their pronunciation.

- Illustrated guides are useful to solve different kinds of problems. Work with a partner. Check the illustrated guide below and discuss the materials you think you will need to use to solve the problem.



- Listen and read the instructions and confirm your predictions.

- First, make small holes in the ground. (You will need a trowel and seeds from outside.)
- Then use your trowel slowly to level the soil and the seeds. (Make sure the seeds are deep and not too far apart.)
- Next, water the earth carefully. (It rains, so you don't need to water your seeds.)
- Now wait for your plants to grow. (They will need lots of sunlight.)
- Finally, your plants should blossom. (At the end of the year, you can transfer them to pots to keep in your home.)

- Work with your partner. Use the words from the box to add more detail to the steps above. Write them below the corresponding sentences. Follow the example.

carefully carefully
gently first, carefully make small holes in the ground
slowly

- With the information on this page and the reflections you made, comment on how you could share these instructions with your community to encourage them to plant more trees.

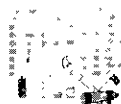
36 Unit 3

Curricular Flexibility

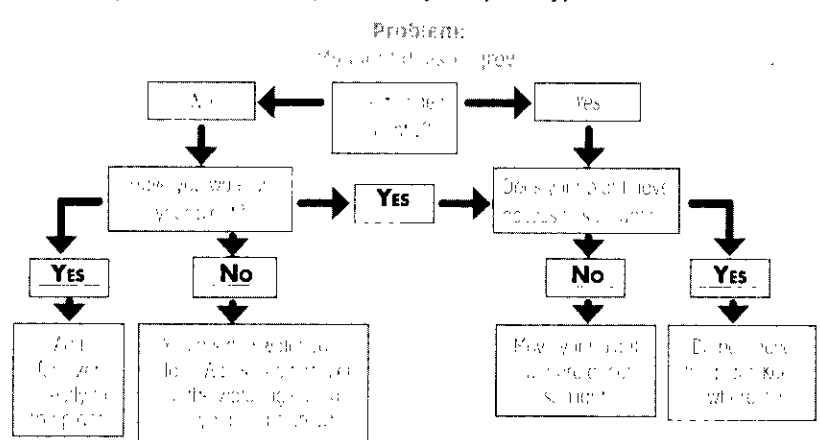
If some of your students are less confident when speaking, you could pair them with more confident students to do the activity. You can encourage the stronger students to provide support and explanations to their partner.

Resources

If student's haven't read it yet, you may want to dedicate some time to read the text about Alexander Graham Bell in the *Reader* (pages 31–44). The answers to the *Comprehension-Check* activities can be found on page 158 of the *Teacher's Guide*.



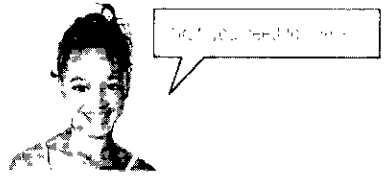
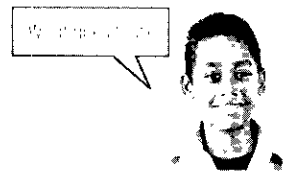
Think about what you would need to do if your plant is not growing. Use the information on page 36 and your own ideas to complete the diagram by adding *yes* or *no* to the boxes.



To extend this activity further, you can draw the chart on the board while students are working. When they have finished, you can invite different students to the front to add the missing information and have the rest of the class suggest corrections if they think any of the information is wrong.

Before groups start on the next stage of the Product, you can walk around the classroom and ask them to tell you what information appeared on the charts from Lesson 1 and what sentences each of them wrote in Lesson 2. You can invite students to add further details to their sentences individually and then review them as a group and make corrections together.

Talk with a partner. Use the diagram to interpret the steps you need to follow. You could also use the suggestions for dealing with this and the other problems you talked about throughout the unit.



Organizing Steps

Get together with your product group. Use your notes from the previous class to write the steps to solve a problem in order. Use a separate sheet of paper. Remember to add details that help explain them. Use the text on page 36 as an example. Make sure you only include the information that is actually relevant to solve your problem. Discuss who will benefit from the resolution of this problem. Keep your notes for the following class.

Check what you know!
Check pages 36 and 37. Mark the best options.

I can interpret information to follow steps.
 I can ask and answer questions to understand how to deal with problems while following instructions.
 I can ask for help.

Product Time

If necessary, you could write sample steps to fixing a bike on the board as a visual aid: *First, ask your dad to help. Then take out the bike pump. Next, remove the wheel slowly. After that, repair the tube. Finally, inflate the tire and put the wheel back on carefully.* It is important that students use words that indicate order. You can encourage them to add frequency adverbs and *-ly* adverbs to their sentences.

Self-assessment

Students can answer the *Check what you know!* box. You can ask them for a show of hands about each competency and group students of different levels together. Then, in groups, students can share the questions and answers they used.

Curricular Flexibility

You can use the Product to evaluate students written production of steps towards solving a problem. You might want to collect group's written work at the end of the activity and evaluate their written production of:

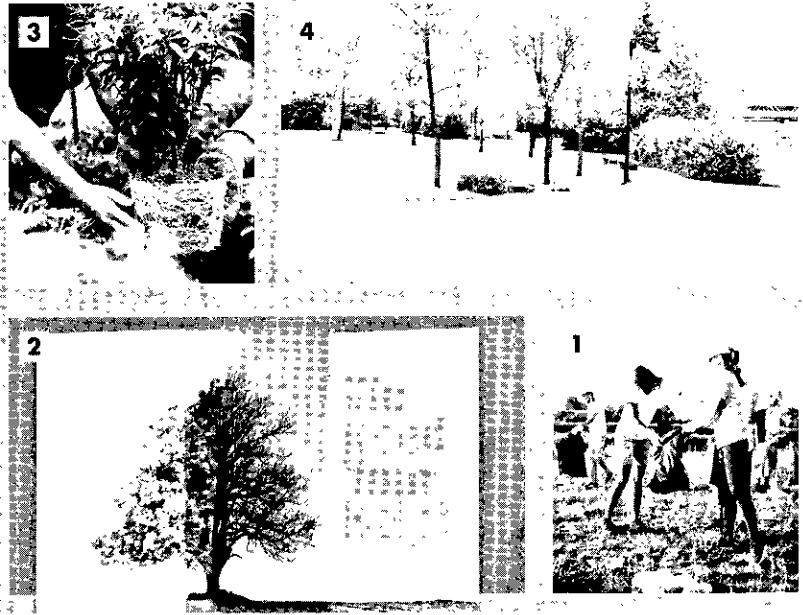
- instruction words
- adverbs of frequency
- *-ly* adverbs

You could provide feedback as to how students can still improve their work.

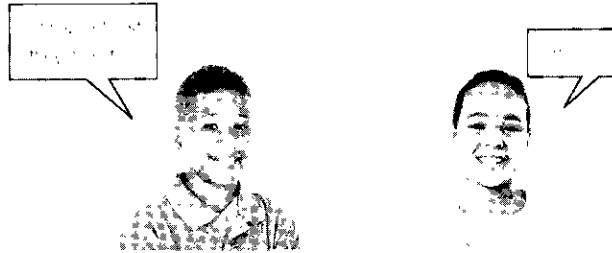
To help students plan how they are going to start you may want to ask them to describe the pictures first. Tell them to talk about the actions, the people and the places.

To extend this activity further, you can ask students to work in pairs and draw a chart similar to the one on page 37 and write their ideas on how to solve this problem. When they have finished, you could invite two pairs to share their information with each other.

- ➔ A Work with a partner. Imagine the park in your community is dirty and doesn't have enough trees or grass. Look at the images and discuss how you would solve the problem.



- ➔ ▶ Look at the pictures again and number them in the correct order. Discuss and **justify** your answers with your partner. You may want to use the information on pages 36 and 37 as a reference.



- 4 Discuss with your partner a different way to solve the problem in the community park and describe the steps you would follow.

38 Unit 3

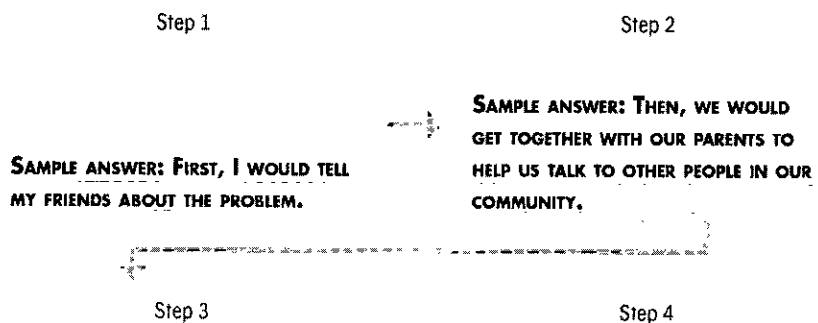
Language Knowledge

It could be useful to review the verbs that could be used in relation to this theme: *clean, tidy, brush, collect, throw, and so on.*

Resources

If you have time, you could encourage students to look on the internet for ideas on how to protect parks in their community (for example, they can visit <https://www.nationalgeographic.org/idea/protect-your-parks/>). Or you can suggest they look for information outside the classroom.

C Think about a problem in your community and the steps you could take to solve it. Then complete the following chart with the information.



After brainstorming, discuss various problems that could arise in a community. Then, after they have finished the activity, you can ask them to check spelling and punctuation carefully before correcting any mistakes. You could walk around and provide help with the corrections.

Before groups start, you could brainstorm phrases they can use to express problems and solutions: *The problem is...*, *The situation is...*, *The difficulty is...*, *The complication is...*, *You should...*, *You shouldn't...*, *You can...*, *You must...*

➤ Explain your problem and solution to your class.



D Draw a similar chart to help you solve the problem you chose on page 35, activity C. Be careful with details.

Check what you know!

Check pages 38 and 39. Mark the best options.

Creating an Illustrated Guide

Get together with your production group. Use your notes and the language from the unit so far to create your Illustrated Guide. Make sure your instructions are clear and readable. Add pictures to help understand and follow the instructions to solve the chosen problem. Keep your guide for the following class.

I can write instructions for an illustrated guide
 I can add details to make my instructions clearer
 I can ask for help

Product Time

After students have taken out their ideas and sentences from Lesson 3, you could ask them to write a clean version of each one at the bottom of a sheet of paper and add a drawing for each page to show the meaning of the step. It is a good idea to make sure all the students have an equal share of work to do.

Self-assessment

Students can complete the *Check what you know!* box. You can ask groups of students working together on the same Product to answer together according to how they worked in this class.

Curricular Flexibility

You can use the Product to evaluate students' oral production while they practice presenting the steps towards solving a problem.

You might want to evaluate their production of:

- clear instructions
- correct speed and intonation

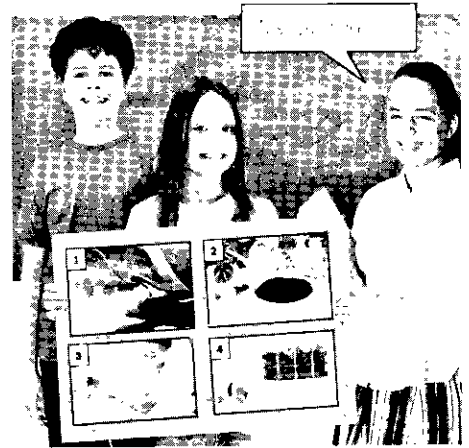
You can provide feedback to help them continue improving their spoken English.

Product presentations are a good opportunity to get students speak as much English as possible. You can encourage groups to review their drawings and steps together before having their classmates follow the steps and describe them to see how clear they are. You can walk around the classroom while groups are working and provide appropriate error correction on their instructions and adverbs as necessary.

Students can use a rating scale of *Always*, *Sometimes*, and *Never* to evaluate their group and other groups. For some students, this may be a bit abstract and it may be difficult for them to determine what to choose. To help them, you may create a chart to display at the front of the room. For each attribute on the evaluation, you could brainstorm and record specific behaviors and outcomes that would be related to each rubric.

Present your Illustrated Guide

Product explaining the instructions to solve the problem in your illustrated guide to each other before showing it to the rest of the class. Remember it is important for you to give a brief introduction to your problem when showing your illustrated guide. Correct and complete your illustrated guide if something is not clear to them. To correctly follow the steps and solve the problem. Remember your guide must:
 - state the main purpose and what the objective is directed and what resource are needed.



Product Evaluation

Evaluate your and other Product groups in the following areas

<p>1. The steps were easy to follow.</p> <p>2. The words were clear and easy to understand.</p> <p>3. The group had a main purpose and objective.</p>	<p>4. The group had a main purpose and objective.</p>
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Reflect

What did you like about the product?

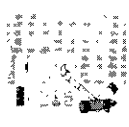
What did you learn from the product?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 139 to help students assess their progress. You can photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

Some students will feel more comfortable with speaking production than others. It is a good idea to consider the different types of students you have in the class and encourage quieter students to participate by assigning them specific roles so that they all get a chance to speak. It is also important to consider the different learning contexts for each student, it is suggested to take it into account when implementing any activity inside and outside the classroom.



Unit Self-assessment

Read the sentences. Then, reflect about what you learned in the unit and mark your answers.

1. The reading boxes in this unit are helpful.

2. I benefited a lot from the reading part of this unit.

3. I understand the difference between the subject and the object.

4. I can identify the main idea of a paragraph.

5. I can identify the main idea of a paragraph.

6. I can identify the main idea of a paragraph.

7. I can identify the main idea of a paragraph.

8. I can identify the main idea of a paragraph.

9. I can identify the main idea of a paragraph.

10. I can identify the main idea of a paragraph.

Compare your answers with a classmate and, help each other reflect on what you need to improve and how to do it.

The self-assessment can help students to reflect on the work they have done throughout the unit. It might be useful to explain that they should mark the options that best apply to them. Students could look back at each page and think about the ideas in the assessment and answer them by checking the boxes that best apply to them. You could allow them time to share their answers with a partner.

This can help students to reflect on what they have learned throughout the unit. You could explain that they should complete the first three options with *Yes*, *Sometimes*, or *No*, and write their own ideas for the last two. They could look back at each page and think about all the ideas and answer them carefully. Allow students time to share their answers with a partner.

Check what you know!

Use the words in blue to answer the questions.

	Yes	Sometimes	No
1. Use the word <i>illustrate</i> in your own words.	←	→	→
2. After the film, I had a lot of ideas.	←	→	→
3. We had a lot of ideas about the subject.	←	→	→

Reflect and answer the questions.

4. Write the word *illustrate* in your own words.

5. Write the word *illustrate* in your own words.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 3* from *Teacher's Guide* page 149 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on identifying words for instructions, frequency adverbs, and *-ly* adverbs.



Language and Functions

Listening to and exploring news related to familiar and habitual contexts

I think the article about music for happy kids is the most interesting.

Understanding and exchanging opinions about audio news

The news related happiness to gardening. I think it is really important to exercise regularly.

Vocabulary

news, audio, survey, opinion, score, scale

Environment: Family and Community

Exchange opinions about audio news.

- Listen to the news and exchange opinions.
- Listen to the survey and exchange report.

Extended Reading

1 in English 5

Reader: Phoenix from the flames!

Read the text and answer the questions.

- What was the fire about?
- How was it covered?
- How did the fire affect the community?



Social Practice

The pictures relate to the recording and presentation of audio news. You could ask students to share what they already know about this process and allow them to share their personal experiences related to the presentation of audio news. They can use the *Before you start* questions to guide their discussion about what they already know.

Before you start

Look at the pictures and discuss the questions with a partner.

- 1. What is the most interesting part of the news?
- 2. How do you think the news is presented?
- 3. How do you think the news is covered?
- 4. How do you think the news affects the community?

Journalists

Read the text and answer the questions.

Resources

The reading selection provides a news story related to a boy who becomes interested in saving a coral reef. You can explain to students that the news often inspires people to make a change in their communities and the world. You can help students make personal connections to the text by asking them questions related to their knowledge of the issue and whether they have ever been inspired to make a change in the world based on something they heard in the news.

Self-assessment

Students will reflect on their background knowledge related to audio news. They will explore news sources and how journalists obtain their information, and discuss the importance of the news. Students may have a wide variety of opinions on these topics. After sharing with a partner, it may be valuable to have a brief whole-class discussion about the issue. Some students will need continual reminders of the importance of respecting others' diverse views and opinions.



When using you will conduct a **News Survey**. First, the you will explore different topics by asking and answering questions. Then you will compare and summarize the results as a news report.

Explore news related to further topics. Then create a chart with the main information about a topic of your interest to make a news survey.

Listen to and discuss news about familiar topics. Ask and answer the questions. Then write questions for your own news survey as do your own form (see in 1).

Explore news surveys including scoring scales and result interpretation. Then create scoring scales and result interpretation for your own news survey before **conducting** it.

Present your survey results as a news broadcast. Ask and answer the questions your classmates may have about your survey results.

👉 If you want to know more about how to get news, visit

👉 It will help you know what information is trustworthy and what is not.

Activities related to the news will be of high interest for the development of this unit and the creation of the corresponding Product, in which students will be creating a survey and presenting the results to the class. Encourage students to do additional reading outside of the classroom related to topics they read about in class. You could then ask them to share their new learning with the class about the news topics they have explored as time allows.

The steps of the unit and the corresponding development of the Product include making a chart, creating a survey, and presenting the results to the class. Students may require extra material like blank sheets of paper or colored markers to successfully completing the tasks. It may be helpful to provide each group member with a folder to keep his or her evidence. Students should clearly label the folder with the name of the Product and their own name.

Curricular Flexibility

The steps of the Product involve creating a survey with a scoring scale. For students in need of additional support, a simple *yes* or *no* survey might be more appropriate. You could examine a wide variety of surveys that students might enjoy creating, and match the complexity of the survey with the ability level of the group.

Language Knowledge

A survey is an investigation of the opinions or experience of a group of people, based on a series of questions. You could provide several examples for students to see in order to build background. It may also be helpful to allow them to participate in informal surveys in the classroom that are of high interest. Students will enjoy participating in the surveys and comparing results. These activities help build students' background knowledge about the topic.

DigiTips

Use the suggested site to provide students with the opportunity of solving diverse problems in different ways as they expand their use of the language

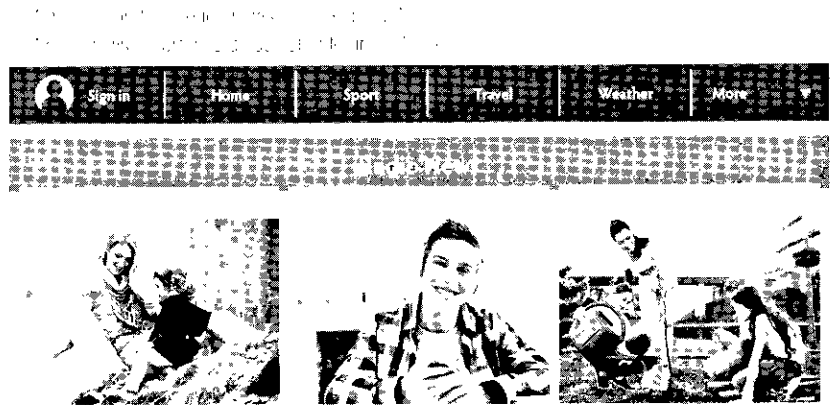
Students can answer the questions in pairs. To provide support for struggling learners, it may be helpful to pair an advanced student with a struggling student. The advanced student will be able to model appropriate language throughout the discussion. Possible answers to the questions might include:

1. The news stories are about things that make people happy.
2. I would listen to... first because...

To support all students, it may be necessary to play the audio more than once. You could invite students to listen the first time just to comprehend the main ideas in the articles. Then you can ask them to listen again as they complete the activity.

Motivate them to research and enrich their activity.

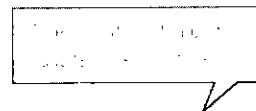
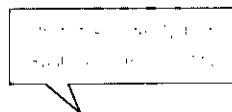
In pairs, explore the cover images for radio news reports and answer the questions.



Listen to the news reports and understand the main ideas. Then complete the table to discuss the audio news with a partner.

QWs	The Happiest Nation	Music for Happy Kids	Happiness is...
Who?	The United Nations	MUSIC CAN GIVE A FEELING OF HAPPINESS. RICHER COUNTRIES ARE HAPPIER.	A MOMENT IN TIME OR A GENERAL FEELING. PEOPLE AROUND THE WORLD HAVE BECOME HAPPIER.
What?	World Happiness Report	SCORED 7.6 OUT OF 7 IN THE SURVEY, THE WORLD HAPPINESS REPORT CAME OUT.	HAPPINESS COMES FROM FEELING GOOD ABOUT YOUR OWN LIFE. THE FREEDOM OF HAVING CHOICES.
Where?	Finland	TO SHOW WHICH COUNTRY WAS HAPPIER.	HAVING A STABLE JOB.
When?	This year	MUSIC AFFECTS HAPPINESS.	HOW YOU FEEL ABOUT YOUR LIFE IN GENERAL.
How?	Survey for 155 countries		
Why?	To find out what social and economic factors make people happy		

if you need more information to fill in the table, meet with a classmate and do some research in different media.



44 Unit 4

About the Topic

The articles on this page relate to what makes people happy. You may want to start the class with a brief, informal survey of students' ideas of what makes people happy. It is a good idea to help students organize their thoughts in a graphic organizer. You could write *Happiness is...* in a circle in the center of the board and draw a larger circle around the title to record students' responses related to what makes people happy.

Resources

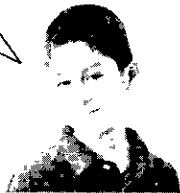
It is important for students to learn to read orally with good fluency and expression. To develop this skill, it may be helpful to have students read the story from the *Reader* in pairs, taking turns reading aloud to each other. Students may want to read every other paragraph or every other page.



Look for an important event that happened on your community over the last few weeks. Do some research about it. You can use newspapers, magazines, social media, Websites, etc. Using this chart as an example, make one of your own in your notebook. Complete it with the results of your research.

QWs	Topic	Answer
Who?	Write Who did it happen?	The police officer
What?	Write what happened? Describe the subject of the news.	The garbage fire of the police station of the community.
Where?	Write where did it happen?	In the police station of the police.
When?	Write When did it happen?	Yesterday
How?	Write How did it happen?	The accident was a waste bag.
Why?	Write Why did it happen?	There are not fire extinguishers.

Who did it happen?



What happened?

Notes Chart

Write the chart about the news story you read. Write what you know about the news story. Write the subject of the news story. Write where it happened. Write when it happened. Write how it happened. Write why it happened.

Check pages 44 and 45. Mark the best options.

- I can listen to and explore news related to familiar topics.
- I can understand audio news.
- I can ask for help.

To read another news story, *Phoenix from the Flames*, check pages 45–56 of your *Reader*.

Unit 4 45

For this activity, the students will need to do some research. They can do it online or you can provide them with the material. You could discuss possible responses for each of the questions on the chart.

When the students are doing the table in their notebooks, notice that they integrate and give correct answers to the QWs.

In this lesson, students will brainstorm topics for their news surveys, choose one topic, and then make a chart with information about the topic. Reflecting back on the articles they have already listened to throughout the unit may help them come up with a variety of ideas for their lists of topics. You could discuss possible ideas as a whole class and record them on the board to give students a starting point. Then they could continue brainstorming in their own groups.

Encourage students to read the text in their *Reader* to check a different news story.

Self-assessment

The *Check what you know!* box asks students to reflect on whether they can listen to, understand, and explore familiar topics that are news-related. You can remind them that they just listened to several news articles and have them recall the ideas found in them.

Curricular Flexibility

Some students may struggle with drawing accurate charts on their own. A strategy that might be used to provide additional support is a directed drawing in which you show students on the board exactly how to draw the chart and have them follow along step-by-step. Encourage them to use their rulers to create straight lines. If there are a few students who continue to struggle, you may want to create a pre-printed chart and copy it for those students.

Students will answer the questions relating to their background knowledge about surveys. To provide additional support, you can write the definition of survey on the board.

Answers to the questions might include: 1. Surveys are used to find out people's opinions. 2. Surveys can give useful information because they can provide with general opinions. 3. Surveys are good ways to collect information because they are anonymous and people don't have to be nervous about others knowing their results.

Students may benefit from a reading activity in which challenging vocabulary is identified and discussed. You may want to have students do a quick read of the news article and have them circle unknown words. After circling the words, it may be helpful to have a brief discussion of their meaning prior to having the students read the paragraph and complete the survey.

In pairs, explore the news report and the survey. Then, answer the questions.

Write a paragraph about the survey. How would you improve the survey? If you had your own garden, what would you want to know about the plants in it?

NEWS SERVICE ABOUT CONTACT
Happy in Green

After all the **hype** with last week's news report about happiness and gardening, we decided to bring you the opportunity to find out if this activity is something for you. So, we had our experts develop a survey that would be easy to complete. Go ahead and try it out! And, of course, send us your opinions and suggestions. We'd love to hear from you.



SAMPLE ANSWERS:	Yes	Not sure	No
1. Do you like gardens?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think having plants around makes places more beautiful?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Do you think plants and flowers are an important part of a place?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Do you think trees are important for the environment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, add up your score and find out if gardening will make you happy. Every Yes is worth 2 points, Not sure is 1 point, and 0 points for every No.

6-8 points Gardening will certainly make you happy! What are you waiting for? Start gardening!

3-5 points Gardening is something that may make you happy. You just need to experiment with it.

0-2 points Gardening is probably not for you. You may want to try a different activity.

Read the news report again, answer the survey, and find your final score. Then exchange opinions with a partner about your results.

My score is 11. I think I will try gardening because I like plants and flowers.

I think gardening is a hobby that I would like to try.

46 Unit 4

Curricular Flexibility

There are different ways to pair students for them to share ideas. Instead of pairing students randomly, they may enjoy alternate methods of grouping. For example, play music and have students walk around with a hand in the air. When the music stops, have them high-five the person closest to them and share with this person. You can repeat the activity so students can share answers with multiple partners.

Language Knowledge

You may want to remind students that a *survey* is an investigation of the opinions of people based on a series of questions. There may still be some confusion about the meaning of this word. It may be helpful to point out the survey about gardening on the page. Help them notice that this is a *yes/no* survey, but remind them that surveys can have many different forms.



Listen to a group of teenagers talking about the news report and the survey you read on page 46, take notes. Then, work with a partner to discuss whether you agree with them or not and why.

In pairs, explore a different news report cover image. Then, write questions to get other people's opinions in a survey about the topic. Use the survey on page 46 as a model.



Q1: WHO DO YOU THINK THE PEOPLE IN THE PICTURE ARE ?

Q2: WHAT DO YOU THINK THEY ARE DOING ?

Q3: WHY DO YOU THINK THEY ARE TOGETHER ?

My family and I are always together. We like to eat and talk together. It's a good time for us.



I like to eat and talk with my family. It's a good time for us.

Survey Questions

Get together with your partner. Use your classmate's opinion to write complete questions to make your class survey. Use the information to elaborate your survey. Remember to use the 5Ws and H. Write your questions on the material you have. Use the survey on page 46 as a model.

Check pages 46 and 47. Mark the best options.



- I can understand news.
- I can ask questions to get peoples opinions about familiar topics.
- I can ask for help.

Unit 4 47

Students will listen to a conversation and discuss whether they agree or disagree. For some students, it may be helpful to provide sentence frames that they can use as they discuss their opinions. Some sentence frames that may be useful are *I agree with what he/she said about... because...* Or *I disagree with the statement that...because...*

Students will be examining a picture and writing questions to obtain others' opinions. It may be helpful here to review the structure of questions, including a brainstorming of question words. Students may come up with words like *what, where, when*, etc. Remind them that these questions are intended to obtain opinions rather than gather fact or detail information. For that reason, more appropriate question starters would include *Do you like...?* or *Do you think...?*

Self-assessment

In the *Check what you know!* box, students will be reflecting on whether they are able to understand news and to ask questions to get people's opinions about familiar topics. You may want to consider having them do a quick-write in which they jot down all of the important ideas they understood from the articles they read or listened to. As they reflect on their ability to do this activity, they will have an understanding of whether or not they accomplished the objective.

Curricular Flexibility

For this lesson, students will be writing questions for their surveys. Encourage them to review the topic they selected in the previous lesson. You may want to remind them that they are asking questions with the purpose of obtaining opinions. For students who need additional support, it may be helpful to have them review the questions on page 46 and the questions they wrote in activity C on page 47.

Before students engage in discussion about the survey, it may be helpful to review the concept of main idea. You may want to ask the class what the term *main idea* refers to. After accepting several answers, you can confirm that the main idea is the most important, or central, idea of something.

In this activity, students will be recording the results of four different classmates. Some students may need support in writing a summary of their classmates' opinions. It may be helpful to point out that higher point totals indicate that a person values exercise, while a lower score indicates that a person doesn't value exercise.

You may want to encourage students to record their interviews so that they can practice using technology and have a chance to practice using technology in class.

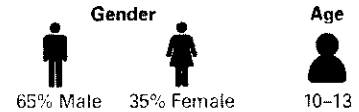
In pairs, explore the following news report survey results and answer the questions.

1. What is the main idea of the survey?
2. What is the purpose of the survey?
3. What are the results of the survey?

SAMPLE ANSWERS:

Demographics

After the news report about the importance of exercising regularly, 300 surveys were distributed in total. Of those surveys, 258 were received back



1. Do you exercise regularly?	✓	✓	✓	✓
2. Do you enjoy exercising?			✓	✓
3. Does exercising help you stay happy?	✓	✓	✓	✓
4. Will you stop exercising at some point in your life?			✓	✓
5. IS EXERCISING CONSIDERED IMPORTANT IN YOUR COMMUNITY?			✓	✓

Total 1: 5 Total 2: 1 Total 3: 7 Total 4: 0

Summary: PEOPLE WHO GOT 5 POINTS OR MORE KNOW THE BENEFITS AND IMPORTANCE OF BEING HEALTHY.
PEOPLE WHO GOT 5 POINTS OR LESS ARE NOT INTERESTED IN EXERCISE OR DON'T KNOW THE BENEFITS IT HAS.

With your partner, choose and write one more question to complete the survey.

- Use the sample survey to interview four classmates. Add up their point totals and then write a brief summary of your class's opinions.

My classmate said that exercising is important in their community.

Most of my classmates said they don't exercise regularly.

After reading the questions, you can write a brief summary of your class's opinions.

About the Topic

The topic of the importance of exercise may be high-interest for many students. This might be a good time to help students make personal connections to what they are learning. As they are evaluating their own and others' opinions about exercise, they may want to set some goals for themselves to improve in this area. Encourage them to reflect on the types of exercise that make them the most happy and strive to increase their exercise in these areas.

Curricular Flexibility

As students write summaries of their results, they may want to summarize overall results or the results of just one question. For example, they may want to say that in general the class does or doesn't value exercise, but they could also explore how the class feels about just question number three, which asks about whether exercising makes them happy.



Look for any news about healthy food. In pairs write 5 questions that will apply to two pairs of partners. Using the exercising survey results on page 48, develop the results of your survey.

PEOPLE WITH 6 TO 8 POINTS EXERCISE REGULARLY BECAUSE THEY KNOW THE BENEFITS OF EXERCISE.

PEOPLE WITH 3 TO 5 POINTS KNOW ABOUT THE BENEFITS OF EXERCISE BUT DON'T DO IT REGULARLY.

PEOPLE WITH A SCORE LOWER THAN 3 DON'T KNOW ABOUT THE BENEFITS OF EXERCISE AND DON'T DO IT AT ALL.

- To prepare your results report, remember to count how many classmates answered each question, and which ones were affirmative and how many were negative. This will allow you to know the real result of your survey.



Get together with another pair. Help each other check and correct your interpretation boxes.

Survey Questions

Get together with your product partner again, and use your questions from Lesson 2 to create your survey, scoring scale and final score interpretation boxes. Exchange your surveys with your partner to check that the spelling and the results are correct. Use the surveys on pages 46 and 48 as a reference. Then distribute your surveys to the audience of your choice. This could be classmates, other students, family, or teachers. Use your scoring scale to interpret the result and write a brief summary. Keep your summary for further use.

Check pages 48 and 49. Mark the best options.



- I can ask questions to get peoples opinions about a topic
- I can interpret survey results related to familiar topics.
- I can ask for help

This activity allows students to work collaboratively and put the PSL into practice and allows them to analyze the scoring system so they acquire the ability to create their own scoring system for their surveys. It may be helpful to point out that the questions need to be consistent for the point totals to have significant meaning. For example, it would not work to ask, *Do you play video games all day?* and *Do you think it's important to exercise every day?* in the same survey, because a *yes* answer to each question would represent differing opinions on the issue.

In addition to including information about what the point values represent, you may want to encourage students to include a goal or piece of encouragement for each set of points. Have them refer to the score descriptions on page 46 for a model. For example, students might include "You're doing great!" "Keep it up!" for 6–8 points and "Try and think of ways to exercise more!" for 0–2 points.

Product Time

In this lesson, students will be creating their surveys, distributing them for others to complete, and analyzing results. The Survey contains many different parts and will need to be done over the course of several days. Students should think about how long they will give respondents to complete their surveys, as well as how they will make sure that the surveys are returned to them in a timely manner.

Self-assessment

In the *Check what you know!* box, students will evaluate whether they are able to ask questions to get opinions and understand survey results related to familiar topics. You may want to have them look back on the results of the survey on page 48 and reflect on their ability to come up with additional questions as well as understand the results of this survey in order to accurately complete the activity.

Making an oral presentation in front of an audience is a vital skill for students to develop. However, many students at this age may struggle with anxiety related to this expectation. As a result of their anxiety, students may have trouble with pacing, volume, and eye contact. To help them improve in these areas, you could have confident volunteers model appropriate pacing, volume, and eye contact for the class. As students practice, encourage them to take deep breaths, slow down, and speak clearly. You may also want to provide opportunities for students to record themselves presenting orally. Then have them listen to themselves, reflect on their volume and pacing, and make adjustments in these areas as they practice again.

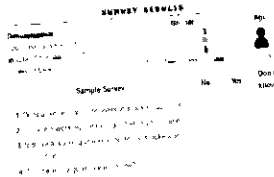
Students will use a rating scale of *Always*, *Sometimes*, and *Never* to evaluate their groups work on the Product. Some students may need reminders of the meanings of these words, so it may be helpful to review the words and give concrete examples of each.

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 140 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check comprehension prior to giving students time to complete their evaluations.

Survey Presentation and Distribution

Get together with your product partners again and practice presenting the results of your survey as a whole class. Again exchange your surveys with your partner to check that he/she is doing and the results are correct. Explain what you're thinking, and your opinion about the results. Answer any questions your classmate may have.



1. I will use the results of my survey to help me make a decision.

2. I will use the results of my survey to help me make a choice.

3. I will use the results of my survey to help me make a plan.

4. I will use the results of my survey to help me make a goal.

5. I will use the results of my survey to help me make a habit.



Evaluate your Product group in the following areas.

- 1. We can understand each other's ideas and feelings.
- 2. We can be open to any idea or suggestion.
- 3. We can be honest with each other.
- 4. We can get things done on time and to the best of our ability.
- 5. We can be respectful to each other.

Reflect

- 1. How do you think you did on this project? How do you think you did on this project?
- 2. What do you think you did well on? What do you think you did well on?

Product Time

In this particular presentation, students must organize multiple pieces of information that they have gathered throughout the unit. Some students may find the organization of the information challenging. You could discuss the importance of well-organized information as a class. Give examples of how students would and would not organize their information. For example, they would not want to present the results before explaining what they did to gather their information.



Indicate the answer you consider corresponds to the learning process you had.

	1	2	3	4	5
• I worked hard, but I wasn't successful					
• I worked hard, but I didn't study					
• I worked hard, but I didn't listen					
• I worked hard, but I didn't ask for help					
• I worked hard, but I didn't try hard enough					
• I worked hard, but I didn't work hard					
• I worked hard, but I didn't try					
• I worked hard, but I didn't try					
• I worked hard, but I didn't try					

Use the green words to answer the questions.

1. Listen to and write the new words in your notebook.	
2. Write about news from the...	
3. Exchange your work...	
Reflect	
4. What was the most interesting part of the...	
5. What was the most interesting part of the...	

An important aspect of self-assessment is reflection and goal-setting for the future. As students complete the assessment, they could select four areas in particular in which they would like to improve in future units. To help them clearly envision their goals, you may want to distribute paper and have them draw words and images related to their goals. Have them include a title in the center and encourage them to include bold words, phrases, and images that clearly depict their goals. Then you could display their work so that they might be reminded of their goals on a regular basis.

As students reflect on their learning and goals, it is important to remember the importance of positive feedback. You could take time within the class period to encourage students to write down one or two positive compliments or words of encouragement they might give to a classmate. Then call on students to share their words of encouragement about each other.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 4* from *Teacher's Guide* page 150 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on listening to oral presentations and formulating clarifying questions.



Diagram to Compare Natural or Cultural Aspects

In this unit you will learn to create a **Diagram to Compare Natural or Cultural Aspects**. In this diagram, you will compare and contrast the natural and cultural aspects from Mexico and other places.

Step 1: Explore and investigate. You will work together with your classmates to make a list of natural and cultural aspects you have visited or know of. Use the places in the table as a starting point.

Step 2: Do a guided reading related to natural features and cultural events. Then discuss your expressions of the ability you will use as a student and add them to your list.

Step 3: Explore and create notes to compare either natural features or cultural events that are similar and different between Mexico and other countries. Use information from a recent travel story and your notes.

Step 4: Use your notes to write sentences with descriptions and comparisons. Then create a comparison diagram.

Step 5: Complete natural or cultural aspects using your diagram. Explain your diagram to the class. Answer any questions they may have.

Click on the link to learn more about the natural features.

Now fill the different natural or cultural aspects for you to explore and learn.

The unit Product involves creating a *Diagram to Compare Natural Features or Cultural Aspects*. The Product is divided into steps that contribute to the students success. The initial steps of the process will help students brainstorm ideas. They will use that information to discuss, create notes, and create their diagram.

You may want to consider that not all students will need the same level of support with the Product. Many students may benefit from working in pairs or small groups. Adapting the instructions to your classroom needs will always lead to better results.

Use the suggested site to provide students with the opportunity of exploring and learning about nature in a different way.

Product Time

It's a good idea to go over the Product steps with your class to let students know what they will be doing during the unit. You can also allow them to choose their own Product group, or decide who will work together according to their skills. It is important for students to be in different teams throughout the year so that they learn to work with people with different personalities. Students can add to the materials list if they need to.

DigiTips

You can use the suggested link, or other similar ones, to give students the opportunity of reading different brief trip accounts from different places, so that they have exposure to more than just the brief accounts presented in the unit.

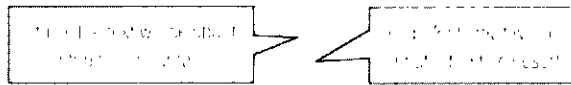


You may want to bring in pictures from other canyons to the class to help you set the context before students actually start working with their books. You could ask them to describe colors, sizes, weather, etc. It's a good idea to use pictures not just from Mexico, but from different countries as well.

You might want to remind students that there are no wrong answers. In the first activity they are simply getting ready to think about the ideas in the text, and after reading they will have a chance to compare and complete their ideas.

You can use books, magazines, or the internet to get other resources to help prompt students if needed. Using pages like <https://www.touropia.com/canyons-of-the-world/> might be helpful.

- ➔ **A** Work with a partner. Look at the pictures in activity B and describe what you think the text is going to be about.



- ➔ **B** Read the travel personal **account** of a trip and discuss whether your previous predictions were correct.

The Grand Canyon

Every summer my brother and I take a trip with our grandparents. This summer, we drove to Grand Canyon National Park in Arizona. It was more beautiful than any other place I have visited. We arrived late in the afternoon, but we still wanted to get a good look at the canyon on our first day. We drove and stopped at Moran Point. From our lookout point, we saw the Colorado River down below, surrounded by the steep, red cliffs of the canyon.

On our second day, we went hiking. We drove to the South Kaibab Trailhead and hiked along the Rim Trail. Later in the day, we sat at the overlook at Mather Point and watched the sunset over the canyon. It was so much more colorful than our sunsets back home!

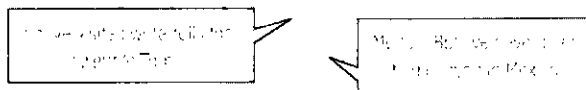
During the second part of our trip, we traveled to the lavacupul waterfalls. We stayed at a lodge in the area and hiked to a couple of different waterfalls, including Mooney Falls, which were really tall!

Our trip was amazing! I can't wait to go back.



- ➔ **C** Work with a partner to identify the different natural features mentioned in the personal account of a trip.

- ➔ **D** With your partner, talk about similar natural features you have visited or heard of in your country.



54 Unit 5

About the Topic

Students will be reading about the Grand Canyon in the United States of America. You might want to have them find more interesting information about it. For example, it is the fifteenth oldest national park in the world. UNESCO named it a World Heritage site in 1979. It is also considered one of the seven wonders of the world.

Curricular Flexibility

Many students who find this content challenging may benefit from labeled pictures and diagrams related to the topic. You could also encourage some students to share stories about similar places they have visited or know of with the entire class and not just in small groups. This will help them reinforce the importance of being respectful with each others' attempts of using the language.

Language Knowledge

When telling a brief trip account, it is useful to use sequencing words to help you convey the order of events. This also helps listener's understanding. Using verbs in the correct tense is also important. Students often rely on the *-ed* ending rule when using past simple, so it is important that we cover all forms of this tense early on and correct students' pronunciation when they are producing language.



D With a partner, read the title and look at the pictures of another travel account. Then make predictions about what it will be about.

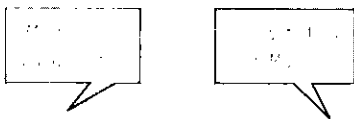
Traveling to Maui



- E Listen to the travel account and check with your partner if your predictions were accurate.
- F Listen to the travel account again and complete the first column of the chart.

beach	Maui Point
WHITE SAND	look-out
COLORFUL FISH	
WAI'ANAPANAPA	
BEACH	
WATERFALL	

- Complete the second column of the chart with information about the natural features at the Grand Canyon
- Talk with a partner. Use the information in the chart to compare the natural features in both places.



To read another brief trip account, *The Diary of Robert O'Hara Burke*, check pages 57-70 of your Reader.

Check what you know!

List of Natural Features

Get together with your product group. Work together to brainstorm any places you have visited or know of. If you visited the location personally, tell your partner what you liked there. Make a list of the natural features in each place. Keep your list for the following lesson.

Check what you know!

Check pages 54 and 55. Mark the best options.

I can read brief travel stories.
 I can identify natural features.
 I can ask for help.

Predicting what the brief trip account will be about will help students to begin to find common themes in the texts featured in the unit. You may want to have them talk to different partners before they actually get to listen to the audio.

It is useful for students to listen to the account so that they can hear models of the verb tenses used in the text. By providing this model, students will begin to hear the different ways of pronouncing verbs in past tense.

If necessary, allow students to read the text on page 54 or listen to the audio on page 55 again so that they can use them as prompts to talk to their partners and compare the natural features as needed.

Product Time

This is the first step of the Product. Students can form their own groups or you can decide on the groups if you want students at different levels to work together. Students might use additional resources, like books, magazines, or newspapers, to help them make their lists of natural features more complete and interesting.

Self-assessment

You should guide students to the *Check what you know!* activity whenever you come across it. If students have checked the box which states "I can identify natural features," then you could ask them to share those features with a partner or with the class.

Resources

In this class, students will read the text *The Diary of Robert O'Hara Burke*, on pages 57-70 of the *Reader*. You can remind them that this is a narrative text describing the journey a group of people made to a foreign land and the situations they encountered. You could encourage them to read with an organizational tool, such as notecards or sticky notes, to mark or record the important information.

To provide scaffolding, you can read simple online texts about the topic in students' first language prior to having them complete the tasks in the class. Some of the texts can be challenging, and it will benefit students to have a good understanding of this concepts in their own language before practicing them in English.

To facilitate students' success, you can have them find and highlight the descriptive words in the text: *fancy*, *colorful*, *sparkly*, etc. They can then use those words to talk with their partner and compare both celebrations.

→ **A** Look at the pictures and discuss the questions with a partner.

1. What do the people in the pictures have in common?
2. How are the celebrations similar or **celebration**?

My Family Celebrates Mardi Gras in Rio de Janeiro

Every year, my family celebrates Mardi Gras at our home in New Orleans. It is an important tradition for us. My parents said that the biggest celebration in the world was Carnival in Brazil. So, this year, we traveled to Rio de Janeiro to experience it together.

The day we arrived, we made masks and got our costumes ready. We wanted our outfits to be fancier than the ones we usually wore to celebrate back home.

On Mardi Gras, we got up and traveled to the Sambadrome. Then we watched the Children's Samba Parade. The costumes were more colorful and much more sparkly than back home. The dances were much more elaborate and the music was way, way louder!

As we walked down the street after the parade, we saw jugglers, musicians, and magicians. The magicians were doing **fancier** tricks than any other magicians I had seen!

What a night! I loved celebrating Mardi Gras in Rio. It was definitely the experience of a lifetime!

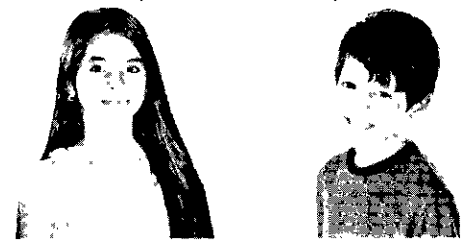


→ **B** Take turns to read the travel account aloud with a partner. Discuss the different aspects of the Mardi Gras celebrations in New Orleans and Rio de Janeiro, using the following questions as prompts.

1. How are the celebrations similar?
2. How are they different?

How are the celebrations similar?

How are they different?



About the Topic

This activity focuses on carnivals in different places. Many students may not understand what a carnival is or may have misconceptions about how they are celebrated around the world. You can help them connect their knowledge about this kind of celebrations by explaining that a carnival is a festival that includes dancing and music. You might want to add that the dancing and music vary depending on the place the carnivals are celebrated.

Ongoing Assessment

You might want to observe students as they complete the activities. Some students may become discouraged when the activities become challenging, but encourage them not to give up. Point out that their mistakes will allow them to learn new things and set goals for future learning.



C Read the dialogue about the celebrations out loud with a partner.

Sally: Did you go to the fair last night?
 Frank: I went with my family to the event. It was just
the time.

Sally: How was it different from the fair you had here in
 Vietnam?

Frank: It was just much bigger. The parade was new.
 It was much bigger than any other parade I've
 ever seen. The floats were more colorful, and the floats
 were as big as a house!

Sally: What about the fireworks?

Frank: They were great. We saw many more lights and
 pyrotechnics. We had the best fun with our family
 and friends. It was a really nice night.

Sally: It sounds like you had a really good time. I
 can't wait to visit there someday.

What was it like
 at the parade?

What about the
 fireworks?



► Together with your partner, find and underline phrases in the dialogue that mean the following:

- 1. The fair was new.
- 2. It was really fun.
- 3. It was the best time you had ever had.

► Discuss the questions with your partner.

- 1. What do the speakers like to do together?
- 2. Do the speakers like to travel? What are their hobbies?

RECOGNIZING CULTURAL EXPRESSIONS

Cultural Events and Expressions

Get into your product group. Review your list of natural features from Lesson 1. Brainstorm cultural events you have read about, as well as the ones on pages 56 and 57, to make a list like the one you did in Lesson 1. Describe the natural features and cultural expressions in your lists and take notes. Use the texts on pages 54 to 57 as an example. Keep your notes for further use.

Check what you know!
 Check pages 56 and 57. Mark the best options.



- I can do a guided reading.
- I can talk about natural features and cultural events.
- I can ask for help.

Check for readability format information. Always check the date when the article was written or updated.

Students might be asked to help each other correct their pronunciation and intonation while reading the text aloud. You can help them do this by modeling the correct way of reading the text first.

If students find it difficult to answer the questions, you can ask them to read the phrases aloud using different tones and emotions to help them see how the idea being transmitted can change easily.
 Possible answers: 1. To make the texts more interesting.
 2. Yes, because they help them transmit the ideas more clearly.

To provide students with extra practice you could ask them to find more information about cultural events in different countries on the internet. Remind them to be careful and only check secure sites.

Language Knowledge

You may want to remind students that to tell a brief trip account it is important to place the sentences in an order that makes sense. Typically, groups of sentences that relate to the same topic begin with a "big idea" or topic sentence. You can help students by asking them to analyze which sentence includes a main idea that the other sentences tell more about. You can use the texts on pages 56 and 57 to explain this.

Product Time

For the this lesson, students will need to describe both natural features and cultural expressions and events. You may want to start by brainstorming some ideas and descriptions as a class and writing them on the board for reference. This will allow students to feel more comfortable and to ask questions to solve any doubts they may have before actually carrying on with their Project.

Self-assessment

In order for students to determine their own level of success, you can ask them to look back through the work they have completed so far in the unit. You can, for example, ask them to look at activity A on page 56 and tell you what they can remember from the story to see if they actually understood it, before marking (or not) the corresponding box in the *Check what you know!* section.

Students will be sharing what they know about, or describing experiences of their own in, places like those in the pictures. That will help them set the context to make the reading easier for them. You could remind them that there are no wrong answers—they are just getting ready to think about the ideas in the text.


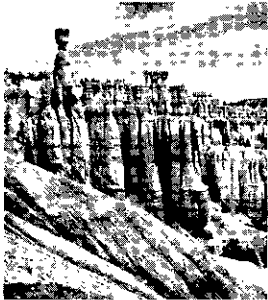
Alternatively, you may want to ask strong students to read the text aloud for the rest of the class to listen. Doing so will give them the opportunity of checking the correct intonation and pronunciation of the language.

Some students might not be confident to talk and compare the trails right away. If you have any students who feel this way, you could have the whole class check the answers to activity C, with volunteers calling out the answers, before dividing the class into pairs for them to talk together.

- A Work in small groups. Look at the pictures in activity B and tell each other about a similar place you have visited or know of. Describe your experience by saying what you did and what you saw.
- B Read the travel account with your group and identify expressions that describe natural features.

Bryce Canyon

Sam and Max loved visiting their aunt Maddy in Utah. They always had exciting adventures. On one of their trips, Aunt Maddy took Sam and Max to Bryce Canyon. On their first day, they hiked the Rim Trail, and on their second day, they hiked the Navajo Loop Trail. The Rim Trail hike was long, but easier than the Navajo Loop Trail. The Navajo Loop trail was much shorter, but it was steeper and more difficult. There were loose rocks and they had to be very careful. The Rim Trail was much more beautiful than the Navajo Trail because it allowed them to see the entire canyon from above. They felt like they were on top of the world. The sunset at the end of the day was more beautiful than other sunsets they had seen. On their last day in Utah, they hiked the Mossy Cave Trail. It was the easiest of all because it was shorter than both other trails and followed a stream that led to a cave. The boys had a great time outdoors, experiencing nature with Aunt Maddy. It was a trip they would never forget.

- C Reread the text and complete (✓) the chart with information about the stories.

	Rim Trail	Navajo Loop Trail	Mossy Cave Trail
Why did you go there?	✓		
When did you go there?			✓
Who did you go there with?		✓	
What did you do there?	✓		

- Use the information in the chart to compare the trails with a partner.

Sam and Max had a great time with Aunt Maddy.

The sunset was beautiful.

Self-assessment

Students can assess their ability to use images to set the context. You may want to have them refer back to the images included in the previous pages in the unit and reflect on how they used the images to help them understand the topics. Students may benefit from a small focus group meeting in which you specifically teach and practice using images to clarify what they are learning about.

Ongoing Evaluation

If you are monitoring students' progress using comparatives and superlatives, doing some error corrections when they are comparing the trails would be a good idea. You could walk around the classroom and take notes on words students are struggling with and clarify their meaning or usage once they have finished.



D Write a natural feature you have learned about so far in the left-hand column of the chart, and a natural feature in Mexico that you have visited or know about in the right-hand column.

Natural feature in the United States	Natural feature in Mexico
CANYONS	CENOTE
<p>THERE ARE SOME PLACES THAT HAVE CANYONS, WHICH ARE ROCKS THAT HAVE BEEN THE CAUSE OF EROSION BY A RIVER PASSING THROUGH THEM.</p>	<p>IN MEXICO THERE ARE SOME PLACES WITH COLLAPSED ROCK THAT CREATE NATURAL HOLES WITH WATER UNDERNEATH.</p>

- ▶ Complete the chart with information about the two features.
- ▶ Compare the two natural features in a small group.

My natural feature is the Grand Canyon. It is a very big hole in the ground that was made by a river.



My natural feature in Mexico is a cenote. It is a hole in the ground with water underneath.



I can compare the two features. The Grand Canyon is in the United States and the cenote is in Mexico.



Students will have different levels of prior knowledge about natural features in Mexico. It may help to set a purpose for the activity if you ask them to recall what they already know about natural features in different places and encourage them to find more about natural resources in Mexico using different extra resources.

You might want to allow pairs of students to compare their answers for activity D to help each other complete their ideas and solve doubts before actually comparing the two natural features in small groups.

Product Time

Comparison Chart

Get into your product group. Review your work on natural features and cultural expressions from the first two lessons. Choose two locations from your list with either natural features or cultural events of your interest. Make a two-column chart filled with the two features or events you chose. Complete the chart to compare the two using your notes. Keep your chart for the next lesson.

Check what you know!

Check pages 58 and 59. Mark the best options.



I can identify and describe natural features

I can compare natural features from different places

I can ask for help

Product Time

To facilitate the organization of their comparison charts, it is important for students to have their notes and lists from the previous two lessons at hand. When they finish, you may want to remind them to label their charts with their names so that they can identify them easily in further classes. You could also encourage students to ask questions to help each other solve any doubts they might have.

Self-assessment

As students complete the evaluation box, you can look for different ways to support them at their specific level of need. The same suggestions and corrective actions will not be appropriate for all students. Look at what students do well and at what they struggle with, and use your observations to give specific students suggestions and correction that relate to each student's unique abilities.

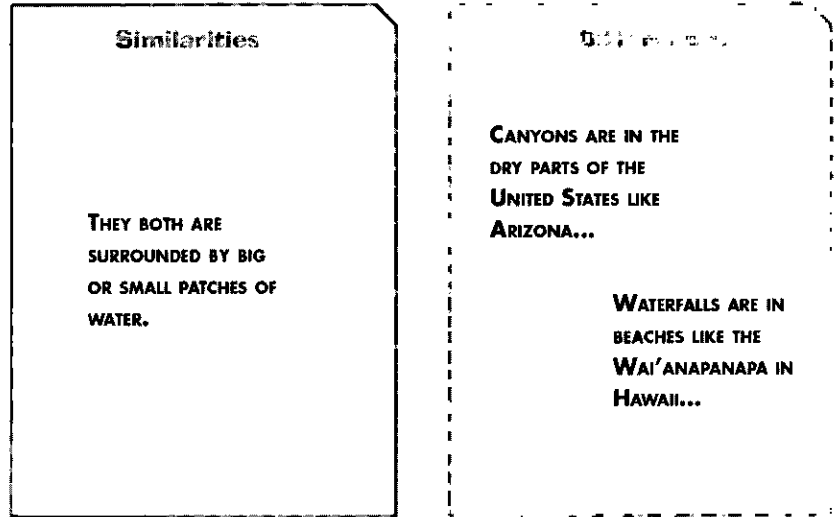
Students will be asked to identify the natural feature or cultural event they think is the most interesting and to compare it with one in Mexico. You could display pictures of the places and events students have read about so far around the classroom to help them recall rather than just having them doing so from memory.

Before doing the activity, discuss with students that comparing two things is observing the differences and similarities between two elements, be they people, objects, places or things. It shows the information into two or three circles that overlap in the middle.

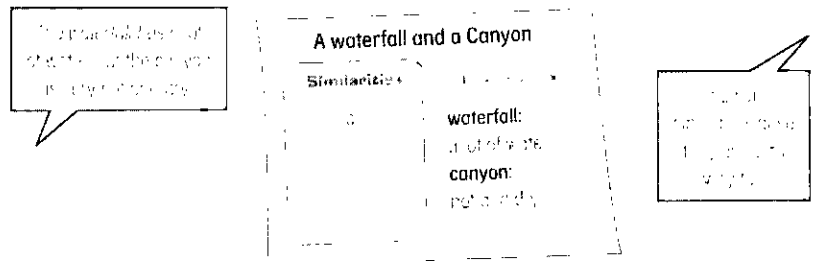
You may want to allow students to read the texts in the unit again so they are able to write a list of words to complete their diagrams. It is important to check that students are understanding and using the words correctly.

- ▶ **A** Reflect on the different natural features and cultural events you have read about in the unit. Discuss the questions in a small group.
 1. What is the most interesting about it? Why?
 2. What is an interesting natural feature in Mexico that you would like to visit?
- ▶ **B** Scan through the travel accounts in the unit with a partner. Choose two natural features or two cultural events and write important information to compare them in the diagram.

SAMPLE ANSWER:



- ▶ **C** Share your information with another group.



Resources

On the *Class CD*, you can find several images that link to the topic of the unit. You can use this images to beef up activities, inspire students' descriptions, accompany discussions as visual aids, or even to list information to complete their diagrams.

Ongoing Evaluation

As students share their information, analyze and take notes of how well they interact with one another socially. Are they able to listen quietly while others give input? Are they able to respectfully disagree and offer alternative suggestions when there is conflict? Do they contribute with meaningful suggestions and ideas? Students who struggle in these social areas may benefit from strategic, direct instruction and practice.



D Write sentences comparing the two natural features you chose in activity B, the ideas you shared in C and what you have read to write sentences comparing the natural features you chose. Use the mountains example to guide you.

SAMPLE ANSWER:

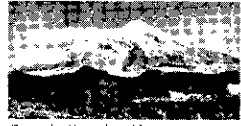
Pico de Orizaba and Ben Nevis

Both of these natural features are the highest peaks in their countries. The Pico de Orizaba is in Mexico and Ben Nevis is in Scotland. Ben Nevis is a mountain, but the Pico de Orizaba is a volcano! Ben is an old Scottish word for mountain and the Pico de Orizaba has another name (Culcatepetl). This means star mountain and it's a much higher peak than Ben Nevis. Both of them sometimes have snow at their peaks. I think that both of them would be very hard to climb!

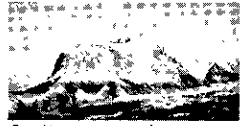
THE PICO DE ORIZABA IS A VOLCANO IN MEXICO...

BEN NEVIS IS A MOUNTAIN IN SCOTLAND...

THEY LOOK ALIKE BECAUSE THEY BOTH HAVE SNOW AT THE TOP...



Pico de Orizaba, Mexico



Ben Nevis, Scotland

► Share your information with a partner. Help each other make any needed corrections.

Ben Nevis is a mountain in Scotland. Pico de Orizaba is a volcano in Mexico. They both have snow on their peaks.

Pico de Orizaba is a volcano in Mexico. Ben Nevis is a mountain in Scotland. They both have snow on their peaks.



Product Time

Comparative Diagram

Get into your product group. Use your notes to create a diagram to compare the two features or events included in your chart from the previous lesson. Draw the diagram on a large piece of poster board and label it with the two features or events you chose.

Write similarities between them where the two circles intersect. Write unique features for the rest of the outer portion of each circle. Keep your diagram for the following class.

Check what you know!

Check pages 60 and 61. Mark the best options.



I can describe natural features and cultural events.

I can compare natural features and cultural events.

I can ask for help.

It is a good idea to inspire confidence for students to show progress. You could start by encouraging them to describe and compare the two mountains in the pictures before actually reading, to practice anticipating content based on pictures and titles.

This activity helps develop students' writing skills, so be sure to give them sufficient time to express their ideas, and support any learners who have a lower level. It would be best for students to complete this activity individually.

You might want to remind students that if they have a doubt or make a mistake, they can use a variety of resources to help them: ask the teacher, help each other, use a dictionary, etc. Reinforce the importance of being respectful with each other's attempt of using the language.

Product Time

In their Product groups, students will create a diagram to compare the features or events included in their charts from the previous lessons. They have to write similarities and unique features. You might want to remind them how using different colors can help them clarify and highlight their ideas to make their diagrams easier to explain during the final step.

Self-assessment

It is a good idea to make time for this activity as it will help students reflect on their performance and achievements throughout the entire unit. You might want to allow students to compare their answers with a partner or in small groups, you could then elicit ideas they have about things they could do to improve.

Product Time

Each of the previous steps lead to this. This step give students the opportunity to be creative and to share their work with their classmates. You might want to remind them that their handwriting and diagram should be clear and correspond to the natural features or cultural expressions or events they want to compare.

After presenting their diagram, each group should complete the *Product Assessment* table grading their performance according to whether they did it very well, they could improve, or need help. They will also need to answer the reflect questions. You might want to have a class discussion for them to share their ideas.

PRODUCT TIME Step 6

Presentation

Taking all the steps you have practiced in your previous lessons, look for pictures or images of the places you are going to compare, that will allow you to explain better and clearly your ideas



Product Assessment

Evaluate your Product group in the following areas.

--	--	--

The diagram is clear and easy to read in the explanation they give.

We showed natural features clearly.

We explained what we saw in pictures.

The group clearly explained their ideas.

Reflect

1. What did you like to do in this activity?

2. How did you feel when you were in the group? How did you feel when you were presenting?

Product Time

You might need to provide students with extra material, like sticky tape, for them to display their diagrams and make their presentations. After each diagram has been presented, you could encourage students to ask the group any questions they have about the information presented. It could be beneficial to check the structure of students' questions here.

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 141 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check comprehension prior to giving students time to complete their evaluations.



Unit Self-assessment

Read the sentences. Then, reflect about what you learned in the unit and mark your answers.

	Always	Sometimes	Never
1. I can find the main idea of the text and find the evidence to support it.			
2. I can find the main idea of the text and find the evidence to support it.			
3. I can find the main idea of the text and find the evidence to support it.			
4. I can find the main idea of the text and find the evidence to support it.			
5. I can find the main idea of the text and find the evidence to support it.			
6. I can find the main idea of the text and find the evidence to support it.			

The *Unit Self-assessment* box gives students the opportunity to evaluate how they have worked throughout the classes in this unit. Students should use their answers for questions 1 to 4 to reflect on their development before completing the sentences in numbers 5 and 6.

As students reflect on their learning and goals, it is important to provide positive feedback. You could encourage students to write down one or two positive compliments or words of encouragement they might give to a classmate. Then call on students to share their words of encouragement about each other.

Check what you know!

Use the words in red to answer the questions.

	Yes	Sometimes	No
1. I can find the main idea of the text and find the evidence to support it.			
2. I can find the main idea of the text and find the evidence to support it.			
3. I can find the main idea of the text and find the evidence to support it.			
4. I can find the main idea of the text and find the evidence to support it.			

Reflect and answer the questions.

- What kind of text do you like to read?
- What kind of text do you want to write?
- What kind of text do you like to read?

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment* for Unit 5 from *Teacher's Guide* page 151 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on organizing and presenting relevant information.

Language and Functions

- Exchanging expressions to organize meetings
- Exploring and listening to exchanges of expressions to organize meetings
- Interpreting expressions used by interlocutors
- Assuming the role of an interlocutor in an exchange

Adapting to Context

The *Before you start* questions will help introduce the topic of the unit while allowing students to activate prior knowledge related to the social practice.

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities.

Environment: Family and Community

Social Practice: Exchange expressions to organize meetings.

- ▶ Exchange expressions to organize meetings
- ▶ Recognize expressions used by interlocutors
- ▶ Respond to expressions of the interlocutor
- ▶ Assume the role of an interlocutor



Extended Reading

Text in English 5

Reader, The Student Council

Read the text and answer the questions. Discuss the text with your partner.



Before you start

- ▶ Look at the pictures. Discuss the questions about organizing meetings.
- ▶ How do you usually get together with your friends?
- ▶ How do you usually meet your friends?
- ▶ How do you usually organize meetings?
- ▶ How do you usually invite your friends to a meeting?
- ▶ How do you usually respond to an invitation to a meeting?
- ▶ How do you usually respond to a meeting?



About the Topic

The social practice of this unit revolves around the language used to get together with friends. The types of situation can vary from formal reunions, like parties and social events, to informal ones, like doing homework or going for a ride in the park. You can remind students that, in Mexico, children should also ask for permission to invite or to go to an event. You can elicit the types of events they normally get invited to and help them reflect on what is expected of them.

Pre-evaluation

While discussing the questions in the *Before you start* section, pay attention to how much students are already familiar with the language of invitations or getting together. This can help you plan how much language and vocabulary you need to teach, or how much further practice you need to cover in class.

Resources

The story in the *Reader* can be useful to show a specific situation where students need to plan for an event. It is a good idea to allow time for students to read the story. This will also add variation to the activities in class, while practicing the language for meetings. You can read parts of the story at the beginning or ending of your classes, or you can spend a whole class on the story.



PRODUCT TIME

In this unit you will perform an **Exchange to Organize a Meeting**. To do this you will explore, interpret, and discuss different exchanges to learn useful expressions used to invite somebody to do something together.

Step 1: Explore exchanges and find useful phrases to organize meetings. Brainstorm different kinds of meetings. Discuss and list related useful phrases for those kinds of meetings.

Step 2: Listen to different exchanges and interpret expressions used by interlocutors. Complete your list from Step 1. Focus on proposing alternative plans with your team.

Step 3: Practice organizing meetings using your notes from the first 2 lessons. Assume an interlocutor role in the exchange.

Step 4: Participate in an exchange to organize a meeting. Perform your exchange in front of the class.

If you want to learn more about meetings visit:

You will find useful phrases to invite somebody to do something together.

You may go over the steps to let students know what they will be doing and learning during the unit. You can also allow them to choose their Product partner at this time or later. You may decide to choose who will work with whom according to skills. Remember that it is important for students to be in different teams so that they learn to work with people with different personalities. For the materials, you can let students decide what they will need according to what they are going to be doing. Make sure to answer any questions students may have.

Use the suggested site to provide students with the opportunity of practicing using different phrases to invite their friends or family to do something together.



Product Time

Students will perform a role play to plan a meeting. They will do this in front of the class or in small groups. The activities in each step should be motivating and fun to make the learning process more memorable. Alternative projects related to role-playing an exchange are performing a sketch where students use the language but also show before and after scenes. Students could also perform the story *The Student Council* from the Reader.

Resources

You may visit the suggested web page before the class to prepare to talk to students about what they will find there. If you have access to the internet in the classroom, you may browse through the page together with the class. You can also invite parents to look at the web page with their children to answer their questions.

It may be good to mention how much time students will have for the discussion, to help them focus on the task.

Suggested answers: 1. They show children doing different activities, like bowling, riding bikes, studying together, etc.
2. Because they like doing things together, it's more fun, etc.

For the first listening task, you can play the track and pause it after each exchange. You can also elicit the words that helped students get the answers. For the second listening task, you can go over the table first, explain unfamiliar vocabulary, and copy it on the board for reference.

Before the speaking activity, make sure students have a list of phrases they can use as reference. You can use the table in activity B. You may also read the sample language and do a demo with one or two students, so everybody knows what to do.

A In pairs, explore the scrapbook page and answer the questions.



Bowling



Going to the movies



Studying together



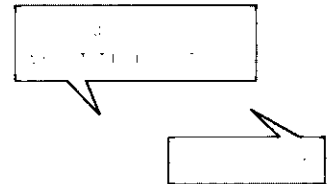
Recycling

2020

B Listen to the exchanges to organize meetings and mark (✓) the activities you hear mentioned. Then listen again and complete a similar chart in your notebook.

Useful phrases to organize meetings	
Starting	Accepting, rejecting, or proposing
Hi! Would you like to do something?	That's a great idea! Let's do it!
Hi! Can we meet at the park today?	Inviting I can't

C Take turns with a partner to role-play short exchanges to organize meetings.



Curricular Flexibility

If students have problems completing the table during the listening activity, you can copy the phrases on the board for them to copy into their notebooks. Then you can play the track, pause it, and elicit repetition of the phrases. You may need to drill the exchanges before the speaking activity.

About the Topic

You can tell students that refusing an invitation may be considered rude in some places, so it's important to have a good excuse. You can teach them some excuses, like: *I already have other plans. I have to do homework. I need to take care of my little sister.* You can elicit excuses that students have used to reject an invitation or elicit others they would say if they can't or don't want to accept the invitation.

D In pairs, read the exchange. Circle the phrases Frank and Julie use to organize the meeting

SAMPLE ANSWERS:

Frank: Hello Julie! How are you?
 Julie: I'm doing great! Thank you. What's up?
 Frank: Well, I'm wondering if you'd like to go together with Hannah, Louis, and I to go play soccer this afternoon at the park.
 Julie: That sounds great. What time are we meeting?
 Frank: Hows 5:00 p.m.
 Julie: Alright! See you there!



Before students read the exchange, you can write some questions on the board for them to find the answers to while they read: *What are they going to do? Who is going? What time are they meeting? Where are they meeting?* After reading the exchange and checking answers, you can also have students read out the conversation in pairs.

If students need help with the role play, you can underline the parts of the conversation they need to change. You can also do a model with some strong students, so it's clear for everybody what they need to do. It is a good idea to vary the content of the dialogue little by little. You can first just change activity and time, and when students are comfortable with both examples, you can invite them to vary some of the phrases. You could suggest declining the invitation or suggesting a different time or activity, and so on.

► With your partner, take turns role-playing similar situations. Use the activities in the photos above and the phrases in the box below to help you.

1. I'm wondering if you'd like to go together with Hannah, Louis, and I to go play soccer this afternoon at the park.

2. That sounds great. What time are we meeting?

3. Alright! See you there!

PRODUCT TIME: Step 1

Useful Phrases

Get together with your product group. Brainstorm different types of meetings and choose one. Then pretend you are going to organize that meeting. Take turns sharing useful phrases and agree on a place and time to meet, and the activity you are going to do. Use your work from pages 66 and 67 to help you. Keep your notes for the next lesson.

Check what you know!

Check pages 66 and 67. Mark the best options.



- I can understand exchanges to organize meetings
- I can use expressions to organize meetings
- I can ask for help

Product Time

Students will be developing the first step of the Product along with this lesson. If you haven't done so, you can group students into Product pairs by preference or pair them up strategically based on skill level. It is important for students to understand each step of the process for completing the final Product. You may also want to let students know that they will work on this Product throughout the unit and they must bring the materials they need to class every day.

Self-assessment

It is important to guide students through the *Check what you know!* box. You might ask them which activities on the pages correspond to each competency. If students feel they need help, you can let them work together to think of ways they can improve in each area. It might be a good idea to have students write down what their goals are and how they will work to improve their English.

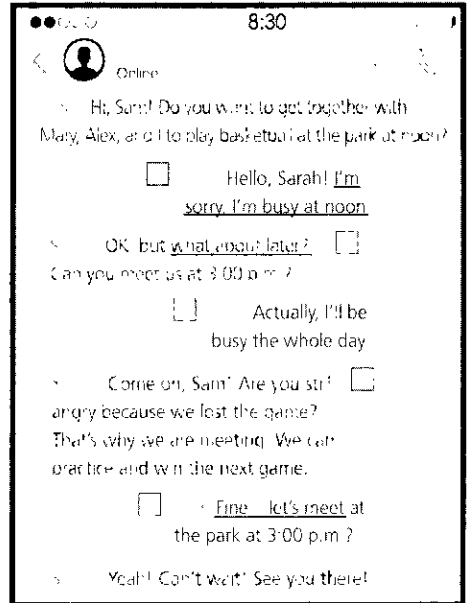
Before starting the activity, you can elicit from the class, with books closed, the methods they use to organize meetings with their friends. While working in pairs, you can give students a few minutes before eliciting their ideas. This approach can help them focus on the task and use English as much as possible. As answers will vary, you could invite students to expand on their responses by giving examples.

You can have pairs do the first part of the task, and then check answers. After that, you can read the sample conversation and provide a model before having students role-play an exchange. It is also recommendable to ask students to write the exchange and to read it aloud to another pair of students.

If available, you could ask students to use real text messages to organize the meeting with their partners.

A In pairs, explore the text message and answer the questions.

1. What are the people trying to do together?
2. What time are they planning to meet?



► Read the exchange carefully. Underline the expressions Sarah and Sam use to accept or reject to meet and to propose alternatives. Then, work with a partner to brainstorm and write more useful phrases.

B Use your ideas from activity B to organize an exchange with your partner.

Hi, Sam! Do you want to get together with Mary, Alex, and I to play basketball at the park at noon?

Hello, Sarah! I'm sorry, I'm busy at noon.

Remember to underline the expressions in the text carefully about who says 'no' and 'yes' to save your partner's time.

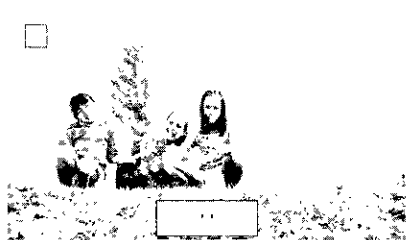
Ongoing Evaluation

- While students are writing or performing the role play, you can evaluate them on the following:
- correct use of grammar and language
 - vocabulary
 - intonation and pronunciation
 - speaking clearly and without hesitations
 - turn-taking

About the Topic

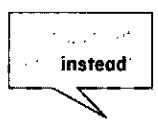
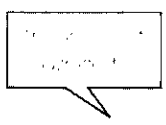
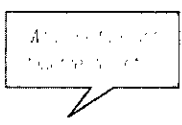
Asking permission from parents is something students should be aware of. You may want to elicit ideas on why it is important to ask for permission. You can also encourage students to say what can happen if you don't ask for permission and still do the activity. Remember to respect students' opinions so they can express themselves freely.

C In groups, explore and describe the pictures. Think about where the people are and what they might be saying.



SAMPLE ANSWERS:

► Choose (✓) one of the activities to organize a meeting with your group. Take turns using the three exchange options: accept, reject, or propose an alternative.



► Get together with another group and organize a different meeting.

PRODUCT TIME: Step 2

Proposing Alternatives

With your product partner, get out your notes from Lesson 1. Brainstorm more useful phrases or expressions to organize your meeting. Focus on proposing alternatives and add them to your notes. Use your work from pages 66 to 69 to help you. Keep your notes for the next lesson.

Check what you know!

Check pages 68 and 69. Mark the best options.



- I can understand expressions used by interlocutors
- I can participate in an exchange to organize a meeting
- I can ask for help

To read another exchange to organize meetings, *The Student Council*, check pages 71–82 of your Reader.

You can remind students to take turns to express their opinion and to respect the other students' opinions. You can allow students to differ on the activity they have chosen, and maybe regroup students according to their choices. Alternatively, you can ensure that groups choose only one activity in order to make them convince the others about what activity to do. You should set a fixed time for the discussion.

Before the speaking activity, you can review phrases for accepting, declining, or suggesting an alternative. You can write them on the board as reference during the role plays. You may invite students to write down their conversations if you think they need a structured dialogue, or you can allow some students to improvise just by looking at the phrases. It is a good idea not to interrupt during the speaking activity. If you notice mistakes, make notes to work on them afterwards.

If available, you could ask students to use real text messages to organize the meeting with their partners.

Resources

If you haven't already, you might take this opportunity to read the story *The Student Council* in class. Remember to use the pictures to elicit predictions about what is happening, or to review the story after you have read it. You can either read the story yourself, pausing to check comprehension, or play the track while students follow along.

Product Time

For Step 2 of the Product, students will need their lists from Lesson 1. You can walk around and make sure students are writing clean lists with no spelling or grammar mistakes. If you find mistakes, you should point them out and encourage students to be accurate with what they are doing. You may want to remind them that they will be evaluated on their Product and presentation will be part of their grade by the end of the unit.

Self-assessment

Remember to guide students during the *Check what you know!* box. You can also ask for specific examples that prove the achievement of each of the competencies. You may encourage students to reflect on what they can improve if they feel insecure about either understanding the expressions or participating in an exchange to organize a meeting.

To facilitate the activity, you may read the exchange aloud and then ask students to discuss the questions in pairs. *Suggested answers:* 1. Kathy seems happy and optimistic all the time. She uses expressions like *That sounds great!* and *I like that idea!* 2. Yes. They can express how the person feels; for example, enthusiasm or disappointment.

To help students with the correct intonation, you can read the conversation aloud and drill choral repetitions. If you think your students need more practice, you can divide the class into two groups and have one half read the part of Kathy and the other the part of Peter. After students have practiced in pairs, you can also challenge them to read the conversation in front of the class, using the correct pronunciation and intonation. For the second part of activity B, you can read the sample dialogue first and then elicit some ideas about other exchanges. You can then allow students to practice their own exchange.

► A Explore the exchange to organize a meeting and answer the questions.

1. How do you think the speakers feel about their meeting?

YES, THE PUNCTUATION MARKS HELP.

2. How do you think the speakers use intonation to **enhance** their conversation?

YES, THEY HELP CLARIFY IDEAS.



Kathy: Hi, Peter! How are you?

Peter: Hi, Kathy! I'm doing alright.

Kathy: Did you get a chance to decide if we'll get together tomorrow to go bowling?

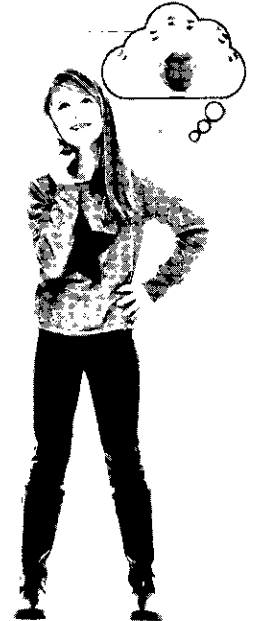
Peter: Yes, I did! Actually, I can't make it tomorrow. Do you think we can go bowling on Thursday instead?

Kathy: That sounds great!

Peter: Great! That way we can also invite Matt and Laura. What do you think?

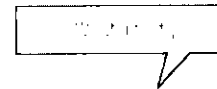
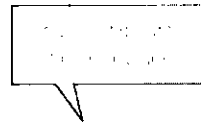
Kathy: I like that idea! Let me call them. Talk to you soon.

Peter: Let me know. Bye.



► Share and compare your answers with a partner.

► B Read the conversation aloud with your partner. Help each other use the correct intonation and pronunciation. Then, follow the example to practice with other exchanges of your own.



Ongoing Evaluation

It's important not to interrupt students while they are doing oral activities, but you can listen to evaluate how well they are doing and what they need to practice more. You can pay specific attention to:

- correct use of language
- pronunciation and intonation
- projection of voice
- turn-taking

Curriculum Flexibility

If some students are still having problems with the language from the unit, you can do remedial work. For example, you can write scrambled sentences for them to write correctly, or write a dialogue with blanks so they complete the information needed. If students are not using the correct intonation, you can drill choral and individual repetitions with the questions and phrases to arrange meetings.



C Work in small groups. Explore the picture and write useful phrases and expressions to organize a meeting between the characters featured.

SAMPLE ANSWERS:

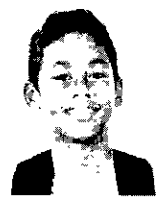
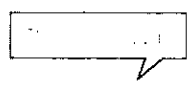
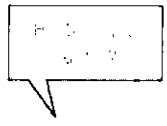
WHY DON'T WE GO...

LET'S MEET AT...

WE COULD SEE EACH OTHER...



► Take turns role-playing the exchange. Remember the importance of using the correct pronunciation and intonation.



► Role-play the situation with a different partner. Remember to help each other.

PRODUCT TIME: Step 3

Dialogue to Organize a Meeting

Practice organizing the type of meeting you selected with your product partner. Use your notes from lessons 1 and 2 to help you. Remember to include a proposal for an alternative plan. You may want to use the dialogue on page 70 as an example.

Check what you know!

Check pages 70 and 71. Mark the best options.



- I can understand expressions used to organize meetings
- I can participate in an exchange to organize a meeting
- I can ask for help

To facilitate the activity, you can elicit ideas from the whole class first about what the picture shows and what type of invitation the conversation might be about. Then you can allow groups to brainstorm ideas about the phrases they need to use. You can monitor while groups work and provide help with grammar or vocabulary.

If students have problems with phrases seen in the unit, you can invite them to look back at previous pages to find the information. To help with the role play, you can check students' written work first and then invite them to practice the exchange. You can then invite a few groups to perform their exchange in front of the class.

Product Time

For Step 3, students need their notes from the previous steps. Students should now be familiar with writing dialogues about meetings, but you might still need to provide some help. You can remind students that they will perform their exchange on the next lesson, so that they make sure their dialogues are complete and they know how to pronounce the phrases.

Self-assessment

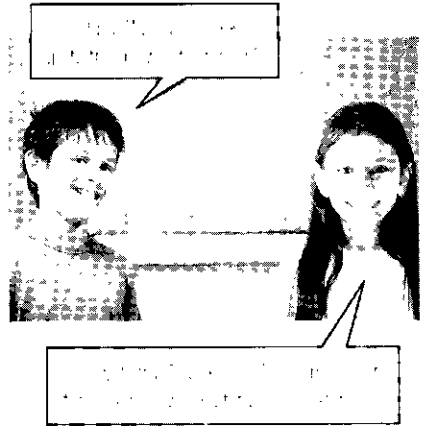
Remember to guide students while answering the *Check what you know!* box. You could either elicit examples of each competency or have a show of hands to see how many students feel they have achieved each *I can* statement. You can also invite students to point out the activities in the book that helped them to achieve their goal.

For the last Step of the Product, you can allow students time to rehearse their exchanges. You can also invite them to memorize the dialogues and to keep eye contact with their partner at all times. If students feel confident, they can try and express emotions, too. Depending on the size of your class, decide how many pairs will perform in a class. If needed, you can divide the performances into two or more classes. Another option is to evaluate pairs in their places while the rest of the class rehearses.

Students will evaluate their own as well as other pairs' performance. You can remind students that the evaluation helps to know what they have achieved and what they need more practice with. Before letting students do the evaluations, you may need to read the statements and clarify unfamiliar words.

Perform the Exchange

Get together with your partner. Use your notes, form 1 to prepare questions, to rehearse your exchange. Give each other feedback on pronunciation and intonation. Perform your exchange for the rest of the class. Invite your classmates to ask questions or give feedback.



Product Evaluation Form

Evaluate yours and other Product groups in the following areas.

Aspect to evaluate	Group 1		Group 2		Group 3	
	1	2	1	2	1	2
Content of the presentation						
Clarity of the presentation						
Fluency of the presentation						
Use of appropriate vocabulary						
Use of appropriate grammar						
Use of appropriate pronunciation and intonation						

Reflect

What did you like most about your presentation?
 What do you need to improve on?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 142 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

When developing their oral presentation skills, many students are not aware of the mistakes they make. To help them analyze their own work, you might consider audio-recording as they read aloud to the class. Students who are confident may share their recording and brainstorm ways to improve. Other students would benefit from privately listening to their own performance and generating a list of goals for improvement.



Unit Self-assessment

Indicate the answer you consider corresponds to the learning process you had.

	Always	Sometimes	Never
1. I was able to make my own decisions.			
2. I was able to find solutions.			
3. I was able to work with others.			
4. I was able to understand the concepts.			

My name is _____

My teacher's name is _____

This tool should make students reflect on their work throughout the unit and not just on the final Product. You might want to make sure students understand this before they start evaluating themselves. You can help them by going back to each page and reminding them of all the work they did.

This allows students to evaluate more specifically what they did during the unit. If needed, you could translate the statements for students to be clear on what grade to give themselves. You can also give examples to answer the last three questions.

Check what you know!

Read and mark (✓) how you felt about yourself in this unit.

Aspect to evaluate	I can do it very well.	I can sometimes do it, but I can improve.	I need help to do it.
1. I was able to find solutions.			
2. I was able to work with others.			
3. I was able to understand the concepts.			

Reflect

1. What did you do well on?

2. What did you struggle with?

3. What did you learn from this?

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 6* from *Teacher's Guide* page 152 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on language used for inviting, accepting, refusing, and offering alternatives.



Language and Functions

Registering information of a topic to create a questionnaire:
Where was the information researched?

Exploring questionnaires with different kinds of questions:
Close-ended questions are useful to...

Writing questions about a topic: *What do you usually eat for breakfast?*

Vocabulary

verbs, questions word, frequency adverbs

Before you Start

Students can compare their answers in pairs. You might have them share some of their answers with the whole class.

Sample answers might include:

1. Ice cream, a variety of fruit and vegetables, chicken, pizza, cereal, beverages.
2. I like cakes and pasta.
3. Every day.
4. A balanced diet of proteins, vegetables, fruit, and cereals.
5. What kinds of food should we eat in small quantities?

Environment: Academic and Educational

Register information of a topic to create a questionnaire.

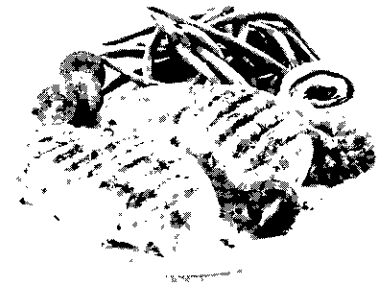
- ▶ How do you get information about the topic? (print, internet)
- ▶ How do you use questionnaires? (to get information)
- ▶ What are the advantages of questionnaires?
- ▶ How do you use the information you get from questionnaires?
- ▶ How do you use the information you get from questionnaires?

Extended Reading

Teaching in English 5

Reader: *Teaching in English 5*
Young People and Technology

For more information, visit www.pearson.com
or call 020 7017 2595.



Before you start

- ▶ Look at the photos and discuss the questions with a partner.

1. Do you think you eat too much or too little?
2. What types of food do you like to eat? Do you eat anything you don't like to eat?
3. What kinds of food do you eat every day?
4. What do you usually eat for breakfast?

Curricular Flexibility

Students are exposed to questionnaires in print books and on the internet. Sometimes they may have been asked to participate in a spoken questionnaire. You can encourage them to share situations where they have been asked to answer or complete a questionnaire and what it was for. Then you could discuss why questionnaires are helpful with the whole class.

About the Topic

The topic of this unit revolves around creating a questionnaire about a topic. It might be useful to explain that questionnaires help us to find key details about a topic and that they can help solve situations or offer new opportunities depending on their results. You could discuss with students what types of topics would be helpful for creating a questionnaire; for example, the amount of homework they do or the types of activities they do in the afternoon.

Self-assessment

The *Before you start* questions will help introduce the topic of the unit while allowing students to activate prior knowledge related to the social practice of registering information of a topic to create a questionnaire. The questions are related to the key words and concepts of the theme. You can discuss these questions with the whole class or divide the class into small groups to answer them.



In this unit you will create a **Questionnaire**. To do this you will analyze different questionnaires used to find out information about diverse topics. Then you will learn how to create and interpret scoring scales.

Search for and interpret information from documents. Then choose a topic you would like to know more about and register relevant information.

Explore questionnaires with different kinds of questions. Then write a list with the best kinds of questions to make a questionnaire about your topic.

Practice writing questions about different topics. Then, use your notes from step 1 and decide which kind of questionnaire you want to create and write the related questions.

Research and interpret specific information about a topic, analyze scoring scales and the corresponding interpretation. Then create one for your team's questionnaire.

Use a questionnaire to register information about a topic. Interpret the results. Have a class discussion about how useful questionnaires can be and why.

If you want to learn more about designing questionnaires visit www.questionnairepro.com. You will find tips to write proper questions for a questionnaire.

By the end of this unit, students will produce a **Questionnaire**. They will create a scoring scale adequate to the topic of the questionnaire and its style, to collate the results. This scale will help see results clearly in order to be able to discuss clear forms of action. You may want to start by setting the context having a class discussion about how useful questionnaires can be and why.

Use the suggested site to provide students with the extra support about creating the proper kinds of questions for a questionnaire.

Resources

To help students think of topics, you might ask them to look for samples of questionnaires in their text books for other subjects. Or, if you have access to the internet, you could invite them to find examples of questionnaires on educational websites. If you have a large class, you might want to divide it into small groups to share their findings and keep a record of their work for use throughout the unit.

DigiTips

To provide students with extra support you could have a class discussion about internet security. Have them tell you what they think they *should* and *shouldn't* do while using the web. Elicit examples like checking only secure sites and never providing anybody with their personal information.

Before starting activity A, you could divide the class into five groups and assign each a category: dairy, fruit, grains, vegetables, and proteins. Ask them to write as much food as they can from their category in two minutes. Invite the groups to share their ideas with the class.

To allow students to practice their English further, you could invite two pairs to change partners and ask and answer more questions.

Search for information in the document to discuss the questions with a partner.

1. How many calories are in a slice of pizza?
2. How many calories are in a banana?
3. How many calories are in a glass of milk?

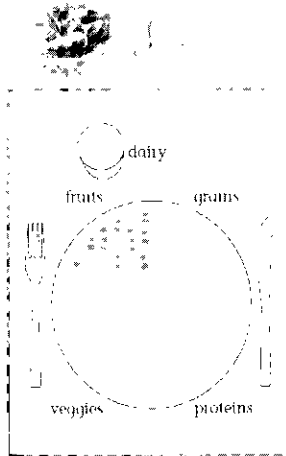


Figure 1: The Healthy Plate

The Healthy Plate is a guide that tells us what to eat for a healthy diet. It can help you choose what foods to eat and in what portions. For example, you should eat more fruit and vegetables than animal products. The amount of food you should eat depends on your age, gender, and the amount of exercise you do.

When we eat, we put energy in our bodies. We **measure** the energy in food and exercise by using calories, and it is important to eat the correct amount of calories that our bodies need. People who eat more calories than they need become overweight and people who do not eat sufficient calories are underweight. So how can we eat the right amount?

Some foods are important because they give you vitamins, minerals, and fiber, which are important for good digestion.

Grains give you carbohydrates, which give your body energy. Some examples of grains are bread, pasta, and rice.

Legumes, such as beans, peas, and lentils, give you protein, which your body needs to grow. Legumes are plants that are rich in protein, for example, beans, peas, and lentils. Animal products can include meat, chicken, fish, yogurt, cheese, and milk.

Overweight or obese people have a higher chance of developing illnesses. Young people are at risk of becoming overweight if they are inactive for too long, or if they eat lots of junk food. It's important to follow the Healthy Plate, as well as getting regular exercise, in order to stay healthy.

Read the document again. Think about other questions you could ask about the same topic.

1. How many calories are in a slice of pizza?
2. How many calories are in a banana?
3. How many calories are in a glass of milk?

1. How many calories are in a slice of pizza?
2. How many calories are in a banana?
3. How many calories are in a glass of milk?

76 Unit 7

Resources

It could be useful to ask students to bring in magazines or supermarket flyers with pictures of food and have them cut out different types of food to use them as visual aids throughout the unit. You could use them on this page to review the different categories of food on the *Healthy Plate*. Name the category and have students hold up a corresponding picture of a food from that category.

Curricular Flexibility

You can ask students to look for information about healthy eating in other sources. Explain the importance of learning to look for information related to a specific topic and finding key details they can use.



Work in pairs. Read the document on page 76 again. Search for and interpret the information that best answers the questions.

EATING HEALTHY

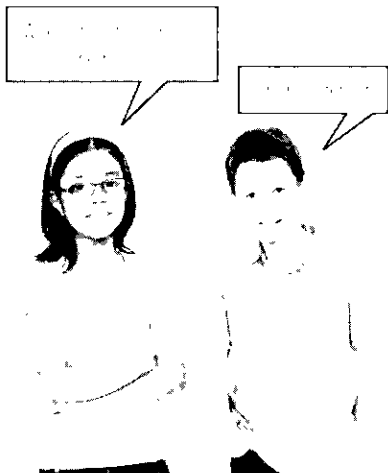
TO INFORM PEOPLE ABOUT HEALTHY EATING

FOR ALL PEOPLE, BIG AND SMALL

ILLUSTRATIONS AND DIFFERENT TYPES OF LETTERS

A POPULATION WITH HEALTH PROBLEMS

Check and compare your answers with another pair.



Choose a Topic and Record Information

Work together with your product a class, and discuss different topics you would want to know more about. Choose one topic to search for and register relevant information to help you create a questionnaire later on. Use the questions in *what you know!* as a guide for the size.

Check pages 76 and 77. Mark the best options.



I can search for information about a topic in documents

I can interpret information about a topic from documents

I can ask for help

Unit 7 77

You can start by pointing to the questions and reading them aloud to check their meaning with the class. Allow students to share some of their ideas remembering information they have already read. You can encourage them to write simple notes, avoiding complicated sentences and details.

Encourage students to be as creative as possible and think of topics that lend themselves to be used in questionnaires while working on the Product. Remind them that they can check what they have done in the unit so far for support as needed.

About the Topic

You can explain to students that in this unit they can use a variety of topics that lend themselves to questionnaires and finding results, such as healthy eating, leisure-time activities, sports, favorite movies, etc. Encourage them to be as creative as possible with their choices.

Product Time

You can ask students to form new groups, either by the first letter of their first name or by height, to create a new mix of students in groups. You will know your students well by now, so be aware of the types of students in each group. You might want to ensure that less confident students work with more confident ones.

Curricular Flexibility

Students can complete the *Check what you know!* box on their own. At this stage in the unit, students should be able to search for, identify, and interpret information about a topic. If some students have problems with the self-evaluation, you can have them check the text and activities on pages 76 and 77 to help them understand.

You might want to divide the class into pairs and ask students to take turns reading the questions aloud. Answer any queries they may have about vocabulary as you go along.

Suggested answers: 1. A questionnaire. 2. The question marks. 3. Information about eating habits.

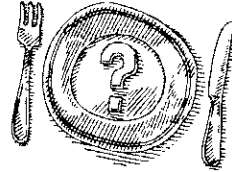
To ensure that students have understood, you can copy the chart onto the board and invite students to the front to write the numbers of the questions in the corresponding sections. For further practice, you can divide the class into pairs to ask and answer the questions from the questionnaire.

Read and explore the different types of questions in the questionnaire by answering the following questions in small groups.

1. What are the question marks for?
2. How many questions?
3. What kinds of information can you get from this?

Healthy Eating Questionnaire

1. What is your favorite healthy food?
2. Which food don't you like to eat?
3. How many vegetables should you eat everyday?
4. What types of food shouldn't we eat?
5. Do you enjoy a balanced diet?
6. What is a healthy diet?
7. What did you eat for breakfast/lunch/dinner today?
8. Don't you think sandwiches are healthier than pizza?
9. What could I do to stay healthy?
10. Are animal products healthy to eat everyday?
11. Is it a good idea to be on a diet?
12. Do you think eating chicken with steamed vegetables is healthy?



Classify the questions from activity A according to their objective. Follow the examples.

3	8		
4, 6, 7, 10	5, 11, 12	9	1, 2

Listen to the questionnaire planning conversation. Then, discuss different types of questions with a partner.

What are you going to **elicit** information?

What are you going to **ask** information?

Language Knowledge

It is important that students understand how to make questions using *wh-* words, *to be*, and the auxiliary *do/don't*. You can ask them to underline the *wh-* questions in red, *do/don't* questions in blue, and *be* questions in green, and then review the order of words in the questions to help them understand.

Resources

You can ask students to write a questionnaire with the questions to find exact information. Tell them to ask three classmates and write down their results. Then you can have them compare their results with a partner.



4 In pairs, explore the different types of questionnaires about the same topic and answer the questions. Follow the examples.

- 1 How often do you eat vegetables? (Closed)
- 2 Why do you eat vegetables? (Open)

1 Close-ended

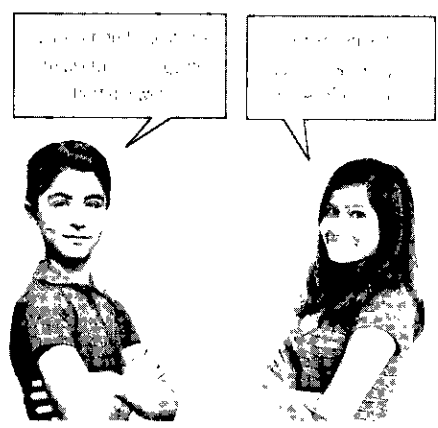
- 1 Do you like the internet?
- 2 Do you use the internet more than once a day?
- 3 Do you know what a smartphone is? (Yes/No)

2 Open-ended

- 1 Why do you eat vegetables? (Give an answer)
- 2 What kind of vegetables do you like? (Write down any you mention your partner likes)

3 Multiple Choice

- 1 How often should you eat vegetables?
 - a) Every day
 - b) Once a week
 - c) Twice a month
- 2 How often do you eat junk food?
 - a) Always
 - b) Sometimes
 - c) Never
- 3 Is it healthy to eat an apple every day?
 - a) Yes
 - b) No
 - c) I don't know



Before looking at the activity with students, you can discuss what questionnaires they have seen and what types of questions they have. Elicit the different types of questions: open, closed, and multiple choice.

You can encourage students to take turns and listen to each other carefully while they are discussing which questions to use. Help them to work as a team and to think about how many types of questions they can ask and which will be the most adequate to record scores and results.

List of Questions

Get together with your product partners. Take out your notes from Lesson 1 and discuss the information you would like to collect on your topic. Create a list of questions to ask and answer about it on a topic you chose. Think about the best kind of questions to use to help you collect the needed information. Use the questions on pages 78 to 79 as an example. Keep your questions and notes for further use.

Check pages 78 and 79. Mark the best options.

I can read and explore questionnaires with different types of questions.
 I can identify the purpose of different types of questions.
 I can ask for help.

Product Time

You may want to review with the whole class some of the topics they discussed in Lesson 1 while working on the Product. Review the topics and make sure they lend themselves to doing a questionnaire and collating results in the correct way.

Self-assessment

It is important to allow time for self-evaluation at the end of the class. Students can answer the *Check what you know!* box on their own. If you find any students don't mark the boxes, you can review their work with them and explain again what they have not understood.

Before reading the text, you can ask students to look at the chart in the article and discuss if they eat these quantities; for example, *I eat more carbohydrates, but less fruit and vegetables.* You can point to the pictures and ask students to name the food and the categories they belong to: *The chicken is protein, the potatoes are carbohydrates, the salad is vegetables.*

At the end of the activity, you can ask pairs to write another multiple choice question with three options, similar to those in the questionnaire, related to the information in the article. Once they have completed the questions, they can mix with another pair and answer the other pair's question.

Explore the science **article** and questionnaire and summarize the main ideas with a partner.

What's your idea of a perfect meal? Even if it fills you up, it may not include all your nutritional needs. The human body needs a balanced diet to function properly. This helps make sure our body grows, heals, fights disease, and maintains a healthy weight.

Fruit and vegetables	Vitamins, minerals, fiber	Five portions
Carbohydrates	Energy, fiber	1/3 of everything we eat
Animal products	Protein	2–3 portions
Milk and dairy food	Calcium	2–3 portions

The most nutritious meal

The picture shows us a balanced meal, but how does that keep us healthy?

- The vitamins and minerals in the vegetables help keep our teeth and bones healthy, and keep our organs working properly.
- Carbohydrates like potatoes give us the most energy. They also have fiber and iron, which we need to keep our blood healthy so it can carry oxygen around the body.
- Fish gives us lots of protein, which is very important in our body. Everything—our hair, fingernails, skin, and muscles—need protein to grow and repair itself.



Questionnaire

How much do you know about healthy eating? Take the Healthy Eating questionnaire and find out!

1. Which of these breakfasts is healthiest?
 - a) 76 g of fat and 64 g
 - a) 30 g of Egg with 10 g
 - a) 20 g and 10 g
2. Which of these has the most calcium?
 - a) 100 g of milk
 - a) 100 g of fruit
 - a) 100 g of bread
3. Do you think you should eat more fish every day?
 - a) Yes
 - a) No
 - a) I don't know
4. What could you eat instead of fish to be healthy every day?
 - a) Chicken
 - a) Cheese and bread
 - a) Fruit
5. **HOW MANY PORTIONS A DAY SHOULD WE EAT?**
 - a) 3 portions a day
 - a) 5 portions a day
 - a) 2 portions a day

How did you do?

1 mark for every correct answer.

4–5 points: Congratulations, you're healthy!

3 points: You're doing OK, but you should probably care a bit about it.

1 point: Oh dear! You really need to look on your diet!

With your partner, read the questionnaire and write the final question on the topic. Compare your ideas with another pair. Help each other make any needed corrections.

80 Unit 7

Curricular Flexibility

If some of your students have difficulty answering questions that are inference-based, you could read the questions one by one with the class and discuss which paragraph in the text can help them come up with the answer. Explain that some answers require them to process information and calculate decisions based on information presented in the text.

Resources

If students are having problems relating to the questionnaires, you may want to have a class discussion about what can make questionnaires useful and how they could be structured.

SAMPLE ANSWERS:

In pairs, look at the questionnaire below. Then compare its structure with the questionnaire on page 80. Discuss the following features.

- The questionnaire is in two columns.
- The questions are numbered.
- The questions are in the left column and the answers are in the right column.
- The word **intended** is used to describe the purpose of the questionnaire.

Alternatively you could search for some other questions that have been asked about food and health on the internet to complete your questionnaire.

I'm learning about healthy eating at school. I have to find out about the diet of a classmate/friend or family member for my school project. Please complete my questionnaire.

Name of classmate/friend: **MARIA SALAZAR**

1. What do you usually eat for breakfast?
I EAT CEREAL AND...
2. Do you think you have a healthy diet? Why/Why not?
YES, BECAUSE...
3. How often do you eat fruit and vegetables?
I EAT FRUIT EVERY DAY AND VEGETABLES WHEN....
4. How much meat do you eat each week?
I EAT MEAT EVERY....
5. What do you think you should change in your diet to stay healthy?
I WOULD CHANGE EATING TOO MUCH SUGAR AND...
6. **WHAT COULD YOU DO TO....?**
7. **HOW DO YOU THINK EATING HEALTHY...?**
8. **WHAT HEALTHY HABITS...?**

With your partner, write questions about the topic to add to the questionnaire. Use the previous questions as a reference.

Check pages 80 and 81. Mark the best options.

Create a Questionnaire

Get together with your product partner. Decide the kind of questions you want to use. Use the questions on pages 78 to 81 as a model. Then use your set of questions to create your questionnaire. Keep it for future use.

- ☺ I can compare and contrast two different questionnaires on the same topic.
- ☺ I can write questions about a topic.



It would be useful for students to review the different types of questions and questionnaires they have seen so far in the unit or some similar ones they can find on the internet.

Before doing the activity, you could say the following words aloud for students to repeat and point to the corresponding features in their books: *article, questionnaire, photo, question, answers*. Make sure students understand and are pointing to the correct parts.

You can encourage groups to carefully plan which type of questions they are going to include in their questionnaire and which are the most practical for gaining answers.

In their groups, you can have students write two questions each to make sure that everyone participates equally. Then they can compare all their questions with their partners and choose the ones they want to use.

To read a text about registering information and using questionnaires, *Young People and Technology*, check pages 83–96 of your Reader.

Unit 7 81

Resources

If you haven't read it yet, you may want to dedicate a class to reading *Young People and Technology* in the Reader (pages 83–96). The answers to the *Comprehension Check* activities can be found on page 158 of the *Teacher's Guide*.

Self-assessment

Students can complete the *Check what you know!* box. You can ask them to work in their Product groups to answer the questions and discuss how they can help each other improve on the competencies.

Ongoing Evaluation

You can use the Product to evaluate students' written production of score interpretation information for a topic in a questionnaire. You might want to collect individual students' and pairs' written work at the end of the activity and evaluate their written production of:

- complete sentences
- clear ideas

It would be useful to provide feedback on how they can still improve their work.

To review how to plan their research, you can ask students to share what steps they have taken so far in their Product groups. Ask them to look at activity A and discuss what the topic is, what information there is, where the questions are, and where the score interpretation is.

To analyze this activity further, you can ask students to work in pairs and underline the verbs. Review the meaning of *can* and *may* and explain they express a possibility of something being done.

In pairs, explore the web blog post with the questionnaire and answer the questions.

PHOTO: GETTY IMAGES/CHRISTOPHER WOOD

PHOTO: GETTY IMAGES/CHRISTOPHER WOOD

www.schoolfood1.com

Healthy Food at School

How often do you eat healthy food at school? If the number is 11-15, you are getting the healthy food you need. If the number is 1-10, you need to eat more healthy food. If the number is 1-5, you need to eat more healthy food. If the number is 1-5, you need to eat more healthy food.

	Yes	Not sure	No
1. How often do you eat healthy food at school?			
2. How often do you eat healthy food at school?			
3. How often do you eat healthy food at school?			
4. How often do you eat healthy food at school?			
5. How often do you eat healthy food at school?			

6-8 points

You are eating healthy food at school. You are eating healthy food at school. You are eating healthy food at school. You are eating healthy food at school. You are eating healthy food at school.

Healthy food at school is important. Healthy food at school is important. Healthy food at school is important. Healthy food at school is important. Healthy food at school is important.

The most important thing is to eat healthy food at school. The most important thing is to eat healthy food at school. The most important thing is to eat healthy food at school. The most important thing is to eat healthy food at school. The most important thing is to eat healthy food at school.

Read the blog post, answer the quiz and interpret your results. With a partner, think about how you can change your habits and what actions you can take to do so.

My score is 11-15. I am getting the healthy food I need.

My score is 1-10. I need to eat more healthy food.

82 Unit 7

Language Knowledge

You might want to review with the whole class the four different types of questions they have studied so far in this unit: for exact information, to elicit opinions, to give suggestions, and to elicit preferences. Look over the four questions in activity A and review the verbs and how the questions are formed: *can*, *be*, *do* and discuss which category types the questions fall in to.

Resources

If you have time, you can encourage students to look on the internet for other questionnaires to read and answer; for example:

<https://journals.plos.org/plosone/article/file?type=supplementary&id=info:doi/10.1371/journal.pone.0143293.s003>.

https://www.nhs.uk/toolsdocuments/self_assessments_js/assessment.html?XMLpath=/tools/documents/self_assessments_js/packages/&ASid=60.

In pairs, using your results and interpretations from activity B, think of how you can raise awareness about healthy eating in your group.

You can guide yourself with the following example.

Questionnaire about Eating Habits	Yes	Maybe	No

Now, think of a way to raise awareness about healthy eating
**WITH A CAMPAIGN THROUGH THE SCHOOL NEWSPAPER
 AND PASSING EACH CLASSROOM. YOU TALK ABOUT IT.**

I can understand questionnaires with different types of questions



I can interpret information about a topic



Share your questionnaire with another pair.

To provide extra support with this activity, you can point to the score boxes on page 82 and read them aloud. Explain to students that they can use these as a sample to see what kind of ideas they have and the type of language they need to use. If some students find this activity challenging, you can pair off more confident students with less confident ones to encourage working and learning between peers.

You might want to review the meaning of *scale* and *scoring interpretation* and ask students to find examples of different types of these in the unit so far. You can ask them to pay particular attention to those on pages 80 and 81 and suggest they follow a similar format for this step of the Product.

Check pages 82 and 83. Mark the best options.

Create the Scoring Scale and Interpretation Boxes

Get together with your product partners to discuss your questionnaire from Lesson 2 to create your scoring scale and final question interpretation boxes. You may want to use the ones on pages 82 and 83 as an example.

- I can understand questionnaires with different types of questions
- I can interpret information about a topic
- I can ask for help

Product Time

Ask students to take out their questionnaires from the previous lessons and write a clean version of it to show to other groups in the following class. It's recommended to make sure all the students have an equal share of work to do and solve any doubts they may have as a team.

Self-assessment

Students can complete the *Check what you know!* box now. You can ask groups of students working together on the same Product to answer together according to how they worked on these points not just during the lesson, but during the unit so far.

Ongoing Evaluation

You can use the Product to evaluate students' written production while they practice presenting the steps towards solving a problem.

You might want to evaluate their production of:

- correct questions
- clear answer options
- clear scoring interpretation

Provide feedback to help them continue improving their spoken English.

Products provide a good opportunity to get students speaking as much English as possible. You can encourage groups to review their questionnaire one more time before answering it. Then have them exchange questionnaires with another group. You can walk around the classroom while groups are working and provide appropriate error correction on their work as necessary.

Students continue to use a rating scale of *Always*, *Sometimes*, and *Never*. By now, students will be familiar with how to complete the chart. For each aspect of the evaluation, it will be helpful to record specific activities that they carried out for each rubric.

Ask Your Friends

Get together with your partner partners. Check your questionnaires one by one. If necessary, the groups swap your questionnaires with another group for them to answer. Collect their information, obtain their interest and share it with the rest of the group. You may discuss it and do other important questionnaires. You can get and interpret information about it.



What are the most interesting things you have learned about the world?

Evaluate your Product group in the following areas.

- clearly understood
- presented information
- organized information
- interesting facts and interesting

Reflect

- What did you learn from this activity?
- How did you feel about it?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 143 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

It is a good idea to make sure students are organized and know how to mark the answers for all the people who participate in their questionnaire. Show them how to collate results by applying the questionnaire to their own group and to another group, as well as how to present the information.

Indicate the answer you consider corresponds to the learning process you had.

- Yes, all the time
- Yes, sometimes
- No, never
- No, almost never
- No, not at all

Compare your answers with a classmate and help each other reflect on what you need to improve and how to do it.

Use the words in orange to answer the questions.

1. Why do you think you did better on the first part of the unit?
2. How do you think you did better on the last part of the unit?

Reflect and answer the questions.

1. What activities were best for you?
2. What activities were best for others?
3. What did you learn about your class?

The self-assessment can help students to reflect on the work they have done throughout the whole unit. It might be useful to explain that they should mark the options that best apply to them. Students could look back at each page and think about the ideas in the assessment and answer them by checking the boxes that best apply to them. You could allow them time to share their answers with a partner.

This can help students to reflect on what they have learned throughout the whole unit. You could explain that they should complete the first three options with *Yes*, *Sometimes*, or *No*, and write their own ideas for the last three. They could look back at each page and think about all the ideas and answer them carefully. You could allow students time to share their answers with a partner.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 7* from *Teacher's Guide* page 153 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on forming different types of questions, including questions to find exact information, elicit opinions, give suggestions, and elicit preferences.

Language and Functions

Exploring and telling short anecdotes of interest: *The airplane had a turbulence.*

Analyzing different aspects of anecdotes: *It was really fun when...*

Expressing an anecdote orally: *I was learning to ride a bike when...*

Vocabulary

verbs in past tense, question words

Before you start

You can ask students to compare their answers in pairs. You might have them share some of the answers with the whole class.

Sample answers might include:

1. Playing a board game, cooking, riding a bike, fishing, toasting marshmallows, camping.
2. They are family members.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Environment: Recreation and Literature

➤ **Second Experience** Tell short anecdotes of interest.

- Explain the meaning of the words.
- Write a short anecdote of interest.
- Read the anecdote to the class and discuss it.
- Practice reading it orally.

Extended Reading

Think in English 5

Reader: *Ghost Town*

Ghost Town

Read the text and answer the questions. Write your answers in your notebook.

➤ **Before you start**

➤ Look at the pictures and answer the questions.

1. What are they doing in the pictures?
2. What are they doing as they are talking?
3. What are they doing as they are talking?
4. What are they doing as they are talking?
5. What are they doing as they are talking?



Curricular Flexibility

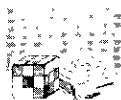
Students will have many anecdotes that they want to share. You can ask them short guided questions when necessary to help them express their ideas fluently in English.

Adapting to Context

The topic of this unit revolves around sharing anecdotes. You can discuss with students funny things that have happened to them or their friends recently. Ask them to explain their ideas as concisely as possible. Explain that for these types of situations, when we retell them we call them *anecdotes*.

Self-assessment

The *Before you start* questions encourage students to activate prior knowledge related to the social practice of fabricating fun anecdotes. The questions are orientated around the scenes in the photographs to serve as a springboard into the theme of the unit. You can discuss these questions with the whole class or divide the class into small groups to answer them.



In this unit you will be **Fabricating Fun Anecdotes**. To do this you will read, discuss, and **tell** short anecdotes of interest. Analyzing how they are structured and told will help you tell an anecdote of your own correctly.

Step 1: Explore fun personal stories told as anecdotes. Then brainstorm stories to tell an anecdote of your own. Choose the topics that are the funniest or most surprising with your team.

Step 2: Analyze an anecdote structure. Then write a draft of your anecdote. Remember to be careful with details to tell it in the correct order and to make it more interesting.

Step 3: Reflect and discuss how anecdotes should be structured and told. Practice reading with the correct with your team. Remember to check speed and volume as well.

Step 4: Practice reading and telling anecdotes aloud. Then tell your anecdote to your classmates without reading.

If you want to learn more about being a good storyteller visit you will find fun, important and interesting tips for telling anecdotes and stories correctly.

While working through the unit, students will fabricate *Fun Anecdotes*. They will brainstorm ideas about anecdotes about their friends and family. They will write a draft and practice reading it with correct pronunciation, intonation, and fluency. You may want to start by setting the context asking them if they like to tell anecdotes or not, why and who to.

You may want to use the suggested link in class to have a class discussion about how to tell anecdotes and short stories correctly.

Resources

To help students brainstorm ideas related to the topic, you could bring in realia of different objects including a fishing net, marshmallows, a board game, a bicycle helmet, or other objects related to leisure activities. Use the objects to help brainstorm ideas and grab students' attention to help them start talking about anecdotes.

Product Time

The activities will provide the first opportunity to evaluate students' ability to think about situations and personal anecdotes and their initial skills in relating key details and information.

Before starting this activity, you can write *setting*, *main character*, and *secondary character* on the board. Discuss their meaning and allow students to give examples of anecdotes to show they understand: *The story is about the dad, so he is the main character.*

To add context to the listening, you can invite students to describe what they can see in the photograph and say what they imagine the anecdote will be about if the person is on a plane.

A In pairs, look at the pictures below and make predictions about the related anecdote.

B Listen to the personal anecdote and check your predictions. Then, use the prompts to talk about it in small groups.

Setting

Where and when the story takes place

AN AIRPLANE

Character

Who is the person in the story?

A GIRL AND HER MOM

character

setting

Main character

THE GIRL

Secondary character

THE CAPTAIN

- Complete the story map with information from the anecdote. Use words, sentences, and **sketches**.
- Listen to the anecdote again to check and complete the **story** map.

88 Unit 8

Resources

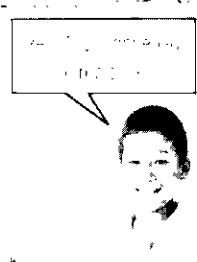
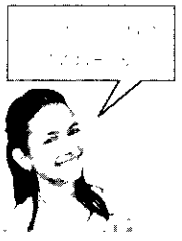
If possible, you could bring chalk and large sheets of paper to class for students to draw story maps and work in groups to write in the details. This encourages students participation in collaborative learning.

Curricular Flexibility

Encourage students to talk as much as possible about their personal experiences during this unit. You can tell them about the importance of sharing ideas and also the importance of listening carefully to classmates to understand the situations they are describing.

2 Reflect on the anecdote from the previous page and discuss the questions in pairs.

- 1 How do you think the boy felt when he was fishing?
- 2 How do you think the boy's dad felt when he was fishing?



3 Listen to another personal anecdote and complete the diagram.

FISHING FIASCO

A BOY AND HIS DAD

A LAKE

With your partner, recall the events from the anecdote from activity C. Use the words in the box to help you and take notes.

- bear boy camping dad fishing grandpa grandson

Listen to the anecdote again to check your ideas.



Exploring Ideas

Get together with your product group. Brainstorm ideas to include in a story you will write in the style of a funny anecdote. Make a list with your ideas and choose the ideas you think are funniest and most interesting. Keep your list for me if following lesson.

Check pages 88 and 89. Mark the best options.

I can understand personal anecdotes
 I can identify the main elements of an anecdote
 I can ask for help

You may want to review the anecdote from the previous page with the whole class. Invite students to work in pairs and retell the anecdote to each other to make sure they understood. You could walk around the classroom listening to students as they talk to make sure they have all the details clear. Then, you could invite them to discuss and answer the questions from this activity in the same pairs.

You could review the meaning of the titles in the three boxes by using synonyms or simple descriptions before students listen to the anecdote. Then, you can point to the words in the box at the bottom of the activity and read them aloud to provide listening context before starting the activity.

About the Topic

Explain to students that in this unit they can use a variety of topics that lend themselves to anecdotes and that usually they relate to funny or different events that friends or family have experienced. Normally, these events are interesting and people like to tell them again after they have occurred.

Product Time

Make sure that students form new Product groups. You can do this randomly or based upon level. You will know your students well by now, so be aware of the types of students in each group. You might want to try and keep a good balance between quieter and chattier students so as to create a more balanced dialogue.

Self-assessment

Students can complete the *Check what you know!* box. At this stage in the unit, students can understand personal anecdotes and their main elements. You could walk around and see which students don't check the boxes and discuss the obstacles that impair their understanding. Play the listening track again if possible for further practice.

To start the activity, you can read the title *Cookie Catastrophe* and ask students to describe another way to say this, for example, *Disaster baking cookies*. Encourage them to share any cooking anecdotes they have. Allow them to share their ideas freely.

It is advisable to make sure you have access to English dictionaries in the classroom for this activity. You can ask students to find a definition of *salt* and *sugar* to ensure comprehension.

You can also ask students to underline new words and phrases and compare them with a classmate to see if they are the same. Allow them to work in pairs to find the meanings of new words.

- ▶ A With a partner, look at the picture and discuss what you think the anecdote will be about.

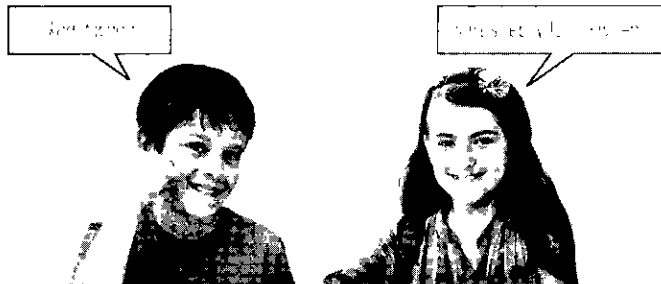
Cookie Catastrophe

It was my mom's birthday, so I decided to make her favorite cookies. I found the recipe and got out all of the materials and ingredients. I needed. I knew this would be the best gift ever for my mom's birthday! I read the instructions and measured the ingredients. Then I scooped the cookies onto the tray and slid them into the oven. I could hardly wait for the timer to ring! When the cookies were done, I pulled them out and set them on a rack to cool. I anxiously waited for them to cool. Finally, it was time. I chose a cookie and took a big

bite. To my surprise, an awful taste filled my mouth. It was so bad I had to spit the cookie out into the sink immediately. What had happened? I was sure I had done everything right! That's when I noticed the label on the container of what I thought was sugar. It said "SALT" in big, bold letters. I couldn't believe it! I had used SALT instead of SUGAR. What a disaster!



- ▶ Read the anecdote. Underline any unknown words or phrases. Ask your classmates or teacher to help you clarify meaning. If available, you may want to use a dictionary.
- ▶ Read the anecdote again. With your partner, discuss the most exciting or funny events.



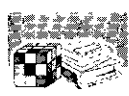
- ▶ Retell the anecdote to each other out loud. Give each other feedback to improve how you tell an anecdote.

Language Knowledge

You can use differentiated learning activities to study new words students don't know the meaning of: ask students who are below level to underline five key words, students at the correct level to underline ten key words and students above level to underline fifteen (they may have to look on other pages). Then you can have them work in pairs with someone on the same level as them to find the meanings and write them in their notebooks.

Resources

You could bring in strange or funny photographs from the internet or from magazines to stimulate students to brainstorm ideas. You can use them to imagine situations if there is a lack of conversation or sharing of ideas at any point throughout the unit.



C In small groups, reflect on the anecdotes you have read and listened to in the unit so far. Tell each other what can help making the telling of an anecdote more entertaining.

Think to yourself
Make it personal

What evidence
do you have?

Think to yourself, you
can do this in your own

Before looking at the activity with students, you may want to discuss the meaning of *entertaining*. Ask them to say what has been entertaining in the anecdotes they have heard so far.

D Listen to the anecdotes on pages 88 and 89 again. Then, in your groups, take turns to retell the anecdotes. Complete the chart about your partners' performance.

Pacing Read the text slowly	<input checked="" type="checkbox"/>	Message The message is clear	<input checked="" type="checkbox"/>
Volume Read the text loudly enough to be heard	<input checked="" type="checkbox"/>	Ask questions Ask questions	<input checked="" type="checkbox"/>
Pauses Use pauses to make the text dramatic	<input checked="" type="checkbox"/>	Attitude Use mood to make the text more interesting	<input checked="" type="checkbox"/>
Intonation Read the text with intonation	<input checked="" type="checkbox"/>	Situation Use the text to make the situation clear	<input checked="" type="checkbox"/>

One idea is to read the eight categories in the left column of the chart and make sure students understand what they mean. You can demonstrate their meaning by changing pace, volume, pause, and intonation as you speak. Ask them about it, if anything changes in their perception of the message. Comment on the importance of exchanging with the speaker as they tell an anecdote. Then read the sentence under each title aloud and incite students to imitate the pace, volume, pause, and intonation and say them chorally.

- Evaluate both participations considering indicators such as Great!, OK, Needs work. Give feedback to each other, based on the chart. Take turns telling the anecdote again after reflecting on the feedback you exchanged.
- Remember that when you tell a story, you are telling something that has happened to you, it is logical to use words in the past tense: Example, I went to.../I lived in...

100% Self-assessment

Creating Your Anecdote

With your product group, write a draft of your anecdote using your list from Lesson 1. Make sure you include all the relevant details and use the right language. Correct any spelling and grammar mistakes. Add notes related to what could make the telling of your anecdote more entertaining.

Check what you know!

Check pages 90 and 91. Mark the best options.



- I can understand and retell personal anecdotes
- I can make an anecdote more entertaining.
- I can ask for help.

To read another short anecdote of interest, *Ghost Town*, check pages 97–108 of your Reader.

Product Time

For this step, you should ask groups to get together and review the idea they decided on in Lesson 1. Invite students to write a draft of their anecdote, including as many details as possible. Make sure they review the draft and write a clean copy. You could walk around and check each group's work, asking them questions as they work to help them think how they can make it more entertaining.

Self-assessment

It is important to allow time for self-evaluation at the end of the class. Students can complete the *Check what you know!* box on their own. If you find any students who don't mark the boxes, you can review their work with them and clarify what they have not understood so that they can work with anecdotes properly.

To increase understanding, you may want to write the question words *who*, *what*, and *where* on the board and review what they refer to (person, object/action, and place). Then review the words *setting*, *event*, and *place* from earlier on in the unit. You could allow students to work in groups to complete the activity, and then have two pairs from different groups compare their ideas and see if they have any in common.

You may want to invite two students to read the text in the speech bubbles aloud as an example. You should organize which groups will work together to share and compare their ideas. Walk around and listen to groups as they talk. You could write the more original ideas on the board and review them with the whole class at the end of the activity.

In a small group, look at the pictures related to anecdotes that are going to be told and choose one each. Talk about what you think the people in the pictures were doing.



Complete the table details for an invented anecdote inspired by the picture you chose. Write the first ideas that come to your mind.

Setting	
Event	
Place	

LEARNING TO RIDE

A PARK NEAR HOME

A BOY AND HIS DAD

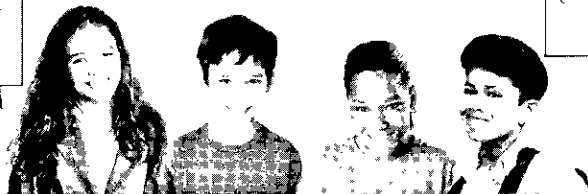
THE BOY DIDN'T KNOW HOW TO RIDE A BIKE.

THE BOY'S DAD HELPED HIM BUT THE BOY WAS NOT CONFIDENT ENOUGH.

THE BOY MANAGED TO RIDE WITHOUT HELP. HE AND HIS DAD WERE VERY HAPPY.

Get together with another group and tell each other your anecdotes. Ask and answer related questions to find out more information.

Q: How did you feel when you were learning to ride a bike?



A: I was nervous at first, but my dad helped me and now I can ride on my own!

Curricular Flexibility

If some of your students still have difficulty talking about personal anecdotes, you can go over the first pages of the unit and invite them to read over some of the situations in the book to reinforce ideas.

Resources

If you haven't read it yet, you may want to dedicate a class to reading *Ghost Town* in the *Reader* (pages 97–106). The answers to the *Comprehension Check* activities can be found on page 158 of the *Teacher's Guide*.



Look at the picture and think what the girl is doing.



Think about the stories they told in activity B. Discuss with your classmates which ones were the best and why.

You can use the table on page 91 as a reference.

Practice **retelling** some of your classmate's stories. Change the volume and tone of voice. Discuss what differences are caused.

After brainstorming, discuss what they think the girl is doing and what makes them think that. Then, resume the anecdotes from the previous activity and help them choose the most representative ones. Finally ask them to read them out loud using some of the characteristics reviewed in the table of the activity D of lesson 2.

Read the phrases and analyze how they can help make a story more exciting. Share your ideas with a partner.

All of a sudden...

Suddenly...

As I turned around...

It took me completely by surprise when...

I spun around and saw...

In your group, use the appropriate phrases and body language to tell each other different anecdotes. You may want to use an anecdote from the unit, or a personal one.

Read-through with Emotion

You will be reading the anecdote from the unit. Read it with a partner. One of you will read the anecdote and the other will listen. The listener will give feedback on the reader's intonation, speed, and volume. The reader will then read the anecdote again, taking into account the feedback. The listener will give feedback on the reader's intonation, speed, and volume. The reader will then read the anecdote again, taking into account the feedback.

Check pages 92 and 93. Mark the best options.

I can select an interesting anecdote to share

I can use body language to clarify meaning and make an anecdote more entertaining

I can ask for help

Review the phrases and ask students to share other expressions of surprise they know. You could allow them to include expressions they may know in their own language and help them by translating them into English. Or you could allow them to use bilingual dictionaries to find expressions they may want to know.

Product Time

You might want to remind groups of the importance of reading with the correct speed, pauses, pronunciation, and intonation. Invite them to discuss how they can read the anecdote with more emotion. Make sure all the members of the group read their anecdote aloud and practice adding feeling to it. Help where necessary.

Self-assessment

Students can complete the *Check what you know!* box. You could ask them to work in their Product groups to answer the questions and discuss how they can help each other improve on the competencies.

Curricular Flexibility

You can use the Product to evaluate students sharing a fabricated anecdote. You might want to listen to pairs or groups and evaluate their spoken production, including:

- pauses
- volume
- expression
- intonation

It would be useful to provide feedback on how they can still improve their work..

Products provide a good opportunity to get students speaking as much English as possible. At this stage in the school year, you may want to focus more on the pacing, volume, expression, and intonation of students' spoken English. You can walk around the classroom while groups are working and provide appropriate error correction on their spoken English.

You may want to allow students to use a recording equipment to record their anecdote, checking and correcting mistakes, to play it for their classmates.

Students use a rating scale of *Excellent*, *Can improve*, and *Needs help*. By now, they should know and understand the procedure to complete the chart. For each aspect on the evaluation, it will be helpful to record specific activities that they carried out for each rubric.

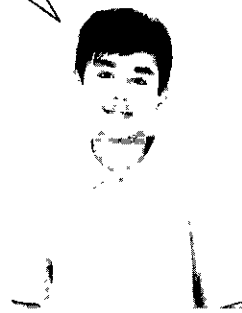
Product Time

Share Your Fabricated Anecdote

Get together with your product group. Practice reading your anecdote one last time using your notes from Lesson 3 and the previous activity, giving each other feedback. Then, tell your anecdote to the class without reading it. Remember to use the right volume and tone; your arm movements can help you emphasize an idea. Answer any questions about your anecdote your classmates may have.

Alternatively, if you have access to recording equipment, you may want to record your anecdote beforehand and play it for your classmates.

Share your anecdote to your classmates.



Product Assessment

Evaluate your product group in the following areas.

Use a rating scale of *Excellent*, *Can improve*, and *Needs help*.

1. We used a clear, descriptive, and logical anecdote.

Excellent

2. Our anecdote had a clear purpose, volume, and

intensity.

3. We used appropriate arm movements to support

what we were saying.

Reflect

What did you learn from this activity? What did you

like about your group's performance?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 144 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

It is a good idea to make sure students are organized, have a clean version of the anecdote from Lesson 2, and remember the correct pacing, volume, expression, and intonation they used while working in Lesson 3. Allow them time to read their anecdote again and practice these oral skills. When presenting their anecdote to the class, you should make sure all the students in one group say at least one sentence each.



Unit Self-assessment

Indicate the answer you consider corresponds to the learning process you had.

	Always	Sometimes	Never
1. Did you feel the short anecdote?			
2. Did you reflect and discuss different models of oral and written?			
3. Did you experience a model in a real life?			
4. What can you do to improve your work habits in class?			

The self-assessment can help students to reflect on the work they have done throughout the unit. It might be useful to remind them that they should mark the options that best apply to them. Students could look back at each page and think about the ideas in the assessment and answer them by checking the boxes that best apply to them. You could allow them time to share their answers with a partner.

Check what you know!

Use the blue words to answer the questions.

Yes Sometimes No

1. For you

- 1. I can speak in front of a class.
- 2. I can write a paragraph about a topic.
- 3. I can write a letter to a friend.

Reflect and answer the questions.

- 4. What are the mistakes you made in your writing?
- 5. What are the mistakes you made in your speaking?
- 6. What do you have to do next?

This can help students to reflect on what they have learned throughout the unit. You could explain that they should complete the first three options with *Yes*, *Sometimes*, or *No*, and write their own ideas for the last three. They could look back at each page and think about all the ideas and answer them carefully. You could allow students time to share their answers with a partner.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopyable *Assessment for Unit 8* from *Teacher's Guide* page 154 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final evaluation

An important outcome of continuous assessment is the opportunity to provide a review of everything that was learned in one unit. You may want to gather information from the class results to discuss how they felt they presented their anecdote and if they learned to improve their speaking skills throughout the unit.

Language and Functions

Searching for information about topics in different texts: *The Spanish coins are interesting.*

Selecting and discarding information: *I think the material used is more important.*

Sharing information of museum object labels and descriptions: *The Starry night has thick paint that is swirled to look like stars.*

Vocabulary

descriptive adjectives, verbs

Before you start

The structures used in the questions will be familiar to students, but they may need support with vocabulary related to the pictures.

Suggested answers: 1. They are small figures, weapons, guns, sculptures, skeletons, murals, etc. 2. Some are from a pre-Hispanic culture; some are from other countries, like the mural; the dinosaur skeleton might be from North America, etc. *Answers to questions 3, 4, and 5 will vary.*

Resources

The text *The Field Museum* in the *Reader*, pages 109–120, is a good source of information about different types of museum exhibits. You should allocate some time during the unit to browse through it and find out information that will be useful to accomplish the unit objectives.



Environment: Academic and Educational

Gather information on a topic to get records and mount an exhibition.

Explore *mount an exhibition*

Search *gather information on a topic to get records*

discard *remove something that is not needed*

mount *attach something to a wall or board*

Extended Reading

1 in English 5

Reader | *The Field Museum*

mount *attach something to a wall or board*

Before you start

Look at the pictures and answer the questions.

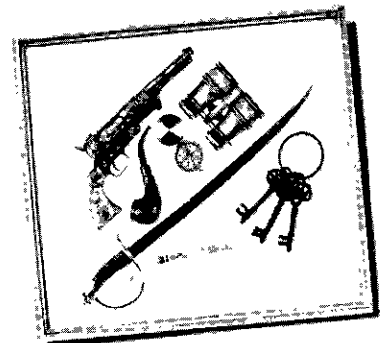
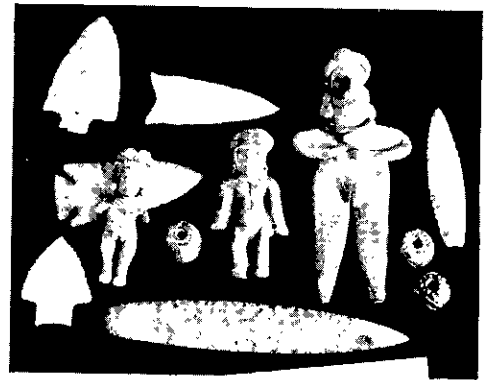
describe *show something to someone*

shown *shown to someone*

show *show something to someone*

showed *shown to someone*

showing *shown to someone*



About the Topic

Students will probably be familiar with museums. At the beginning of the unit, you can encourage them to discuss the importance of museums, which they have visited, which have been their favorites, and so on. If you know of any museums not mentioned by students, share the information with them. You can also talk about museums where visitors can touch and explore the exhibits, like the Papalote Museum in Mexico City.

Pre-evaluation

While students are discussing questions 1 and 2 of the *Before you start* section, you may want to evaluate how familiar students are with materials (clay, wood, metal, etc.), with names of art objects (painting, mural, sculpture, etc.), and with the use of the passive voice (*It is made of wood*). This will prepare you to provide the appropriate amount of assistance throughout the unit.



For more information on creating Museum Object Labels, visit the suggested link. You will find information about how to create an object and paper labels. You will also find information on how to create an exhibit. Creating an exhibit is a fun activity to do in your class.

For more information on how to create a museum exhibit, visit the suggested link. You will find information about how to create an exhibit and how to create a museum exhibit.

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You may go over the Product steps with the class to let students know what they will be doing during the unit. You can also allow students to choose their Product team, or decide yourself who will work with whom according to their skills. It is important for students to be in different teams so that they learn to work with people with different personalities. For the materials, you can let students decide what they will need according to what they are going to be doing.

Use the suggested link to provide students with different ideas to create an art show in the classroom. This might be part of the Project or an extra activity, depending on your classroom needs.

Product Time

Students will produce museum object labels to create a museum exhibit. You could let students choose the type of objects they want to work on, but make sure they follow the format of a museum label. An optional idea for the project is to use objects from the present time for a futuristic museum exhibit. For example, students can display a book and write that humans stopped using paper books in the year 2050.

DigiTips

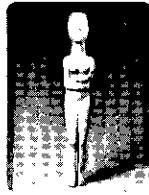
You may visit the suggested web page before the class to talk to students about what they will find there. If you have access to the internet in the classroom, you may browse through the page together with the class. You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities.

This first activity should have a time limit so that students don't start reading the text and find the answers. You can give them a minute to discuss and then ask them to close their books. Before moving on, you can get the class consensus about each of the objects.

You can ask students to read quickly to find the answers to their predictions, first. Decide whether you want to teach unfamiliar vocabulary first, or have a question-answer session after students have read about the objects. A good reading strategy is to guess vocabulary in context, but do offer help if no one in the class can guess the meaning of a word.

You can encourage students to expand their answers by telling them there is no right or wrong answer to the activity.

In pairs, look at the pictures and discuss where you think the artifacts are from.



Female figure
2700–2600 BC
Cyclades, Greece
Marble
13 x 2 cm

A small, thin statue made of marble showing a woman with arms crossed over her abdomen. It is a common statue, **carved** with small differences in the form, but always in the same position. The female figure is a repeated motif used by many artists throughout the Early Cycladic II period.



Metate
1800
Puebla, Mexico
Stone
35 x 20 cm

The *metate* is a traditional Mesoamerican cooking utensil. It is a **curved**, stone tablet with three legs and a stone called *mano*. It is used for grinding grains and seeds in the kitchen.

A small Neolithic flint arrowhead found in Hertfordshire. It has a rough surface as it was carved in a triangular shape using a stone. It was used for hunting food and fighting in battles.



Arrowhead
3000–2500 BC
Hertfordshire, England
Flint
30 x 18 mm



Spanish Dollar
1765
Mexico
Silver
38 x 38 mm

The Spanish dollar is a silver coin worth about eight Spanish reales. It is a large coin measuring about 38 mm in diameter. On one side are two small world maps between the Pillars of Hercules, and on the other is the arms of Castile de Leon. The coins were used all over the Americas, and even in Europe and the Far East.

Read and explore the museum labels to check your ideas from activity A.

Explore the museum labels and descriptions with your partner and answer the questions.

1. Where do you think each artifact is from?
2. What are the artifacts made of? How do you know?
3. What do you think each artifact was used for? Give your partner a chance to guess.

Where do you think each artifact is from?

What are the artifacts made of? How do you know?

98 Unit 9

Language Knowledge

For this lesson, students only need to understand the texts superficially, but you can start calling their attention to some of the vocabulary on the texts. Some examples could be: materials: stone, silver, flint, marble; shape or size: small, triangular, curved, large.

Ongoing Evaluation

While students are completing activity B, you can pay attention to their reading strategies. Notice whether they get the general idea or they get stuck because they want to understand every single word. It is important to tell students the aim before reading a text. For activity B, students only need to read the texts briefly to confirm their predictions in activity A.



In pairs, look at the picture and discuss what type of exhibition that museum presents.

- Name _____
- Where it was found _____
- Where it was used _____
- What it was used for _____
- Material _____
- Size _____

What is the material made of?

How long is it?

With your partner, explore the information below about a different artifact. Determine the important information. Then work together to draw a picture of the artifact, and to find information to complete the label template below.

The Marul oil lamp, found in Afghanistan, was used to transport and pour oil. It was used between AD 100 and AD 300 and was made of stone. It has a rough texture and some artistic designs carved into the stone surface. It has a small, round handle and a short, curved spout to pour the oil. It is 15 cm long and 10 cm wide.

Name VASE Date AD 100 AND AD 300 Place AFGHANISTAN Material STONE Size 15 CM LONG AND 10 CM WIDE	
---	--

You can go back to page 98 and remind students about the objects they read about. For this activity, students will need to read with more detail to find out the information. It might be useful to do the first activity with the class, so students know what to do with the remaining texts. It is also recommended to check the answers on the board and to make sure students know where the answers come from in the texts.

You can tell students that they need to read the information of the object in detail. Help them with unfamiliar vocabulary. You can also provide help by asking questions related to the important information, before letting them complete the label. You may advise students to check each other's work when they have finished. To check answers, students can compare them with other pairs, before checking them as a class.

Artifact Labels

Get together with your product group. Research or reflect on your history classes. Select two artifacts that you would like to focus on in your museum labels. Find the important information or ask your teacher. On white paper, make a label for each artifact you chose with important information and a picture. Use activity 2 as a model.

Check pages 98 and 99. Mark the best options.

- I can understand museum labels.
- I can analyze and determine important information about a topic.
- I can ask for help.

To read a text about a museum exhibition, *The Field Museum*, check pages 109–120 of your Reader.

Product Time

This is the first step of the Product. If you haven't done so, you can form groups by students' preference or by their level. It is important to vary the participants so that students learn to work with different people. You may tell students to choose artifacts from the pre-Hispanic era or another historic period, or you may let them choose other types of objects, as long as they can gather the information needed.

Self-assessment

For the *Check what you know!* box, you could guide students so they understand what activities have helped them to achieve the competencies. Make note of students that need help and plan for remedial work.

Resources

Keep in mind that you can use the text *The Field Museum* in the Reader (pages 109–120) before students choose their objects for the Product to offer further ideas of museum exhibits. You can browse through the pictures and read the text, or play the audio and have students follow along. Then you can invite them to ask questions about what they see.

Before asking students to read, you could tell them not to worry about unfamiliar vocabulary in the text, but to read the whole text generally. If there are fast finishers in the class, you can ask them to sit together and rephrase the text they have just read, while the rest of the class finishes reading.

To simplify the process, you can encourage students to underline the parts of the text where they find the answers before writing them on the lines.

To facilitate the speaking activity, you could go over the questions and model the language first. Then you could give a time limit for students to discuss the questions before eliciting general ideas.

Read the introductory information about an art museum.

THE ART MUSEUM

Welcome to our new and wonderful Museum here in our city. Find very interesting information about our interesting collection of art from different parts of the world.

From each room contains different pieces of art, with interesting information about the piece or the artist. Our **collection** includes a lot of interesting stuff from paintings, sculptures, furniture, textiles, drawings, and **pottery**. If you have any questions about our collection, you will be pleased that we are here to answer them. We are glad to start an interesting learning journey!



Answer the questions about the Art Museum.

1. What is the name of the museum? _____

INTERESTING INFORMATION ABOUT ART

2. What are the different types of art? _____

INFORMATION ABOUT THE PIECE OR THE ARTIST

3. What is the name of the artist? _____

PAINTINGS, SCULPTURES, FURNITURE, TEXTILES, DRAWINGS, AND POTTERY

4. What are the names of the museum staff? _____

THE MUSEUM STAFF

Check your answers with a partner.

Discuss the questions with your partner.

Write your answers in the boxes. Write your partner's answers in the boxes.

1. What is the name of the museum?
The name of the museum is _____.

2. What are the different types of art?
The different types of art are _____.



Curricular Flexibility

To increase speaking practice in this lesson, you can turn the last activity into a class survey. Students can ask between five and ten students the same questions and write down their answers. You can then form groups and have students collect and report on the result. Some useful language students could practice is: _____ students would like to visit the museum, _____ students wouldn't like to visit the museum. The students who want to visit the museum want to learn about _____, _____, and _____.

Language Knowledge

For the description of objects on the following page, students will need to know the passive voice. The passive voice is formed by using the verb *to be* in present or past and the past participle of the main verb. It is used to describe objects when the subject is not relevant or known, and the emphasis is on the object. For example: *The Aztec calendar was carved in stone.* You can go back to page 96 to show examples in the texts.

Look at the photos of three different sculptures in the Art Museum.
Discuss the questions.

1. How do you think the artist made this sculpture?

2. How do you think the artist made this sculpture?



In an ancient Mayan mythology, this is the girl of a beautiful dance flowers and sun. She is also the patron of writing and painting and her eyes were "fed up, eyes, then jaw tensed" which is how they'll take and his name "paint" the heavens.



This is a stone sculpture from the Mayan culture. It is a stone sculpture of a seated figure. The figure is a stone sculpture of a seated figure. The figure is a stone sculpture of a seated figure. The figure is a stone sculpture of a seated figure.

This stone sculpture shows how Aztecs had a strong belief in the sun. It consists of four things that are related to the sun: the sun, the sun, and the sun, and the sun. It is known as the Aztec Sun Stone.

Read the information and match the sculptures to the corresponding descriptions.
Check your answers with your partner.
Discuss the most important information you can remember about the sculptures with your partner.

Object Descriptions

Get together with your project team. Take a 1-2 minute impression. Work together to discuss what you think is the most important information about each work. Write a short paragraph about the sculpture. Ask a partner to read it to the class. Take notes on each other's feedback. Share your work with the class.

Check pages 100 and 101. Mark the best options.



- I can read and understand information about a topic.
- I can write short object descriptions.
- I can ask for help.

About the Topic

The three sculptures from activity C can be found in the Anthropology Museum in Mexico City. It's the largest museum in Mexico, and one of the most important museums in the world. It has twenty-two halls where artifacts from ancient Mexican cultures are shown. The museum is updated regularly as new findings are made.

Product Time

To carry on with their project in this lesson, students need the object labels from Lesson 1. You can refer them back to page 98 to read the descriptions so they can use them as language models. It might be important to do one as a model with the class and to provide help when groups are working.

Self-assessment

Remember to guide students through the *Check what you know!* box. You could ask students to mention the activities that helped them achieve the competencies, or have a raise of hands after reading each statement aloud. You can take note of areas where students feel insecure or need extra help, and plan for remedial work. You can also involve students to reflect on what they can do to improve their work.

Answers: 1. *Answers will vary.*
 2. Yes, they were both painted by Vincent Van Gogh, although at different periods in his life. 3. *Students may mention some of Van Gogh's painting, either by describing them or by name. Some students might have seen them in museums in other countries or in a movie or documentary about Van Gogh.*

To facilitate the listening activity, you could read the instructions and then elicit ideas about what students will hear. While playing *Track 19*, you can pause to check how students are doing. You can help them by asking them specific questions about the most important information.

Students can discuss their favorite picture with more than one classmate. Depending on your class, you can set a time limit of five minutes to ask as many students as possible what their favorite painting is and why.

Look at the pictures of a different exhibition in the Art Museum. Discuss the questions with a partner.

1. Where did the artist live? Was he a boy or a girl? How old was he?
2. Do you think the artist is happy? How do you know? Why or why not?
3. Do you have any other questions? What do you see here?



Artist: Vincent van Gogh
Title: VASE WITH TWELVE SUNFLOWERS
Materials: oil on canvas
Year: 1889

1. Where did the artist live? Was he a boy or a girl? How old was he?
 2. Do you think the artist is happy? How do you know? Why or why not?
 3. Do you have any other questions? What do you see here?



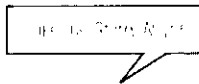
Artist: Vincent van Gogh
Title: STARRY NIGHT
Materials: oil on canvas
Year: 1889

1. Where did the artist live? Was he a boy or a girl? How old was he?
 2. Do you think the artist is happy? How do you know? Why or why not?
 3. Do you have any other questions? What do you see here?

Read the descriptions of the paintings and complete them with the corresponding titles in the box.

Starry Night Vase with Twelve Sunflowers

1. Listen to the museum guide giving more information about the paintings. Take notes of the most interesting facts. Then compare your notes with your partner.
2. Talk with your partner about the painting you like the most. Make sure to include the most important information from the labels.



Curricular Flexibility

If students have problems with the listening activity, you could read the script yourself and pause after important information. You could then ask them questions about what they heard. Another option is to give students the audio script so they can read and find out the important information.

Ongoing Evaluation

While students are talking to their partner, you can notice the following aspects:

- language and vocabulary
- fluency and pronunciation
- turn-taking
- collaboration

SAMPLE ANSWERS:

Listen to the painting descriptions again. Mark (✓) the most important ideas about each painting.

Vase with Twelve Sunflowers

- The background is a warm, golden color.
- The brushstrokes are very thick and expressive.
- The painting is a still life with a vase of sunflowers.
- The painting is a landscape with a field of sunflowers.
- The sunflowers are the main focus of the painting.
- The painting is a portrait of a woman.
- The painting is a religious scene.

Starry Night

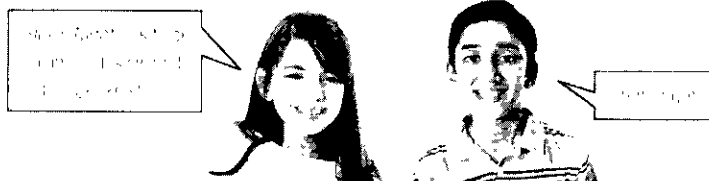
- The painting is a landscape with a starry sky.
- The painting is a portrait of a woman.
- The painting is a still life with a vase of sunflowers.
- The painting is a landscape with a field of sunflowers.
- The painting is a religious scene.
- The painting is a portrait of a woman.
- The painting is a landscape with a starry sky.

Check your answers with a partner.

Choose one of the paintings from page 102 and use the information from activity C to write a short description.

THIS PAINTING, CALLED STARRY NIGHT, SHOWS A SMALL TOWN AT NIGHT. IN IT, YOU CAN SEE...

Share your ideas with a partner. Help each other make any needed corrections.



Check pages 102 and 103. Mark the best options.

Adding Details

Get together with your product group. Take out your notes and labels from Lessons 1 and 2. Prepare a card for every class **item**. Include the general identification and date of the item. It will also have a brief history. Complete and review your notes if needed. Store your work for future use.

- I can read and understand different informative texts.
- I can and discuss detailed information.
- I can ask for help.

As students are already familiar with the audio for this activity, you can ask them to read the statements before playing *Track 19*, and then play it throughout for students to mark the important information. You might need to explain unfamiliar vocabulary either before or after playing the audio.

You can go over the model language before asking students to compare and discuss their answers. You could monitor the activity and notice how well students can express themselves. After a few minutes, you could invite some volunteers to model their conversation for the class.

Product Time

This is Step 3 of the Product. Students will need their object labels and their descriptions from Lessons 1 and 2. You can encourage students to read their descriptions and reflect on their work. Students may improve their work based on the new descriptions they have seen on the last pages of the unit, or decide to leave it as it is. You can review and recommend adjustments, too.

Self-assessment

While reading the *Check what you know!* box with students, you can invite them to give examples of each statement or express their need for help either reading the texts or identifying detailed information. You may need to remind students that it is important to say whether they have achieved a goal or not to plan for remedial work.

Before the activity, you could explain students the meaning of *scan* by pointing out the text in bold as you tell them that scanning is reading only for relevant information. Once students have finished, you could also display the sketches on the board to see their similarities and differences.

You can invite students to read for detail individually and then answer the questions in pairs. *Suggested answers:* 1. To dig; to wear around the neck; for decoration. 2. The tool was made of metal. The necklace was made of leather, gold, colored beads, and silver thread. The pot was made of clay. 3. Yes.

If you think it's necessary, you can do a brief revision of the passive voice before students write the sentences. *Suggested answers:* The object was used for watering plants. It was owned by homeowners or gardeners. It was made of metal. It was made by shaping the metal with fire.

Scan the three texts below. With a partner, do a quick sketch of each object. Decide whose sketch is the best and discuss why.

This ancient Roman artifact was used to dig into the ground. As it is a small tool, it was probably used for personal use rather than large-scale agricultural digging. Its curved shape was designed for ease and comfort when digging and for removing earth more effectively.

It's made of metal, which was a common and cheap material, so the item wasn't rare or precious. The tool was probably very popular and owned by many people.



Work with your partner. Read the labels and discuss the questions.

- 1. What was it used for?
- 2. What was it made of?
- 3. Who owned it? How did it get there?

Look at the picture and write sentences about the object.

Use your imagination and think about each of the bullet points.

- It was used to **TO SUMMON A SPIRIT**
- It was owned by **A PRINCE**
- It was made of **BRONZE**
- It was made by **BY A POTTER**

With your partner, ask and answer questions about the object.



This ancient Greek jewelry was a piece of jewelry worn by the most important people in a community. It was made of leather, gold, and silver thread, and it was used to hold a string of beads. It was worn around the neck and was the most expensive item in the community. It could be worn for a long time. The necklace made of leather, gold, colored beads, and silver thread, was a very expensive and rare gift.

This Greek pot was made of clay and it was mainly used for decoration. The artist made pieces were put in the oven and they were completely hard. The sculptor would then take them out for them to be hand-painted by the artist. The piece is now owned by an art fan and kept in a private collection.

After reading the text, you could imagine that each of the objects were in a museum. To make it more interesting, you could make up the text you want to know about. Set a scenario and choose which sources of information.

SAMPLE ANSWERS:



Language Knowledge

Scanning is a reading strategy used to extract the most relevant information in texts. The reading activity on the page helps students to scan by highlighting specific information. You can provide further practice by providing simple texts and asking students to scan for the most important information. You may need to guide them, depending on the text, with specific questions.

About the Topic

When describing objects for a museum, it is important to add information about the materials and uses, as some of those objects will not be familiar to some people. Learning about different materials is also a way to learn about the history of humanity. If students think the objects are similar to what they have now (for example, the water can), you can invite them to reflect on the use of metal then versus the use of plastic now.

DigiTips

Students will be drawing object sketches. You may want to encourage them to find pictures of the real ones on the web to check how accurate their sketches were.

2 Read and analyze the information in the different texts below about the artifact from activity C. Decide what information to use and what to discard to make a detailed museum label.

People used it to heat up water to make hot drinks and baths.

It was very common, so probably almost everybody owned it.

No. 49/225
There are some versions available on sale today.

Some travelers found it when they were walking through the desert.



It was very cheap.

People put it over a fire to heat the water inside.

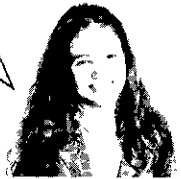
A

It was very common and everybody owned it.

The material used is metal.

Share your ideas with your partner and write them down in your notebook. Remember to justify your answers.

...
...
...
change...
...
...



...
...
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...
...

To facilitate the activity, you could first ask students what type of information they can find on a museum label. Students may turn to previous pages to answer. You can also read the texts aloud to explain unfamiliar vocabulary, or you can tell students to do the task and not to worry about unknown vocabulary.

Before students compare their ideas, you could read the sample language so that it's clear what students need to do. While students are talking, you can monitor the activity and provide help where needed. It might be useful to tell students to reflect on what they have seen in previous lessons. After a few minutes, you can elicit several ideas and reach a consensus about what a museum label needs to have to be clear but concise.

Final Museum Labels

Compare your product with the rest of the class. Then, what you have, write and decide what information you want to keep and what you want to discard. Once you have created a final version of your museum label, take making sure to include a picture. Keep your label for the next class.

Check pages 104 and 105. Mark the best options.



- I can research information about a topic from different texts
- I can analyze the quality of information in different texts.
- I can ask for help

Product Time

For Step 4 of the Product, students will be reviewing and editing their museum labels. You could help them by giving them feedback, but you should allow them to make decisions on their own and helping each other.

Self-assessment

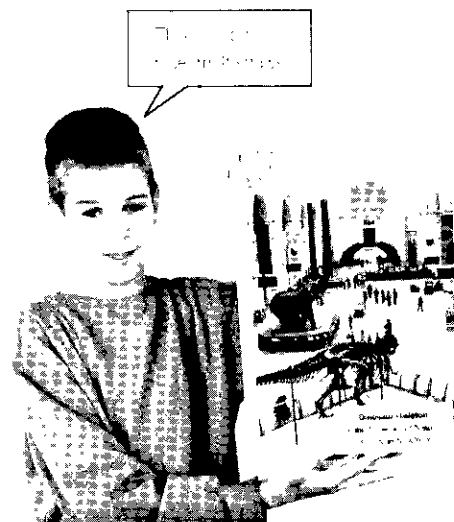
While going over the *Check what you know!* box, you could elicit examples of the activities that have helped students achieve the competencies. You can also invite students to express what they need to do to improve their work or how they feel in general about their progress. Make sure to praise students for their effort.

For the last step of the Product, it is important to stay positive so that students feel confident with their presentations. You could give them time to rehearse what they are going to say. You should remind students to keep eye contact with their audience and to speak loud and clearly. You can set a time limit for each group so that all students can participate on the same class.

Students will first evaluate their Product group by using a scale of *Always*, *Sometimes*, or *Never*. For some students, this may be somewhat abstract and it may be difficult for them to determine what to choose. To help them, you may provide examples of behaviors and the criteria to decide the frequency they were presented. For the *Reflect* section, you can encourage students to evaluate other groups objectively. You can remind them that knowing where they or other students need help is an important part of learning.

Present your Museum Object Labels

Get together with your product group. Take out your product work from the previous lessons. Display your material at the front of the classroom. Practice what you are going to say and how you are going to say it with your group. Present your Museum Object Labels to the rest of the class. Answer any questions your classmates may have. Complete or correct your information if needed.



Evaluate your Product group in the following areas.

1. How well did the group use their time to prepare their presentation?

- 1. Always
- 2. Sometimes
- 3. Never

Reflect

1. Which group did you like best? Why?
2. What suggestions do you have to help them improve?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 145 to help students assess their progress. You can photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

When developing their oral presentation skills, many students are not aware of the mistakes they make. To help them analyze their own work, you might consider audio-recording as they read aloud to the class. Students who are confident may share their recording and brainstorm ways to improve. Other students would benefit from privately listening to their own performance and generating a list of goals for improvement.



Indicate the answer you consider corresponds to the learning process you had.

I did not take on the role of a leader.
 I cooperated with my classmates.
 I did not take on the role of a leader.
 I did not take on the role of a leader.
 I did not take on the role of a leader.
 I did not take on the role of a leader.

Compare your answers with a classmate and help each other reflect on what you need to improve and how to do it

Use the words in green to answer the questions.

1. What was the main idea of the text?
2. Which kind of information did you find most interesting?
3. Which kind of information did you find most interesting?
4. Which kind of information did you find most interesting?

Reflect

1. What kind of activity was most interesting to you?
2. What kind of activity was most interesting to you?

This section should make students reflect on their work throughout the unit and not just on the final Product. It is important to make sure students understand this before they start evaluating themselves. You can help them by going back to each page and reminding them of all the work they did.

This section evaluates more specifically what students did during the unit. If needed, translate the statements for students to be clear on what grade to give themselves. You can also give examples to answer the last two questions.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 9* from *Teacher's Guide* page 155 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide remedial work before moving on to new learning materials. You may want to gather information from the class results to focus on addressing areas of improvement. In this unit, students may need remedial work on gathering information on a topic to get records and mount an exhibition, as well as the passive voice.

Language and Functions

Describe and compare appearance

You can describe hair as curly and straight.

Describe and compare skills at different ages

She used to wear braces on her teeth.

When I was seven, I learned how to cook.

I can't remember when I learned how to walk.

I couldn't ride a bike.

Vocabulary

verbs, adjectives

Before you start

Students can compare their answers in pairs.

Sample answers might include:

1. Learning to walk, riding a bike, playing the piano, going to school, using a tablet, baking cookies.
2. Small and blond; medium, with black hair and brown eyes; small, with brown, wavy hair; fair hair and brown eyes; colored, with brown curly hair; tanned, with short, brown hair.
3. Riding a bike, using a computer, etc.
4. From 3 to 7 years old.
5. From 3 to 7 years old.

Environment: Family and Community

Social Practice: Describe and compare appearance and skills at different ages.

- ▶ Describe and compare appearance
- ▶ Describe skill
- ▶ Describe when you learned
- ▶ Describe when you couldn't

Extended Reading

1000 in English 5

Reader: *The Look-Alikes*

Read and answer the **young** questions.

Before you start

- ▶ Look at the pictures and answer the questions.
- 1. What kind of hair do you have?
- 2. How tall are you?
- 3. How many people do you have in your family?
- 4. How did you learn to ride a bike?



Curricular Flexibility

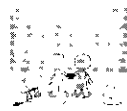
Students may now have considerable experience using English from throughout the school year and many anecdotes to share because the theme is one they might all be able to relate to. You can encourage students to raise their hand quietly and wait for their turn to speak to avoid them interrupting each other.

Self-assessment

The *Before you start* questions encourage students to activate prior knowledge related to the social practice of describing and comparing appearance and skills at different ages. The questions will be oriented around the appearance and actions of the people in the pictures. You can discuss these questions with the whole class or divide the class into small groups to answer them.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities.



Timeline of Development

In this unit you will be creating a **Timeline of your Development**. To do this you will describe and compare different capabilities and descriptions of appearance and skills. You will also analyze two pictures **can** help you clarify meaning before making a timeline of your own.

Step 1: Read and listen to different descriptions of physical appearance, then find other pictures to represent four capabilities that you can use in the timeline of your own.

Step 2: Analyze different appearance and skills descriptions. Make sure you understand the information. Then write the descriptions of the picture or drawings you chose in Step 1.

Step 3: Practice describing your own physical appearance or skills. Then create your pictures and descriptions in your timeline. Write a description of **yourself** and your skills and add them to your timeline.

Step 4: Set up your timeline, describe and compare appearance and skills in your life up to now, answer any questions your classmates may have to clarify your information.

It's time to get started!
 Write your timeline and skills!

Remember to give your partner a chance to describe and compare their appearance and skills!

Students will create a *Timeline of Development* throughout the unit. They will develop ideas based around four stages they consider important for them. You may want to use the photos on this page and ask them which ones they relate to in their own lives as an initial point for contemplating the theme of "My Development."

Use the suggested link to practice using comparatives and superlatives to describe appearance and skills.

Resources

You could bring in magazine pictures of different eyes, hair, noses, ears, bodies, etc., to help students brainstorm ideas related to the topic. You can hold up the different pictures to brainstorm words for colors, types of hair, and sizes, such as small, medium, and large.

About the Topic

The topic of this unit revolves around describing and comparing appearance and skills at different ages. You might want to remind students to be respectful in describing others' appearance and be thoughtful on how they express about themselves.

Pre-evaluation

The activities will serve as a first instance for you to evaluate students' ability to describe appearance and skills. You may like to divide the class into pairs or small groups and ask them to sketch mind maps for color of eyes, types of hair, body parts, and skills.

You might want to preteach vocabulary for this activity. Write *teeth*, *curly*, *glasses*, and *braces* on the board and ask students to point to parts of the pictures that show their meaning. Students could now be very confident and chatty, so you can take advantage to do some fluency error correction while pairs discuss the changes they can identify in the pictures.

To provide context to the listening, you can remind students that they can relate what they hear to what they have seen previously in the pictures in activity A. Some students may find it helpful to make simple notes or sketches while they listen to help them understand better.

A Work with a partner. Look at the pictures from a family photo album. Describe the physical appearance of the girl in each photo.



SMALL
WHITE
BLUE EYES
BALD

TALL
WHITE
CURLY HAIR

PURPLE GLASSES
BRACES
BIG SMILE

- B Make notes of the main descriptive words that you used in activity A below each picture.
- C Listen to the conversation about the photo album and check your answers.
- D With your partner, discuss any descriptions you did not include and add them to your notes.

We used to wear braces

I had purple glasses when I was a kid



▶ Listen to the conversation again and check your answers.

About the Topic

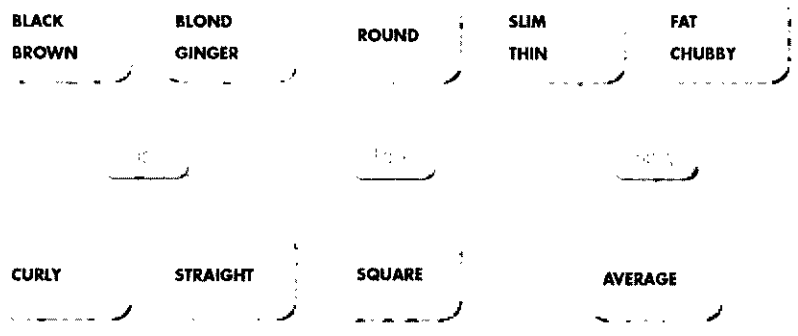
You might want to explain that this topic first discusses the physical appearance of someone. You could also discuss how when we first meet someone we register their physical appearance and then, when we talk to them and get to know them more, we register their skills and abilities.

Curricular Flexibility

You can use the magazine cuttings of facial parts from the previous lesson to encourage student's creativity and critical thinking. Divide the class into small groups and have them put some pictures together to create a funny face. Then they can describe the face together. Students might describe members of their family to practice the language further. They can describe both younger and older members to practice different descriptive words.



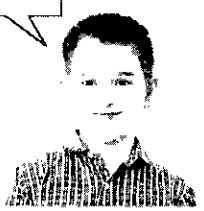
E Explore the descriptive words you used in activity D and record them in the mind maps.



▶ Work with a partner. Discuss and combine your mind maps to record more describing words.

You have curly hair.

curly



We have curly hair.

curly



F Compare your mind map with another pair.

PRODUCT LINE

Show How You Looked

Get together with your product group. Discuss the four periods in your life that you would like to add to your timeline. Find or draw pictures to represent each period and write a description of how you look in each one. Use the photo album and audio from page 110 as inspiration.

Check what you know!

Check pages 110 and 111. Mark the best options.



- Listen to and understand physical descriptions.
- Describe physical appearance of **myself** and others.
- I can ask for help.

To read a story about people's appearance, *The Look-Alikes*, check pages 121–132 of your *Reader*.

Unit 10 111

Resources

You may want to dedicate a class to reading *The Look-alikes* in the *Reader* (pages 121–132). It is important to encourage students to read independently in English. You may want to direct students' attention to the title and invite them to guess what *The Look-alikes* refers to. The answers to the *Comprehension Check* activities can be found on page 158 of the *Teacher's Guide*.

Product Time

At the end of the school year you might want to give students free choice to form their groups. You should make sure, however, that all the groups are of equal size.

Discuss who the Product line will be about for the group as a whole. Assign the Product for homework so that each student can also work on the Product individually.

Self-assessment

Students can answer the *Check what you know!* box at this stage in the unit, students can describe their physical appearance and that of others. You can walk around and identify which students don't check the boxes to discuss the obstacles they might have. You could also review the mind maps to reteach words if necessary.

After students complete the activity, you can divide them into groups to compare their answers. You might want them to do large versions of the three mind maps on large pieces of paper and put them up as visual aids around the classroom.

You might want to continue this activity using the big word maps students worked on in the previous activity. Encourage students to brainstorm more ideas for words and to add them to the large mind maps on the walls. You can provide vocabulary for them as necessary or encourage them to use bilingual dictionaries to look for words.

You may want to extend this activity further by asking students to reread the text slowly and underline all the words that refer to activities: *walk, talk, ride a bike, read, write, solve math problems, paint, had cooking classes, play the saxophone, swim*. You might discuss with the class if they can or can't do these activities.

You can also invite students to complete this activity in pairs. Walk around and check the answers are clear and complete. You might want to ask students to draw pictures next to the different phrases that show their meaning.

A Work with a partner. Look at the picture and answer the questions.

- 1) How old is the boy in the picture?
- 2) What is he doing?
- 3) What is he wearing? What is he sitting on?

All about me

I can't remember when I learned how to walk. My mom says that at first I could walk slowly, but she had to help me. Then, after practicing a lot, I walked on my own. I can't remember when I learned to talk either, but my dad said my first word was "car," which is funny. I couldn't say many things, but he says I used to babble all the time!

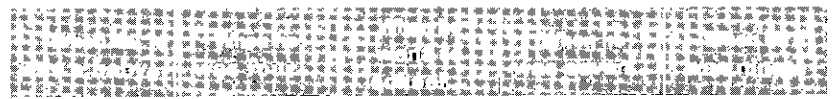


When I was four, I got a bike for my birthday. I couldn't ride it so my big sister helped me. First I could only ride with training wheels, but then my sister took them off. I fell over a lot, but in the end, I rode the bike on my own without her. Now the training wheels fit so great, like I was flying!

When I went to school, I learned how to do a lot of things. I learned to read and write stories, I solved difficult math problems, and I painted. I couldn't paint complicated pictures, but I tried it a lot. When I was seven, I had cooking classes at school and I learned how to cook and bake bread. It was my favorite class.

When I was nine, I used to go to classes after school for swimming and saxophone. I couldn't play the saxophone very well at the start, but I loved swimming. I could swim really fast and hold my breath under water!

B Read the description in activity A again and complete the table about the boy's skills.



WALK SLOWLY	RIDE A BIKE	READ	COOK	SWIM
SAY SOME WORDS		WRITE STORIES	BAKE	PLAY SAX
		SOLVE MATH PROBLEMS		
		PAINT		

► Compare your experiences and the experiences of your partner with the boy.

Language Knowledge

You could ask students to close their books and say as many of the activity words as they can remember from activity A. Then, in pairs, ask them to write all the words in a list in their notebooks. Allow students to open their books at the end of the activity and check their answers.

Resources

To encourage students to learn words for activities, you can play charades with the class. You can invite a student to the front of the class to act out one of the activities mentioned in activity A for the rest of the class to guess the word. The student who guesses the word now passes to the front and acts out another word. This can continue until several students have acted out several words from activity A.

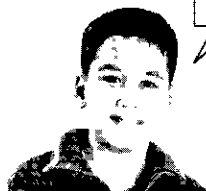
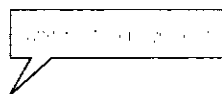
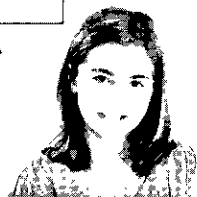
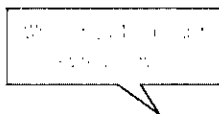


C Using the text on page 112 as a reference, take notes on what you *could* do and *couldn't* do at the three ages in the table

STUDENT'S COMPLETE THE TABLE WITH THEIR PERSONAL INFORMATION

Age	Can do	Can't do
4		
10		
16		

▶ Compare your answers with a partner. Ask and answer questions to solve any doubts you may have.



D Get together with another pair to check and compare your answers from activity C

Check what you know!

Skills Notes

Get together with your product partner. Look back at your pictures from Lesson 1. Describe to your partner what you could and couldn't do at the ages you chose. Use the texts on pages 110 to 113 as models. Then write sentences to describe your skills at these ages.

Check what you know!
Check pages 112 and 113. Mark the best options.



- Understand skill descriptions.
- I describe mine and others' skills.
- I can ask for help.

Product Time

Ask groups to get together and review the idea they decided on in Lesson 1. Invite them to look back at their descriptions and pictures. Encourage students to describe what their partner *can* and *can't* do. You can walk around and provide support as necessary to write the sentences.

Self-assessment

It is important to allow time for self-evaluation at the end of the class. Students can answer the *Check what you know!* box on their own. If you find any students don't mark the boxes, you can review their work with them and explain again what they have not understood.

You can use the lists students developed in the previous activities in this lesson as a visual aid for students to write about themselves. You might want to ask them questions about their skills and abilities if you see they are having problems writing the information on the chart.

You might want to brainstorm ideas with the class before asking students to work in pairs. To help students share ideas, you can say: *When I was four, I could...* and invite them to share things they could do. Then repeat the procedure with: *When I was four, I couldn't...*

After students complete the activity, you might write the words *learned*, *could*, and *couldn't* on the board. Review what they mean and ask students to make simple sentences with a partner about activities they can do using the verbs. Possible answers might include: 1. She looks different because she is growing. 2. She is learning to speak, ride a bike, dance, play simple songs, and cook. 3. I can do most activities very well.

Before doing the activity, you may want to read the instruction aloud and invite five students to read the sentences below. This will help establish the context and help them prepare for the information they will need to listen out for.

➔ A Look at the timeline. Talk to your partner and discuss the questions.

1. How has she changed since she was 10?
2. What she is able to do now that she couldn't?
3. How has she improved the skills she had then?



I learned to speak



I learned to dance!



I could play simple songs

PAST



I couldn't ride without help



My first cooking lesson!

➔ B Listen to the girl talking about her timeline. Then, work with a partner to compare how her skills have improved.

1. How has she changed since she was 10?
 - Now she can **SAY A FEW WORDS IN ANOTHER LANGUAGE TOO**
2. What she is able to do now that she couldn't do then?
 - Now she can **RIDE TO SCHOOL AND HOME AGAIN** without any help.
3. What she was able to do then but she can't do now?
 - Now she can't **STAND ON HER TIP-TOES** to reach the top shelf.
4. What she was able to do then but she can't do now?
 - Now she can't **BAKE ALL KINDS OF CAKES**.
5. What she was able to do then but she can't do now?
 - Now she can't **PLAY BETTER** than her friends.

▶ Listen to the conversation again to check your answers.

Curricular Flexibility

If some of your students still have difficulty talking about skills, you can go back over the first pages of the unit and invite them to find words and phrases that refer to them. Encourage them to make a list of words that refer to skills as a visual aid, or to go back to their mind maps on page 111.

Language Knowledge

The social practice for this unit is describing and comparing appearance and skills. To do this, students will need to use *can*, *can't*, *could*, and *couldn't*. It is important that students understand that the first two can be used to talk about present abilities and skills, and the second ones to refer to the past.



C Discuss your skills with a partner and how they have **developed**. Then put the results of your discussion in the table.

Age	Event	Skill or lack of in the Past	Skill Now
<p>STUDENT'S COMPLETE THE TABLE WITH THEIR PERSONAL INFORMATION</p>			

Before doing the activity, you might want to divide the class into pairs. It is a good idea to say the ages 1, 4, and 7 and ask students to share the skills they had. Help them with words and the use of *could* and *couldn't* if necessary.

You can invite students to read the key events from the timeline aloud for the class to follow. You might ask the rest of the class to mime the actions of the phrases being read. Explain that they will use this information to answer the questions.

D Think back to the timeline on page 114 and the table in activity C. Work with a partner and tell them:

- 1. How you have changed in your life.
- 2. What you could do in the past but couldn't.
- 3. What you can do now.

Write down what you can do now. List the things you couldn't do in the past. Write about how you have changed.



► Draw your timeline in your notebook.

PRODUCT TIME Step 3

Then vs Now

Get together with your product partner. Organize your work from the first two lessons into a timeline, use the one on page 114 as a model. You may add more events in your life if you want to then include a picture of what you look like now and discuss with your partner how you have changed. Write about your appearance and what you can do.

Alternatively you use your photos and make your timeline as a recorded video to show it to the class.

Check what you know!

Check pages 114 and 115. Mark the best options.



- Describe my own physical appearance.
- Describe my own skills.
- I can ask for help.

Product Time

Encourage pairs to remember what they did in Lessons 1 and 2. Explain that they will use this information in this lesson to carry on with the Product. You might want to ask students to do a rough sketch of the timeline first so they have a clear idea of how it will look. Encourage students to give each other feedback on their sketches, so they can correct them.

Self-assessment

Students can answer the *Check what you know!* box. You can ask students to work in their Product groups to discuss how they can help each other improve on the competencies, or you can discuss this with the whole class.

Ongoing Evaluation

You can use the Product to evaluate students sharing a fabricated anecdote. You might want to listen to pairs or groups and evaluate their written and spoken production, including:

- descriptions
- use of *can, could, couldn't, learned*
- skills

You can provide feedback on how they can still improve their work.

Products provide a good opportunity to allow students to learn from peers. At this stage in the school year, students may be notably more confident in spoken and written English. This Product provides the opportunity for a round-up of confidence and skills at the end of the year. You can walk around the classroom while groups are working and provide appropriate error correction on their work.

By now, students should know and understand the procedure to complete the chart. Read the headings in the three columns to review. For each aspect on the evaluation, it would be helpful to record specific activities that students carried out related to each rubric.

Presenting Your Timeline

Get together with another product pair. Show your timelines to your partners and take turns describing yourself and your skills in each picture. Answer any questions they may have. Display your timelines in the classroom.



Product Assessment

Evaluate your product group in the following areas.

1. How well did you participate in the project?
 2. How well did you describe your skills in each picture?
 3. How well did you answer questions from your partner?
 4. How well did you display your timeline in the classroom?

Criteria	Not achieved	Partially achieved	Achieved
1. How well did you participate in the project?			
2. How well did you describe your skills in each picture?			
3. How well did you answer questions from your partner?			
4. How well did you display your timeline in the classroom?			

Reflect

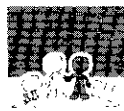
1. What did you learn from this project?
2. What did you enjoy about the project?

Evaluation Tools

You may use the suggested evaluation instrument from *Teacher's Guide* p. 146 to help students assess their progress. You may photocopy the evaluation and distribute it to students. It can be helpful to read aloud the statements and check on comprehension prior to giving students time to complete their evaluations.

Product Time

It is important to ensure that students are organized and have the materials they need to make a timeline. You can encourage them to use a large piece of paper and marker pens to make a large version of their timeline. Both students should participate equally when presenting their timelines to the class. If you have a large class, you can ask pairs to work into small groups to present their timeline to each other.



Unit Self-assessment

Indicate the answer you consider corresponds to the learning process you had.

	Always	Sometimes	Never
1. I listened to my partner.			
2. I spoke to my partner.			
3. I wrote to my partner.			
4. I read to my partner.			

The self-assessment can help students to reflect on the work they have done throughout the unit. It might be useful to remind them that they should mark the options that best applies to them for the unit. Students could look back at each page and think about the ideas in the assessment and answer them by checking the boxes that best apply to them. Allow students time to share their answers with a partner.

Check what you know!

Read and mark (✓) how you felt about yourself in this unit.

	I can do it very well.	I can sometimes do it, but I can improve.	I need help to do it.
1. I can understand the main idea of the text.			
2. I can understand the details of the text.			
3. I can understand the author's purpose.			
4. I can understand the author's attitude.			
5. I can understand the author's point of view.			
6. I can understand the author's style.			
7. I can understand the author's language.			
8. I can understand the author's structure.			
9. I can understand the author's content.			
10. I can understand the author's message.			

Reflect

1. What did you learn about yourself in this unit?

2. What did you like to do in this unit?

3. What did you not like to do in this unit?

This section can help students to reflect on what they have learned throughout the unit. Explain that they should mark the first three options and write their own ideas for the last three. They could look back at each page and think about all the activities they worked on, so they can answer the questions confidently. Encourage students to focus on their successes and not dwell on their shortcomings.

Resources

Prior to completing the *Check what you know!* box, you might want to use the photocopiable *Assessment for Unit 10* from *Teacher's Guide* page 156 to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the assessment. Students can then use the results to reflect on their learning throughout the unit.

Final Evaluation

An important outcome of continuous assessment is the opportunity to provide a review of everything that was learned in one unit. You may want to gather information from the class results to discuss how they feel they presented their timeline and if they were able to improve their listening, speaking, and writing skills throughout the unit. Congratulate students on their hard work throughout the year.

Glossary

A

- account** → a report of something that happened
- accuracy** → production of language with few errors
- achievement** → something someone succeeds in doing
- acknowledge** ✓ to show that something has been seen or understood
- activate** ✓ give students the opportunity to practice language forms
- active** → related to student engagement and participation
- agree** ✓ to have the same opinion as someone else
- ahead** → in front, in the future
- aids** → the things that a teacher uses in class
- aim** → what the teacher wants to achieve in the lesson or course
- allow** ✓ to have permission to do something
- allowance** → a sum provided for personal expenses
- also** → in addition, too
- appear** → to show up
- appearance** → the way someone or something looks
- around** → in every or any direction
- article** → a piece of writing in a newspaper or magazine

- assess** → to judge the achievement, proficiency, or progress on an ability
- attention span** → period a learner is able to concentrate
- attitude** → disposition to act in a certain way

B

- bake** → to cook food in an oven
- bead** → a small piece of pierced material
- behavior** → the way that someone conducts oneself
- belong** → to be the property of someone
- big** →, large in size, height, width, or amount
- block** → a group of buildings in a town or city with streets on all sides
- blossom** → the flower of a seed plant
- boil** → to produce bubbles of vapor when heated
- boost** ✓ to cause something to increase or improve
- bowling** → game in which balls are rolled so as to knock down pins
- braces** → orthodontic appliance used to straighten misaligned teeth
- brainstorm** → to quickly think of ideas about a topic and note them down

bridge · a structure built over something so people or animals can cross

but · on the contrary, on the other hand

C

call · to give someone or something a particular name; to telephone someone

can · to be able to do something

canvas · a strong material used for clothing

carve · to cut pieces or slices with precision

categorize · to classify into a category

change · to make different

checklist · a list of things

chores · the daily work of a house

clue · information that helps you find an answer

collect · to bring things together into one place

comment · something someone has to say

communicative activity · a classroom activity in which learner need to talk or write to other learners

compact · occupying a small space

comprehension · understanding something which is spoken or written

conduct · to direct an activity or task

confidence · the feeling someone has when they are sure of their ability to do something well

consult · to get advice or information from someone or something

context clue · word that provides students with comprehension based on the environment the word is found

contextualize · to put language into a situation that shows what it means

contrast · to compare the differences between two things

court · a space arranged for playing a game

crescent · the figure of the moon at a curve shape

D

deal · an indefinite amount

describe · to say what something or someone is like

develop · to grow or change over a period of time

device · an object or machine made for a special purpose

Glossary

- difficult** → not easy, requiring much work
- directions** → instructions on how to get somewhere
- dirty** → not clean or pure
- discard** → to get rid of as useless or unwanted
- disease** → sickness
- dramatic** → sudden and extreme, attracting attention
- drink** → to swallow a liquid; → a liquid safe for swallowing

E

- eat** → to chew and swallow food
- elicit** → to get a response or information from someone
- embrace** → to hold in the arms, hold
- emerge** → come out
- enable** → to help someone be able to do something, to make something happen
- encourage** → make more determined or confident
- enhance** → to increase or improve something
- enjoy** → to get pleasure in something
- enroll** → to become a member or participant
- establish** → to discover or get proof of something

- evaluate** → to judge the value or condition of someone or something
- exchange** → giving and receiving something between two groups; → to give or take one thing in return for another
- expedition** → a journey for a particular purpose
- explore** → to learn about something by trying it
- extract** → part of a text which is removed from the original

F

- feedback** → reporting back or giving information back
- fertilizer** → a substance that helps the growth of plants
- fishing pole** → a stick with a line attached to the tip used in fishing
- flip** → to move or turn over quickly
- float** → a vehicle used to carry an exhibit in a parade
- fluency** → natural speech characterized by appropriate pauses, intonation, and stress

G

- garden** → an area of ground where plants are grown; → to take care of the plants in a garden
- gesture** → a movement of the body that expresses an idea or feeling

grind *v* to crush or break something into powder or small pieces

grove *n* a small group of trees

guess *v* to suppose or think something

guidance *n* help and advice about how to do something

H

happen *v* to take place, to occur by chance

heading *n* title or address placed at the beginning or top of a page

headline *n* the title written in large letter over a story in a newspaper

healthcare *n* the prevention or treatment of illness

healthy *adj* having a good health, not sick

hide *v* to put or stay out of sight

hole *n* an opening into or through something

how *adv* in a manner or way

hype *n* promotional publicity

I

idiom *n* a phrase whose meaning is not literal

improve *v* to make something better

include *v* to make someone or something a part of something

injury *n* hurt or damage

input *n* new information about something

instead *adv* substitute or equivalent

intended *adj* expected to happen

interference *n* phenomenon where the first language interferes with learning the foreign language

interlocutor *n* the person you are speaking to

interview *v* to question and talk with someone to get information

intonation *n* the change of the pitch and sound of voice when speaking

item *n* a single thing

J

journalist *n* writer or reporter for a news medium

juggler *n* person skilled in keeping several objects in motion in the air at the same time

junk *n* something of poor quality

justify *v* to provide a good reason for the actions of someone

K

know *v* to have a practical understanding of

L

label *v* to put the name of an object on or next to it

Glossary

landmark → object or structure that is easy to see and recognize

laundry → clothes that need to be washed

lawn → ground covered with grass

location → a place or position

lodge → a house set apart for residence in a special season

logical → sensible way to connect ideas

look → to direct the eyes in a particular direction

look for → to search for

loose → not tightly fastened, attached, or held

M

measure → an amount of something; → to find out the size, extent, or amount of something

meet → to come together in order to talk

meeting → a gathering of people for a particular reason

mention → tell

might → used to express possibility

model → to teach by example

monitor → to watch and listen to learners when they are working on their own

mood → an emotional state of mind or feeling

most → almost all, the majority of

motivation → the desire to learn

mount → to prepare something for display

mow → to cut down with a blade or machine

N

navigate → to find the way to get to a place when traveling

need → a lack of something necessary

nervous → having feelings of worry, fear, or anxiety

newspaper → a paper that is printed and sold and that contains information on recent events

next → coming after the one that just came

O

occurrence → something happening

organize → to arrange and plan an event or activity

outcome → the result of teaching and learning

overweight → weighing more than is normal or allowed

P

peak → the pointed top of a mountain

perhaps *adv* possibly but not certain, maybe

pictorial *adj* having or using pictures

poster *n* a large sheet with writing or pictures

pottery *n* objects that are made out of clay

predict *v* to use own experience or knowledge to say what will happen in the future

prompt *v* to encourage a person to do something

purchase *v* to get something by paying for it

R

range *n* a series of things

rapport *n* relationship between teacher and students, and among students

realia *n* real objects used as teaching aids to make learning more natural

reject *v* to refuse to accept or consider

register *n* level of formality in speech

reinforce *v* to do something again in order to allow learners to understand and remember it more completely

reply *v* to say or write as an answer or response

request *n* to ask for something in a polite way

review *v* to look at or study again

role *n* the part that someone or something has in a particular activity

route *n* a way to get from one place to another

S

scoop *v* to take out or up as if digging

search *v* to carefully look for someone or something

share *v* to let someone else have or use a part of something

show *v* to allow something to be seen

side *adj* situated on the lateral

sketch *n* a quick, rough drawing of something

skill *n* the ability to do something

small *adj* of limited size

sparkly *adj* shining with or reflecting light

speak *v* to utter words with the voice

spit *v* to force saliva from the mouth

stay over *v* to sleep at another person's house

steamed *adj* cooked by steam

surface *n* the outside part or layer of something

Glossary

surround *v* to be close to someone or something on all sides

survey *n* an activity in which people are asked questions to gather information

T

takeoff *n* the moment when an airplane begins to fly

task *n* a job for someone to do

tasty *adj* having a good flavor

through *prep* from one side or end to the other

toward *prep* in the direction of

trail *n* a path through a forest or field

training wheels *n* a small pair of extra wheels used while learning to ride a bicycle

transfer *v* to move from one person or place to another

travel *v* to go on a trip or journey

trip *n* a journey to a place

trowel *n* small tool used for digging holes in a garden

turn *n* opportunity to do or use something before or after other people

U

underweight *adj* weighing less than is normal or necessary

unhealthy *adj* not having or showing good health

upward *adv* from a lower place or level to a higher place or level

V

venue *n* the place where an event takes place

W

watch *v* to look at someone or something and pay attention to what is happening

worry *v* to feel or show fear and concern

Y

young *adj* in an early stage of life or development

yourself *pron* your own self

Audio Scripts

UNIT 1

(READER pages 5–16)

ELSA: Hi! Ready for tomorrow's trip?

JIM: Yes! But I don't know where we are going.

ELSA: My mom wants to take us to the Chapultepec section 1. Let's look at the map.

JIM: How can we get from the Zoo to the Botanical garden?

ELSA: We have to take Colegio Militar Avenue. It is two blocks away on the left.

JIM: Right! How can we get to the Castle then?

ELSA: We have to take Colegio Militar Avenue then turn right when we find the path called Rampa al Castillo. That will lead us straight to where the castle is.

JIM: Is the Modern Art Museum next to the castle?

ELSA: Yes, look! If we go back down the path called Rampa al Castillo, we will find it at the end of the road on the left.

JIM: Cool! We are going to have a great day tomorrow. Let's keep the map so we can use it tomorrow too.

KURT: Hey, Sarah! How are you?

SARAH: Hi, Kurt! I'm alright. Come over!

KURT: Listen, I have the map of the Ride for Bully Awareness race here. Do you know what the route is? Can you tell me?

SARAH: Of course! Give me the map, please. Look, we'll start the race here at the corner of Madrid Street and Mexico Avenue. Then, we'll ride South on Mexico Avenue for two blocks and turn left onto Berlin. We'll go East on Berlin for five blocks and turn right onto Allende. We'll ride South on Allende and pass in front of the Frida Kahlo Museum. After two blocks, we'll ride in front of the Coyoacán Market and turn right onto Malitzin Street and then left onto Aguayo. We'll ride South on Aguayo and pass in front of the Government offices and Kiosk until we reach Jardín Centenario. We'll end the race at the Fountain.

KURT: Thank you, Sarah! I'm so excited! I can't wait to do the race.

TOUR GUIDE: Welcome to San Diego Zoo, everyone! My name is Kim. Please stay

close to me as we walk along the different places. And before we start, do you have any questions?

BOY: Yes, Kim! Where are the restrooms?

TOUR GUIDE: That's a very good question! The restrooms are next to the entrance. Well, let's go there!

TOUR GUIDE: Alright! Now, let's go to the Urban jungle. It's between Africa Rocks and the Outback. We can see the giraffes!

GIRL: Excuse me, Kim! I'm hungry. Where is the restaurant?

TOUR GUIDE: Oh, I see. Well, we can go to Safari Kitchen. It's in front of the reptile house. So, I guess we can start the tour there.

BOY: But, Kim. Aren't we buying gifts? Where is the gift shop?

TOUR GUIDE: There is one in front of the Asian Passage. We'll stop at the gift shop on our way to the Panda Canyon.

CHILDREN: Yay!

TOUR GUIDE: So, are we ready to go.

UNIT 2

NARRATOR: Listen to the children making requests. One

GIRL: Mom, can I have a puppy please?

MOM: How would you take care of it?

GIRL: I promise I would take it for a walk and feed it every day after school.

MOM: No, I don't think you have the time to take care of a puppy right now.

GIRL: Uh...ok, mom.

NARRATOR: Two

BOY: Dad, I'm thirsty. May I have a drink, please?

DAD: Why don't you ask the waiter?

BOY: I would like some juice.

WAITER: We are all out of juice. Would you like some milk?

BOY: Yes! Thank you!

NARRATOR: Three

CHILD 3: That fruit looks yummy! I would like some please.

MOM: This fruit is for lunch. Can you wait a few minutes?

CHILD 3: When is lunch? I'm hungry!

MOM: Lunch is in ten minutes!

CHILD 3: Ok, I'll go set the table!

MOM: Thanks!

NARRATOR: Four

DAD: What are you doing, Ben?

BEN: I want a snack!

DAD: What would you like to eat? I can help you reach it.

BEN: I would like a cookie.

DAD: Here are the cookies. How many cookies would you like?

BEN: I would like to have 4 cookies!

UNIT 3

(READER pages 31–44)

NARRATOR: How to grow plants

STEP 1. First, make small holes in the ground. Pour your seeds into the holes and spread them out evenly.

STEP 2. Then use your trowel or small shovel to cover the holes and the seeds. Make sure the soil is loose and not compacted together.

STEP 3. Next, water the earth regularly. If it rains, you do not need to water your seeds.

STEP 4. Now wait for your plants to grow. They will need lots of sunlight!

STEP 5. Finally, your plants should blossom. At this point, you can transfer them to pots to keep in your home.

UNIT 4

NEWS REPORTER 1: Finland is the happiest country, according to the United Nations' 'World Happiness Report' this year. Every year the UN surveys 156 countries around the world to see which one is the happiest. Finland scored 7.6 out of 10 in the survey that over 3,000 residents took part in. The survey included questions such as how much money do you earn, do you have social support, for example do you have someone you can rely upon, do you have freedom to make your own choices, do you live under a government that isn't corrupt, and lastly are you willing to help others? In other words, if most people in a country felt close to their family, had good healthcare, made enough money to live well, felt free to do and say what they like, and had a fair police force, they scored well on the Happiness Report. The report found richer countries tended to be happier, but the quality of human relationships is also a very important factor in happiness. In general, people around the world have become "a little happier" over the past 30 years, the report said.

Audio Scripts

NEWS REPORTER 2: A new study suggests that we can link how happy teenagers are to the way they listen to music. Happiness seems like a simple idea, but we can look at it in two ways. First, there is feeling happy in the moment like when you listen to your favorite song. Second, there is happiness that comes from feeling good about your whole life. We know that music can contribute to the first kind of happiness, but can it also contribute to the second kind? Well, it turns out that the answer depends on why people listen to music. In a recent survey, researchers asked more than 200 students about their reasons for listening to music. They wanted to know if they are listening for their own interest, because it gives them pleasure, or whether they are listening to fit in with their friends. The research team discovered that the students who listened for their own reasons were happier with their lives. The students were happy because they listened for their own reasons. Their happiness allows them to act on what was important to them rather than doing things just to fit in.

NEWS REPORTER 3: Growing vegetables in a garden can help plant the seeds for a happy life. Many schools are embracing gardening as a way to get children active outdoors. According to one teacher, gardening is a natural mood booster. "Obviously they are getting out in the fresh air and exercising but there are natural elements within the soil that boost our body's natural happiness levels. Touching the soil, planting seeds and weeding, they are all positive activities that make us happier," she confirms. Many schools have found that gardening helps children to care for something other than themselves. Gardening programs at schools also teach children that not all food comes from the supermarket, that it can be grown, picked and eaten in the backyard. From planting the seed to caring for the seedling, picking, cooking and eating, the children learn where food comes from. This all leads to a happy and healthy life.

ELLIE: Hey guys, did you read the magazine report?

DEB: Which one?

ELLIE: The one about how gardening can help you have a happy life.

THOMAS: Oh, yes, I did.

ELLIE: What did you think about it 'Thomas?

THOMAS: Well, the results were very interesting. I'm not surprised that a high number of people had positive reactions.

ELLIE: Why do you think that?

THOMAS: Well, I didn't know gardening could help boost your mood either, so it's great to learn about it.

ELLIE: What do you think of that, Deb?

DEB: I agree with Thomas, Ellie. I want to start a new hobby so I might start helping my grandma in her garden.

ELLIE: The results also showed that people agreed gardening is an extremely good way to help keep people happy. What do you think Sean?

SEAN: In my opinion, I don't agree. I think gardening is really boring so I don't understand why many people said it's a good way to keep people happy.

ELLIE: Are you sure, Sean? We had lots of fun in the school garden last week planting seeds and new trees.

SEAN: Hmm... yes, you're right. I guess that was kind of fun... And it did make me happy. Perhaps it is a good way to keep you happy... if you're with your friends!

THOMAS: What about the results that said people didn't think the article would encourage people to go outside. What's your opinion, Sean?

SEAN: I don't agree with that. I mean, the article does give lots of reasons why gardening is good, which may make you want to get outside, but I'm not sure it really encourages you to go outside. Well, I guess it says being outside is a natural mood booster. Hmm... perhaps the article is encouraging you.

ELLIE: I can see why you're unsure. I don't think the article would encourage you to go outside.

DEB: I disagree because it lists the benefits of gardening and going outside. I definitely want to have a mood boost! I do think the article needs more comments from people. What do you think, Thomas?

THOMAS: Yes, I agree. If you ask me, one person's opinion doesn't encourage me to go outside. It's only the results from one school. Gardening might not work for everyone.

SEAN: You're right. I'd like to see if the gardening lessons helped boost kids' happiness in many schools.

ELLIE: Do we all agree we learnt something from the news story?

SEAN: Yes, definitely. It was very interesting!

UNIT 5

(READER pages 57–70)

MAUI

During winter break, my family went on vacation to Hawaii. We had lots of adventures and saw many amazing things! On our first day there, we spent the day at Ka'anapali Beach. The sand was whiter than the beaches at home. We snorkeled and saw fish that were more colorful than any fish I had ever seen! We also walked to "Black Rock", a rock formed from hardened lava, and jumped off of the rock into the ocean. The next day, we traveled the road to Hana. Along the way, we stopped at Waianapanapa, a black sand beach with sparkling blue water, lava tubes, and a blowhole. After we ate lunch at the beach, we continued to Hana. Along the road, we stopped and hiked to several waterfalls. Some were taller than others, but they were all beautiful. We swam in the water at the base of the falls, and I noticed it was much warmer than the water back home.

We had so many incredible adventures in Maui. I can't wait to go back and see the other amazing features of this beautiful island!

UNIT 6

(READER pages 71–82)

NARRATOR: One

ALEX: Hey Mark! How's it going?

MARK: Great, Alex! How are you?

ALEX: Awesome! What are you doing this weekend?

MARK: Not much! Do you want to get together?

ALEX: Yes! Some other friends and I are going to the movies.

MARK: That sounds great!

ALEX: Awesome! Let's do it! We can talk more at school.

NARRATOR: Two

EMMA: Hi Stacey! What are you up to?

Audio Scripts

STACEY: Not much! You?

EMMA: I'm totally bored. Do you want to hang out?

STACEY: Sure. Maddie and I are going to the park right now. They built some new handball courts. Come with us!

EMMA: Awesome! Let's do it! See you soon!

NARRATOR: Three

ROGER: Hey, Tom!

TOM: Hi, Roger! What are you up to tonight?

ROGER: I'm hanging out with my brother. Do you want to hang out with us?

TOM: What are you guys doing?

ROGER: Well, we're starving right now. We're going to go eat first. Then we're going to the park to skateboard.

TOM: Sounds good! I'll come right over.

ROGER: See you soon!

NARRATOR: Four

MEGAN: Hey Sophie! I've been wanting to talk to you!

SOPHIE: Sure! What's up?

MEGAN: We are starting a Chess Club at school. Do you want to join us?

SOPHIE: I'd love to, but I have too much homework! Maybe I need to start a homework club!

MEGAN: Ok. No problem. See you at school!

UNIT 7

BEN: Mr. Smith, can you help me with my project?

MR SMITH: Yes, of course. What do you need help with?

BEN: I'm planning my questions for the questionnaire.

MR SMITH: Well, your first question could be: How do we stay healthy?

BEN: That's a good open question.

MR SMITH: Yes. You could ask if people eat fruit. Something like: Do you eat a lot of fruit? Or how often do you eat fruit?

BEN: I can find exact information about them.

MR SMITH: Yes, that's right. You could also ask for more details: What fruit do you like/ what fruit do you not like?

BEN: How about if I want to ask for someone's opinion?

MR SMITH: You can elicit opinions in many ways. You can ask: What do you think about..., Which do you prefer..., How do you feel about..., or Do you do ...

BEN: I want to also ask questions to get people's suggestions or advice.

MR SMITH: Ah yes, well, we can do that by using 'should' or 'could'.

BEN: Oh, I see, so something like: What should we eat for dinner?

MR SMITH: Yes. It's also a good way to offer alternatives, for example, what could we eat instead of pizza for dinner?

BEN: That's a good idea! We could also ask: What should we eat instead of junk food?

MR SMITH: Good idea. And remember, it's a good idea to also check the person's understanding of the topic. You could ask: Which food is healthier? And then give a list of food, some healthy and some unhealthy.

BEN: Oh yes! I could also ask: Is that food healthy or unhealthy? How can we make it healthier?

MR SMITH: Well, it looks like you've made a good start. I look forward to hearing your questionnaire in class.

UNIT 8

(*READER* pages 97–108)

NARRATOR: Airplane Adventure

I will never forget the time I took my first airplane ride. It was quite an adventure. We were traveling to my aunt Stacey's house on the East Coast. It was the first time I had ever been on a plane. As we boarded the plane, I was filled with excitement. I sat next to the window and looked out as the engines roared and we took off into the sky. Everything was going well. I was watching a movie on the screen in the seat in front of me. Then, all of a sudden, the plane lurched! Down it went! Then up again! It bounced along in the air for what seemed like forever! The captain called out to tighten our seatbelts. I grabbed my mom's hand and held on tightly. She looked at me and smiled, reassuring me that everything would be ok. Then the plane lurched again and my snack of trail mix flew all over us and the onto the floor below. We couldn't help but laugh. Soon after, the ride became much smoother. The rest of the flight was uneventful, and we landed safely and enjoyed a wonderful vacation at Aunt Stacey's.

NARRATOR: Fishing Fiasco

When I was a boy, I loved going fishing with my dad. We'd get up super early in the morning, while it was still dark, and jump into the truck that my dad had packed the night before. Then we'd drive the two hours it took us to get to the lake. Dad always told great stories on those drives. When we arrived at camp, we wouldn't even set up camp yet. We'd walk right out to the lake, get our fishing poles ready, and throw out our lines. It was so quiet! I loved to see the ripples on the water as my hook landed way out in the middle of the lake. One time, we had been out on the lake for several hours and had caught several fish. We'd hung them from a tree on a line behind us. As we were fishing, we suddenly heard a rustling noise behind us. When we turned around, we couldn't believe our eyes. A BEAR was eating all of our fish. He must have heard us turn, because right when we saw him he turned and looked right at us, as though to say hello. Then he finished those fish and bounded off back into the woods. I couldn't believe it! What an adventure!

UNIT 9

TOUR GUIDE: Artist: Vincent van Gogh

TITLE: Sunflowers

MATERIALS: oil on canvas

YEAR: 1888

It shows a bouquet of sunflowers in a vase.

It forms part of a series of still life paintings

ARTIST: Vincent van Gogh

TITLE: Starry Night

MATERIALS: oil on canvas

YEAR: 1889

This painting shows a scenic village moments before sunrise

Audio Scripts

UNIT 10

(READER pages 121–132)

SUSANA: Aww, look at you in this photo! You look so happy!

BRENDA: Yeah, look at that big smile, I was a very happy baby. I had really small hands and feet, look!

SUSANA: Yes, and your big blue eyes! You used to have really big eyes. So cute.

BRENDA: Look at this picture, I like this one.

SUSANA: Oh yeah, are you with your brother?

BRENDA: Yep, that was the first time we went to the zoo.

SUSANA: You look so different! Look at his blond, curly hair, and yours is so straight.

BRENDA: I know, we used to look so different. He used to be so short! I was fairly tall at that age.

SUSANA: Yes, you're right, you used to be the tall one. What about this one, I love this photo!

BRENDA: Yeah, this is a good one. I used to wear those purple glasses all the time. They were my favorite.

SUSANA: I didn't know you used to wear braces!

BRENDA: Oh yeah, for about a year. I didn't like them.

SUSANA: But you looked good! Look at that big smile.

SANDRA: In the first picture I was only about one and a half years old. My parents were trying to teach me to speak. I think at that age I couldn't say many words. I could say things like "mommy" and "water". Now I'm learning a new language, so I can say a few words in another language too!

In the second picture I was five years old and I was learning to ride a bike. I couldn't ride without training wheels in this photo, but now I can ride to school and home again without any help!

In the next photo I was learning ballet. Now I can stand on my tip-toes well if I dance slowly, but when I was six I couldn't balance very well.

I was eight in the fourth photo. I learned how to bake cupcakes in my first cooking class, it was so fun! I couldn't mix well though, so they weren't very tasty. But now I can bake all kinds of cakes, if my mom helps me!

In the last photo I was nine years old and I was learning the piano. Now I can play complicated songs and I played in a concert last week! But I used to only play scales and simple songs.

Student: _____ Date: _____

Evaluation Rubric

- Read and mark (✓) the corresponding criteria in the *Evaluation Rubric* to evaluate your student's project.

Category	Criteria		
	Excellent	Good	Needs Improvement
Conventions	<input type="checkbox"/> Can use correct vocabulary and verb tenses to give directions.	<input type="checkbox"/> Uses correct vocabulary and verb tenses to give directions.	<input type="checkbox"/> Finds it difficult to use the correct vocabulary and verb tenses to give directions.
Communication	<input type="checkbox"/> Can easily understand and give directions.	<input type="checkbox"/> Can sometimes understand and give directions.	<input type="checkbox"/> Finds it difficult to understand and give directions.
Pronunciation	<input type="checkbox"/> Can pronounce many common words and expressions.	<input type="checkbox"/> Can pronounce some common words and expressions.	<input type="checkbox"/> Finds it difficult to pronounce most common words and expressions.

Student: _____ Date: _____

Evaluation Rubric

- Read and mark (✓) the corresponding criteria in the *Evaluation Rubric* to evaluate your student's project.

Category	Criteria		
	Excellent	Good	Needs Improvement
Conventions	<input type="checkbox"/> Can use correct vocabulary and verb tenses to accept or refuse requests.	<input type="checkbox"/> Uses correct vocabulary and verb tenses to accept or refuse requests most of the time.	<input type="checkbox"/> Finds it difficult to use the correct vocabulary and verb tenses to accept or refuse requests.
Intonation	<input type="checkbox"/> Can easily ask and answer questions.	<input type="checkbox"/> Can ask and answer some questions.	<input type="checkbox"/> Finds it difficult to ask and answer questions.
Pronunciation	<input type="checkbox"/> Can be understood easily.	<input type="checkbox"/> Can be understood most of the time.	<input type="checkbox"/> It is difficult to understand what he or she wants to say most of the time.

Student: _____ Date: _____

Questionnaire

- Read the questions and mark (✓) the corresponding answer to evaluate your student's project. If necessary, write comments to support his or her future development.

Questions and Answers	Comments
<ul style="list-style-type: none"> • Does the illustrated guide include a list of materials? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Are the instructions in order? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Do all the instructions have illustrations? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Are the instructions clear? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Is the final illustrated guide useful in solving a problem? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	

Student: _____ Date: _____

Descriptive Rating Scale

- Read and mark (✓) the corresponding criteria in the *Descriptive Rating Scale* to evaluate your student's project. If necessary, write notes to support his or her future development.

Category	Descriptive Rating Scale		
	Excellent	Good	Needs Improvement
Communication	<input type="checkbox"/> Can exchange opinions about audio news correctly.	<input type="checkbox"/> Can exchange opinions about audio news with some support.	<input type="checkbox"/> Finds it difficult to exchange opinions about audio news.
Relating Instructions	<input type="checkbox"/> Can relate instructions to graphic support.	<input type="checkbox"/> Makes some mistakes while relating instructions to graphic support.	<input type="checkbox"/> Needs extra support to relate instructions to graphic support.
Use of English	<input type="checkbox"/> Always uses suitable verbal language and volume.	<input type="checkbox"/> Uses suitable verbal language and volume most of the time.	<input type="checkbox"/> Finds it difficult to use suitable verbal language and volume.
Notes: _____ _____ _____			

Student: _____ Date: _____

Descriptive Rating Scale

- Read and mark (✓) the corresponding criteria in the *Descriptive Rating Scale* to evaluate your student's project. If necessary, write notes to support his or her future development.

Category	Criteria		
	Excellent	Good	Needs Improvement
Conventions	<input type="checkbox"/> Can identify natural features and cultural expressions.	<input type="checkbox"/> Can identify natural features and cultural expressions with some support.	<input type="checkbox"/> Finds it difficult to identify natural features and cultural expressions.
Written Expression	<input type="checkbox"/> Can write characteristics of natural features and cultural expressions.	<input type="checkbox"/> Makes some mistakes while writing characteristics of natural features and cultural expressions.	<input type="checkbox"/> Needs extra support to write characteristics of natural features and cultural expressions.
Use of English	<input type="checkbox"/> Always uses suitable verbal language and volume.	<input type="checkbox"/> Uses suitable verbal language and volume most of the time.	<input type="checkbox"/> Finds it difficult to use suitable verbal language and volume.

Student: _____ Date: _____

Observation Guide

- Read the criteria and mark (✓) the corresponding value to evaluate your student's project. If necessary, write notes to support his or her future development.

Criteria	Value	
Everyone participated.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
The team could organize a meeting.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
The exchange was organized.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
The group could answer questions.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
Notes: _____ _____ _____		

Student: _____ Date: _____

Descriptive Rating Scale

- Read and mark (✓) the corresponding criteria in the *Descriptive Rating Scale* to evaluate your student's project. If necessary, write notes to support his or her future development.

Category	Descriptive Rating Scale		
	Excellent	Good	Needs Improvement
Registering information	<input type="checkbox"/> Can register information correctly.	<input type="checkbox"/> Can register information with some support.	<input type="checkbox"/> Cannot register information.
Differentiating purpose and audience	<input type="checkbox"/> Differentiates purpose and intended audience.	<input type="checkbox"/> Still makes some mistakes while differentiating purpose and intended audience.	<input type="checkbox"/> Needs a lot of extra support to differentiate purpose and intended audience.
Use of English	<input type="checkbox"/> Always uses suitable intonation and volume.	<input type="checkbox"/> Uses suitable intonation and volume most of the time.	<input type="checkbox"/> Finds it difficult to use suitable intonation and volume.
Notes: _____ _____ _____			

Student: _____ Date: _____

Self-assessment form

- Read the category and circle the value.

Values: 😊 = Excellent 😊 = Good 😞 = Not so good

Category	Value		
I can identify the elements of a short anecdote.	😊	😊	😞
I practiced reading anecdotes aloud.	😊	😊	😞
My pronunciation was clear.	😊	😊	😞
I expressed emotions according to my intervention.	😊	😊	😞
I read with confidence.	😊	😊	😞

Student: _____ Date: _____

Self-assessment form

- Read the category and circle the value.

Values: 😊 = Excellent 😊 = Good 😞 = Not so good

Category	Value		
I can identify the elements of a short anecdote.	😊	😊	😞
I practiced reading anecdotes aloud.	😊	😊	😞
My pronunciation was clear.	😊	😊	😞
I expressed emotions according to my intervention.	😊	😊	😞
I read with confidence.	😊	😊	😞

Student: _____ Date: _____

Evaluation Rubric

- Read and mark (✓) the corresponding criteria in the *Evaluation Rubric* to assess your student's project.

Category	Criteria		
	Excellent	Good	Needs Improvement
Conventions	<input type="checkbox"/> Can use the correct vocabulary and suitable verbal language to describe museum objects.	<input type="checkbox"/> Can use the correct vocabulary and suitable verbal language to describe museum objects most of the time.	<input type="checkbox"/> Finds it difficult to use the correct vocabulary and suitable verbal language to describe museum objects.
Intonation	<input type="checkbox"/> Can use the correct intonation to ask and answer questions.	<input type="checkbox"/> Can use the correct intonation to ask and answer questions most of the time.	<input type="checkbox"/> Finds it difficult to use the correct intonation to ask and answer questions.
Use of English	<input type="checkbox"/> Can correctly identify the objects described by others.	<input type="checkbox"/> Needs extra support to identify the objects described by others.	<input type="checkbox"/> Finds it difficult to identify the objects described by others.

Suggested Evaluation Instrument

Student: _____ Date: _____

- Read the category and mark (✓) your self-assessment.

Check List

Category	Yes	No
Clear language		
Attractive art		
Well organized presentation		

Suggested Evaluation Instrument

Student: _____ Date: _____

- Read the category and mark (✓) your self-assessment.

Check List

Category	Yes	No
Clear language		
Attractive art		
Well organized presentation		

Assessment Unit 1

Name: _____ Date: _____

A Look at the map. Choose a starting point and a finishing point. Write directions from your starting point to your finishing point. Remember to include reference points and details to make your directions clear. (10 points)

Getting around
Chapultepec

1. NATIONAL ANTHROPOLOGY MUSEUM
2. MODERN ART MUSEUM
3. CHAPULTEPEC ZOO
4. CHAPULTEPEC LAKE
5. BOTANICAL GARDEN
6. CHAPULTEPEC CASTLE
7. LA FERIA DE CHAPULTEPEC

This map is not to scale

Start at: _____

Finish at: _____

Assessment Unit 2

Name: _____ Date: _____

A Match the request or offer to the response. (5 points)

- | | |
|---|--|
| 1. Mom, can I have a puppy please? | _____ I would like a cookie. |
| 2. Would you like some milk? | _____ No, I don't think you have the time to take care of a puppy right now. |
| 3. What would you like to eat? I can help you reach it. | _____ Sure, I'll ask her, and call you back. |
| 4. Would you ask her what she likes to eat? | _____ Sure. Let me see what I can do. |
| 5. Dad, can you help me please? | _____ Yes! Thank you! |

B Complete the conversation with the words and phrases in the box. (5 points)

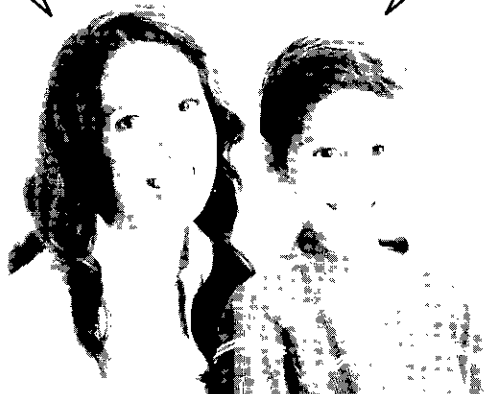
after that anything else can I can you first

1. Hi Kevin! _____ do your chores before you watch TV? _____, I need you to clean your room.

3. No, could you please hang up your clothes _____?

2. Yes, Mom, but then _____ watch TV?

4. Sure, I'll do that. Is there _____?

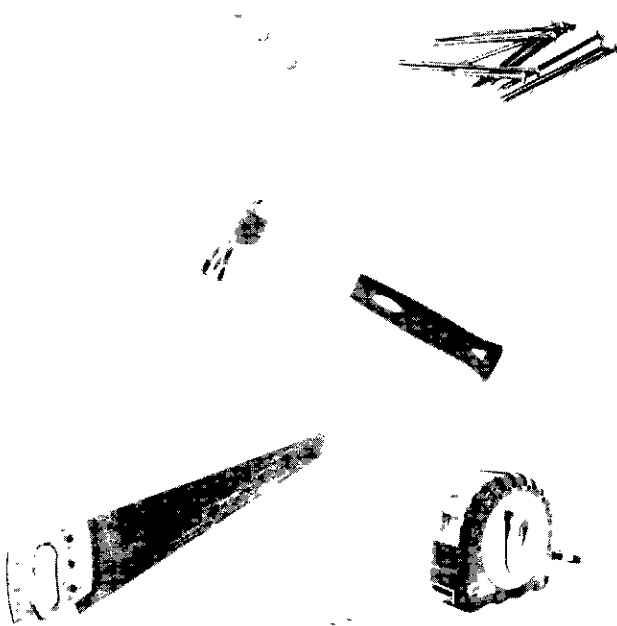


Name: _____ Date: _____

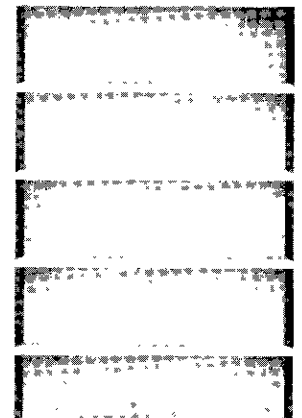
A Write down the materials needed for the instructions. (1 point)

B Complete the instructions using the words in the box. (4 points)

finally first next then

Materials	Steps
	<ol style="list-style-type: none">1. _____, decide how big you want to make your house. Use the tape measure to measure the wood so that your dog will have enough space to move about and sleep.2. _____ cut your wood into the correct sizes. Go slowly and be careful with the saw so you don't make a mistake or cause an injury.3. _____, nail each wall together with the hammer and nails. Arrange the walls so they are standing up.4. _____, gently add your roof. Carefully hammer nails into the roof so they connect with the walls.

C Write instructions to make a shelf to store books. (5 points)



Name: _____ Date: _____

A Read this news article about a scientific discovery. Complete the table with notes. (6 points)

Volcanic Discovery in Antarctica

Scientists in Scotland recently discovered 91 volcanoes under an enormous sheet of ice in the western part of Antarctica. After studying radar maps of Antarctica, a scientist named Max Van Wyk de Vries decided to study the area, and the volcanoes were found. Although the scientists found volcanoes, they did not find any volcanic activity at that time. After the discovery of the volcanoes, many other questions about the area arose. Scientists plan to continue to study the area to determine how these volcanoes will affect the area.



Who?		When?	
What?		How?	
Where?		Why?	

B Analyze the Happiness Survey results and complete the totals. Then write a summary of the results. (4 points)

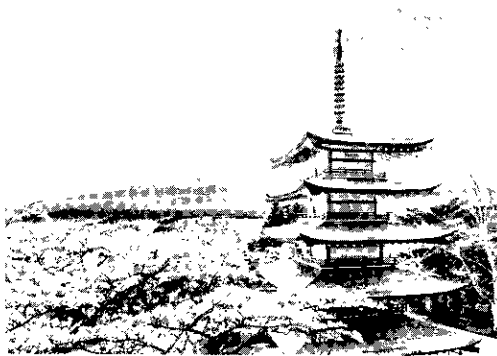
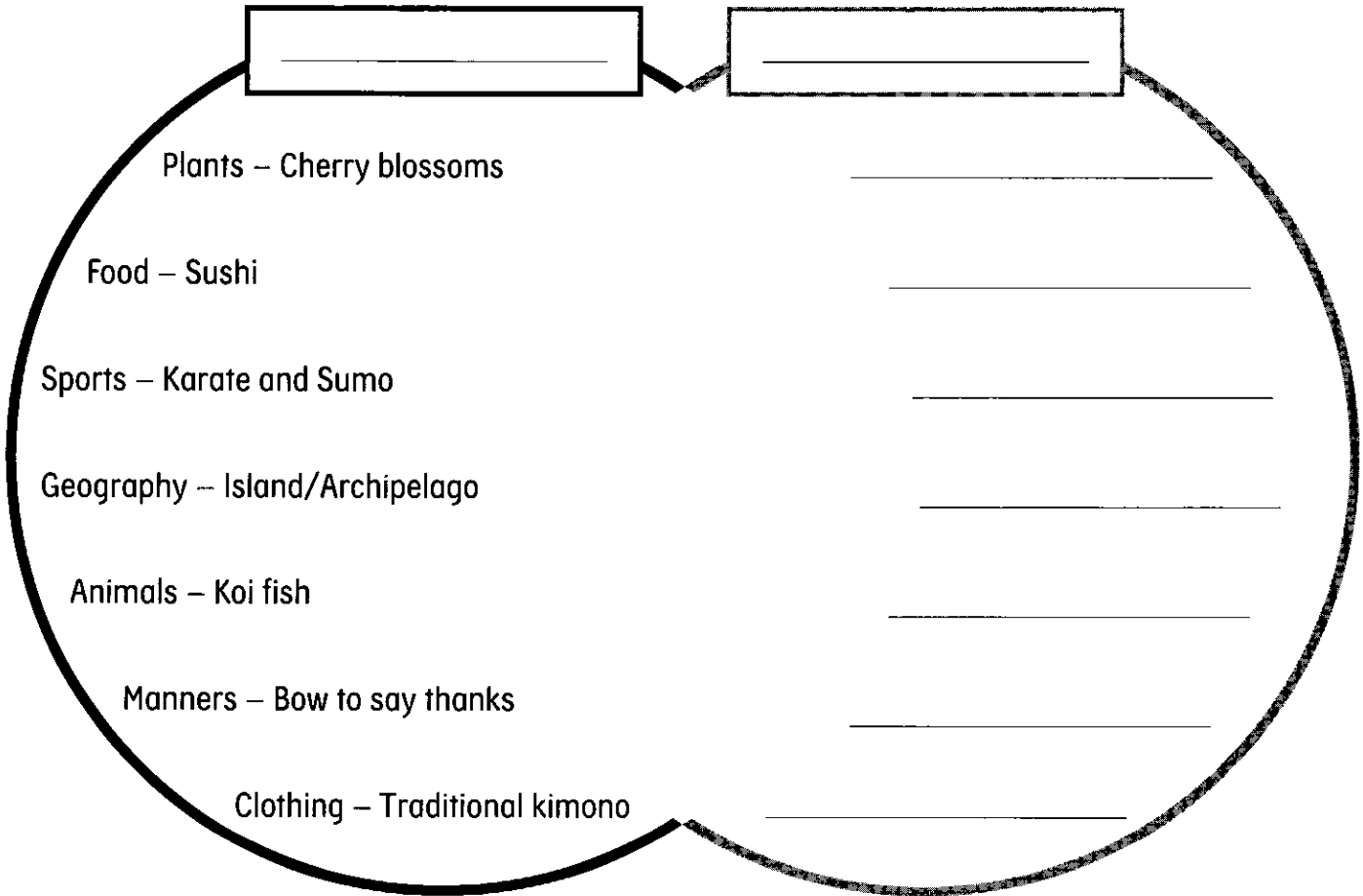
	1	2	3	4	1	2	3	4	1	2	3	4
1. Do you have freedom to make your own choices?	X	X		X			X					
2. Do you live under a government that isn't corrupt?		X			X			X			X	
3. Are you willing to help others?	X	X		X							X	

Total 1: ____	Total 2: ____	Total 3: ____	Total 4: ____
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Assessment Unit 5

Name: _____ Date: _____

A Complete the Venn diagram with some similarities between Japan and Mexico, as well as several things that are unique to Mexico. (6 points)



B Use your Venn diagram to write four short sentences, comparing Japan and Mexico. (4 points)

1. _____
2. _____
3. _____
4. _____

Assessment Unit 6

Name: _____ Date: _____

A Order the phone conversation by putting numbers into the boxes. (4 points)

- Good thanks. Do you wanna go camping with me and my family on Saturday?
- Great thanks, how about you?
- Hey, how's it going?
- No I have a tent. Can you bring a sleeping bag? And some marshmallows for the fire!
- Of course! I can't wait!
- We're going to the lake. The plan is to leave at 10am. Can you make it?
- Yay! I'll see you there 😊
- Yeah, sounds cool!!!
- Yes! I love camping! Do I need to take a tent?

B Categorize the phrases in the table. There's an example in each column to help you. (6 points)

That's not possible for me. How about if we go to the movies today? That sounds great!
I'm wondering if you'd like to get together to play soccer. Yes, excellent idea! I'm sorry, I'm busy later.

Would you like to go bowling?	Let's do it!	I'm sorry! I can't.

Assessment Unit 7

Name: _____ Date: _____

A Reorder the words to make questions. (5 points)

healthy
you
Do
food?
eat

you
should
eat
How
vegetables?
often

food
Why
healthy
is
eating
important?

habits
you
think
important?
healthy
are
Do

improve
your
can
habits?
How
you
eating

B Write the questions in the correct column. (5 points)

_____	_____	_____
_____	_____	_____
_____	_____	a. every day
_____	_____	b. once a week
_____	_____	c. twice a month

Name: _____ Date: _____

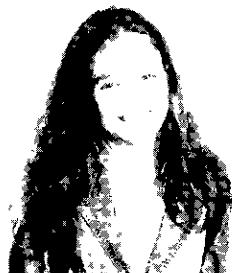
A Read the stories. Then complete the table with details from each story. (10 points)

Natalia's Story

Last winter, I almost got in trouble with Miss Sofia. It was really cold and there was lots of snow in the playground. The whole school was white with snow! I started playing with my friend, Nicki, in the snow.

We started throwing snowballs and we were laughing and having a good time but suddenly I heard a big crash! Nicki threw a snowball and broke the window! We were so scared!

We thought we'd be in big trouble. But Miss Sofia understood it was an accident, so we just helped fix the window.



Franca's Story

I had a really difficult test one morning in class. Everyone was silent and I was really worried about failing. Joe was sitting next to me and Miss Sofia was standing at the front, watching everyone. Joe asked me for a pencil but Miss Sofia saw and thought he was cheating. She told us to stay after the class. I was so scared that she was angry!

However, it was fine in the end. Surprisingly, Miss Sofia just wanted to help us because the test was so difficult!



Question	Natalia's Story	Franca's Story
Where did the story take place?		
Who was in the story?		
What happened first?		
What happened next?		
What happened last?		

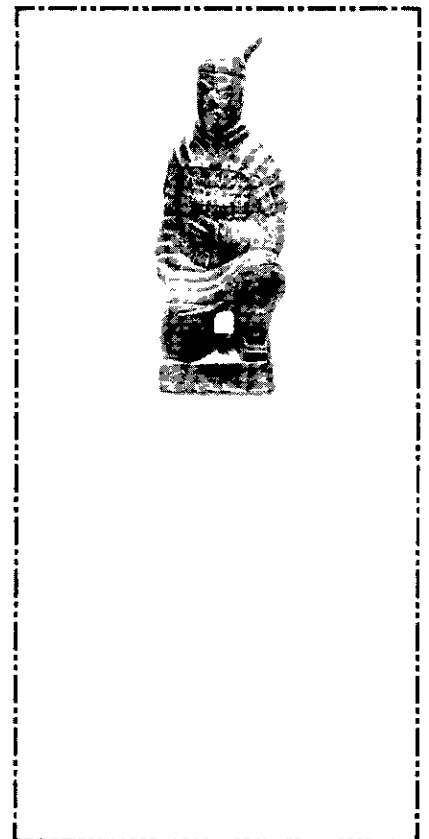
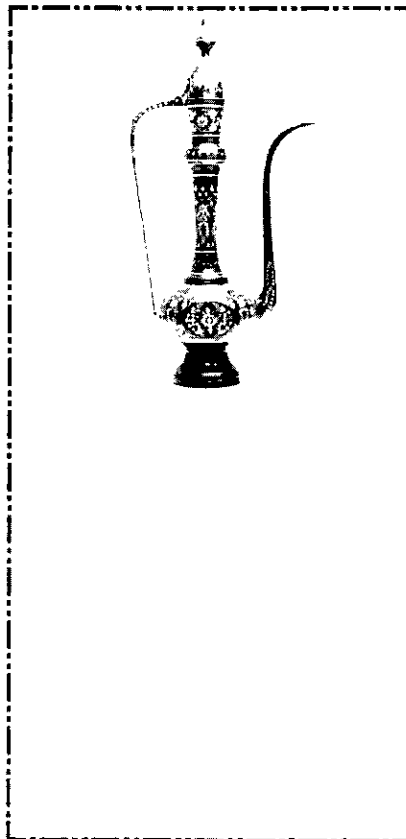
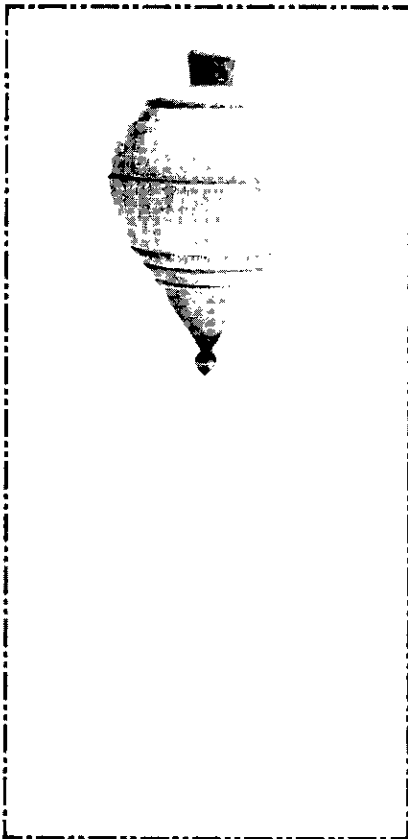
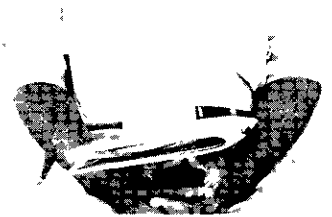
Name: _____ Date: _____

A Read the extract of a tour by a museum guide. Then complete museum object labels for the objects below. Provide as much information as you can. (10 points)

As you can see, this teapot has a very interesting design. It has a tall and thin handle and spout which was not uncommon in that era. This teapot was a precious item and was only used by important people such as kings and queens. Although it has a shiny appearance, the surface is rough due to the hand-painted design. Now let's move to the next item.

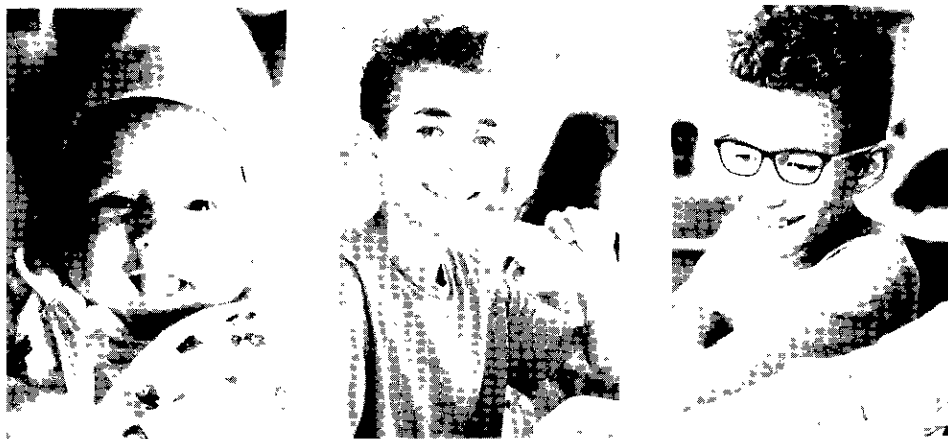
Now, this ceramic statue is small but heavy. It shows a soldier in uniform down on one knee and is quite a rare item. The position of the soldier is significant as he appears to be in a non-threatening pose, although he has an angry look on his face.

Finally, the spinning top was a typical toy in its time and was found in many houses. It has a hand-painted top and a rounded shape. The wooden body is light and was easy to play with.



Name: _____ Date: _____

A Look at the three pictures of the same boy at different moments in his life. Write several sentences comparing his appearances at different stages in his life. (4 points)



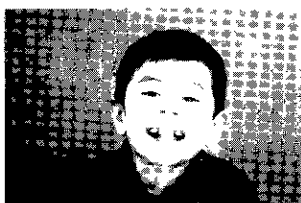
B Read the blog post. Then summarize the information on the timeline below. (6 points)



Welcome the New Kids in School



1 Hi, I'm Matt Hernandez! I was born in Toluca, in the state of Mexico, on October 28, 2007. My dad says that it was the happiest day of his life. He also says that I was very small and that I had straight, brown hair.



2 When I was five years old, my family and I moved to St. Louis, Missouri. And that's when I started losing my baby teeth. My new teeth looked a bit crooked and I thought for sure I would get braces. My hair was still straight, but it was darker than when I was a baby.



3 Now, I'm not small at all. In fact, I'm the tallest kid in my class. I still have crooked teeth because I refused to get braces! And I still have straight, dark brown hair. I'm a happy person—I love this school and my friends!

_____	_____	_____
_____	_____	_____
_____	_____	_____

Answer Key

Assessment Unit 1

A Answer will vary, however: 1-3 points – Students have not written enough and there are multiple errors. 4-7 points – There are some errors but students have written full sentences and their directions make sense. 8-10 points – Students have included points of reference and detail. Few mistakes and complete sentences. Their directions are easy to follow.

Oral Assessment

Divide the class into pairs. Provide each pair with a map, either from their Activity Book or using another resource. Ask the pairs to choose a starting point and a finishing point, and give verbal directions to each other. During feedback, ask students to tell you whether their partner's directions worked or not.

Assessment Unit 2

A (*from top to bottom*) 3, 1, 4, 5, 2 B 1. Can you; First, 2. can I, 3. after that, 4. anything else

Oral Assessment

Divide the class into pairs. Provide each pair with a situation they have covered in their classes. Give them time to prepare and rehearse a roleplay where they make requests and provide responses. During feedback, have each pair perform their roleplay for the class.

Assessment Unit 3

A wood, nails, hammer, saw, tape measure B 1. First, 2. Then/Next 3. Next/Then, 4. Finally C Answer will vary. Students should use language from the unit.

Oral Assessment

Divide the class into pairs. Ask them together to create instructions for a simple task in the classroom e.g. make a paper airplane or sharpen a pencil. Give them time to prepare. During feedback, have each pair present their instructions to the class.

Assessment Unit 4

A (*from left to right, top to bottom*) Max Van Wyk de Vries or Scientists, Recently, Discovered volcanoes in Antarctica, By studying radar maps, Antarctica and Scotland, To determine how the volcanoes will affect the area.

B Answers will vary. Students should use language from the unit.

Oral Assessment

Divide the class into groups. Ask them to think of a news story they have heard and describe it to their group. Their group members should give their opinion in response to the story. Observe the groups throughout the process.

Assessment Unit 5

A Answers will vary. Students should receive a maximum of 2 points for adding three ideas to the middle section, and a maximum of 4 points for six ideas in the Mexico section.

B Answers will vary. Sentences should highlight similarities and differences, and preferably include comparative language.

Oral Assessment

Divide the class into groups. Ask students to think of a cultural event or natural location they have visited and describe it to their group. While students are speaking, walk around the classroom and record their progress.

Assessment Unit 6

A (*from top to bottom*) 3, 2, 1, 7, 8, 5, 9, 4, 6 B Proposal: How about if we go to the movies today?, I'm wondering if you'd like to get together to play soccer. Accepting a proposal: That sounds great! Yes, excellent idea! Rejecting a proposal: I'm sorry, I'm busy later. That's not possible for me.

Oral Assessment

Divide the class into groups. Ask students to think of an event to organize, and to discuss the logistics. Have them make, accept and reject proposals. Walk around the classroom to observe them.

Assessment Unit 7

A and B Close-ended questions: Do you eat healthy food? Do you think healthy habits are important?; Open-ended questions: Why is eating healthy food important? How can you improve your eating habits?; Multiple Choice questions: How often should you eat vegetables?

Oral Assessment

Divide the class into groups. Ask the groups to create a questionnaire of 5 questions about any topic they choose. Allow them to work with other groups to record answers, and then present their results to each other.

Answer Key

Assessment Unit 8

A Answers will vary, however a point is gained by completing each box with a grammatically correct detail.

Oral Assessment

Divide the class into pairs. Ask the group to tell each other an anecdote. During feedback, ask each pair to give supportive feedback to each other.

Assessment Unit 9

A *Top*: Typical wooden toy. *Teapot*: Hand-painted, used by kings and queens. *Statue*: Ceramic statue, small and heavy.

Oral Assessment

Divide the class into pairs. Ask the group to tell each other about a museum they have visited.

Assessment Unit 10

A Answers will vary but students should compare all three photos, and use key vocabulary to describe his hair and glasses. B Possible answer: 2007: Matt was born in Toluca on October 28. He was small with straight, brown hair. 2012: He moved to St. Louis and started losing his teeth. Now: He is tall and has crooked teeth. He's happy!

Oral Assessment

Divide the class into pairs. Ask each partner to compare themselves from a time in the past to now.

Reader Answer Key

Unit 1 Comprehension Check

A 1. Because Scrappy ran to a different entrance of the park. 2. He sent them to a different street. 3. He used it to go to the store with his mother. B 1. No, he couldn't. 2. He could ask about the surroundings to find the park.

Unit 2 Comprehension Check

A 1. Sending a note, by text message, or by mail. 2. short and clear. 3. making offers or requests. B 1. Offers imply you will provide a service or some help, requests imply that you are the one who needs the service or help.

Unit 3 Comprehension Check

A 1. Teach people to speak clearly. 2. Build a machine to clean the wheat in the mill. 3. He taught her to feel the vibrations in his throat. B 1. Write the possible solutions. 2. Each invention gave him ideas for the next one.

Unit 4 Comprehension Check

A 1. A fire at Phoenix Elementary School. 2. They helped to clean and repair the buildings. 3. They feel happy and want to return to school. B 1. There is a fire. The community helps to repair the school. All students return to Phoenix School.

Unit 5 Comprehension Check

A 1. Let's meet on Monday. 2. I'll be there too. 3. Can we go out tomorrow? 4. No, sorry, I can't. B Answers will vary.

Unit 6 Comprehension Check

A 1. Can we have lunch together? 2. I will be there, thanks. 3. Can we go out tomorrow? 4. I'm sorry, I won't be able to make it. B Possible answers: 1. Let's meet at the park at 3. 2. Should we meet at school? 3. Can we go to the cinema? 4. Oh, sorry I can't make it on Tuesday/Yes, Wednesday is a good idea.

Unit 7 Comprehension Check

A 1. Send text messages, make calls, 2. Chatting, 3. It makes it easier for them to find the information. B Possible answers: 1. They help you organize information and access it in an easier way. 2. Yes, because they give you some examples of different ways of accessing and organizing information.

Unit 8 Comprehension Check

A 1. A playful ghost, 2. unusual activities and strange noises, 3. that some people might be making silly jokes, 4. They have attracted tourists. B Answers may vary.

Unit 9 Comprehension Check

A 1. evidence of art, science, and creativity. 2. spiders and other creatures living underground. 3. a stone transforming into beautiful jewelry. B 1. Evolving Planet. 2. Fossils, interactive displays, and videos.

Unit 10 Comprehension Check

A 1. Because they always dressed alike. 2. They both got detention. 3. Because he couldn't tell them apart. B Possible answers: Penny and Stacey look alike because they style their hair in a similar way and have similar taste in clothes.

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