

TEACHER'S GUIDE

Think!

in English



6



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Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

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Think! in English 6

Teacher's Guide

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Think! in English 6

Teacher's Guide

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Introduction

The *English* 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 sixth 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 *English* in English 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 *English* in English** revolves around the collaborative construction of a Product (the outcome) that requires the use of target social practices (competencies).

The Learner

The *English* 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 tasks, 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 *English* 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 *English* 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 *English* 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 *English* 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**



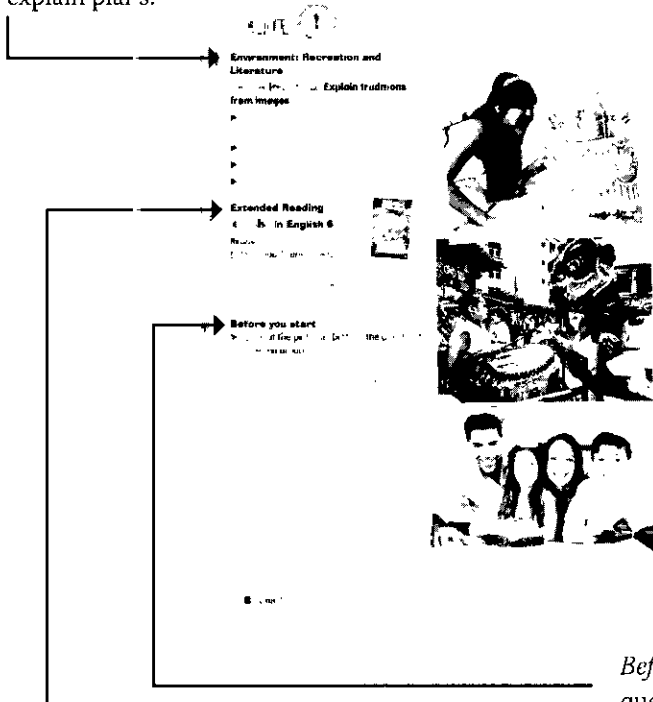
**Recreation
and Literature**



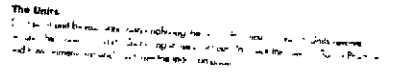
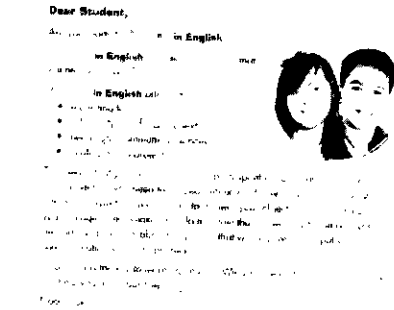
**Academic and
Educational**

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.

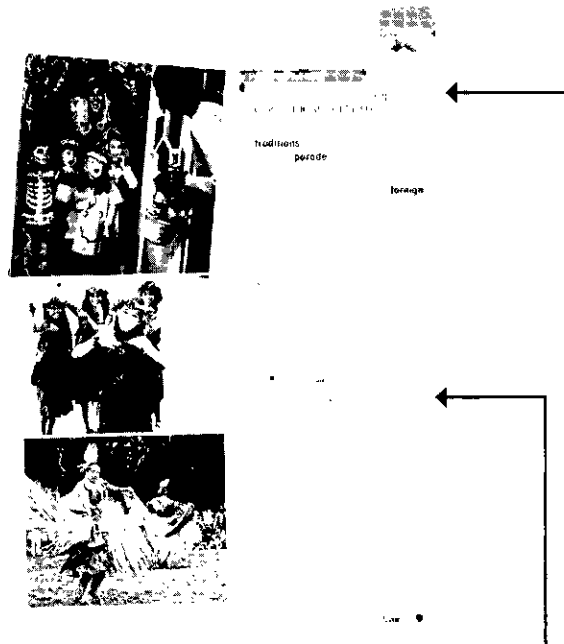
The book is made up of ten units. Each unit presents the Environment and the Social Practice of the Language outcomes for that unit. The specific order given to the units helps to the development of mental processes necessary to solve problems and define students' abilities to learn English. And by shifting 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.



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.



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.



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.

Digi'Tips 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

1. Work with a partner. Ask questions about your own traditions and compare them to the ones in the presentation. Listen to your partner's ideas.

2. Work with a partner. Ask questions about your own traditions and compare them to the ones in the presentation. Listen to your partner's ideas.

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

Checklist: Traditions, Customs, Celebrations

Check pages 10 and 31. Mark the best options.

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.

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.

Present your Traditions Comparative Chart

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.

Check what you know!

Checklist: I can... I can... I can...

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.

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

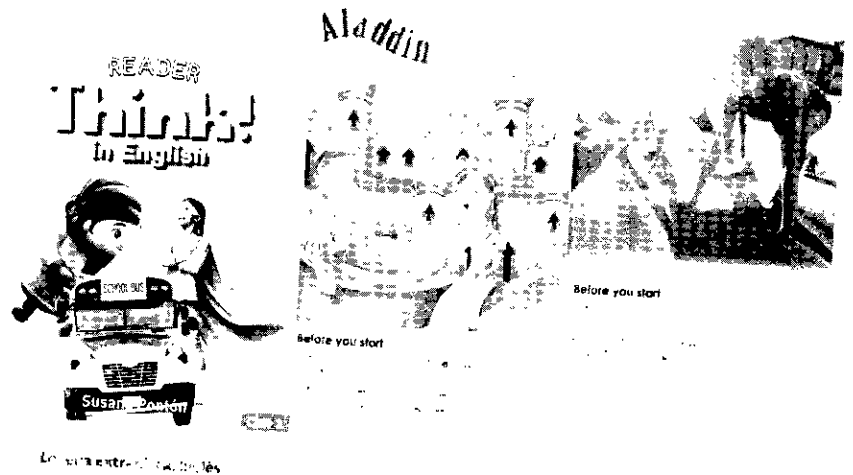
An English-English *Glossary* with key vocabulary from each unit can be found at the end of the book. This section allows students to develop independent study skills.

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

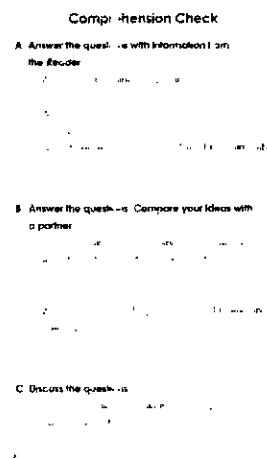
A *Bibliography* offers students links to texts or fun related the topics on the units. It also includes websites that can be used for research or language practice.

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.

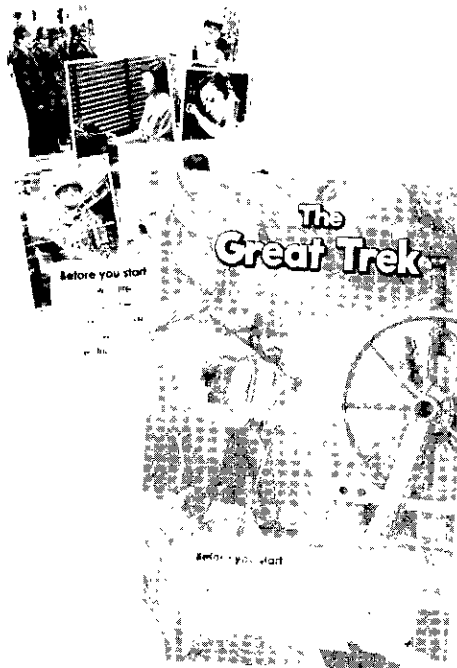


The *Reader* presents language in context and provides simple, everyday patterns that students can easily identify. These points are then revisited and practiced in class.

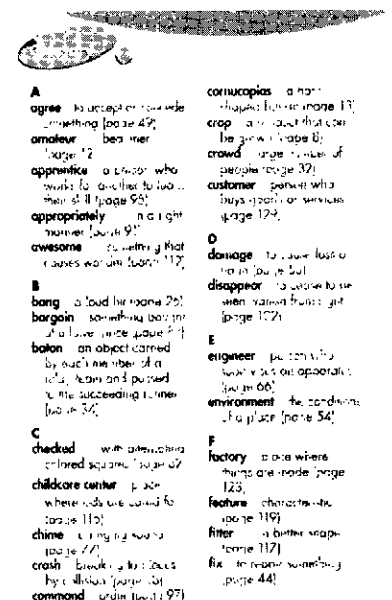


At the end of each unit, *Comprehension Check* activities help students learn to read for specific information and for general comprehension. Vocabulary activities aid students in developing reading strategies related to deducing the meaning of words in context. In addition to this, each text also includes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

How It Was and How It Is



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

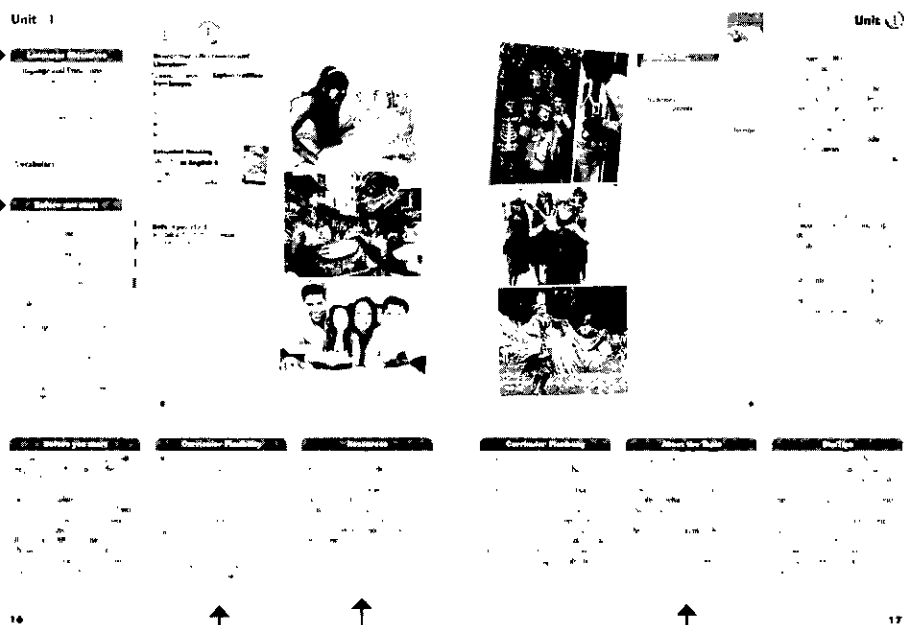
The *Teacher's Guide* was designed to offer teachers suggestions and support in three main areas: content and cultural information related to the topic of the unit, language support for target structures, and suggestions for adapting materials to different student needs and teaching contexts. A reproduction 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 boxes suggest websites or alternative tools that will provide extra information or practice to reinforce the information in the *Activity Book* and help students with the project.

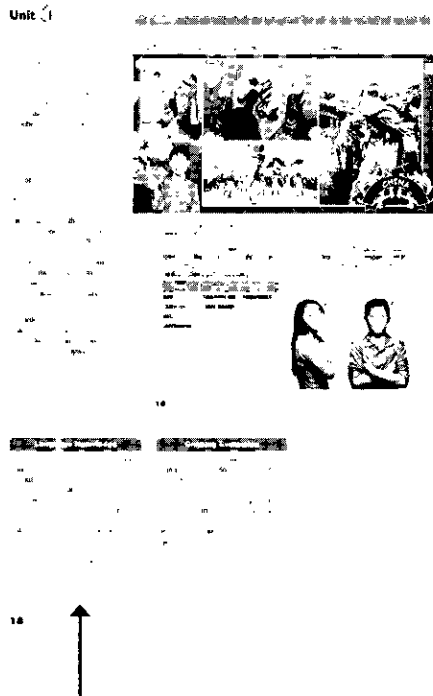
Before you start boxes offer suggestions to introduce the topic and activate previous knowledge, as well as classroom management to deal with the pictures and questions. Sample answers are always included.



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.

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.



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

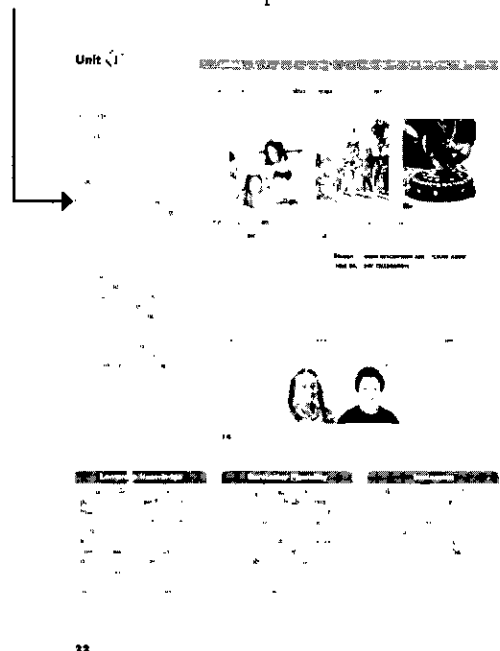


Product Time boxes summarize what students learned during the lesson, and offer ideas to adapt steps if necessary and for classroom management, together with reminders to make sure students bring the materials they need for that class or the next one.

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.

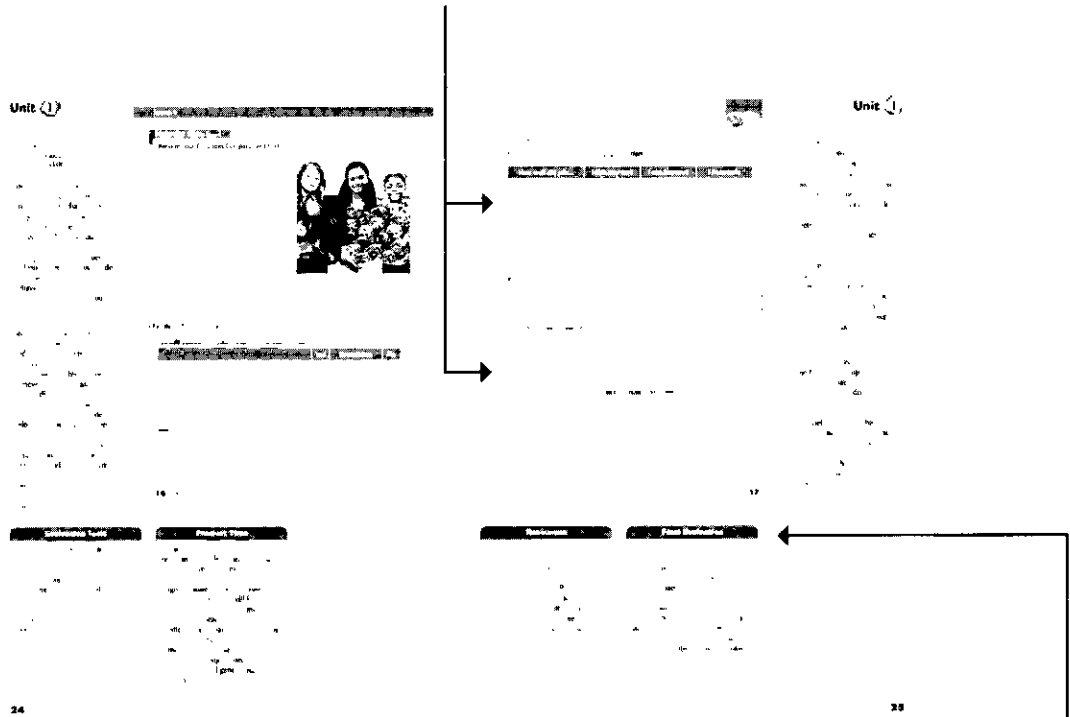
Possible answers for open discussion questions and sample language for oral activities are included at point of use.



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

For the Teacher

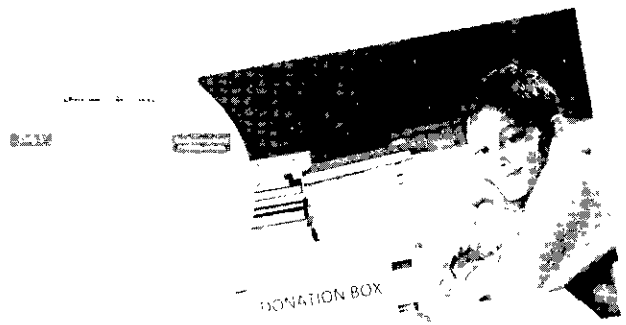
Evaluation boxes at the end of each unit refer teachers to the suggested evaluation instruments for the Product from the SEP program, together with a photocopiable exam, all included at the back of the guide.



A *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



Recreation and Literature

Unit 1

Social Practice: Explain traditions from images.
Product: Comparative Chart with Illustrated Traditions

page **16**

Learning Outcomes

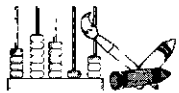
- Explore and choose pictures about traditions from different cultures
- Describe and contrast details
- Explain traditions based on pictures

Language Production

- Explain traditions from images: *There is a parade for New Year's Day.*
- Describing and contrasting details: *Spanish costumes are more elegant.*

Vocabulary

traditions, adjectives



Academic and Educational

Unit 2

Social Practice: Write instructions to avoid a situation of personal risk.
Product: Safety Instructions Poster

page **26**

Learning Outcomes

- Revise instructions to avoid situations of personal risk
- Plan the writing of instructions
- Compose instructions to avoid situations of personal risk

Language Production

- Revise instructions to avoid situations of personal risk: *Do not run. Keep your privacy settings as high as possible.*
Plan the writing of instructions: *The title is a short sentence to make it easier to read.*
- Compose instructions to avoid situations of personal risk: *You should wash your hands before preparing food. If there is an earthquake, remember to stay under cover.*

Vocabulary

imperatives, web safety, natural disaster safety, food hygiene

Scope and Sequence



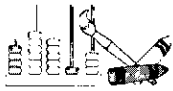
Family and Community

Unit 3

Social Practice: Narrate a sporting event.
Product: Narration of a Sporting Event

page **38**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Explore narrations of sporting events• Understand general information and details of narrations of a sporting event• Narrate a brief fragment of a sporting event	<ul style="list-style-type: none">• Exploring narrations of sporting events: <i>Trevor catches the ball and...</i>• Narrating a brief fragment of a sporting event: <i>He made a really great catch.</i>	verbs, sports



Academic and Educational

Unit 4

Social Practice: Review and select information to solve a problem of interest.
Product: FAQs about a Problem in School

page **48**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none">• Raise a problem• Formulate questions about aspects of a problem• Choose information to answer questions• Register and organize information	<ul style="list-style-type: none">• Raising a problem: <i>How many types of waste are there? How can we separate waste?</i>• Choosing information to answer questions: <i>What is the problem? What is the solution?</i>• Registering and organizing information: <i>Is the information useful? Why? Why not?</i>	pollution, waste, raise, solve



Family and Community

Unit 5

Social Practice: : Understand and express warnings and prohibitions.

Product: Warning and Prohibitions Signs for your Community

page **60**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none"> • Listen and explore warnings and prohibitions in public places • Understand general sense and main ideas of warnings and prohibitions • Express warnings and prohibitions 	<ul style="list-style-type: none"> • Listen and explore warnings and prohibitions in public places: <i>Mind your head. No stopping!</i> • Understand general sense and main ideas of warnings and prohibitions: <i>What would happen if there were no warnings?</i> • Express warnings and prohibitions: <i>You can't take photos here. Danger! Risk of fire.</i> 	<p>warnings and prohibitions</p>



Recreation and Literature

Unit 6

Social Practice: Read stories to compare cultural aspects of Mexico and other countries.

Product: Historical Comparison Comic

page **70**

Learning Outcomes	Language Production	Vocabulary
<ul style="list-style-type: none"> • Explore brief historical accounts • Read brief historical accounts • Express similarities and differences of historical and cultural aspects between Mexico and other countries • Compare historical and cultural aspects between Mexico and other countries 	<ul style="list-style-type: none"> • Reading stories to compare cultural aspects of Mexico and other countries: <i>In England they have double-decker buses, but in Mexico people usually travel in cars, taxis, or regular buses.</i> 	<p>history, modern, stereotype, technology</p>

Scope and Sequence



Family and Community

Unit 7

Social Practice: Exchange suggestions to acquire or sell a product.
Product: Leaflet to Buy and Sell Products

page **82**

Learning Outcomes

- Listen to and explore suggestions in dialogues
- Understand expressions of interlocutors
- Exchange suggestions in a dialogue

Language Production

- Listen to and explore suggestions in dialogues: *If you buy four pens, you only pay for three.*
- Understand expressions of interlocutors: *Can I see the blue ones, please?*
- Exchange suggestions in a dialogue: *I think the tennis shoes are very cheap.*

Vocabulary

stores, food items, clothes, sporting goods, school items



Recreation and Literature

Unit 8

Social Practice: Read fantasy stories.
Product: Magical Objects Collage

page **92**

Learning Outcomes

- Explore fantasy stories
- Read and understand fantasy stories
- Compare your country's behavior, values, and scenarios with other countries'

Language Production

- Explore and read fantasy stories: *Once upon a time, Cinderella made herself a beautiful dress.*
- Read and understand fairy stories: *Which character used a magical object?*
- Compare your country's behavior, values, and scenarios with other countries': *The Pied Piper used the flute.*

Vocabulary

fairy tales, past tense verbs, magical objects



Family and Community

Unit 9

Social Practice: Analyze and discuss an interview.
Product: Group Discussion

page 104

Learning Outcomes

- Explore interviews
- Understand general information and details of an interview
- Develop opinions about interviews and formats of debates
- Discuss opinions about interviews

Language Production

- Understanding general information and details of an interview: *They are saying children should be able to decide.*
- Discussing opinions about interviews: *I agree with Robert, parents and children should decide together.*

Vocabulary

verbs, question words



Academic and Educational

Unit 10

Social Practice: Register information to make a report of a job or profession.
Product: Illustrated Report about a Job or Profession

page 114

Learning Outcomes

- Collect information about jobs and professions
- Formulate and answer questions about jobs and professions
- Explore reports about activities
- Write information about jobs and professions to make a report

Language Production

- Collecting information about jobs and professions: *She is an expert in food and nutrition.*
- Formulating and answering questions about jobs and professions: *Where does a software developer work?*
- Writing information about jobs and professions: *Blogger duties include writing content for the Internet.*

Vocabulary

jobs, professions, verbs



Language Objectives

Language and Functions
 Explain traditions from images

There is a parade on New Year's Day.

Describing and contrasting details

Spanish costumes are more elegant.

Vocabulary
 traditions, adjectives

Before you start

Sample answers might include:

1. *Day of the Dead, Chinese New Year, a birthday party, Halloween, the hula;* 2. *They are dancing. They are eating cake. They are asking for candy.*
3. *They are feeling very happy because they are enjoying the music.* 4. *Answers will vary.*
5. *Answers will vary.*

Follow-up questions could be:
Do you enjoy learning about traditions from other countries? Why do you think traditions are important? What are some of the traditions in your country/area you that people might consider strange?

Environment: Recreation and Literature

Social Practices: Explain traditions from images.

- ▶ Explain traditions from images and pictures.
- ▶ Describe traditions from images.
- ▶ Explain traditions from images and pictures.
- ▶ Describe traditions from images and pictures.

Extended Reading

1 **in English 6**

Reader pages 10-11
Celebrating Thanksgiving

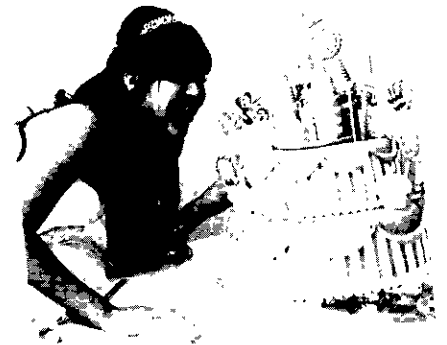
Read about Thanksgiving in the United States and the 17th century in your country.



Before you start

▶ Look at the pictures. Discuss the questions in small groups.

1. What are they doing? What kind of festival is it?
2. What do you think the people in the picture are feeling?
3. How do you think traditions are important? Why?
4. Are there any traditions in your country that you think are strange?
5. Why do you think traditions are important? What do you think it might be like to celebrate them in your country?



Before you start

The *Before you start* questions will help introduce the topic of the unit and at the same time activate prior knowledge related to the social practice of explaining traditions and customs from images. Students can answer individually and then check their answers with a partner. If they have difficulty answering the questions, you can model some answers, drill them, and write them on the board for reference.

Curricular Flexibility

It's important to encourage students to research the topics they are looking at independently. You could have them read the following websites about Chinese New Year and the hula. You can print the material in advance and hand it to them.

<https://chinesenewyear.net/>
<https://www.gohawaii.com/hawaiian-culture/hula>

Ask them a few basic questions:
Why did it start? What do people usually do? Would you like to celebrate it?

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities. The flashcards for this unit show different celebrations related to traditions. You may ask students to describe them or talk about similar traditions in their hometown or country.



PRODUCT TIME

Write and illustrate a **Comparative Chart with Illustrated Traditions**

Use the Internet to learn about different **traditions** in the world, like the Chinese New Year **parade** (refer to the link in the sidebar) or the parade tradition.

Step 1: Choose a tradition or **foreign** tradition. Choose two similar traditions. Use the site to make a list of some major or important customs.

Step 2: Use the website to find out what is different about the traditions.

Step 3: Study and write in detail about each tradition and explain the importance of the tradition.

Step 4: Present your information in the chart.

To help you find information about different cultures, visit

In this site, you will learn about traditions celebrated around the world.

Students will create a comparative chart with illustrated traditions and then present their charts to the class.

The activities in each lesson should be motivating and fun to make the learning process more memorable. An alternative option for the final Product is role-playing in pairs how a tradition started or what people do during the celebration.

Most probably, students will focus on traditions of their country or area. You may also encourage them to look up information for a tradition from a different area, or from another country.

Students can browse the link before or during the development of the Product. You may decide to do it in class to help them with the information.



Curricular Flexibility

It's important that students are respectful of the cultures they are studying as they will be exposed to people and customs from other countries and continents. Tell students they should view the opportunity as a way of broadening their horizons on the differences that make us all unique. Explain that studying other traditions is a great way of coming to appreciate and celebrate our differences.

About the Topic

The topic of this unit is about traditions around the world. Traditions have several key features. First, they involve ceremonial or ritualistic behavior. Second, they refer to groups of people—they are both collective and social. Third, they stir emotions in individuals to bring about a greater sense of self-awareness about their own culture. In many cultures, traditions are important to one's self-identity.

DigiTips

Whenever students have the opportunity to look up information on the Internet, remind them of the safety measures they should take, like not starting a conversation with strangers, giving personal information, and so on. You can also help them to detect reliable sources of information. Tell them, for example, that the look of a good webpage is clean and has little or no advertisements.

→ A Work with a partner and explore the images to explain Chinese New Year's traditions.

A useful scaffolding activity could be to ask students to share some of their experiences of New Year's Eve in their country. Then you can have them predict and compare how they think New Year is celebrated in China, based on the photos.



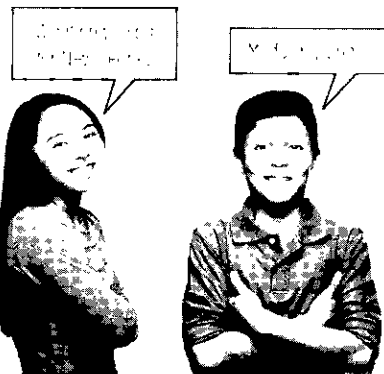
Before listening, introduce the topic to the class by asking if they have ever seen footage of New Year celebrations in China. While they are listening, encourage students to use a dictionary or the glossary in their books for any words they don't understand rather than telling them what they mean. They can work with a partner for this activity.

→ B Listen to the description and check if your ideas about the tradition were correct or not.

→ C Copy the chart in your notebook and write notes about the most important details you can remember about the tradition. Listen to the description again if necessary.

D Work with a partner. Ask questions about your own traditions and compare them to the ones in the description you listened to.

Jack	parade	objects
RED CLOTHES, RED ENVELOPES	DRAGON OR LION DANCE	FIREWORKS



In order to check answers, you can copy the chart onto the board and call on volunteers to come up and complete it.

Language Knowledge

One of the language points from this unit is formulating questions to ask about what you can see. You can ask a few questions about the pictures on this and the next page: *What can you see in the pictures? What are the people doing? Are the people having fun?* It might be a good idea to make a list of the question words on the board, even though students are already familiar with some of them.

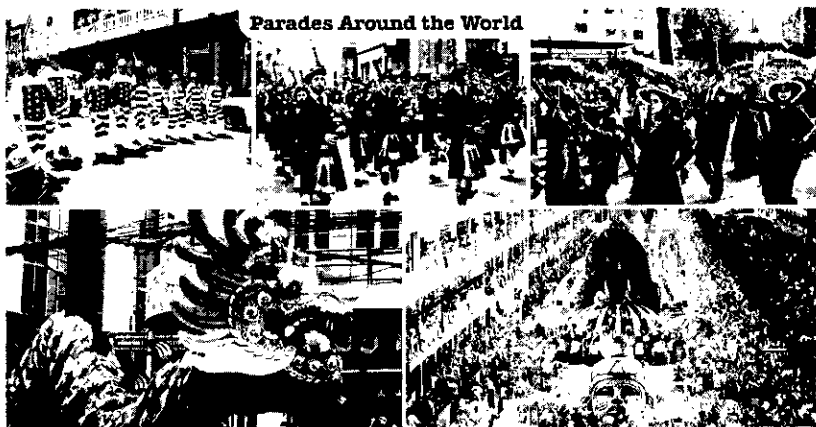
Ongoing Evaluation

Once students have finished, you can ask them to close their books and share with a partner what they remember of the Chinese New Year celebration. Encourage them to focus on the colors, people, and objects they remember from the images. You can then ask specific questions about the images around the class in order to check.



E With your partner look at the images of different parades around the world and answer the questions.

1. Has any of you been to a parade? Did you like it? Why?
2. Do you know any of the **celebrations** in these pictures? What are they about?
3. How do you feel about watching a parade? Why?



You can start by having students look at the pictures and brainstorm vocabulary. Give students the opportunity to discuss the words among themselves. You can also ask students the following questions: *Do you do any of the activities in your town/city/area? What kind of parades do you have in your city?*

F Discuss and compare with your partner a celebration in your community with one from the pictures.

In Mexico there is a parade during costumes for the Day of the Dead.

There is also a parade for the Chinese New Year with fireworks and costumes.

Make sure information is accurate.

Before students compare a celebration in their community with one from the pictures, you might want to check if they know what the Guelaguetza is (a celebration by indigenous groups in Oaxaca with parades, dances, and arts and crafts). As a class, compare their traditions and write some ideas on the board.

PRODUCT TIME: Step 1

Exploring Traditions

Form a product group. In this lesson you learned about the Chinese New Year tradition and about traditions. Now, we will explore about some other traditions from other countries and you will be making. That's why we will search materials from journals and draw or print several pictures that you'll use to illustrate and explain together. Keep what you like or make for the next lesson.

Check what you know!

Check pages 10 and 11. Mark the best options.

Indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use pictures to talk about different traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make connections with personal experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When looking for information for the first step of the Product, remind students to start with the link provided and, from there, to move to other web pages with reliable information.

Product Time

This is the first step of the Product. Students can form their own groups or you can form them if you want to have students with different abilities to work together.

It's important that students know they will work on this Product throughout the unit, both inside and outside class. In case you need to, you can provide them with the resources required to do any research.

You might want to let students know how they will be evaluated.

Self-Assessment

It is important to guide students through the *Check what you know!* activity. You might ask them which activities on the page are related to the different competencies.

Students can work together to think of ways that they can work on to improve their competencies.

You might suggest that each student writes what they are going to do to improve on their English.

Ongoing Evaluation

While students are choosing their two traditions, you can ask them about their own personal experiences. At this stage, don't expect them to be using the target language correctly; rather, you should focus on modeling pronunciation and make sure that every member of the class is taking part.

Once students have read the fact files, ask them to look at each point and say what the differences are. You can do this by writing a T-chart on the board, adding a topic (*Origin*, for example) and calling on volunteers to come to the board and write the information in both halves of the chart.

It might be difficult for students to do the activity the first time they listen to the track. You could play the complete audio, for main idea, and then pause it so that students have time to write down their answers. Students can compare answers afterwards.

To help students use other adjectives, you can brainstorm some and write them on the board, before they compare and discuss the activity. Examples of possible comparatives for the activity could include: *smaller, faster, more colorful, as difficult as, the same as*, etc.

→ **A** Look at the pictures of dances from different cultures. Discuss the question with a partner.

1. What are the similarities?
2. What are the differences? Is a wife a beautiful woman?
3. Which of the dances is the most difficult to learn?



Jarabe Tapatio

Origin: Ciudad de México
Female costume: Long dress with a colorful skirt and a flower in the hair
Male costume: A wide-brimmed hat, a suit and a flower in the hair
Kind of music: Fast but not too fast, a 2/4 or 3/4 rhythm
Dance difficulty: ☆☆☆☆



Hula

Country: Hawaii, USA
Female costume: Grass skirt, flower lei, flower in the hair
Male costume: Grass skirt, flower lei, flower in the hair
Kind of music: Slow but not too slow, a 4/4 rhythm
Dance difficulty: ☆☆☆☆

→ **B** Listen to the comparison between two dances and write down the similarities and differences mentioned.

JARABE TAPATIO IS MORE INTERESTING AND THE COSTUMES ARE COLORFUL. HULA COSTUMES ARE EASIER TO MAKE. CHARRO SUIT IS MORE COMFORTABLE, THE MUSIC FOR JARABE TAPATIO IS HARDER TO FIND AND IT IS THE MOST DIFFICULT TO DANCE.

→ **A** Talk with a partner. Describe and contrast details about the two dances.

Traditional suits are more colorful.



Yes, but the Hula's costumes are easier to make.



Language Knowledge

It's important that students have an adequate repertoire of adjectives and that they know how to make the comparative forms. You can use the examples of *small* and *elegant*. Say that *small* changes to *smaller* (you just add *-er*) but *elegant* changes to *more elegant* because it has three syllables. You can call on volunteers to give you more examples.

Curricular Flexibility

This class offers students the opportunity to compare two traditions. You can ask them to compare the *Jarabe Tapatio* dance to a traditional type of dance they have in the area where they live. You can ask them questions such as: *How are the two dances similar? How are they different?*

About the Topic

You might want to tell students that traditional dancing is generally more of a social activity rather than a competitive one. Traditional dances not only involve the performance of a dance, but they also include traditional costumes and music, and they are also a great way of getting acquainted with another culture.



C Look at the pictures of dancing traditions from two different places. Describe what you can see in detail.



These girls live in Spain. They are wearing **traditional** costumes to dance Flamenco. Flamenco dances are **elegant and beautiful**. Their costume includes **tight black pants**, a white corset, and a ruffled hat. The female costume consists of a **long dress**.



These children live in Russia. They are wearing traditional costumes to dance. Their costumes are **colorful and comfortable**. The male costume includes wide-sleeved red pants, a colorful **wide shirt**, and an ornate **fur hat**. The female costume consists of a **colorful dress** with a **long skirt**.

D Read the information in the cards. With your partner, describe and compare the two costumes in detail.

Spanish costumes are more elegant.

Russian folk costumes are more colorful and comfortable.

PRODUCT TIME STEP 2

Contrasting Details

Read the descriptions of the two traditions. Write down the similarities and differences between the two traditions. Use the words in the box to help you.

Use the words in the box to describe the similarities and differences between the two traditions. Write down the similarities and differences between the two traditions. Use the words in the box to help you.

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

Options

Teen describes traditions based on pictures.
Teen explains details about traditions.

If students are having trouble describing the pictures, ask them questions to help: *Where are they? Do you think they are dancing slowly or fast? What colors can you see? Are their costumes simple/elegant/comfortable?* etc. You can also ask students to imagine the music. If you have internet access, you could show them a video of the dances being performed.

For this activity, it might be a good idea to pair the stronger students with the weaker ones. That way, the stronger can help the weaker describe the similarities and differences between the two costumes.

Product Time

Students should use the charts from Step 1. They can add any pictures or descriptions for the two traditions they are working on. When they are talking about similarities and differences, you can walk around the room and ask students to explain some of the reasons for the similarities and differences.

Self-Assessment

Students can complete the *Check what you know!* activity. You can ask them for a show of hands to see who is still having difficulty with comparatives. One option could be to ask one of the stronger students to explain to the students having problems with the grammar, how comparatives work.

Ongoing Evaluation

While students are working on their charts, you can observe individuals and make sure they are describing and contrasting details by using comparatives. Keep an eye out for fluency and pronunciation at this stage, too.

Students should be aware that for the first question they need to use the present continuous. It's important to model the form for students: *They're celebrating a birthday party.*

You can play the audio more than once. Possible answers include questions 1 and 2: *They are celebrating a birthday. They are with their parents. She is in the garden. She's hitting a piñata. She's biting a birthday cake.*

You can call on volunteers to come to the front of the class to present their pictures and texts. Encourage other class members to notice and then correct any mistakes they hear. It's important to make sure they correct the mistakes afterwards, otherwise it's not fair on the student reading aloud.

A Look at the pictures and discuss the questions in small groups.

1. What do you think they are celebrating in these pictures?
2. Have you ever been blind to something? Have you been awarded a prize?



B Listen to the description of the tradition and check your predictions.

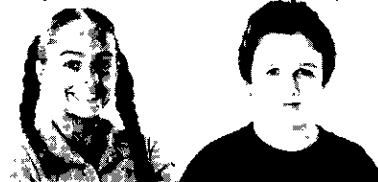
C Draw a picture to show how you celebrate your birthday. Write a short description.

STUDENT'S OWN DESCRIPTION AND PICTURE ABOUT THEIR BIRTHDAY CELEBRATION.

D Work with your group. Use your picture and description to explain your birthday traditions.

They're celebrating.

They're hitting a piñata.



Language Knowledge

Remind students of the third person present simple form. For the majority of verbs, the third person singular in the present simple is formed by adding *-s* to the main form. However, there are a few spelling rules and irregular verbs to be aware of: Add *-es* instead of *-s* if the base form ends in *-s*, *-z*, *-x*, *-sh*, *-ch*, or the vowel *o*. If the base form ends in consonant *-y*, remove the *-y* and add *-ies*.

Curricular Flexibility

You can give students the opportunity to talk about what they like and don't like doing on their birthdays. To encourage more practice, you can divide the class into pairs and have them talk about what they like and don't like about that or other celebrations. You can write the questions on the board: *What do you like doing for Día de Muertos? What don't you like doing at Christmas?*

Evaluation

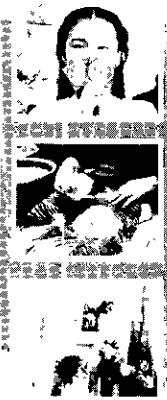
While students are comparing and contrasting their birthday celebrations, you can observe and evaluate how well they are using the present simple. You could also call on some students to report on their partner's preferences—that way they practice the third person, too: *Juan doesn't like hitting the piñata, but he likes eating birthday cake.*



E Look at the pictures about birthday celebrations in Vietnam. Discuss what you think happens on that day in small groups.

Did you know?

In Vietnam, the first new moon after January 20th marks the day when everyone is a year older and it's also the country's New Year celebration. This **holiday** is called Tet. Although this day is celebrated differently in each house, there are three important traditions.



1 Children get 'lucky money' in red envelopes from their family members. They usually spend their money on toys or board games.

2 People eat traditional food like rice cakes and beans. Even though it is everyone's birthday, people don't eat birthday cake like we do.

3 Local people use flower blossoms to decorate during this holiday. They make their houses look like the most beautiful places on Earth.

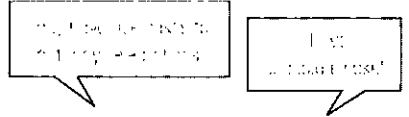
Use the pictures and text to make flashcards with words and to describe how you think that people celebrate birthdays in their own countries. Discuss.

F Read the informational chart and check your predictions, with your group. Compare the tradition with what you do where you live. Discuss similarities and differences.

PRODUCT TIME

Finding Similarities

Students will compare the traditions of their own country with the traditions of Vietnam. They will write down the similarities and differences between the two. They will also discuss how they feel about the traditions and how they might be different in their own country.



Check what you know!
Check pages 14 and 15. Mark the best options.

Indicators

- I can explain traditions based on pictures
- I can make connections to my own experiences

Before students discuss what happens during the celebration, it might be a good idea to give them some background information on Vietnam. You can go around the class quickly and ask: *What do you know about Vietnam? Vietnam is in Asia, next to China. Over 80 million people live there. The capital is Hanoi. It's the second biggest producer of rice in the world.*

While students are reading to check predictions, write the vocabulary that might be difficult on the board: *board games, spend, fill, envelope, blossom*. Once they have finished, you can elicit the meaning of these words by drawing them on the board.

To prepare students for Step 4 (final step), you can have some pairs read their sentences aloud. It's important to make sure they are using the language correctly before they move on to the final step.

To read a text about another tradition, *Celebrating Thanksgiving*, check pages 5-16 of your Reader.

Product Time

In Step 3 of the Product, students are discussing similarities. If necessary, write an example on the board to get them started. It's important that students compare and share their ideas within their groups, and that they check each other's work for errors. It's also important that they start thinking about how they are going to present their charts.

Curricular Flexibility

Look over the previous pages of the unit with students and ask the class to explain some of the traditions. After they have described the traditions, encourage them to connect them to their own experiences.

Ongoing Evaluation

While students are sharing the similarities in the Product step, you can go around the class and check that they are effectively comparing how the traditions work, based on the pictures, and that they are using the correct form of the present simple and comparatives. You should make sure they are using relevant information, too.

PRODUCT TIME Step 4

Making an oral presentation in front of an audience is an important skill that all students need to develop. In order for them to be successful at this task, it is important that they 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.

Present your Traditions Comparative Chart

Get together in groups to share your product. Each student is going to read the information from your traditional legend to the rest of the class. Make sure everyone has a chance to read.

Invite the experienced students to model your feedback phrases. Give feedback and watch the speaker use it to improve the presentation. Give the feedback.

Invite the audience to evaluate the presentation. Each student should have a chance to give feedback. Use the feedback to improve your presentation.



Students will use a rating scale of *Yes*, *Sometimes* and *No* to evaluate their group performance. For some students, this may be somewhat abstract, and it may be difficult for them to determine when to mark *Yes*, *Sometimes* and *No*. In order to help them, you may consider creating 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 *Yes*, *Sometimes* and *No*.

Product Assessment

Evaluate yourself and your group in the following areas.

	Yes	Sometimes	No
Product was well organized			
Product was easy to understand			
Product was interesting			
Product was well presented			
Product was well researched			

Reflect

What was the most helpful feedback you received?

What do you need to improve on next time?

Evaluation Tools

Use the *Observation Guide* (from *Teacher's Guide* page 138) 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 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. This will focus their attention on intonation, tone, stress, and rhythm. 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 1

Mark the boxes in the rubric to assess your performance in the unit.

How well did you...	I did very well	I can improve	I need help
Use the information to describe a person or place.			
Use the information to describe a situation.			
Use the information to describe a problem.			
Use the information to describe a solution.			
Use the information to describe a result.			
Use the information to describe a process.			

Reflect

What do you plan to do to improve your work in class?

Check what you know!

Answer the questions.

1. How do you use...

2. How do you use...

3. How do you use...

4. How do you use...

Reflect on your answers to the first box and answer the questions.

1. What do you think has been...

2. What do you think has been...

3. What do you think has been...

One of the most important aspects of self-assessment is goal-setting for the future. As students complete the assessments, encourage them to think about how they might do better in the next unit. In order to more clearly envision their goal, you might provide paper and colored pencils so that they can illustrate and write a sentence that shows what they hope to accomplish in the next unit, or 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.

As students reflect on their progress and set goals for the future, it is important to remember that children at this age can be easily discouraged by negative feedback. If students are evaluating themselves in a less than positive manner, it may help them rebuild their confidence to point out the things that you noticed they did well. Encourage them to focus on their successes and not dwell on their shortcomings.

Unit 1 17

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopyable exam (from *Teacher's Guide* page 148) to check on students' progress. Photocopy the page and distribute to students. Give them a time limit to complete the exam. 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 comparing images and traditions using comparatives and superlatives.



Language Objectives

Language and functions

Revise instructions to avoid situations of personal risk

Do not run.

Keep your privacy settings as high as possible.

Plan the writing of instructions

The title should be a short sentence.

Compose instructions to avoid situations of personal risk

You should wash your hands before preparing food.

If there is an earthquake, stay under cover.

Vocabulary

imperatives, web safety, natural disasters safety, food hygiene

Before you start

Sample answers might include:

1. *Natural disasters and dangerous situations.*
2. *To help people in case of accidents or natural disasters.*
3. *I might call for help. I would follow instructions.*
4. *I can design a safety plan with my family and have a first aid kit.*
5. *I should follow instructions, call for help, and try to help other people.*

Environment: Academic and Educational

→ → → → →

Write instructions

to avoid a situation of personal risk.

- 1. Revise instructions to avoid situations of personal risk.
- 2. Plan the writing of instructions.
- 3. Compose instructions to avoid situations of personal risk.
- 4. Present your safety instructions to the class.

Extended Reading

1. 1 in English 6

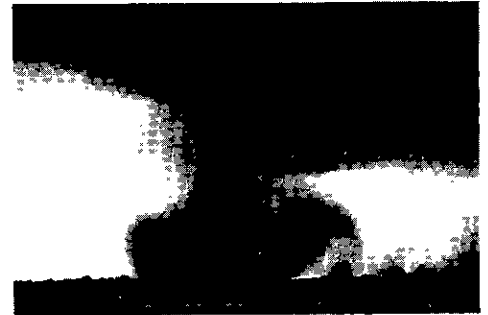
Reader pages 10-20

Stay Safe!

Read and write instructions to avoid situations of risk.

► Before you start

- 1. Look at the pictures and answer the questions.
 1. What kind of risk does crossing the road pose? What prevents it?
 2. What do you think the driver is doing to avoid the risk?
 3. What could you do to help avoid the risk? These could be in a 'what if?' situation.
 4. How can you prepare to deal with a situation like this?
 5. What kind of road is this? **dangerous** situations?



Evaluation

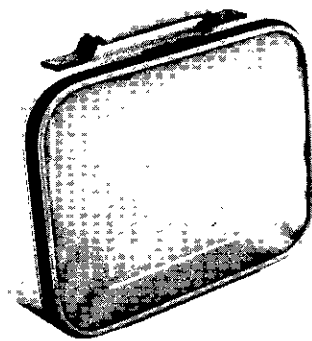
You can use the questions in the *Before you start* section to evaluate how much the students know about instructions and safety during natural disasters and in everyday situations. Elicit known situations such as earthquakes or crossing the road. Encourage students to use the language they know, such as imperatives and *should* for advice.

Curricular Flexibility

You might want to simplify the Product activity by inviting groups to focus only on imperative tenses. Or you could make it more challenging by suggesting students to include descriptions of the consequences for not following safety instructions. You can give students time to discuss their answers before sharing them with the class.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities, like describing pictures to a partner for them to guess the situation, having teams race to come up with safety instructions for specific situations, and so on.



Unit 2

Safety Instructions Poster

This is a chance for students to explore different situations that might occur in their own homes, and to think about what they could do to create a poster.

Use these risk instructions and use them as a guide to help you create the poster.

Use the imperative form of the verb to **avoid** the situation of **avoid risk**.

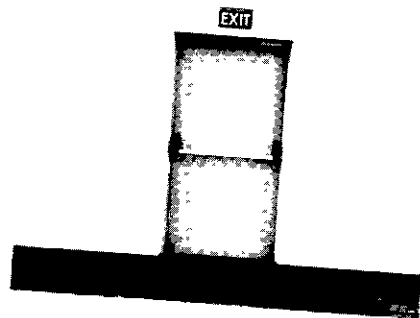
Use the imperative form of the verb to **avoid risk**.

Use the imperative form of the verb to **avoid risk**.

Use the imperative form of the verb to **avoid risk**.

To help you find ideas about safety visit:

On this site you will find safety tips every child should follow.



Once students understand the topic is about instructions, you might ask them to browse through the unit and find dangerous situations that require safety instructions. To get students interested in the topic, ask them why they need to obey instructions.

Students will produce a Safety Instructions Poster. Walk them through the different stages on each lesson and point out this will help them plan their Product. You could also invite students to suggest other Safety Instructions Posters they are familiar with, and share them with the class. Alternative suggestions for the Product include making a whole-class poster with everybody's participation in the writing and the pictures.

If you have internet, you may help students browse the website. You can invite them to note down ideas for their Product.

Unit 2 19

Self-Assessment

The *Before you start* questions on page 18 help students understand the reasons for making a safety instruction poster. Their answers will also help you gauge how much students know or remember about the imperative tense and other expressions for giving instructions. You can suggest students to record their answers so they can reflect on their learning at the end of the unit.

Curricular Flexibility

You might want to re-establish the stages of the Product. Step 1 could be done as a class so you can give additional support where necessary. Students could then work in groups for Step 2, using their previous notes. Then for Step 3, groups can share their instructions with the class, before making their posters. Alternatively, students can make a small poster and add them together as a class on a larger backdrop. Groups can talk about the class poster in their own group.

DigiTips

When students explore the recommended website, you could provide questions related to specific information for them to find or complete. This will help them focus on a task instead of trying to read and understand everything.

Ask the class which poster they like best and discuss in pairs or groups the differences and similarities in the layout. You can write useful vocabulary on the board to help them. Besides, you can ask them to remember any safety sign they commonly encounter for reference.

You can encourage students to notice what the posters aim to do, their audience, and the best place to put them to achieve their objective. Remind the class they need to think about these points when they design their own poster. You could also ask them if they think visual information is more important than words.

To provide scaffolding, you could divide the class into groups and have them underline the words they don't understand. Give out dictionaries or allow the use of online resources to check the words. It can be useful to invite the class to underline examples of the imperative tense and review the form with them.

Work with a partner. Explore and compare the safety posters below. Pay attention to details like colors, size of the letters, and images.

Read the safety posters. Discuss the questions with your partner.

- 1) What are the main messages?
- 2) What are the main visual elements used?
- 3) How do you think the poster will be designed?

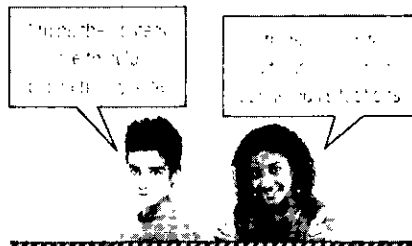
Earthquake Procedures

Here's what to do if there's an earthquake:

- 1) Duck under a strong object like a desk.
- 2) Keep clear of windows and bookcases. They can be dangerous if they fall.
- 3) Stay under cover until the shaking stops. Get up and leave the building.
- 4) Don't run. Walk calmly.



- 1) Move to an area where there are no buildings or trees.
- 2) Protect your head with your arms.
- 3) Go to an **evacuation** meeting point when it is **safe**.



Safe Surfing

Tips for surfing the web safely

Don't post any personal information online—your email, your home address, or your telephone number. Identity thieves can spend money in your name.

Keep your privacy settings as high as possible. Computers viruses **damage** your computer.

Make sure your Internet connection is secure. People can **steal** your Wi-Fi! Use different **passwords** for different accounts.

Language Knowledge

We use the imperative to give instructions. We use the infinitive form of the verb without *to* when we want someone to do something: *Avoid windows!* We place *do not* or *don't* before the verb when we don't want something to happen: *Don't post personal information online.* You can point out we often use exclamation marks with imperative tenses.

Curricular Flexibility

You could invite two volunteers to read the dialogue and then ask the class to share their suggestions with them. Alternatively, if you would refer to practice the imperative, you could ask the class to work in pairs and take turns reading out to their partner one of the instructions for them to say why it's important. Sample language could include: Student A: *Make sure your internet connection is secure.* Student B: *Because people might steal your Wi-Fi!*

Revise the instructions in the safety poster below. Then discuss the questions with your partner to analyze it.

1. How is the information organized?
2. Why do you think they use bullet points?
3. What do you think is the texture of the poster?



Complete the questions first

You could ask students to look at the picture and guess what they think the instruction poster is about. This can help them appreciate the power of images for a poster. Check that students understand the vocabulary in the questions, and then divide the class into pairs for them to discuss their answers. You can invite pairs to share their answers with the class. Then you might ask the class to find the play on words: *You butter believe it*. You can elicit that when this happens it's because a similar sounding word with a different meaning has replaced a word in the text or title. Here it is *butter* instead of *better*. Encourage the class to share their ideas about the effect of the play on words.

Bacteria multiplies quickly and can make us very sick.

- Always wash your hands before touching or eating food
- Wipe up food spills immediately
- DO NOT** eat food that has been out for two hours or more (its meant to be in the fridge)
- Keep kitchen equipment clean and dry



Work in small groups. Use the instructions in the posters to tell each other how to avoid different situations of personal risk.



What is an **earthquake**?
 Write the safety poster to show
 how to avoid it. Use instructions.

Check pages 20 and 21. Mark the best options.

Personal Risks

Identify and describe situations of personal risk. Brainstorm different situations of personal risk. Choose 3 different situations. Think about what you can do to take care of the situation. Write the safety poster to show how to avoid it.

- I can identify and describe safety posters
- I can understand instructions to avoid a situation of personal risk



You may want to remind students that we use instructions with conditional clauses to explain what can happen if we do or not do something as per the example in the box: *We use If + present simple, imperative*. Walk around and monitor groups to note down any language areas for revision.

Self-Assessment

It's important to guide students through the *Check what you know!* box. A suggestion would be for them to match activities in the previous pages with the competency. Allow enough time for all students to do this and then elicit their feedback. After that, ask them to evaluate what they know. You might encourage them to think about what they think they need to improve in each area and then write down their goals.

Product Time

You can invite students to form groups by handing out different colored slips of paper or numbered cards and asking all those with the same color or number to sit together. Explain they are going to brainstorm different situations of personal risk and choose three. To generate different ideas from those in the book, they could use their imagination to try and find unusual scenarios. It's helpful to set a time limit to focus their attention.

Divide the class into pairs and ask them to look at the pictures and note down all the vocabulary they can see. This can be a fun vocabulary building exercise, which would be even more profitable if you are able to provide dictionaries. Do a quick class feedback and note vocabulary on the board. Encourage them to share their experiences and knowledge about earthquakes and safety protocols in school.

→ Work with a partner. Look at the photos and discuss the questions.



1. Do you have a plan to deal with an earthquake? Give examples.
2. How do you know what to do in an earthquake? How do you react?
3. What do you think you should do to stay safe in earthquakes after an earthquake?

→ Listen to an earthquake expert giving children instructions about what to do before, during, and after an earthquake.

With your partner, check your answers to the first activity. Then, read and reflect on the instructions about what to do before, during, and after an earthquake.

Before: I always **advise** people to have a plan in place.

During: Take cover under a desk or table. Keep clear of furniture that can fall on you.

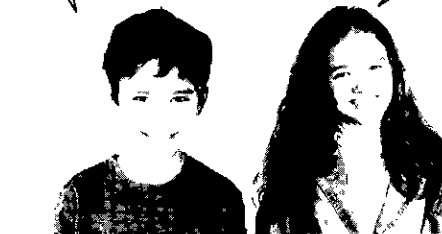
After: Check yourself for any injuries and help people who need it. Don't go into damaged buildings.

You might suggest students first listen to the audio just to get a gist of the conversation. Then explain they are going to listen again for the specific information they need, rather than try and understand everything. Elicit answers as a class and encourage pairs to compare their answers with those of the expert. This activity suggests students read and reflect on the information. This means students should think about why they should follow those instructions.

→ Discuss with your partner other instructions you can include to avoid a similar situation of risk. Take notes.

You should have a first-aid kit.

You should have a flashlight.



SAMPLE ANSWER:
HAVE A PLAN, A FIRST-AID KIT, PLENTY OF WATER, A RADIO, A FLASHLIGHT, ETC.

Language Knowledge

Students are asked to use different expressions to give instructions. For example, we can use *should + verb without to* to give advice and instructions. You could draw their attention to the first yellow box in activity B and the phrase *I always advise people to + verb without to*. Along with the imperative these are different ways of expressing the same idea. If necessary, you could drill the different ways to express giving instructions with the class for them to gain confidence.

Ongoing Evaluation

While students practice the dialogues in pairs, you can listen and evaluate students on their use of different expressions to give instructions. You might want to consider:

- grammatical accuracy
- pronunciation
- range, i.e., the variation in expressions used

This is a good opportunity to see if any further activities are needed to practice these forms.

Read the safety instructions. In small groups, discuss which situation of risk you think they refer to. Complete the web page headings.

<p>TORNADO</p> <ol style="list-style-type: none"> 1. Turn on the radio to get weather reports. 2. Find out what the weather is doing. 3. Stay away from windows and outside. 4. POSSIBLE ANSWER: HAVE A FIRST-AID KIT 5. POSSIBLE ANSWER: HAVE A RADIO WITH BATTERIES. 	<p>FLOOD</p> <p>My car is stuck in a deep water pool. I can't see the road level.</p> <ol style="list-style-type: none"> 1. Turn off the engine and stay in the car until help arrives. 2. Stay away from windows and outside. 3. Turn on the radio to get weather reports. 4. Turn on the headlights and stay in the car. 5. Turn on the headlights and stay in the car. <p>POSSIBLE ANSWER: AVOID DRIVING CLOSE TO THE AREA</p>
--	--

You may start by activating previous knowledge using one of the situations students have learned so far. Then take them step by step through the text features. You can point out the website title, the different points numbered or bulleted, and the heading space at the top to write the situation. Encouraging them to focus on key words in a sentence can also help them guess what the context is about.

With your group, brainstorm different safety instructions for each situation. Choose the most important ones and write them on the lines to complete each set of instructions. Share and compare your ideas with another group.

<p>Readers: Find out what the weather is doing.</p> 	<p>Readers: Turn off the engine and stay in the car.</p> 
---	--

For students who enjoy a challenge, you could ask them to identify the different structures they can see in the text and elicit any more they can remember.

Revise Instructions

Put the instructions in order from 1 to 5. Write the numbers in the boxes. Then write the instructions in the correct order on the lines.

1. Turn on the radio to get weather reports.
2. Find out what the weather is doing.
3. Stay away from windows and outside.
4. Turn on the headlights and stay in the car.
5. Turn on the headlights and stay in the car.

Check pages 22 and 23. Mark the best options.

I can understand instructions to avoid situations of personal risk

I can write an ordered set of instructions to avoid situations of personal risk

I can ask for help

☹️ ☺️ ☺️

Divide the class into small groups and give them some minutes to brainstorm other sentences to add to each situation. Depending on their level, you can adapt it to make it as challenging or as simple as you wish.

Product Time

Once students have their materials and notes from the previous Product step, you might ask them to share the situations they chose just to warm up the activity. Explain they are now going to transform their notes into instructions. You may want to remind them to use a range of expressions to make the poster more interesting. Remind them appearance is important to catch the reader's attention.

Ongoing Evaluation

You might want to walk around and monitor students' writing of instructions and note any expressions or grammar points they may need to review later before completing the finished poster. This is also an opportunity to work closely with groups that require additional support.

Self-Assessment

Read through the *Check what you know!* box with the class. You could ask them to think about the two activities on the page which refer to the sentences in the box. Instead of writing a check mark, you could ask them to write a number between 1 and 5. Then invite students to choose a number on the scale that best describes their ability and say why they chose that number.

Planning what to write is an important part of the writing process. You might want to introduce the activity by asking the class about what they need to think about before they write. You could also take the opportunity to brainstorm the different parts and features of a text and review the vocabulary they saw on page 23.

Activity A supports students to analyze an instruction text and reflect on why the author has chosen a particular design, layout, imagery and language in relation to its objectives. It can help students when they write their own instructions poster for the Product.

Sample answers include

1. I think the poster is to help people when they are outside their homes.
2. Words are in capitals to attract attention.
3. Different colors help to separate the text into different sections.
4. Pictures and signs make the poster attractive.
5. Instructions are listed in bullet points.
6. Yes, they are because of the bullet points, headings, different colors and visuals.

Explore the safety poster. Answer the questions.

SAFETY WHEN OUT AND ABOUT

Here are some things you can do to stay safe when you are out and about.

- Do not go with people you don't know
- Be confident! The secret to being confident is feeling safe, so always **PLAN** where you are going beforehand!
- Make sure you have your address and contact details for parents or caretakers.
- Stick to busy places with good lighting. Try to avoid shortcuts unless the lighting is OK and you're sure they're safe.
- Wear comfortable clothes and shoes. Carry your backpack with both straps and make sure the zippers are closed.



Caution!

Always make sure your parents or caretakers know where you are going and when you will get there or be back.



1. What is the purpose of the poster? **TO GIVE SAFETY INSTRUCTIONS**
 2. Why does it have a title and words in the top part? **TO HIGHLIGHT THE IDEAS**
 3. Why does it use different colors? **TO CATCH ATTENTION**
 4. Why does it use bullet points and signs? **TO CLARIFY THE IDEAS**
 5. How are the instructions organized? **STARTING FROM THE MOST IMPORTANT RULE TO FOLLOW**
 6. Are the instructions easy to understand? **ANSWERS MAY VARY**
- Check your answers with a partner.

I think it's quite safe to go out on my own.



It's not safe to go out on my own.

24 Unit 2

Curricular Flexibility

The *Check your answers* activity provides an opportunity to review and teach language for giving opinions, agreeing and disagreeing. You can keep this to expressions in the example. However, if students feel more confident, you could introduce:

- I'm not sure.
- You could be right, but in my opinion...
- You're right/wrong!
- I reckon...

Ongoing Evaluation

You can walk around and monitor pairs to check their understanding of planning the writing of instructions. In this evaluation, you might assess the following:

- students' understanding of the poster objectives and the textual features.
- students' understanding and reflection on the questions.
- students' use of language for giving opinions, agreeing and disagreeing.

In groups write instructions for being safe in the forest. Discuss and plan the writing of instructions. Complete the table with your group's main ideas.

Main objective:

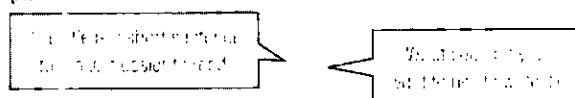
Title:

Ordered safety instructions:

**STUDENT'S OWN IDEAS FOR
A SAFETY POSTER**

Extra notes:

- Draw one or more pictures to clarify the ideas in a poster.
- Get together with another group. Help each other complete and correct your writing plan as needed.



Plan Your Writing

Write a safety poster. Discuss and plan the main ideas and the order of the instructions. Write the poster. Review your poster with your group. Discuss and correct your poster. Write the poster. Discuss and correct your poster. Write the poster. Discuss and correct your poster.

Check pages 24 and 25. Mark the best options.

- can identify and write safety instructions
- can write safety instructions in a logical order
- can ask for help



Activity A on page 24 prepares students to plan and write their own instructions poster. This new activity will help as preparation for what they will be doing in Step 3.

Make sure to give the class time to plan their writing and emphasize the importance of planning. Also remind them to think about the poster objectives and their audience.

You could ask students to look at posters in the unit and choose one they like. It's useful to review the purpose of a title, which is usually to summarize the main idea of the text. But you can remind students about other techniques, such as the play on words and to call attention to the information.

Self-Assessment

A suggestion would be to ask students to answer the questions in the *Check what you know!* box individually and then share their thoughts with their group. Groups can come up with suggestions as to how they can develop the learning needs they identified. This can improve the students' skills.

Product Time

You can invite volunteers to read aloud the sample dialogue and explain groups they are going to discuss the textual features and design of the Instructions Poster, using the information in Activity B. Go through the information in the Product Time box with them, so that they think of the best ways to make their poster attractive and clear to the audience. You might think of examples of different topics and audiences to encourage them to think about differences in the design.

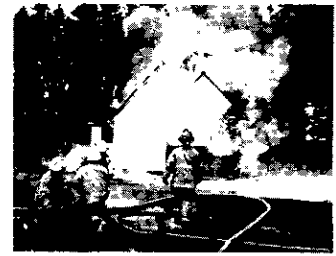
Use the pictures to try and elicit vocabulary either to help students build their repertoire or review words they may know. You might suggest students to use full sentences and add descriptions: *There are four firemen; the boy is pouring water on the camp fire.*

For activity A, divide the class into small groups. An idea would be to assign or invite a volunteer to take on the role of group moderator. This means he or she is responsible for making sure everybody has a turn to speak, and notes down groups' suggestions.

Sample answers to activity A include: 1. *There is a fire, someone could get hurt.* 2. *You should follow fire safety precautions, you should use a fire extinguisher.* 3. *I would take water, food, sand, warm clothes, water, a torch, a First Aid Kit, a fire extinguisher, a blanket.* 4. *Do not start fires in the park. Get out of the house if a fire starts. Use a fire extinguisher. Call the fire brigade.*

▶ Look at the pictures and discuss the questions in small groups.

1. Where is the fire? How is it spreading?
2. What is the fire spreading towards?
3. What are the **supplies** that you would take with you?
4. What should you do if you are in the kitchen when there is a fire? What should you do if you are in the bedroom?




▶ Listen and read the information in the poster about things to take during a situation of personal risk, like a fire, and check your predictions.

FIVE THINGS TO TAKE

During a wild fire, many people have to leave their homes. What should you take with you in that case? The safety of your family is the most important thing, but there are items that are essential and shouldn't be left behind.

- 📄 **ID cards** – passports and birth certificates all come in handy.
- 🐾 **Pets** – pets are part of the family, so of course you have to bring them.
- 💰 **Money** – make sure your parents take money; stores may not take cards due to power cuts and ATMs might not be working.
- 💊 **Medication** – if some family members need medication regularly, then it's important to bring it along.
- 🧺 **Basic supplies** – these include: food and water, comfortable shoes, extra clothing, a warm jacket, flashlights, batteries, a radio, sleeping bags, and blankets.

But Remember Your Safety Comes First!



26 Unit 2

Curricular Flexibility


Before students listen to the audio, ask them to read the text and check they understand the vocabulary. Remind them to try and guess any words they don't know using the clues available. For example, identifying the type of word (noun, verb, etc.) and then reading around the word to understand the context and identify other key words in the sentence/paragraph. Use the visual imagery to understand the context and vocabulary.

Resources

It is important to encourage students to read independently in English. Extensive reading enhances learners' vocabulary and helps with language acquisition. To motivate students to read, you could read out loud in class. Students may also find it motivating to engage in a game in which they work in small groups about the text *Stay Safe!* from their *Reader*.

C Look at the additional information about fires. In pairs, discuss where you would include each on the poster on page 26. Take notes.

1. Call 101800 wildfire for more information.

2. 

3. WILD FIRE EVACUATIONS

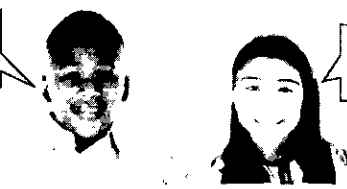
4. Here are the things we recommend you to take.

You can review prepositions of place and choose how challenging to make this: *at the top, above, under, over, next to, to the (left/right) side, at the bottom of the page, top-left, bottom-left, in the middle.*

Depending on the level of the class, you can choose to go through each item in the boxes and do a comprehension check. However, unless students need that support, you can ask pairs to work together to identify the additional information and decide where to put it.

D Use your notes to share and compare your ideas with another pair.

What can you include in the part of Step 2?



Next to the information in Step 2, I can use photos too.

Look at the sample dialogue with the class and invite pairs to read the dialogue aloud. You can explain that we use *would* to make a hypothetical question: *Where would you put the girl? What color would you give the title?* We also use *would* to make polite offers and requests: *Would you like a drink? I would like some cake.*

- Work together to think about other details you could add to the poster.

Check what you know!
Check pages 26 and 27. Mark the best options.



I can write instructions to avoid a situation of personal risk
I can read instructions to check comprehension and legibility

Finishing Your Safety Instructions Poster.

When you have finished all the steps of the project, you can give your poster to the class to see what you have done. You can also give your poster to the class to see what you have done. You can also give your poster to the class to see what you have done.

To read a text about avoiding situations of personal risk. *Stay Safe!*, check pages 17-28 of your Reader.

Product Time

It's useful to encourage peer-correction and get your class into the habit of giving each other constructive criticism. Remind them to include positive opinions to have a balanced feedback. Groups can then check each other's drafts from the previous class. You might give them time to read over their work again and see if they pick up on any errors.

Self-Assessment

Explain what the statements in the *Check what you know!* box mean. Encourage the class to reflect on their learning. Suggest they think about the following and write down the progress they've made:

- The instructions for Step 3 they wrote and just re-read.
- The peer correction they did. Could they identify errors?
- Their progression from the informal assessment in the previous class to today.

If necessary, you might want to teach students some language for presentations and write it on the board:

We would like to present our

Instruction Poster about

We chose this topic because

Do you have any questions?

Students will use a rating scale of *We did it well*, *We can improve*, *We needed help to do it* to evaluate their group.

For some students, this may be abstract and difficult to determine. To help them, you may consider creating 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 related to each rubric.

Present Your Safety Instructions Poster

1. Draw a poster that contains the following information:
 • How to use the fire extinguisher
 • How to use the fire escape
 • How to use the fire alarm
 • How to use the fire extinguisher
 • How to use the fire escape
 • How to use the fire alarm
 • How to use the fire extinguisher
 • How to use the fire escape
 • How to use the fire alarm



Be prepared for fires!

Evaluate your group in the following areas

- 1. Identifying the subject
- 2. Presenting the subject
- 3. Using the subject in a clear way
- 4. Using the subject in a clear way
- 5. Using the subject in a clear way
- 6. Using the subject in a clear way
- 7. Using the subject in a clear way
- 8. Using the subject in a clear way

Reflect

1. Which Safety instruction did you find the most helpful?
2. What is the most important thing you learned from this poster?

Product Time

If students aren't used to presenting in front of each other, you might suggest they get together with one or two other groups and take turns presenting to them, rather than to the whole class. Allowing them to do so can improve their confidence. This can also be advisable if there is a time constraint. You can walk around and monitor the activities.

Self-Assessment

You can draw students' attention to the Product assessment categories before they do their presentations for them to know how they will be assessed. Groups can discuss their assessments together after all the presentations have finished. Invite groups to share their answers to the last two questions with the class.

You can omit some of the assessment categories to make it easier, depending on the focus of the presentation. For example, omit the last two categories.

Curricular Flexibility

If it was decided for groups to write a sentence each for the Product, you could post the background poster to the wall, and invite groups or pairs to bring their sentence, read it aloud and stick it on the poster. You could then ask groups to get together and discuss all the instructions on the poster.

Mark the boxes in the rubric to assess your performance in the unit.

<p>Self-reflection</p> <p>I work actively to resolve any and all misunderstandings and work on mistakes.</p>	<p>I use a variety of resources to help me understand the meaning of the unit and make connections.</p>	<p>I seek the assistance of my classmates and my teacher when I have difficulty.</p>
<p>Identify</p> <p>I have identified my strengths with confidence. My confidence has grown in many areas.</p>	<p>I produce solutions with some hesitation. My solutions sometimes lack connections.</p>	<p>I cannot identify my strengths or weaknesses. I find it difficult to discuss my needs.</p>
<p>Understand</p> <p>My classmates and I have a mutual understanding of the subject.</p>	<p>My classmates and I struggle to understand what they say sometimes.</p>	<p>My classmates and I have a mutual understanding of the subject.</p>

Compare your answers with a classmate. 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 are the benefits of reflection and how do you first draft?
2. How do you know when you are finished and make the necessary corrections?
3. How do you know when you have a good idea of your work?

Reflect

1. What are the benefits of reflection?
2. How do you know when you are finished?
3. How do you know when you have a good idea of your work?

To put students at ease, don't forget to remind them it's normal to make mistakes as these are necessary parts of learning. We pause to think when speaking in our mother tongue and search for words. However, if students are doing this repeatedly with a phrase or word, you might suggest they reflect on why this is and what efforts they can make to improve. Point out you are available to support them, and if you feel someone is having difficulty it might be a good idea to spend some one-on-one time with them to provide direction and encouragement. You could suggest they choose one word or phrase that they have difficulty with and practice this with a partner.

Reflecting is an important element of learning. It encourages us to think about a difficult or challenging experience and think about why it happened that way. Analyzing the situation can help us think about what we would do differently, and draw on our resources to develop new skills and ways of learning.

Self-Assessment

Encourage students to look back at their work and assess what progress they made. You could then suggest students work with a partner to write down three learning goals based on the feedback they gave themselves. When students have completed this section, a suggestion would be to invite them to share their thoughts with the class. This is also useful for you to find out what they enjoyed and didn't enjoy and why. This feedback can help you adapt future activities accordingly.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (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 complete the exam individually. Students can then use the results to reflect on their learning throughout the unit.



Language Objectives

Language and functions

Exploring narrations of sporting events

Trevor catches the ball and...

Narrating a brief fragment of a sporting event

He made a really great catch.

Vocabulary

verbs, sports

Before you start

Sample answers might include:

1. People are playing different sports and narrating a sports event.
2. Soccer, basketball, tennis, football.
3. Balls, rackets, helmet, sneakers.
4. Answers will vary.
5. They may be narrating the sports event, or saying something to their teammates.

Environment: Family and Community

Narrate a sporting event.

event.

- 1. Explain the situation of sports events.
- 2. Understand the main idea of an audio or video recording of a sporting event.
- 3. Narrate a brief fragment of a sporting event.
- 4. Narrate a sports event.

Extended Reading

1 in English 6

Reader page 19-20

It's Taking Part that Counts

Read a text that narrates a sporting event or two different sports.



Before you start

Look at the pictures and answer the questions.

1. What sports equipment do you know?
2. Which sports are represented in the picture?
3. What **equipment** do you need to play the sports in the picture?
4. What are the rules if you know?
5. What do you think the people in the first picture are saying?



About the Topic

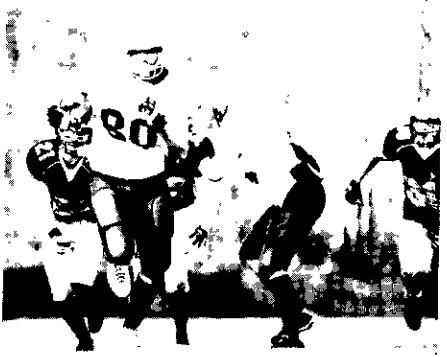
The topic of this unit is sports. The Olympic Games are held once every four years in a different country around the world. There are two different events, featuring summer and winter sports competitions: the Summer Olympic Games and the Winter Olympic Games. Some of the sports that are part of the Summer Olympic Games are: swimming, gymnastics, judo, and sailing.

Curricular Flexibility

The kinds of sports students are familiar with may vary depending on where they live and what they like. You may want to brainstorm some of the most popular sports among students and write a list on the board. You can also elicit the objective and rules of each sport they mention. Be aware not to cause any controversy among students and to focus on the sport and not on the team they support.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities. Students can caption the pictures to make them fun. They can also practice narrating the sports event before their final presentation.



Narrate a Sporting Event

Students will be able to narrate a sporting event. They will be able to describe the event and the actions of the players. They will be able to use the language of sports.

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If you need more information about narrating a sporting event, visit [www.english.com](#).

You will find useful facts about the internet.

Once students understand the topic is about sports, you might ask them to browse through the unit and find all the things that are related to sports. To involve students in the topic, ask them about the sports they play or the ones they like to watch on TV or live with their family and friends.

Students will produce a Narration of a Sporting Event. Walk them through the different lessons and point out that this will help them plan their Product. You could also invite students to suggest phrases or expressions sports narrators use and share them with the class. Alternative suggestions for the Product include writing a short dialogue with these expressions or role-playing a sports game with spectators, players and narrators.

Students can benefit of the tips presented on the web page. Alternatively, find videos, podcasts, or radio channels to listen to in class.

Resources

It would be beneficial for students to know about the abilities that each sport requires. You can use the *Flashcards* on the *Class CD* to have students say which abilities they think people need in order to practice that particular sport. You can take this opportunity to tell them that physical characteristics are not a limitation to play any kind of sport.

Self-Assessment

The *Before you start* questions will help introduce the topic of the unit and activate students' prior knowledge of the topic. They may be familiar with the sports, but not able to say what the objective and the rules of the games are. You can ask them to get into pairs and make a list of the rules they know about the sports to check as a class.

DigiTips

Students will be exposed to different levels of English when searching the internet or when listening to sports broadcasts. Remind them not to try to understand every single word or they might get frustrated and discouraged. Encourage them, instead, to try to get the general idea and to write down words that they could later on look up in dictionaries.

Unit 3

You can start by asking students what they see in the picture and why the men are wearing headphones. Once students are in pairs, you may want to ask them to read the speech bubbles using proper intonation. After that, direct student's attention to the questions. Suggested answers:

1. *Narrating a sports event.*
2. *American football; touchdown.*
3. *Answers may vary.*

Before listening, you could ask students if they have heard sports commentaries before and what they are like. Try to engage them in the activity by saying some words they may be familiar with like *goal* or *foul*. To elicit target language you can ask them to brainstorm words related to sports.

You may want to have students check their answers in the chart in pairs. To make sure students are discussing their answers, you can walk around the classroom providing help when necessary, but do not interrupt students while speaking.

Look at the picture and read the speech bubbles. Answer the questions with a partner.



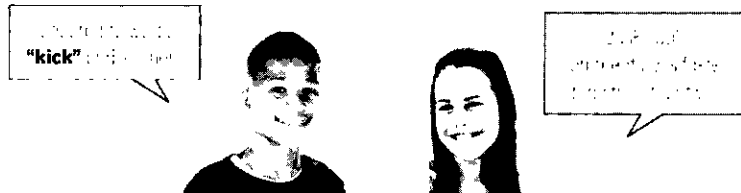
1. What is the purpose of the commentaries?
2. What sport are the men in the picture watching? What is the sport called? What is the name of the event that is being watched? What is the score?

Listen to the extracts from three different sports narrations. With your partner, discuss the purpose of the commentators in each extract.

Listen to the commentators again and use the table below to take notes.

SOCCER	BALL, BOX, PASS, DEFENDER, KEEPER, SCORE
BASKETBALL	NARRATING THE SPORTS EVENT DETAILS SHOOT, HOOP, PASS, FOUL, BALL
BASEBALL	FIELD, MOUND, PITCHING, BATTING, HIT, HOME RUNS

Work with your partner and compare your answers to the previous activity. Discuss the information you wrote in each column.



About the Topic

The three sports in the audio are soccer, basketball, and baseball. All three are very popular team sports. Soccer is popular worldwide, and played with two teams of 11 players. Basketball and baseball are very popular in the United States. Basketball players often have to be tall and fast. Baseball games often last a long time.

Ongoing Evaluation

To assess students' use of language, you can ask them to work in groups and say all the phrases they remember from the listening without looking at their books. It is important for students to remember useful phrases they can use when narrating a sports event.



Read an extract from the soccer commentary featured on the previous page. Discuss how it compares to the sports commentaries you have heard in your life.

Commentary 1: *It's a corner kick to the Blues. The ball comes into the box, but is deflected by Jones. Richards gets the ball at the edge of the box and plays it into to Martinez who controls it beautifully. Martinez plays a short pass to Wilson. Wilson runs, goes past the defender. He just has the **keeper** to beat. He's going to score! But he hits it at the keeper and the keeper saves!*

Commentary 2: *What a miss!*



You may want to start the activity by having students describe what they see in the picture. Once students finish describing what they see, ask them to read the text individually. Then you can ask them if it's similar or different from the commentaries they have heard before. You can ask them to tell you at least three differences they notice.

Use the information from the previous activity to complete the mind map with phrases used by commentators. Compare your ideas with your partner.

IT'S A CORNER KICK

IT'S CLEARED BY..

It's a corner kick to the Blues.

A short pass to Martinez.

If necessary, you can copy the mind map on the board. You may want to have a class discussion before students complete the mind map. You can ask them to read the comments in the previous activity using various intonations: angry, sad, excited, or bored so that students notice the difference.

SAMPLE ANSWERS: *It's a corner kick to the Blues.*

WHAT A MISS!

PLAYS IT LONG TO..

Wilson runs, goes past the defender.

Check pages 32 and 33. Mark the best options.

Key Words and Expressions

It's a corner kick to the Blues. The ball comes into the box, but is deflected by Jones. Richards gets the ball at the edge of the box and plays it into to Martinez who controls it beautifully. Martinez plays a short pass to Wilson. Wilson runs, goes past the defender. He just has the keeper to beat. He's going to score! But he hits it at the keeper and the keeper saves!

What a miss!

- I can determine the purpose of a narration.
- I can identify key phrases from a narration of a sporting event.
- I can ask for help.



Student may find websites with chat rooms. They shouldn't start a conversation with a stranger, but if they do, remind them not to give personal information.

Product Time

You can group students for the Product by combining stronger with weaker students. Remember to assign specific roles to each of the members of the group so everyone has a specific task to do. They can do their research online, in a public library, or in any other media. Tell students that all of the members of the group are responsible for the work they do and that all of them should participate equally.

Ongoing Evaluation

You can check students' performance during speaking activities by monitoring if they are using the vocabulary related to the topic they are discussing. You may want to encourage shyer students to participate by letting them decide in which part of the classroom they want to work.

Self-Assessment

It is important to guide students on how to track their progress. You may want to discuss with them the meanings of *determine* and *identify* so they fully understand the sentences in the *Check what you know!* box.

Unit 3

You may want to elicit from students the names of the places in which some sports are played: *soccer field, arena, swimming pool, tennis court*, etc. Possible answers are 1. *Soccer match.* 2. *Baseball, basketball, the opening of the Olympic Games, etc.*

Before starting the activity, you can elicit how long a soccer match is and if there is any break or extra time in this sport. You can promote learners' autonomy by having students find the meaning of the words they don't know in the glossary or a dictionary.

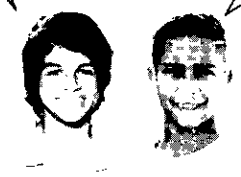
You can write some useful expressions on the board for students to use in their writing. For example, *What a player! Fantastic! She missed that one!* Once students have written their report, you can form groups of six and have students read their reports aloud.

➤ Look at the photo and take turns answering the questions with a partner.



What time was the match?

Describe the crowd that was at the stadium for some matches.



1. What time did the match start?
2. What time did the game end at the stadium?

➤ Read an extract of a minute-by-minute report from the end of a soccer match. Work with a partner to answer the questions below.

That was a great game! The Wolves played really well. But it's not a surprise from the five-time Copa de Plata winners. Well, it's goodbye from me here in the Old Aztec Stadium.

90 min: A great **counter-attack** by the Wolves. Bradford and Gomez are setting up the chance for Becker. But Becker misses up the first. Oh, that was terrible!

88 min: Rogers playing in a **pass** from outside his own box into the Box. Defense Pappas has the ball. The Soccer field is in the path of Thompson. That's a really good pass. Thompson is kicking to the field and into the top corner. But that was the last.

85 min: Pappas is taking the ball from the Bears. Rogers is taking the ball from the touches if it found the **post** in the corner. Great goal!

Los Azules substitution: Becker and Rogers off.

83 min: GOAL! Bears 0-3 Wolves (Beckman 79)

A native is quite better than goal! Bradford with the ball can't come out. Last, the ball is sent to Rogers. Rogers is taking the ball from the shots now. That was a really good goal and into the goal!

1. What is the class activity usually called by the name of?
2. What's the main idea about the match in the headline of that title?
3. Do you think the match deserves the name of that headline?

➤ With your partner, write a similar minute-by-minute report for the events that happened before the third goal. Use expressions that describe emotions and take turns reading your report.

Two players miss a chance for their team, but he misses badly.

34 Unit 3

Language Knowledge

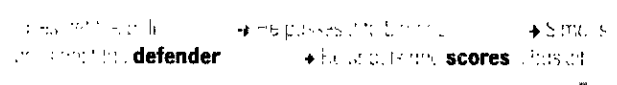
It is important that students understand intonation, rhythm, volume and tone when narrating a sports event. You can drill some of the phrases from the unit by asking students to say them slowly, quickly, enthusiastically, angrily, or desperately. This will help students realize the importance of prosodic features.

Resources

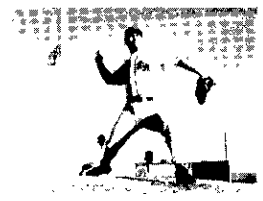
If you have access to the Internet, you may want to show students a clip of a sports event. Then you can ask them if they find it exciting or not, giving reasons for their answers. If you don't have access to the Internet, you can organize a sports game or event in the school yard and have some students narrate.



Read the sequence for the scoring of a basket. With a partner, decide what emotional expressions and specific details you can add to the sequence to make it more interesting. Compare your answers with another pair.



Look at the photos of a baseball game and write sentences to describe what is happening. Use emotional expressions and specific details in your sentences to make them more interesting.



HE IS ON THE MOUND PITCHING!



HE HITS THE BALL. IT IS A HOME RUN!

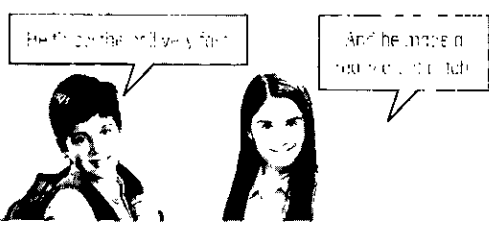


HE CATCHES THE BALL. IT'S A STRIKE!

SAMPLE ANSWERS:

Talk with a partner about your sequence. Use the words in the box to add emphasis to the actions.

- really
- very
- quite



This activity offers students the opportunity to develop their communication skills as they add phrases of excitement and details they find appropriate to a sequence of events. Before students complete the activity, you may want to brainstorm some vocabulary related to basketball. You can write the expressions on the board as reference while doing the activity. Comparing answers allows students to reflect on their own work so give them some time to compare their answers in pairs.

You might elicit words related to baseball before students do this activity: *bat, glove, cap, pitcher, runner, score, etc.* Once students have finished writing their sentences, you can ask them to check that their sentences have the correct spelling of words and correct punctuation. You can ask students to stress the words *really, very, and quite* every time they say it so they can be sure they are using these expressions.

Play-by-play Expressions

Use the expressions in the box to describe the actions in the photos. Write a sentence for each photo. Use the expressions in the box to describe the actions in the photos. Write a sentence for each photo.

Check pages 34 and 35. Mark the best options.

I can answer basic questions about an event. I can use different expressions related to sports.



Product Time

You may want to have students sit together or arrange the chairs in the classroom in a different way when they are working on their Product. Once they are in groups, make sure all of the students are participating equally and that all of them have a task.

Remind them to use some expressions commonly used while narrating sport events.

Self-Assessment

In order to promote learner autonomy, you can ask students to critically evaluate their own performance by checking the sentences in the *Check what you know!* box. You may want to discuss with students what actions to take if they feel they are not doing well.

Curricular Flexibility

You may want to tell students that girls and boys are equally capable of practicing any kind of sport as well as in commenting on it. It is important that you promote respect and encourage students to participate in any kind of sport they want, no matter their gender.

You may want to refer students to the pictures and lead a class discussion about what they can see. If you think it's necessary, you can write some words related to tennis on the board.

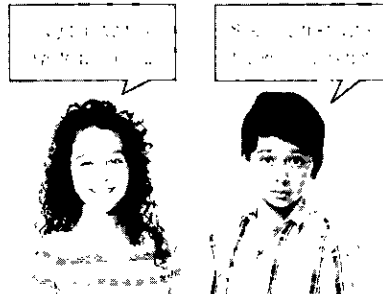
Before playing the audio, you can review with students how to take notes while listening. You may want to remind them to focus on important words while taking notes and that they don't have to write down everything they hear.

You can encourage students to answer the questions, giving reasons for their answers, by playing the audio once again and having them take notes. Encourage shy students to participate in this activity by allowing them to record their narration. Shy students will feel more comfortable if other students are not looking at them when they are speaking.

Look at the pictures and exchange ideas with a partner about the sporting event taking place, describing what you see.



Listen to a commentator talking about a famous sports event and confirm your predictions.



**THE GREATEST TOURNAMENT ON GRASS.
IT BEGINS ON THE FIRST OF JULY.
IT'S THE FIRST MATCH.
TWO PLAYERS, DRESSED IN WHITE
MIROSLAVA WON THE MATCH.
BOTH PLAYERS WERE SENSATIONAL.
THE WEATHER IS SUNNY AND HOT.**

Write down the most important details the narrator mentions about the sporting event. Compare with your partner. Then listen to the narration again and check your answers.

Think about the narration of the sporting event from the previous activity. Discuss the following questions in small groups.

1. What did you like about the narrator's narration?
2. Where did the match take place and did that make a difference?
3. Was the match exciting for you? Why or why not?

Keep on working with your group. Take turns to narrate the same sporting event. Use the narration from the listening as a model.

MIROSLAVA WON THE
GREATEST **TOURNAMENT**

36 Unit 3

Ongoing Evaluation

You might want to check students' answers as a class instead of checking their answers individually. You can ask some volunteers to share their answers with the class and discuss if the answer is correct or not. It's important to encourage students to justify their answers so they feel more confident when checking answers as a class.

Curricular Flexibility

You can let students choose the sport of their interest and narrate it to the class. By doing so, you will let students share their interests with their classmates and learn about different sports. You might want students to reflect on the purpose of sports narrations. You can tell them that narrations allow people to follow a match or a sports event even when they are not in the same location.



Choose one of the sporting events in the pictures below. Take turns to discuss how you would narrate such event. You can do it by yourself or with a partner.



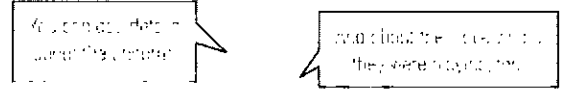
You may want to let students know that they can use their dictionaries any time they need them. They could look for words related to the sporting event they chose.

To prepare for the narration of the sporting event you chose, first write a short paragraph about it. Consider the context. Draw a related picture.

PARAGRAPH AND DRAWING WILL BE DIFFERENT DEPENDING ON THE SPORT FROM THE PREVIOUS ACTIVITY THEY CHOOSE: SOCCER, SWIMMING, RUNNING RACES OR BASKETBALL.

You may want to write on the board the main points students should include in their paragraphs: greeting, sequence of events, phrases of excitement, vocabulary related to the sport, and farewell. It is important for students to know what to check once they have finished their writing. By doing so, they will know what to check in their partner's writing and will be able to provide better feedback.

Charge your ideas with a partner. Help each other make any needed corrections.



Get together with another partner. Take turns to narrate your sporting event. You will have to narrate it, not read it. Remember to use the correct intonation and body language.

Prepare them for the presentation of their work by practicing with other groups. You can blindfold them or have them back to back. This will help them focus on what they hear and not on what they see.

Written Narration

Write a short paragraph about a sporting event. Consider the context. Draw a related picture. Charge your ideas with a partner. Help each other make any needed corrections. Get together with another partner. Take turns to narrate your sporting event. You will have to narrate it, not read it. Remember to use the correct intonation and body language.

Check pages 36 and 37. Mark the best options.



- I can exchange ideas about a sporting event
- I can narrate a brief fragment of a sporting event
- I can ask for help

To read a narration of a sporting event, it's *Taking Part that Counts*, check pages 29-40 of your Reader.

Product Time

It is important that students include everyone's idea in the Product. You may want to remind them about some of the rules of collaborative work: everybody interacts, everybody has a task, everybody is entitled to an opinion, and all ideas are important. Remind them to include notes about intonation and body language, and cues for when it is their turn to speak.

Self-Assessment

Students may find it useful if you share the purpose of the self-evaluation with them. Tell students that by doing this they are assessing what they know, don't know, and what they want to know. Tell them that after the self-assessment they will be able to set goals and by doing so they will become active participants in their education. Encourage them to exchange feedback and take it in consideration to help with their improvement.

You may want to organize the classroom differently for students to present their final Product. Making a presentation can be challenging for some students so you may want to encourage them by having a stronger learner give his or her presentation first. You can drill some common expressions related to sports before students present their narration so they feel more confident.

You may want to check with students the areas they will be evaluated on before their Product presentations. You can review and give an example of each area so students know how to evaluate their classmates. Giving feedback to their classmates promotes respect among learners and gives them the opportunity to develop their critical thinking skills.

Final Narration

Students give their final narration to the class. They can be grouped together to give their narrations. You can have students make their own narrations. After making a presentation, have students evaluate the product. Be prepared to give students specific feedback and to help them with any questions.



Evaluate your product group in the following areas.

- The team is prepared.
- The final product was well organized and structured.
- The information about the sport is accurate and was presented in a logical order.
- The group was able to answer questions and clarify any misunderstandings.

Reflect

1. Which materials were the most helpful to your group? _____
2. What suggestions do you have for the next time we do this? _____

Evaluation Tools

You may use the Evaluation Rubric (from *Teacher's Guide* page 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 on comprehension prior to giving students time to complete their evaluations.

Product Time

It's important not to interrupt students while giving their presentations. You can write down some of their mistakes you hear and once all students have finished, you can mention the mistakes, or write them on the board, and have students correct them in small groups.



Mark which answer best describes you. Then complete the sentences.

- 1 I usually ask my friends to help me.
- 2 I usually help my friends.
- 3 I prefer to help others rather than ask for help.
- 4 I usually help and I often ask for help.
- 5 I don't ask for help.
- 6 I don't help others.

Answer the questions.

- 1 How well do you...
 - 1 understand the questions you hear?
 - 2 understand the main ideas of short texts or dialogues?
 - 3 understand the main ideas of a short text or dialogue?

Reflect on your answers to the first part and answer the questions.

- 4 What kinds of activities were easy for you?
- 5 What kinds of activities were difficult?
- 6 What do you like doing most?

Before students start the activity, you can guide them so they know how to measure their performance. You may want to write some questions on the board that may help students decide how well their performance is: *Am I asking questions while I'm learning? Am I answering questions while I'm learning? Am I investigating answers to my questions?* You can tell students that if they are not sure about their performance, they can refer to specific activities through out the lesson and remember how well they did.

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 the use of different tenses to describe an event.

Resources

Prior to completing the *Check what you now!* box, you may want to use the photocopiable exam (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 exam individually. Students can then use the results to reflect on their learning throughout the unit.



Language Objectives

Language and functions

Raising a problem

How many types of waste are there?

How can we separate waste?

Choosing information to answer questions

What is the problem?

What is the solution?

Registering and organizing information

Is the information useful? Why?

Why not?

Vocabulary

pollution, waste, raise, solve

Before you start

Students might be aware of the problems presented in the photos. Sample answers might include: 1. *Littering, old furniture in classroom, no water in public spaces, recycling, donations, and how to separate garbage.*

2. *Insufficient trash cans, lack of maintenance.* 3. *Provide enough trash cans, fix the leaks, reuse books.* 4. *Too much trash.* 5. *Answers will vary.*

Environment: Academic and Educational

➤ **Review and select information to solve a problem of interest.**

Raise a problem

1. What are the main problems in the school?

2. How can we solve these problems?

3. How can we improve the school?

4. How can we make the school better?

Extended Reading

Read in English 6

Reader: *Unit 5*

The Great Dance-Off

Read about a school dance and discuss the problems involved in organizing it.

➔ Before you start

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

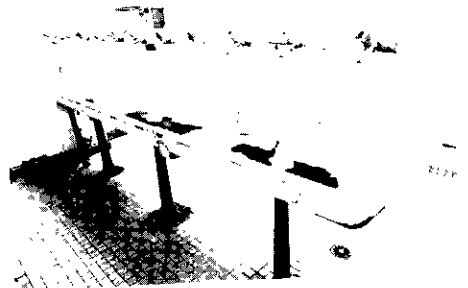
1. What are the problems in the pictures?

2. What problems do you see in the picture?

3. What solutions do you have for the problems in the pictures?

4. What are the problems in the picture?

5. What are the problems in the picture? How can we solve them?



Curricular Flexibility

The kinds of problems may vary according to where students live. You can brainstorm a list of global problems such as air pollution, water pollution, and littering. Students can reflect on how their behavior affects their communities and their school. Then you may want to focus on school problems. Be aware that this might be a sensitive topic as not all schools are in good conditions. Try to focus students' attention on finding solutions and not on blaming someone.

About the Topic

The topic of this unit is about how to solve school problems. You may want to focus on the common areas at the school such as the schoolyard, the library, or the toilets. It is important that students reflect on their own behavior in the common areas, and find the cause of the problems. It is a good opportunity for students to reflect on their manners and to develop their critical thinking skills by finding solutions to school problems.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities, such as describing places, writing a list of problems and solutions, role-playing ways of finding solutions for the problems, and so on.



Frequently Asked Questions about a Problem in School

Students will create a Frequently Asked Questions section about a school problem. The activities in each lesson should help students develop learning autonomy and collaboration skills.

Alternative projects related to a FAQ include a quiz, a mind map, or an infographic. You may want to adapt the Product according to students' interests so they find all the activities memorable and engaging.

Before checking the information, you may ask students to notice whether the information is reliable or not, and why.

To help you find ideas about common problems in school, visit www.ck12.org/faq. In this site, you can find tips to solve problems.

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To help you find ideas about common problems in school, visit www.ck12.org/faq. In this site, you can find tips to solve problems.

Students might face different problems according to where they live. You can ask students if they think problems in big cities and in small towns are the same or not. You can have students work in pairs and ask and answer the questions. Also, you can have a class discussion about what to do when facing a problem. Take this as an opportunity to remind students of some values such as respect and tolerance.

Students will create a Frequently Asked Questions section about a school problem. The activities in each lesson should help students develop learning autonomy and collaboration skills. Alternative projects related to a FAQ include a quiz, a mind map, or an infographic. You may want to adapt the Product according to students' interests so they find all the activities memorable and engaging.

Before checking the information, you may ask students to notice whether the information is reliable or not, and why.

Resources

It'd be beneficial for students to know about the Reduce-Reuse-Recycle program. This will help students realize why there is so much garbage and most importantly, how to stop creating more waste. You can draw the recycle symbol on the board and ask students what the three arrows mean.

Ongoing Evaluation

You can take students' answers as a guide to what they already know so you can focus on their weaknesses and praise their strengths. Ask them what kind of diagrams they know and draw some of them on the board. You can also ask them what a flyer is and if they have read a flyer.

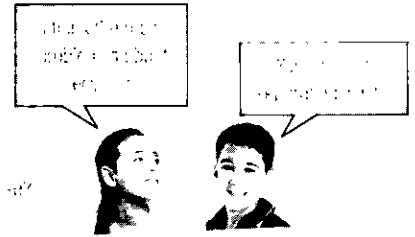
You can begin by asking what kind of text this is and what there is in the pictures. You can also have students say the characteristics of a newspaper. Then you may want to have them discuss in pairs what they think the news is about by reading the headline.

Before starting the activity, you may want to write on the board the sections of a newspaper. You can elicit from students what a news article should include. This is a good activity for visual learners as they can see the newspaper format. It is also a good activity to analyze how the school manages their waste to propose new and better ideas or to raise an issue.

Look at the newspaper's **headline**. Discuss what problem you think is addressed in the text.

Read the school newspaper article and discuss the questions in small groups.

1. How does the school manage its waste?
2. How can you help solve the waste problem?
3. What do you think the problem is on your page(s)?



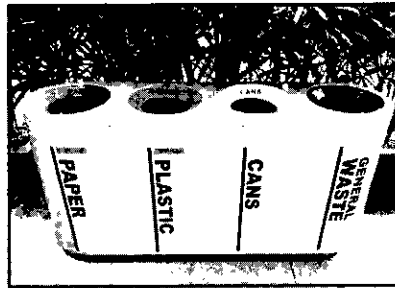
Castle Hill School Gazette

Let's Start Managing Our Waste!

One of the main problems we have here at school is that we don't manage our waste properly. We need to start now!

Separate

Separating waste is the first step! We need to set up bins for different kinds of waste and make sure the right trash cans are used. We should get clearly labeled bins for glass, paper, plastic, cans, and organic waste! Please don't throw your waste in the wrong trash can!



Reduce

Reducing waste is the next step. Don't send waste to a **landfill**. Landfills cause environmental problems, toxins getting into the water and the air.

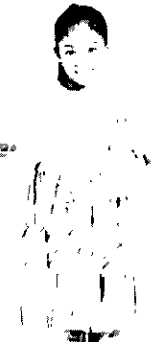
Reuse

Reusing waste is the third step. We can do this by taking lost property to a charity shop, using plastic bags in trash cans or making **recycled** paper. We can also use paper in our pet's cages.

Recycle

One more thing: recycling. We have to use all our recycling bins correctly. The items should be clean when they go in the bin.

If you want to learn more, come to the Assembly Hall at 1:30 p.m. today. See you there!



42 Unit 4

Resources

You may want to organize a visit to the schoolyard with the students so they write down how many trash cans there are and what kind of waste they contain. You can ask students if the waste is mixed or separated and what the benefits of having separated trash cans are.

About the Topic

Students may have a tendency to complain and to blame someone for all the problems they find at school. You can have them reflect on the causes of the problems and on finding solutions instead of only complaining. You may also want to organize a class discussion on how waste should be separated. Students can go beyond organic and inorganic waste and reflect on the need of trash cans for carton, glass, plastic, and metals, for example.

Curricular Flexibility

You may want to have students clean up the classroom by putting and labeling three boxes: reduce, reuse, and recycle at the front of the class. Students can put in the corresponding boxes the school supplies they no longer need.

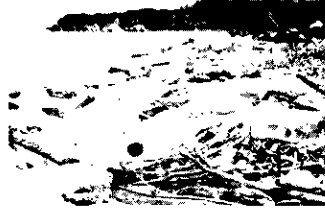
Read part of an online article about the problem of not recycling in schools or at home. Discuss the questions below.

1. How does poor **waste** management affect your school? And at home?
2. How do you think you could **solve** the problem?

www.recyclinginfo.com

The Terrible Effects of Not Recycling

Recycling is a vital part of helping the natural environment. Humans should recycle everything, just like Mother Nature does! Plastic is now ever where – the Great Pacific Garbage Patch is bigger than Texas!



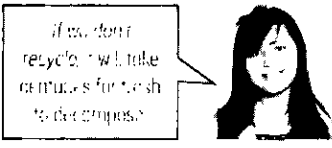
Please click on a section below to find out more about what happens when people don't recycle at home or in school.

Skimming is a skill that promotes reading efficiency. Take advantage of this activity by having students skim the text and discuss the questions in pairs. You may also want to direct students' attention to the format of the text and elicit what the purpose of a web page is and what its main characteristics are.

You might want to promote collaborative learning by having students choose who they want to work with. Encourage them to look for possible solutions for the problems they may have raised. You can brainstorm problems and write them on the board so students have some ideas to work with.

Once students are in pairs, you can have them decide what the most important problem is. Doing some research at the library or interviewing other students are some activities pairs can do to get information about the problem they chose. You may ask students to compare their lists and see the differences and similarities.

In groups, discuss the problems caused by poor waste management and propose some solutions. Then share your ideas with the rest of the class.



Problem List

Write a list of problems that you see in your school or home. Write down the problems you see in your school and at home. Write down the problems you see in your school and at home. Write down the problems you see in your school and at home.

Check pages 42 and 43. Mark the best options.

- I can identify school problems to find a solution
- I can define aspects linked to a problem.
- I can ask for help

Read the text about solving a problem of interest, *The Great Juice Off*, on pages 41–52 of your Reader.

Unit 4 43

Product Time

You can pair up students combining strong with weak, or letting them choose their partner. Remember to assign specific roles to each person so both students know what to do. Tell students that everybody is responsible for the work they do and that they should participate equally. In case they need your help, try to guide their thinking with questions based on their own context. Remind them they can conduct their research online or at any public library.

About the Topic

More than eight million tons of plastic are dumped into oceans every year. Fish and other sea animals like turtles and whales are harmed by plastic consumption. They suffer from severe digestive problems and can even die because of this. Some ways to stop using single use plastics include: switch to reusable bags, get a reusable water bottle, say no to plastic straws, and choose cans.

Self-Assessment

It is important to guide students on how to track their progress. You may want to tell them that it is OK if they are not doing very well and that they have to be honest about their progress. Tell students that being honest will help them know their strengths and weaknesses, and then they will be able to improve.

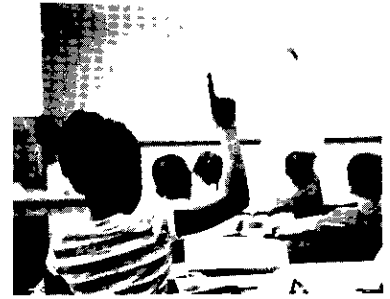
You might want to read the questions aloud first and clarify any doubts before students start discussing them. You can also have a drilling activity with students using the questions in this activity so students practice the correct intonation and pronunciation of questions.

You might want to start the activity by eliciting from students the meaning of the question words in the box. Then students can write some *Wh-* questions they think might appear in the listening. Encourage them to make notes while listening and to compare their answers in pairs.

You can have students use their notes to answer the questions, or you can play the audio again. Ask them if these answers are helpful for the problems they may have raised. Eliciting the answers from students instead of you telling the answers promotes learning autonomy and self correction.

Work with a partner. Look at the picture and discuss the questions. Write your answers on your notebook.

1. How many books do students need?
2. Where are they?
3. What do you think the girls are doing? Why?



Discuss and predict which questions could be asked using the words in the box. Then listen to a class discussing possible solutions to the problem of waste management and check if your predictions were correct.

How many? Where? Why? What? How? How often?

Work with a partner. Listen again and discuss the answers to the questions. Then share your ideas with a different pair.

1. How many books do students need?
2. What are they doing to deal with the waste?
3. What are they using to do it?

With your partner look at the photos of other possible problems students mention. Choose one and write four questions about that problem. Then ask and answer the questions.



Write the questions using the words in the box.



SAMPLE ANSWERS:

1. HOW MANY BOOKS DO STUDENTS NEED?
2. WHERE ARE THEY?
3. WHY ARE THEY IN DISORDER?
4. WHAT CAN WE DO WITH THE ONES THAT ARE NOT USED ANYMORE?

Curricular Flexibility

You may want to discuss with students if cluttered classrooms or libraries are a problem at their school or not. If it's not a problem, then you can elicit from students a real problem at their school and have them write questions about it.

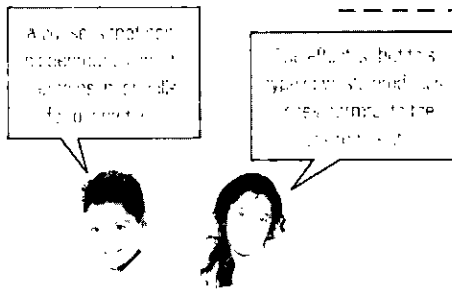
Resources

If you have access to the internet, you may want to show students a video on the consequences of eating junk food. It would be a good idea also to check for what a healthy diet consists of and how to prepare a healthy lunch. You may want to remind students of the importance of having breakfast every day before coming to school. But be sensitive to students that cannot do so.

In pairs discuss the causes and effects of the waste management problem.

Read the article about solutions to the waste and answer the questions.

1. How do we solve the problem?
2. What are some of the solutions that you can think of?
3. What are the best ways to use your imagination to solve this problem?



This activity offers students the opportunity to build on prior learning and life experiences. Before students discuss the waste management problem, you may want to brainstorm some words related to it. You can write these words on the board so students can use them while doing the activity.

Waste Solutions

What are we going to recycle?

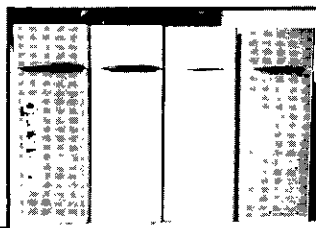
The school has decided to recycle as much as possible. There is going to be a paper collection system for each class by making "paper only" boxes for the students to put used paper in, for example. Students are going to be encouraged to bring in reusable packaging for school lunches.

Where are we going to put the recycling bins?

They are going to place bins in the yard, cafeteria, and by the entrance to the school.

How many recycling bins are we going to have?

There are going to be a total of twenty recycling bins in the school.



You might want to encourage students to find the meaning of unfamiliar words in the text by having them look at the words before and after the new word, and by trying to guess their meaning. You may want to do this everytime students read a text to promote learner's autonomy.

For the activity, you can have students underline the part of the text with the answer and then compare their answers in pairs.

Check pages 44 and 45. Mark the best options.

Formulating Questions

This activity is designed to help students learn to ask questions about a text. It is a good idea to have students write down their questions before they read the text. This will help them to focus on the information they need to find the answers to their questions.

- I can understand textual organization and structure.
- I can formulate questions about the aspects of a problem.



Product Time

In Step 2 of the Product, students will write down questions related to the school problem they chose in Step 1. You may want to review with students the difference between *Wh-* questions and *Yes/No* questions. Encourage students to write *Wh-* questions for this step of the Product.

Self-Assessment

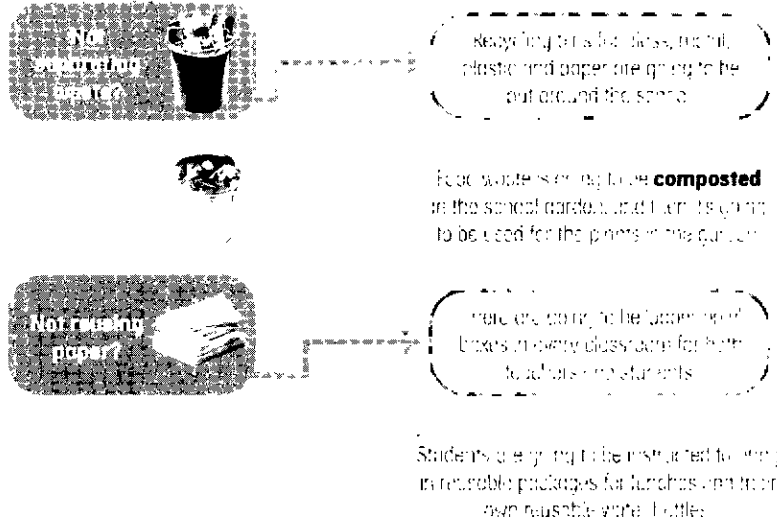
You can encourage students to ask some reflective questions during the lesson so they can track their progress thoroughly. Some of these questions might be: *Do I understand the importance of what I'm learning? Am I becoming more curious about what I'm learning? Can I add something to my teacher's explanations?*

You can activate students' previous knowledge about the topic by referring them to the pictures. Students can say one solution related to each of the problems. Once students have read the diagram, you may want to discuss with them how and when to use diagrams.

You can tell students what paraphrasing is (to say the same with other words). Then you may want to underline important words in the diagram and find synonyms. You can then write the synonyms on the board for students to use while paraphrasing the information in pairs.

➔ Look at the diagram explaining how a school manages its waste and answer the questions.

1. What type of text is it?
2. How does the diagram make the information easier?
3. Where might you see a diagram like this?



➔ Read the diagram again and underline the most important information. Check with a partner.

Examine the diagram again and, with your partner, discuss how to **paraphrase** the information about the problems and solutions.

For each plastic and glass, metal, plastic and paper in different part of the school.



There are going to be fewer sets of books in every classroom for both teachers and students.

46 Unit 4

About the Topic

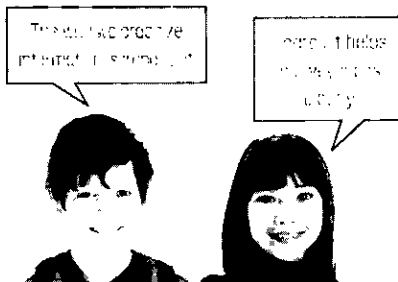
The best way to practice waste management is to form a group of like-minded people in your community. Explaining the importance of separating waste and how to do it is the key to forming a green community. Because the unit is based on facts, it is advisable to encourage students to do research about waste management and recycling in their own communities.

Language Knowledge

It is particularly important for students to practice *Wh-* questions in this unit as they will be writing FAQs. You may want to review with students the meaning of *what*, *where*, *when*, *how*, and *why* as well as word order for questions. You can write some *Wh-* words on the board and have some volunteers come to the front and write questions in the simple present. Check answers as a class and provide help as necessary.

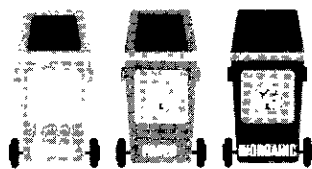
With your partner, look at the diagram on page 46 again and notice how it is organized. Then discuss the questions.

1. How is the information organized?
2. Do you think you can understand more clearly if the information is organized this way? Why?
3. What other elements would you use to present this information and reorganize it into a paragraph?



It is important for students to reflect on the importance of structure. You can have them notice the structure chosen for the diagram on page 46. You can have a class discussion about how information should be organized to ensure the reader will be interested in it.

Read the waste management once more. Write the solution to the problem using periods and commas.



WE MUST SEPARATE WASTE INTO THREE MAIN GROUPS: ORGANIC GARBAGE, REUSABLE AND NON-REUSABLE PAPER, AND INORGANIC WASTE.

You can refer students to the problem in the diagram and say what they see. Modeling the activity with a strong student will help the rest of the students have a model to follow. Once students write down the solution you can have them compare answers in groups and decide which solution is the best.

With your partner, check each other's work, discussing where and how you used commas and periods.

Check pages 46 and 47. Mark the best options.

Solut on Chart

Students can use the chart to record their observations of the diagram. They can discuss the diagram and the text. They can also use the chart to record their observations of the diagram and the text. They can discuss the diagram and the text. They can also use the chart to record their observations of the diagram and the text.

- I can paraphrase information about a problem.
- I can register information about a problem with the help of graphic resources.



Presentational programs and word processors are useful tools to draw charts.

You can have students underline the commas and the periods in their partner's text and ask them to say if the use is correct or not.

Find out what computer programs students are familiar with and encourage them to use them to create their charts or diagrams.

Unit 4 47

Product Time

It is important for students to understand the use of diagrams. You can tell them that diagrams are used to make the information easier for the reader to understand and that they usually include images to support the content. You can guide students to reflect on how many kinds of diagrams they know and what they are used for.

Self-Assessment

Students may find it useful to know the purpose of the self-evaluation. Tell students that by doing this they are assessing what they know, don't know, and what they want to know. Tell them that after they self-evaluate they will be able to set goals and by doing so they will become active participants of their education.

You may start by having students say what the characteristics of a webpage are, how often they visit websites, and what for. Also you may want to ask what kind of questions they think there are in this section. Having students ask and answer the questions in pairs allows them to share their thoughts freely.

Commercial web pages have a lot of ads, pop of windows, and can take you to different web pages when you click on them.

Scanning is reading a text quickly in order to find specific information. You can have students scan the text and underline the *Wh*-question words they find so they can analyze them later with their partners. If you think it's necessary, you can review with students the difference between *Yes/No* and *Wh*-questions. Students can reflect on why the FAQs section has only *Wh*-questions.

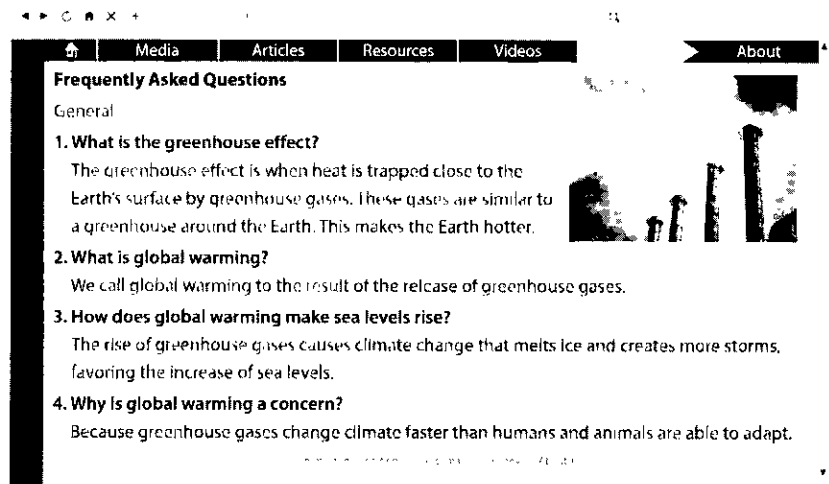
➤ In pairs, look at the website and discuss the questions.

1. What does it begin with?
2. Why do you think it has a 'Frequently Asked Questions' section?
3. How do you think you could find the information you need?

➤ Read the excerpt from a website about the environment and analyze the questions featured with a partner.

What are the main questions?

➤ Many websites have FAQs where you can find useful information.



With your partner, read some FAQs from a similar website about waste management. Number the questions to organize them based on their relevance.

1	What are the most common types of waste?	7	What are the most common types of waste?
2	How can we reduce the amount of waste we produce?	8	What are the most common types of waste?
6	How can we reduce the amount of waste we produce?	4	What are the most common types of waste?
5	What are the most common types of waste?	3	What are the most common types of waste?

Resources

In order to have students understand the greenhouse effect, bring recent newspaper or print web pages with news about droughts, fires, ice melting, and animals becoming extinct due to those conditions. You can bring enough material to divide the classes into groups for each of them to read and paraphrase the piece of news.

About the Topic

Compost increases garden productivity. Adding compost to your garden feeds the soil and release nutrients to crops. Making compost is an easy process, you just have to combine the kitchen and garden waste in an outdoor compost pile and wait for it to rot. Meat, bones, and fatty food wastes should never be added to the compost. The best things to compost are eggshells, coffee grounds and tea bags because they are high in nitrogen.

Look at the pictures that represent different environmental issues and choose one. With a partner, search for information about the issue you chose and write FAQs. Make sure to organize your questions in order of importance.

You can refer students to the pictures and elicit all the words related to the two environmental issues. Students can investigate about the topic they chose at the school library or use their prior knowledge about the topic to write the questions. You might want to tell them that the melting of the ice caps due to global warming is a very serious problem. Students can do research on the effects of this and the overpopulation problem.

Exchange your books with another pair and check each other's work. Make sure to correct any spelling mistakes and check that question marks have been used correctly.

To ensure we only use a question mark at the end of the question.

To make sure this is a question. We can check to make sure.



Check pages 48 and 49. Mark the best options.

- I can choose information to ask and answer questions about a problem.
- I can organize information about a problem based on its relevance.



You might want to elicit when to use a question mark and when a period. Once students are in pairs, allow them to use their dictionaries to check the spelling of words. Having a color code when checking a text is a good idea so you can agree with students which color they want to use for spelling and for punctuation mistakes.

FAQs List

1. How is overpopulation a problem?
 2. Where does that happen?
 3. How can we help?
 4. What is happening in the poles?
 5. How can we save the bears?
 6. Why is water polluted?

Product Time

In Step 4 of the Product, students are going to make a list of questions with their answers using the chart from Step 3. It is important that students follow a logical sequence to organize their questions. In order to see if their questions are useful or not, students can interview other students and ask them if they know the answer to the questions or not. Remind them that their answers must be a possible solution to the problem they may have raised.

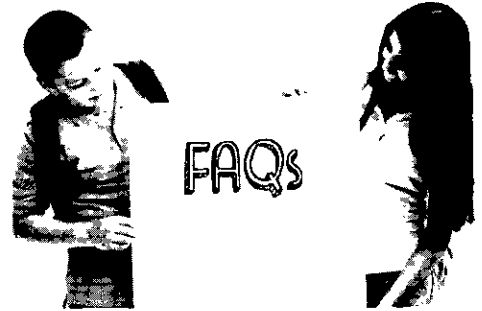
Resources

Prior to completing the *Check what you now!* box, you may want to use the photocopiable exam (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 exam individually. Students can then use the results to reflect on their learning throughout the unit.

You may want to organize the classroom differently for students to present their final Product. You can have students sit together with their groups, for example. In order to help students complete the task successfully, you can write on the board some guidelines for their presentations. You can suggest that they present the information in order, speak loud and clear, make eye contact with the audience, and be prepared to answer questions.

FAQs Presentation

Get a set of index cards and write questions to be asked during your presentation. Give each student a card to read and ask questions. Encourage students to ask questions of each other. Give students time to write answers to the questions.



You may want to discuss with students the areas they will be evaluating to help them know what to focus on during their presentations. You can also discuss with students the importance of evaluating their classmates fairly and objectively.

Evaluate yourself in the following areas.

1. How many FAQs were useful?
2. How many FAQs were organized?
3. The FAQs were properly stated, or might have been stated differently about the problem more properly answered?
4. Which FAQs were the most important? Why?
5. What suggestions can you give the other pairs to improve their FAQs?

Evaluation Tools

You may use the Evaluation Rubric (from *Teacher's Guide* page 141) to help students assess their progress. You may want to 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 shy students may find it difficult to present their final products to the class. You may want to support this kind of students by letting them record their presentations and present the recording to the class. By doing so, students will feel more confident and may want to participate in the activity.

Evaluate yourself in the following areas.

Following instructions

Showing a positive attitude

Cooperating with my partner

Doing classwork independently

Being respectful to myself and others

Being my best effort

Read and mark (✓) how you felt about yourself in this unit.

1. I can find the kind of problem and discuss it with the aspects related to the problem.

2. I can think of possible solutions by using appropriate characteristics to solve each of problems.

3. I can make a clear and concise TAGs with solutions to the problem.

Reflect

4. What kinds of activities were easy for you?

5. What kinds of activities were difficult?

6. What do you like to improve?

Before students start the activity, guide them so they know how to measure their performance. You may want to write some questions on the board that may help them decide how good their performance is: *Am I asking questions while I'm learning? Am I answering questions while I'm learning? Am I investigating answers to my questions?*

You can tell students that if they are not sure about their performance, they can refer to specific activities throughout the lesson and remember how well they did. 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 *Wh-* questions.

Unit 4 51

Resources

It is important to guide students through the *Check what you know!* box. You might ask them which activities match the statements in the box. It is also important that students identify strategies that promote their understanding and skills. To do so, they can name two things they can do in order to improve their understanding of English.

Final Evaluation

It is important for students to reflect on what they have learned in the unit. You can guide students through the different sections that are being evaluated: achievements and behavior. You can elicit from students the differences between these two. Finally, ask students to answer the reflection questions and have them share their answers in pairs.

Language Objectives

Language and functions

Listen and explore warnings and prohibitions in public places

Mind your head. No stopping!

Understand general sense and main ideas of warnings and prohibitions

What would happen if there were no warnings?

Express warnings and prohibitions

You can't take photos here. Danger! Risk of fire.

Vocabulary

warnings and prohibitions

Language Objectives

Sample answers might include

1. Warning signs/signs.
2. No parking. No littering.
3. In the street. In the park.
4. Danger, High Voltage, because you might die.
5. Answers will vary.

Environment: Family and Community

Social Practices: Understand and express warnings and prohibitions.

- ▶ Listen and understand the different types of public notices.
- ▶ Understand the different shapes and colours of warnings and prohibitions.
- ▶ Express warnings and prohibitions.
- ▶ Respond to a situation related to public notices in a way.

Extended Reading

T in English 6

Reader, pages 53–64

The Kids' Guide to Responsible Travel

Read and understand the text and answer the questions in a drawing.

Before you start

- ▶ Look at the pictures and answer the questions.

1. What are the signs in the pictures?
2. Which warning is not related to the picture and to include the reason?
3. Where can you find these signs in public places?
4. Which of these signs is a warning for children?
5. Which of these signs do you see in your everyday life?



About the Topic

Warning and prohibition signs are signs that prevent behavior or actions likely to cause a health or safety risk. Signs in public spaces have certain features, shapes and colors to indicate the type of warning. To support students with the unit, you can brainstorm public spaces that typically have warnings and prohibitions signs.

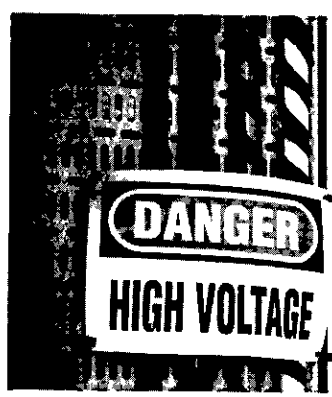
Evaluation

You can use the questions in the *Before you start* section to evaluate how much the students know about warning and prohibition signs in public places. Encourage them to read the signs: *No Parking! No littering! You can review the imperative: Don't park here! Don't step on the grass!*

Resources

You can browse through the *Reader* and discuss with students how understanding warnings and prohibitions can help them in their everyday lives. Then students can explore the *Reader*, pages 53–64 to read the pamphlet about how to travel safely.

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities, such as role-playing a situation between an officer and a trespasser.



PRODUCT TIME

In this lesson, you create Warning and Prohibition Signs for your Community

After you read the lesson warning and prohibition signs, you already know what they are and where they are used. Now they are the time for you to think about the signs you will use in your community to warn people of dangers.

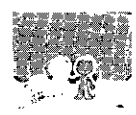
Step 1: Discuss the places in your community where you could use warning and prohibition signs.

Step 2: Look for a public place where you could use warning and prohibition signs.

Step 3: Utilize the information in the lesson to create the warning and prohibition signs. Include the signs in your presentation.

Step 4: Present your community signs.

If you want to learn about public warnings and prohibition signs, in this site, you will learn about public warning and prohibition signs.



You might wish to divide the class into pairs and ask them to brainstorm several public signs and where to find them. Encourage them to do so by using their existing knowledge and the information on the previous page. Write their suggestions on the board.

Read through the steps on the lessons to create Warning and Prohibition Signs. As an alternative Product, students can classify different signs in a poster, or choose a specific public place in their community and work on the signs for that area.

If you have access to internet, browse the web page together with your class. Focus on general meaning rather than on details.

Product Time

When talking to students about the Product and the steps on the lessons, you may direct their attention to the Product Assessment on page 60. Students can benefit not only of knowing where to find the assessment, but also of being aware of the points they will be evaluated on.

DigiTips

When working on computers with internet, access, it would be useful to give a specific task and a time limit for students to do. Try not to spend more than 10 or 15 minutes, to avoid procrastination. Alternatively, you can set the assignment for homework. Make sure the task is something feasible for students to do.

Curricular Flexibility

Another alternative Product activity would be for groups to imagine they are working at a specific public place and they are in charge of making the signs needed for safety. To help them, you can choose an example, such as the library, and brainstorm ideas in class.

Everybody learns in different ways. For students that are visual learners, teaching and acquiring vocabulary through the use of pictures is helpful and stimulating. You can divide the class into pairs and ask them to identify the place and the items they see in the pictures. This is a simple task that helps build their confidence when speaking.

Ensure students understand the difference between a warning and a prohibition. The former is used to point out something that is risky or dangerous. A prohibition is used to say something cannot be done.

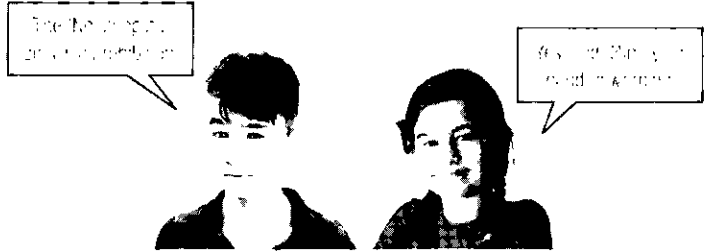
You may want to play the audio a couple of times for students to listen and check their answers to activity A. Give the class time to read through the example dialogues and to practice them in pairs before discussing the rest of their answers.

→ A In groups, look at the pictures and discuss the questions.

1. What do you see in these signs?
2. Do they express warnings or prohibitions?



→ B Listen to the conversations and check if your answers from the previous activity were correct. Discuss with your partner the rest of the information you hear.



→ C Write your ideas about how warnings and prohibitions benefit your surroundings. Compare your ideas with your partner.

THEY HELP KEEP THINGS CLEAN.

THEY PREVENT ACCIDENTS.

Curricular Flexibility

If students find the vocabulary challenging, you could write some of the words from activity A scrambled on the board and ask students to write them correctly next to the items in the pictures. These could include: *lubl* (bull), *rac* (car), *tymoorwa* (motorway), *ragss* (grass), *lorewfs* (flowers), *oord* (door), and *phos* (shop). You can also point out that *motorway* is British English and *freeway* is American English.

Language Knowledge

You might want to ask students about the language in the signs: *Which signs use the imperative tense? Which ones don't?* We use the infinitive form of the verb without to: *Mind! Beware!* We place *Do not* or *Don't* before the verb when we talk about prohibitions: *Don't walk on the grass!* We can also say *No + verb + ing*: *No stopping = Don't stop!*

Ongoing Evaluation

It is advisable to walk around the class while pairs are involved in speaking activities to check they are saying the warnings and prohibitions correctly and to make sure they understand the difference between a prohibition and a warning. If you notice any difficulties, work individually with pairs or review the material again before the end of the class.



D Look at the picture. Read the notices and decide which are warnings and which are prohibitions.



High visibility clothing must be worn

Do not use your phone

Warning: Wear safety equipment

Caution! Hard hat required

A fun activity to warm up and activate students' knowledge of the context would be to ask them to work in pairs or groups and think of one warning or prohibition the man in the picture is saying to his colleague. Invite them to take turns writing their predictions on the board.

E Compare your answers from the previous activity with a partner. Discuss and add more ideas to the type of warnings and prohibitions you can find in a construction site.

I think that the sign would be a warning because it says 'Warning'.

It's a prohibition that says 'No' and 'not allowed'.



F Listen to the conversation and explore the warnings and prohibitions mentioned.

Brainstorming vocabulary from the picture and related words to help pairs generate more warnings and prohibitions. Encourage students to think of dangers and protective clothing: *goggles, machinery, scaffolding, ladders, hard hat, high visibility clothing, boots, ear plugs, power supply, electric cables, rubble, heights.*

PRODUCT TIME SIGN

Warnings and Prohibitions

When you work in pairs, you can think of three warnings and three prohibitions. Now think of a sign for each of these signs and draw it. Then discuss and decide on the best sign to have. You can draw, write, or use a computer to create the sign. Use the sign to help you understand the sign.

Check what you know!
Check pages 54 and 55. Mark the best options.



- I can identify warnings and prohibitions
- I can understand the reason why warnings or prohibitions are needed
- I can ask for help

Read the text about warnings and prohibitions, *The Kids' Guide to Responsible Travel*, on pages 53-64 of your Reader

About the Topic

You can ask the class to work in pairs and discuss the difference between blue, yellow, and red signs. Give pairs a minute or two to discuss the signs from activity D. Guide students so they notice that red is immediate danger, yellow is for potential danger but not as imminent as red, and that blue is for non-urgent instructions.

Product Time

To form groups, a suggestion would be to ask students to note down three signs they think their community needs and then find other three or four other classmates with similar ideas and sit together. Encourage them to give reasons for their opinions. Alternatively, groups can choose a public place and decide on three signs that would be needed.

Self-Assessment

For this activity you could give each student a piece of paper. Tell them to write a large *P* on one side and a large *W* on the other side. Explain you are going to call out 10 different warnings and prohibitions and students will decide if it is a prohibition or warning by holding up a *P* or a *W*. At the end, students count how many they got and write the number in the check box. Then ask them to read the second statement and check it if it's true.

Allow students time to work individually to identify the community problems on the signs in the picture. Then remind them to check their answers in the reading text. It's probably a good idea to elicit their answers and write them on the board as this will help them form conditional tenses using *would* when answering the two questions. If they need help, make them think of any signs that are in school and discuss about them.

➔ A Look at the picture. In pairs, discuss the questions.



What are the signs in the picture? What are the problems in this place? What are the signs in your town? How many more signs do you think there should be?

If there were no bad signs in the picture, the city in every place



➔ Read the blog post With your partner, discuss the problems they have and which signs they would need to solve them.

15 comments

Wanted!

Follow

As someone who has been living in this town for years, I can say that we are desperately looking for someone to coordinate our **Complaints Department**. People in our community are refusing to follow the signs: they drive on the wrong side of the road, park in the middle of the freeways or streets, they bring their dogs to public places like shopping malls or banks, they throw trash on the street, and they sleep on benches in the park.

I know several people in the community who have been complaining about falling down the steps, hitting their heads on bridges, being bitten by their neighbors' dogs, and their children not being able to cross the streets after school because cars won't slow down. You name it!

Through this post I want to raise awareness between neighbors and visitors, so we all cooperate making this town a safe place to live. I think we could start by raising money to replace the old signs with new and bigger ones and making fresh markings on the roads.

Let me know what you think in the comments below.

When writing students' answers to questions 1 and 2, use different colors to highlight the *if* clause and the consequence. It could be useful to drill the examples of the conditional tense. After that, you could elicit verbs from the text and write them on the board. Then invite students to make conditional sentences with these verbs as part of a controlled practice session. If they need help, use examples from their every day life.

➔ B Compare the problems in the blog post with the ones in the place where you live.

"There are many problems in our town. People's safety is a big one."



"You can't have roads that are too busy. Beware of the traffic."

56 Unit 5

About the Topic

We use the second conditional to talk about unlikely future situations. We use *If + past simple, would + verb without to*: *If there were no prohibitions, people would bring their dog to the park*. The *if*-clause can come at the end of the sentence: *People would bring their dog to the park if there were no prohibitions*. Have students notice that we don't use a comma in the second example.

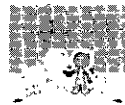
Ongoing Evaluation

You can use the final activity on the page to informally assess students' understanding of warnings and prohibitions. As they work in pairs, monitor how well they can identify problems in their area and their use of language. Focus on:

- use of grammar
- pronunciation
- vocabulary range

DigiTips

To connect the content of this unit with the students' lives, you can invite them to take pictures of all the signs they meet in their neighborhood, either using a cell phone or a digital camera. Students should have the pictures with them when working on their Product.



C Read the **signs** and identify the places where you might find them, what they are for, and which ones could be directed to children. Take notes in your notebook.

No littering

Caution!
Wet paint

Warning!
All dogs without a leash will be taken away.

Prohibited
Rollers out of the parking area

No phones
allowed in the classroom

Work in progress

Warning!
No lifeguard on duty

Careful!
Work in progress

Students
are not allowed to skateboard in the hallway

The best signs for children are:



A suggestion would be to divide the class into pairs for them to read and complete the activity. You can ask them about words in the signs that have American English equivalents, such as *litter-garbage, parking area-parking lot, shopping trolley- shopping cart, mobile phone- cell phone.*

► Compare and check your ideas with a partner.

D In small groups, discuss the consequences of not respecting **warnings** or **prohibitions**. Give examples.

If I littered, I might get a **littering** fine or have my trash can removed from my area.

If I don't wear a seat belt, I could get a fine or be in an accident.

► Reflect on the main idea of warnings and prohibitions.

Product Time

Organizing Information

Write a list of signs and prohibitions that you find in your community. Discuss with your partner what you think the signs and prohibitions mean. Write a list of the signs and prohibitions that you think are most important. Discuss with your partner why you think they are important.

Check what you know!

Check pages 56 and 57. Mark the best options.

Product Time

I can understand the purpose of warnings and prohibitions

I can identify the main ideas of specific warnings and prohibitions

I can ask for help

Language Knowledge

We use the first conditional (*If* + simple present *will/should* + verb) to describe likely outcomes or give advice in a situation: *If someone throws trash on the floor, they will make a mess; If you want to keep the park clean, you should throw trash in the bin.*

Product Time

Step 2 of the Product requires students to discuss designs for the warnings and prohibitions they agreed on in Step 1. Take time to brainstorm the different colors, designs, and expressions used to choose the appropriate ones. If students know some of the signs in their community, have them notice the colors and designs. You can ask them what their meanings are and why do they use those colors.

Self-Assessment

Explain that the first statement refers to the reasons we need warning and prohibitions, found in the dialogue models. The second statement refers to the signs. Ask children to think about how many of the dialogues and signs they understood. If they understood all or almost all = 3, about half = 2, only one or two = 1. Suggest they spend five minutes looking at a dialogue or signs to revise with a partner.

To generate ideas, you may introduce the activity by asking: *Where is it? What can you do there? What are the rules? What are the prohibitions and warnings following the sample dialogue.* You should correct their mistakes giving warnings and prohibitions to prepare them for activity B.

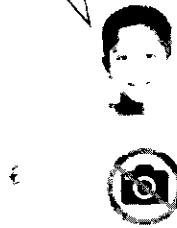
If students need support producing warnings you could write sentence stems on the board. Students could work in pairs to complete them. Then you could play the audio for students to check their answers and see how many warnings and prohibitions they guessed correctly. Then play it again for them to listen to the language form used. They can discuss their answers with a partner after each listening.

Before asking pairs to work in pairs, check as a class they understand the pictures and instructions, by eliciting example answers.

→ A Work with a partner. Look at the picture and discuss which warnings and prohibitions there could be in this place.

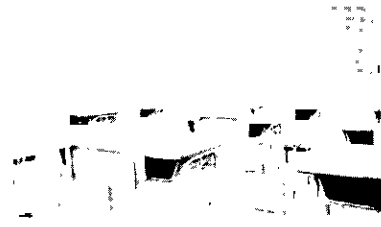


What are the prohibitions and warnings in this place?



→ ▶ Listen to the conversation and confirm your ideas.

→ B With your partner, look at the pictures and discuss what kind of prohibitions and some other warnings there should be in these places.



What are the prohibitions and warnings in this place?

What are the prohibitions and warnings in this place?

▶ Together, choose a place from the previous activities and reenact a situation similar to the one in the conversation in Activity A.



Curricular Flexibility

To make the role-play activity less challenging, you could invite students or pairs to the front of the class to mime a prohibition or warning for the class to guess what it is and where it can happen. You could draw students' attention to the warnings in activity B. When they finish, you may encourage them to discuss with a partner which warnings and prohibitions were easier to mime and why.

Language Knowledge

Additional expressions for talking about prohibition include: *You can't take photos. You mustn't take photos.* We use *mustn't/can't + verb*. An alternative way to express the same idea is: *Photos are not allowed.* The form is *object + verb be + allowed*.



C Think about your school and community. Draw two warnings and two prohibitions. ←

SAMPLE ANSWERS

No RUNNING

No SHOUTING

BE QUIET

CAUTION

- ▶ Write instructions to follow related to your warning and prohibition signs.
- ▶ Work with a partner and explain your drawings to each other. ←

This warning means "Watch out, slow down."

This prohibition means "No food or drink."

To activate students' background knowledge, you could draw an example for the class to guess. Brainstorm areas in school and the community. Note them on the board as a reference for the following activity. Remind students about the colors, shapes and visual information for signs. You can extend the speaking practice by suggesting students work with a different partner. This time, students guess the prohibitions and warnings in their partner's pictures.

To facilitate the speaking activity, you could go over the warnings and prohibitions in the unit, as well as the model language first. Then you can give a time limit for students to share the warnings and prohibitions they drew in activity C.

PRODUCT TIME SIGNS

Expressing Warnings and Prohibitions

In this section you learned to express warnings and prohibitions using imperatives and prohibitions. Write your Product signs and organize your warning and prohibition signs on 59. 2 and 3. Start by drawing a warning and prohibition sign including a message and pictures. Keep your class at the text level.

Check what you know!

Check pages 58 and 59. Mark the best options.

Indicators

- I can differentiate warnings and prohibitions.
- I can express warnings and prohibitions.

Self-Assessment

Ensure students understand the evaluation and then ask the class to reflect on the previous activity or activities as a measurement of their ability. Ask them to think about what has gone well and what they need to revise. Do a quick feedback with the class and invite them to share their learning goals.

Product Time

Groups need to consider how they will organize and design their chart to allow enough space for the visual and written information. For groups that chose the option to make one or three signs for the same place, they could design a poster of their community and then make individual signs to stick on.

Curricular Flexibility

The language can be adapted for the Product activity. This can range from using one or two expressions for prohibitions to using conditional tenses for hypothetical situations and giving advice. You may ask students to share their ideas and write them on the board for all groups to choose.

To promote speaking and student interaction, you may allow groups time to review their work. It may be beneficial to students to do a quick feedback session during the short break between classes.

Before groups rehearse for their presentation, take the opportunity to work on pronunciation. Show students the differences in tone, pauses and intonation when using the different expressions. For example, *Danger! Keep out!* is more forceful than *Mind your step!* Remind the class to consider the level of risk and the type of expression and punctuation used.

Draw students' attention to the sample dialogue as a way to introduce their presentation topic. You could suggest they also tell the class why they chose those signs.

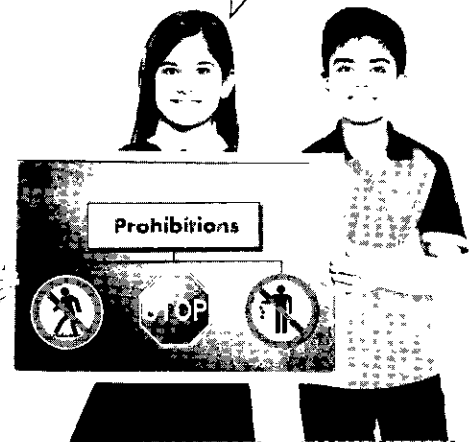
Product Time Step 1

Present your Warnings and Prohibitions

Give your Product Group 10 minutes to present your Warnings and Prohibitions. Give your classmates 2 minutes to give their feedback and 2 minutes to ask questions.

Lighten up when you create your class. Most are ways to catch attention to a topic. The product is a chance to be class.

This is the chart with the Warnings and Prohibitions for our community.



Product Assessment

Evaluate your Product Group in the following areas.

	We did it very well	We did it sometimes, but we can improve	We need help to do it
--	---------------------	---	-----------------------

1. The signs were clear and easy to read.			
2. The signs were well placed.			
3. The signs were well designed.			
4. The signs were well placed and easy to read.			

Reflect

1. What did you like about your presentation?
2. What did you feel you need help with?

Product Assessment

Go through the Product Assessment early in the class. This way, students can check they cover everything during rehearsal and groups understand how to use the assessment tool. Point out it is important to measure groups against the criteria, rather than against each other. Allow students time at the end to see if they agree on the marks and discuss why or why not, before deciding on areas for improvement and support.

Product Time

It can be helpful to introduce a key detail that can make a presentation more effective each time. For example, you can suggest students think about eye contact with the audience. At the end, invite the class to comment informally on how well they did this.

Curricular Flexibility

For groups that chose to make individual signs, you can omit the third criteria on the assessment and suggest they hold up and read their signs aloud. Students would benefit from generating an individual list of goals for improvement.



Unit Assessment

Mark (✓) which answer best describes you. Complete the sentences.

1. I can understand what the teacher says in class.
 - Yes
 - Yes, but can improve
 - No
2. I can give the teacher useful feedback.
 - Yes
 - Yes, but can improve
 - No
3. I can understand what my partner says.
 - Yes
 - Yes, but can improve
 - No
4. I can understand what the other people's mean.
 - Yes
 - Yes, but can improve
 - No

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 what the teacher says in class.			
2. I can give the teacher useful feedback.			
3. I can understand what my partner says.			
Reflect			
4. What part of activities are you good at?			
5. What part of activities are difficult for you?			
6. What do you do during class?			

Remind students that this activity encourages them to think about their behavior and attitude in class over the unit. It's just one of several tools that help them and you gauge their progress and develop future development goals. You might encourage students to reflect on the categories and say why they think they are important for learning. For each point where they didn't answer *Yes*, ask them to write a learning goal.

After students complete the assessment, you could ask them to think about the obstacles they had so they can fill in each of the criteria in class. These points for reflection could then be used for a class discussion. Encourage students to focus on their successes and not dwell on their shortcomings.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (from *Teacher's Guide* page 152) to check on students' progress. Photocopy the page and distribute it to students. Give them a time to complete the exam individually. Students can then use the results to reflect on their learning throughout the unit.

Self-Assessment

You can point out that the first two sentences refer to understanding language and information through listening and reading, while the last one is about producing language by either writing or speaking. Usually students find it easier to understand than producing accurately. Explaining this might be helpful if students find writing or speaking difficult.

Curricular Flexibility

Following the self-evaluation, ask the class to write down areas for improvement. Students can work individually towards their learning goals. However, you could also invite them to pool their ideas as a class and choose three to review over the next couple of classes through a game.

Language and Functions

Language and Functions

Reading stories to compare cultural aspects of Mexico and other countries

In England they have double-decker buses, but in Mexico people usually travel in cars, taxis, or regular buses.

Vocabulary

history, modern, stereotype, technology

Before you start

Students will consider how families, technology, and fashion have changed over the years. You may find it helpful to bring in pictures from the present and the past related to these topics. On a piece of chart paper, you could make a T-chart for each topic and place pictures from the past in the column on the left and pictures from the present in the column on the right. Then, in groups, students could rotate through the different posters and jot down their observations and thoughts prior to answering the questions with a partner.

Environment: Recreational and Literary

Social Practices: Read stories to compare cultural aspects of Mexico and other countries.

- ▶ Explore and discuss the **accounts**
- ▶ Read and discuss the accounts
- ▶ Express similarities and differences of historical and cultural aspects between Mexico and other countries
- ▶ Determine the value of the cultural aspects between Mexico and other countries
- ▶ Share your learning

Extended Reading

It in English 6

Reader page 106-115

The Great Trek

Read a true historical account of a group of British miners who came to Mexico long ago.



Before you start

▶ Look at the pictures and answer the questions.

1. What are the uses of the pictures?
2. How have children's games changed in the last fifty years?
3. How has technology, such as phones and cars, changed in the last fifty years?
4. How have families and fashion changed?
5. Has anything stayed the same?



Resources

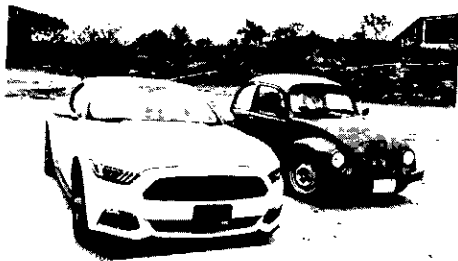
The reading selection provides a historical account of a group of British miners who came to Mexico long ago. Students may need support building background knowledge related to mining. You may want to write *miner* and *mining* on the board and call on students to share what they already know. Clarify any misconceptions students have prior to having them read the selection.

Curricular Flexibility

Students will have a variety of levels of background knowledge associated with technology, fashion, and family life in the present and the past. The use of realia can make learning more interesting. If possible, you may want to bring in old cell phones, radios, styles of clothing, etc. to share with students. As you hold up the items, ask the students to talk about whether they are from the present or the past.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities, such as role-playing a conversation between parents/grandparents and children to talk about the past. This could focus on the aspects of culture. If students do research on other countries, they could also base the role-playing on Mexican vs. foreign cultural aspects.



PRODUCT TIME

Historical Comparison Comic

Students will be required to use their cultural differences in the past and present to create a historical comparison comic. The comic will contain three scenes and will be 100 words.

Step 1: Make a list of past and present aspects of the past and the present of Mexico.

Step 2: Give your comic a title. Create a scene with a scene background and a scene illustration.

Step 3: Research Mexico and create a scene with a scene background, scene illustration, and a scene illustration.

Step 4: Write a script for each scene. Focus on spelling and punctuation.

Step 5: Show your comic to a friend or family member.

To learn more about Mexico's cultural and historical past visit

In this site you will find how Mexico has changed over the years.

In this Product students will be creating a comic that includes cultural and historical aspects of a country's past and present. While some students will enjoy creating their comics using art supplies, other students may be interested in a digital version of the project. You can allow students to explore different means of creating their comics and provide opportunities for digital versions if possible.

Researching is an important part of the Product, and some students may need more support with this. Students may benefit from looking for books in a library, searching for articles online, and looking through textbooks from other classes. Finding accurate information online can be challenging, so you may want to discuss the importance of analyzing whether or not internet sources are reliable before using them.

Curricular Flexibility

For some students, the step of researching a country's historical and cultural aspect may be an overwhelming task. You can first brainstorm different aspects of a country's history and culture. Create a two-column chart in which the aspects are already included in a column. You can then make copies for the students and let them know that they can research each topic and write notes related to the topic in the column on the right.

Language Knowledge

For the Product, students will be making a comic. You may have some students in the class who are unsure what a comic is. It would be helpful to provide some examples for them to analyze in order to help them understand the structure and features included in a comic. As they look at the examples, you can confirm that comics are divided into scenes that contain images and speech bubbles with dialogue.

You may want to set a purpose for the activity by explaining to students that they will be comparing Mumbai to where they live. In preparation for this task, it may be helpful to have students take time to reflect on the transportation, food, types of buildings, and cultural traditions that are present in their community.

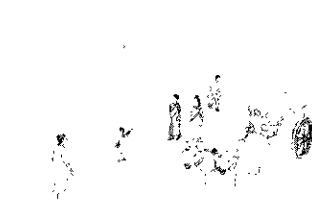
Possible answers might include:

1. *These people are traveling and cooking.* 2. *Mumbai is similar to where I live because we cook in the same way in our house. My town doesn't have many buses, though.*

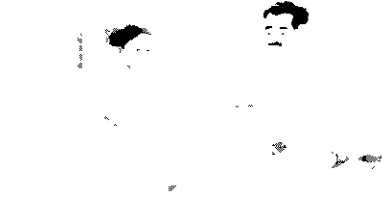
In this activity, students are comparing the past shown in the pictures with the present. You may want to brainstorm topics for comparison prior to having them talk with a partner. Students may benefit from creating a chart in their notebooks that includes a section for each of these topics in the past and present to write notes related to their ideas.

→ A In small groups, look at the pictures of Mumbai, India, and answer the questions.

1. How did people in the past travel in Mumbai?
2. How did people in the past cook in Mumbai? Then and Now.



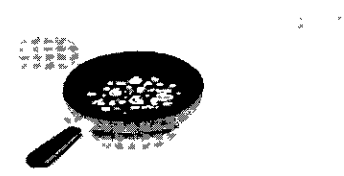
People in the past used to transport Mumbai **carriages**.



In the past, families had to light small fires to use as a **stove**.



People in the present move around Mumbai **cars and motorcycles**.



Now, most people cook using modern **stoves** and **stoves**.

B Listen to a girl talking about when she went back in time and check your predictions.

→ Talk with a partner. Use the pictures in activity A to compare the past and the present.

How did people in the past travel in Mumbai?

How did people in the past cook in Mumbai?



About the Topic

Mumbai is one of the most populous city in India, and it contains many restaurants, high-end shopping malls, and museums. Students may be interested in locating the city on a map. A simple internet search of images of the city may also increase students' interest in the topic and allow them to compare Mumbai in the past with present-day Mumbai more accurately.

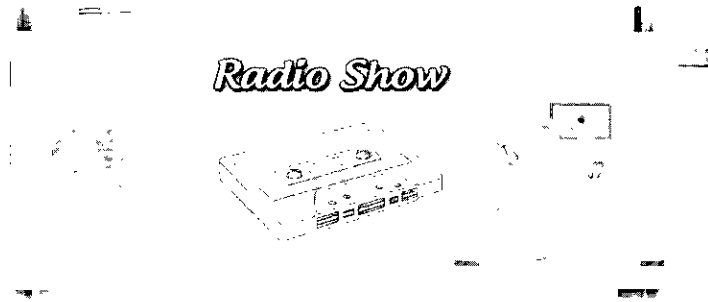
Language Knowledge

There are several key vocabulary words in the activity that may be unfamiliar. You may want to take time to identify and discuss the meaning of any words that students may not know. You can also use this as an opportunity to have students brainstorm other words with similar word parts: *transportation, transform, airport, etc.*



C Look at the picture and answer the questions. Take notes. ⚡

- 1 What are people doing in the picture?
- 2 How has fashion changed in terms of fashion and hairstyles?
- 3 How do people listen to music in the past and how do they listen to it now?




To provide additional support, you may want to include sentence starters that provide options for students' answers. For example, you might want to write the following on the board: *The radio show will be about...* or *Hairstyles in the present are... while hairstyles in the past were...* or *In the past, people listened to music by...* *Now, people listen to music by...*

► Discuss your answers in small groups. ⚡

D Listen to the radio show and confirm if your predictions were correct. ⚡

► In your group, discuss how the speaker's life is similar and different from your own.

The speaker says that people in the past listened to music by...



Yes, but I think that people in the past...

Check what you know!
Check pages 64 and 65. Mark the best options.


PROBLEM SOLVING

Exploring the Past and Present

Learn to compare the past and present and paraphrase sentences.

Learn to describe actions of people from different cultures.

Learn to ask for help.



As students prepare to discuss similarities and differences, they may benefit from a graphic organizer to take notes as they listen to the radio show. Before listening, you can have them make a simple Venn diagram in their notebooks and label one circle, "My Life" and the other circle, "Speaker's Life". As they listen, have them record differences in the outer portions of the circle and similarities in the section where the circles overlap. They can then use their notes for support as they engage in a conversation in a small group.

About the Topic

Fast finishers may want to do further research on these topics. One option would be to create a large chart with several columns. Include the names of different decades at the top of each column. Then you can have students research and look for images that represent styles in each decade. You can have them paste the images in the appropriate column depending on the decade from which they come. Allow students to share their images with the class.

Self-Assessment

In the *Check what you know!* section, students will be asked to reflect on whether they can compare past and present and paraphrase sentences. Explain that "paraphrasing" means to say something in simpler words. Choose sentences from the lesson and paraphrase them to show students specific examples. Then give them time to reflect on whether they are able to compare the past and the present and paraphrase sentences.

Curricular Flexibility

There are some students who will have a very limited amount of knowledge related to music and hairstyles of the past. You may want to take some time to expose them to past hairstyles and means of listening to music. Provide time for them to do internet searches for topics such as "hairstyles of the past" and "listening to music long ago". Allow students to share their findings with others.

Students will predict whether the pictures on pages 66–67 relate to the past or the present. They will later reflect back on whether their predictions were accurate. In order to keep track of their predictions, it may be helpful for them to mark the pictures. They could either label them as past and present, or they could use different colored highlighters. This will help them to look back and confirm or change their thinking as they do the follow-up activity.

In this activity, students will be exposed to the idea of stereotypes. Many students may not understand this term, so it may be helpful to explain that a stereotype is a generalization that may not necessarily be entirely true. It might be helpful to give examples of different stereotypes and help students understand that they don't apply to all people in the group that is being described.

- **A** Look at the pictures on pages 66 and 67. Discuss how they represent the past and present of England with a partner.
- ▶ Read the letter and check if your predictions were correct.

Dear Mom and Dad,

10 October, 1957

I finally arrived in London! The city is lovely but very dirty. The people are friendly and Uncle Berto is making me feel at home.

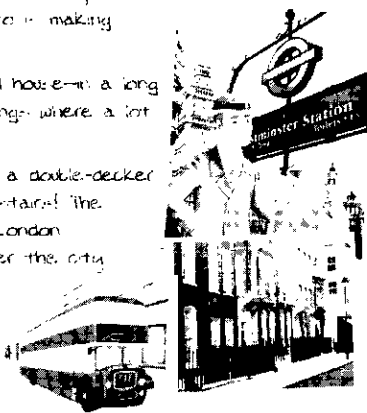
Berto lives in a small house—called a terraced house—in a long row of houses. There are a lot of tall buildings where a lot of people live in apartments, too.

Yesterday, we went into the city center on a double-decker bus! The bus has two floors and we sat upstairs! The traffic was terrible. We came back on the London Underground, which is a train that goes under the city. It was much quicker, but much noisier.

People here look very different. The men wear suits and look very formal. Boys wear tight pants, a smart jacket, and a thin tie. I think they look great!

Your son,

Guillermo

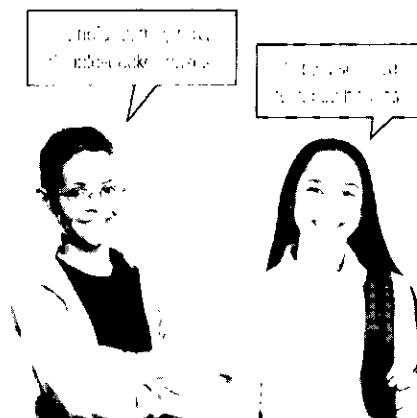


- ▶ **B** Write down the features in the letter you think are the most representative of England.

SAMPLE ANSWERS:

IN ENGLAND, THERE ARE DOUBLE-DECKER BUSES AND TERRACED HOUSES.

- C** Reflect on the way you described England in activity B. Discuss your ideas with a partner.



About the Topic

Students will be learning about many different places around the world. It may be interesting for them to have a world map at the front of the class throughout the entire unit. As each new city is mentioned in an activity, place a push pin or other marker on the map. You can also allow students to place pins or markers on the countries they are studying for their Product. Students will enjoy seeing that London and Mumbai are places quite far from where they live.

Language Knowledge

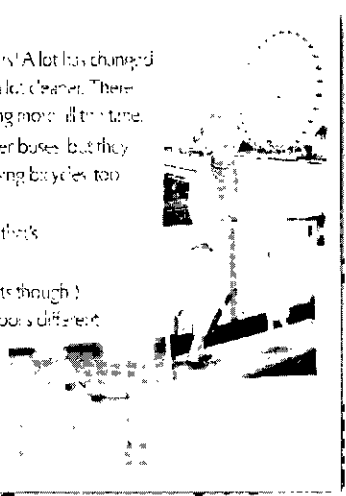
The word “terraced” has different meanings. When referring to land, it indicates a series of levels, or steps. However, in this case, it is referring to houses so the meaning is somewhat different. You may want to explain to students that “terraced” housing refers to a row of houses that is usually identical and having common dividing walls. You may want to ask students to identify the terraced houses in the photo and ask them to share if have seen this type of housing before.



D Look at the pictures again and discuss how you think the past and present in England have changed in terms of music and fashion.

▶ Read the email and check your predictions with your partner.

Dear Nick,
I'm finally in London again for the first time in over 50 years! A lot has changed since I visited my aunt and uncle in 1957. The city looks a lot cleaner. There are a lot of **skyscrapers** everywhere and they are building more all the time. There is still a lot of traffic and there are still double-decker buses, but they are bigger and more modern. There are more people using bicycles, too, and there are more cars than ever, especially taxis. The people don't seem as polite as they did before, but that's true everywhere, I think. Fashion has changed a lot (too few people still wear nightgowns though). People are not as formal as they were before. Everyone looks different in the 1950s, you can look at vintage clothing styles. Most people have changed their minds. There are some crazy colors and styles. Best wishes,
Curt Kimo



Students will discuss how things in England have changed from the past to the present. In order to organize their thinking and provide a foundation for discussion, it may be helpful for them to jot down their ideas before they talk. Encourage them to make a three-column chart in their notebooks labeled "Past," "Present," "Conclusion/Thoughts". Students can write something related to the past in the first column, something related to the present in the next column, and then draw a conclusion about the change in the third column.

E Talk with your partner. Discuss how you think Mexico and England are different now. Use the letter on page 66 and the email on page 67 as a reference, as well as your own ideas.

The past is better than the present.

Mexico is just not very clean.

PRODUCT TIME: Step 2

Comparing Past and Present

In the *Check what you know!* section, you discussed whether you think the present is better than the past or if you like a mix of both. Take out your list from Step 1. Choose one country you have studied in and write down at least three things that have changed since the 1950s. Describe the changes in your own words.

Check what you know!
Check pages 66 and 67. Mark the best options.



I can compare cultural features of Mexico and other countries.
I can analyze words and expressions needed to respectfully describe other cultures.

As students discuss how Mexico and England are different, you may want to help them brainstorm a list of topics they can compare. Help them recall that both letters discussed transportation, cleanliness, buildings, clothing, and hairstyles. By writing these topics on the board, students will have support if they begin to run out of ideas.

Self-Assessment

In the *Check what you know!* section, the students will be reflecting on whether they are able to compare Mexico and other countries and analyze words and expressions that are needed to respectfully describe cultures. This may be a good opportunity to remind them of the discussion you had about stereotypes. You can ask students to reflect on whether they think it is respectful or disrespectful to describe cultures using stereotypes.

Product Time

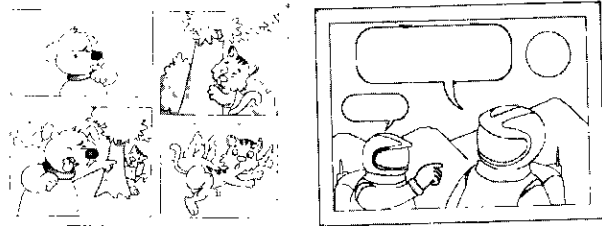
For this step of the Product, students will choose a country and record ideas about how it has changed since the 50s. They may find it helpful to keep track of their ideas using graphic organizers as an organizational tool. There are several different graphic organizers that would be useful, including a two-column chart labeled "past" and "present" or a Venn diagram which would enable them to list similarities as well as differences between the country's past and present.

Students will be discussing the ways in which technology has changed. In order for all students to be successful, they will need sufficient background knowledge related to technology that was used in the past. It may be helpful to gather images of older technological devices and bring them in to share with the class. One at a time, you can hold them up, identify them, and discuss their purpose. You may even want to post them on a bulletin board, along with labels identifying them.

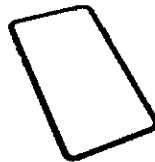
For this discussion, students will be using different verb tenses. You may want to brainstorm and write on the board examples of verb tenses that would be appropriate for describing the past and the present. For example, students will use present tense for describing technology use today. When describing technology in the past, they will use phrases such as *used to* and *There was/were...*

A Work in small groups. Look at the pictures below and discuss the questions.

1. What is the purpose of each device?
 2. How do you think the device was used? (What did people do with it?)



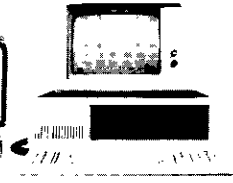
B With your group, look at the text and the images below and discuss where you think they can be found.



2001–2019



1980–2000



Nowadays there is a wide variety of technologies and there are a lot of devices. For example, you can get a console and a virtual reality headset. In the future, there will even be a great variety of devices available.

In the 1950s, few technologies were available. There were computers, but they were slow and large. There were also things called **cassette** players, but they were similar to MP3 players but they did not store music like a computer. They could only store a few songs. The technology you use today originates in the 1950s.

C Read the texts. With your group, discuss other ways technology has changed.

C With a partner, discuss if any of the items mentioned in activity B are available in your country and if you or your parents ever used them.

I think we have these items. But I don't know if my parents used them.

We don't have any of these items. But my parents used them when they were young.

Curricular Flexibility

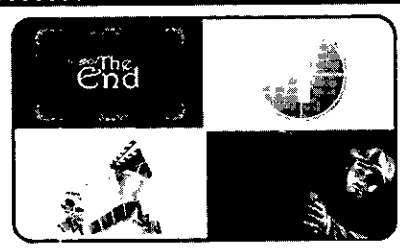
The activities include discussing whether students' parents used various forms of technology. A possible extension would be to have students interview an older member of their family to gather information related to technology used in the past. As a class, you could brainstorm questions and then ask students to interview an older family member and bring the results back to share with the class.

Language Knowledge

Students may be unfamiliar with technology-related words such as *console*, *device*, *virtual reality*, *cassette*. In order to build background, it may be helpful to have students create a vocabulary chart in their notebooks that includes these words. You may want to provide definitions and show examples of pictures, or students could work with partners and look up definitions and images online.



D Look at the pictures and discuss with a partner how technology has changed movies over time.



STUDENTS DRAW A PICTURE OF A MODERN MEXICAN FILM THEY LIKE OR KNOW.

In the 1940s, there were many famous Mexican movie stars, including Cantinflas and Tin-Tan. Movies were in black and white. The most popular types of films were comedies and rumberas films, which featured music and dancing.

NOWADAYS MOVIES ARE IN COLOR. THERE ARE CARTOONS AND COMEDIES. THEY TALK ABOUT MEXICAN TRADITIONS.

The activities on this and the previous page provide support for students' Products. In each example of a comic strip, you can have students point out the different features of a comic strip, including the images, scenes, and speech bubbles. In the blank space, students will have an opportunity to practice drawing their own image and adding their own text. You might want to explain that this activity is allowing them to practice the task that they will complete in Step 3 of the Product.

In this activity, students will compare Mexican movies with movies from other countries. You can scaffold and provide additional support for this activity by exposing students to this material visually rather than simply discussing it. For example, it may be helpful to show images of movies from other countries that they are most likely familiar with.

Read the caption about Mexican movies and complete the story panel by drawing what Mexican films look like now.

Mexican movies are present in the

because they bring the
in the States as usual
of comedy

E Share your drawings with your partner and compare Mexican movies to movies from other countries you know.

PRODUCT TIME Step 3

Creating a Comic

In this lesson, you explored the past and present of comic strip images like the movies in our Product. You also went through the information you gathered in Step 1 and Step 2 to help you find information on the topic. In this step, creating a comic strip about the differences between Mexico and the country that you chose. Keep your comic for the next lesson.

Check what you know!
Check pages 68 and 69. Mark the best options.

Indicators

I can clearly actions presently carried out or not

I can use different ways to express similarities and differences

Self-Assessment

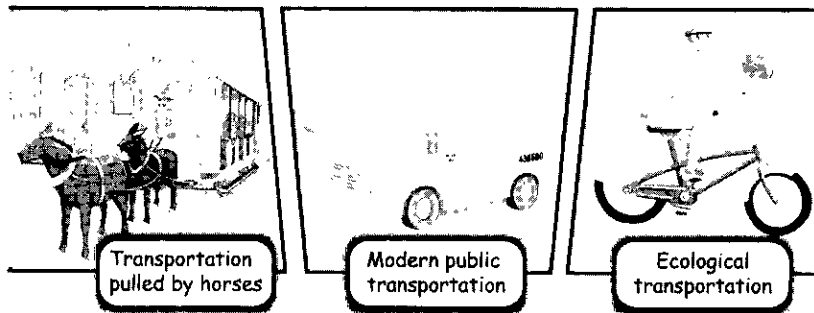
In the *Check what you know!* section, the students will analyze whether they are able to use different ways to express similarities and differences. You might want to remind them that they discussed similarities and differences related to technology in the past and the present. You can have them think back on their level of success in those tasks and then encourage them to complete the self-assessment.

Product Time

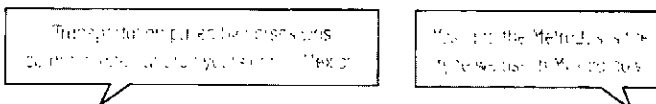
In this step, students will organize the information in the order it will be used. It is quite possible that students have a wide variety of information comparing Mexico to another country. To create a comic strip that is well organized and makes sense, students may want to narrow their information down to focus on one topic. For example, they may want to only focus on how foods or cultural celebrations are similar or different.

Students will be discussing different means of transportation. A way of scaffolding this is to provide a word bank for students to use as they discuss the topic. As a class, you can brainstorm different vocabulary that might be used and make a list on the board. Next to each word, it would be helpful to include an image to support students' comprehension of the words. Then you can refer students to the word bank as they are discussing the content with their partners.

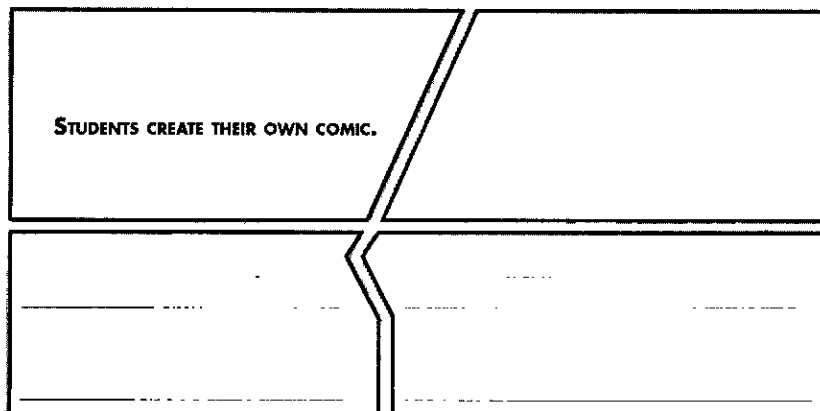
- ➔ A In pairs, look at the pictures. Discuss and describe when and where you think each picture is set.



- ▶ Listen to the lecture to check your predictions with your partner.



- ➔ B Listen again and create a comic comparing means of transportation in Mexico. Create one panel and caption for a time in the past, and another panel for how that transport has changed now. Use activity A as a model.



- ▶ When you have finished, compare and share your work with your partner.

70 Unit 6

About the Topic

Most students will have a basic knowledge of some simple means of transportation. You can increase their background knowledge by exposing them to more complex vocabulary related to the topic. One way to develop their vocabulary would be to have them find pictures of different means of transportation from magazines. They can then identify the different means of transportation and sort them in a variety of ways.

Curricular Flexibility

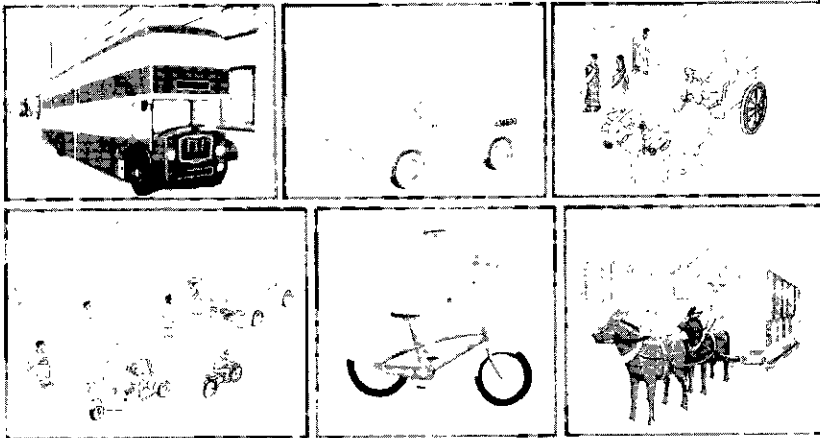
A good oral language skill for students to develop is retelling. The comic strip activities that students are working on can provide an excellent opportunity to practice this skill. Students can take photocopies of comics they are familiar with, cut them apart, and then practice putting them back in the correct order and retelling the information. They can do this independently or in pairs.

Resources

Students need a variety of strategies in order to comprehend the texts they are reading. One of them is visualization. You can encourage students to make a picture in their mind as they read. To further support their use of this strategy, and connect their reading to their learning, you can encourage them to make a comic from the material included in the reading selection. If time allows, students will enjoy sharing these comics with the rest of the class.



C With your partner, discuss and compare the means of transportation in other countries with those in your country.



Train, bus, car, motorcycle

Modern train, bicycle, horse-drawn carriage, motorcycle, car, bicycle

STUDENTS DRAW A MEAN OF TRANSPORTATION DIFFERENT FROM THOSE THEY CAN FIND IN THEIR COMMUNITY.

- Think of a mean of transportation different from the ones in the pictures and compare it with them. Describe it and discuss about its characteristics and history.

PRODUCT TIME Step A

Completing Your Comic

In this step, you complete the comic strip that you have drawn and drawn a picture for. You write the dialogue, captions and write the captions. Write your Product and give it to your partner. They will evaluate it and give you feedback. They will also give you a list of suggestions. Make sure to read the suggestions and give them a response for the next session.

Read and hear the historical account, *The Great Trek*, on pages 65-78 of your Reader.

Check what you know!

Check pages 70 and 71. Mark the best options.

Indicators

- I can write sentences with historical and cultural features.
- I can check spelling and punctuation.
- I can ask for help.

As students discuss the means of transportation in the present and the past, they will need to know how to correctly use the verbs in each tense. You can brainstorm a list of verbs that students will most likely use frequently in the activity and compare past and present tenses so that students can use them in the speaking activities.

Students are asked to think of a different mean of transportation, describe it and share with the others what they know about its characteristics and history. You can also suggest a research session so they look for bizarre ways of transportation around the world.

Self-Assessment

In the *Check what you know!* section, students will be reflecting on whether they can write sentences about historical and cultural features and check for spelling and punctuation. You can have them take a minute to look over the sentences in their comics and think about their level of success in writing them. You might also remind students that they evaluated each other's work and ask them how confident they felt pointing out spelling and punctuation errors.

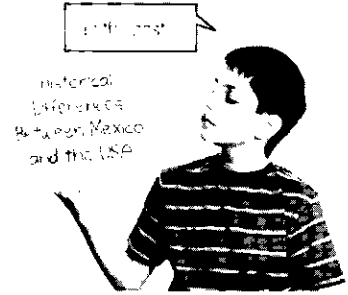
Product Time

In this step, students will be creating their comic strips based on the information they organized in the previous step. This may be a good time to remind them that good writers always go back to reread their work and fix any mistakes. It is also important to talk to them about the different base elements of a comic strip (panels, captions, bubbles, etc.). Help them by providing visual examples.

PRODUCT TIME Step 6

Share Your Comic

Get together with your Product group and take turns with each student reading the comic strip and explaining the meaning of the words. Then get together with other groups to share your comic with each other and discuss. Remember to give feedback and praise. Remember to explain why you chose your



As students prepare to share their comics with other groups, you may want to keep in mind that there is a variety of ways they can do it. Comics lend themselves to oral performance, so students may enjoy performing the comics for other groups. They could select a narrator to read the captions and other group members to read the speech bubbles. Another group member could explain images and answer any questions other groups may have.

Students will use a rating scale of *Always*, *Sometimes*, and *Never* to evaluate their group's work on the Product. Some students may need reminders of the meanings of these words, so it may be helpful to review the words used in the scale and give concrete examples of each. Some students may benefit from examples that include information specifically derived from the unit.

Product Assessment

With your Product group, grade each aspect to reflect the way you worked together.

Product Collaboration Analysis		
We worked together well and shared ideas.		
We respected each other's opinions.		
We took time to talk about the historical background.	+	++
We finished our product on time.		
We helped each other when needed.		+
We worked well with other group members.	-	+
Total		

Reflect on your responses and complete the table with how to do better next time.

Evaluation Tools

Use the photocopiable evaluation instrument (from *Teacher's Guide* page 143) to help students assess their progress. You may photocopy the evaluation and distribute it to students. It might be helpful to read aloud the statements and check comprehension prior to giving students time to complete their evaluations.

Product Time

In this particular presentation, students will share their comics in small groups. Since they did not have the opportunity to share with the whole class, they might want to share their comics with others at the end of the class. In order to support their self-confidence, it may be a good idea to have a whole-class discussion about what went well and what can be improved.



Unit Self-Assessment

Evaluate yourself in the following areas.

How well did you...	I did very well	I can improve	I need help
reading and listening and finishing assignments?			
comparing and contrasting cultural aspects between Mexico and other countries?			

Reflect

What do you do to improve your work in this class?

An important aspect of self-assessment is reflection and goal-setting for the future. As students complete the assessment, have them select one area in particular where they would like to improve in future units. In order to clearly envision their goals, you may want to distribute paper and have students make a small poster that illustrates their goal. If time allows, they will enjoy sharing their goals posters in front of the class.

Check what you know!

Use the words in purple to answer the questions.

Yes

Sometimes

No

Compare

1. How are Mexico and other Latin American countries different?

2. Explain similarities and differences of historical and cultural aspects between Mexico and other Latin American countries.

Reflect

3. What kinds of activities are easy for you?

4. What kinds of activities are difficult for you?

5. What are you still doing about?

As students reflect on their learning and goals, it is important to remember the importance of positive feedback. Take time within the class period to ask students to point out the areas they think their classmates excel in. You could brainstorm words that relate to the types of ideas you are looking for and write them on the board prior to having students share. These words would include *helpful*, *respectful*, *successful*, etc.

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Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (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 complete the exam. 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 comparing ideas related to the past and the present using correct verb tenses.



Language and Functions

Language and Functions

Listen and explore suggestions in dialogues

Yes, and they are half price.

Understand expressions of interlocutors

Can I see the blue ones, please?

Exchange suggestions in a dialogue

I think the tennis shoes are very cheap.

Vocabulary

stores, food items, clothes, sporting goods, school items

Before you start

Students can answer the questions individually and then check their answers in pairs.

Sample answers might include:

1. *They all show people buying things.*
2. *There is a shopping mall, a market stall, a clothes store, and a shoe store.*
3. *They sell clothes, dry goods, shoes, and food.*
4. *video games, clothes, food, candy, shoes.*
5. *Answers will vary.*

Environment: Family and Community

Exchange

suggestions to acquire or sell a product.

- Use the target expressions of the unit to practice.
- Write a dialogue using the target expressions.
- Role-play the dialogue in pairs.
- Record the dialogue on audio.

Extended Reading, I. 1 in English 6

Reader pages 11-20

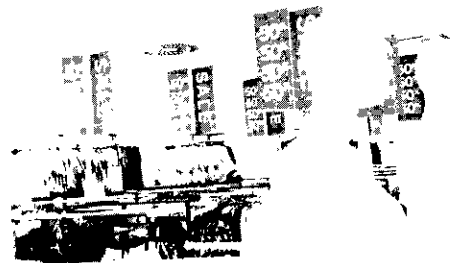
You have style!

Read and listen to the text in this unit and complete the reading strategy.

Before you start

Look at the pictures and answer the questions.

1. What items do you see in the pictures?
2. Which stores do you know and what do they sell?
3. What items do they sell? Do you know what they sell?
4. What do you think they sell?
5. What type of stores do they sell? Do you know?



About the Topic

The topic of this unit revolves around shopping, whether for clothes, food or electrical items. More significantly, it focuses on the act of buying and selling. It's perhaps key at some point to stress to students that in the US, or other English-speaking countries like the UK and Australia, haggling (negotiating the price of an item) almost never happens.

Self-Assessment

The *Before you start* questions will help introduce the topic of the unit and at the same time allow students to activate prior knowledge related to the social practice of buying and selling. It might be useful to review some of the structures they will use in the unit, like *will* for offers and the modal *would*.

Resources

It is important to encourage students to read independently in English by using their *Reader* for this unit. You could read out loud in class or assign different pages of the text to different students and then have them tell the class what they read about.



In this unit you will create a **Flyer to Buy and Sell Products**

Learn that you wish to **buy** or **sell** products in **stores**. Learn expressions to ask about **prices** and **discounts** offer suggestions and bargain.

Choose a store and make a list of products you would like to sell.

Write carefully what you buy and sell your products.

Design your leaflet with picture of the products, description, prices, and special **offers**.

Then play selling and buying products from your leaflet.

If you want to learn more about how to sell and buy items, visit:

In this site, you will find tips to have a garage sale.

Students will make a flyer and a list of phrases in order to role-play the buying and selling of products. The activities in each step should be motivating and fun to do. Alternative projects related to buying and selling could include writing a script for a short play about buying or selling or making a poster with useful phrases to be displayed in the classroom. It's important to offer students the opportunity to adapt the Product to their interests.

Read over the lessons for students to know how they will achieve the final Product.

Students might find this page useful for ideas on their final Product. Alternatively, they can browse web pages with tips to sell and buy used articles.

Pre-Evaluation

The activities will allow you to evaluate students' competency in asking and answering about specific characteristics of the product they want to buy. In order to do this, it's important to review the passive voice. We form the passive with *be* and the past participle of a verb: *The shoes are made of leather.*

Language Knowledge

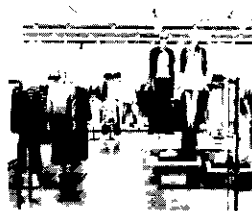
The main social practice for this unit is exchanging suggestions to buy or sell a product. To do this, students will need to use a variety of phrases. Two structures students will see in the unit are *can/could*. Remind them how to form questions with *can* and *could* and that we use them to ask for permission: *Can I try on the red ones, please?* Tell them that *could* is used in a more formal and polite manner to request something.

For question 3, some students might not know which questions to ask in order to buy an item from one of the stores. As students will be relying on these types of questions for their Product, it will be useful to brainstorm some phrases and write them on the board. For example, *Can I have some oranges, please? How much are the tablets? Do you have these socks in red?*

Before students listen, you can have them predict who they think will be taking part in the dialogues. You can write some of their predictions on the board and check to see if they were correct once they have listened to the dialogue.

It might be an idea, before doing activity B, to choose one of the situations and come up with a dialogue as a class and write it on the board. You can start them off by writing, *Can I try on the red T-shirt, please?* and then have students come up with a response. This should set them up well to complete activity B.

Look at the pictures of different stores and answer the questions in pairs.



- What are you going to buy? What are you going to compare with the other items?
- What are you going to pay for? How much?
- What are you going to buy? Ask if you can buy any and if you can't buy it, ask why?

Listen to the dialogues and discuss if your predictions were correct, with your partner.

Listen to the dialogues again. Talk with your partner. Discuss what you think the relationship between the speakers is and why. Use the questions below to help you.

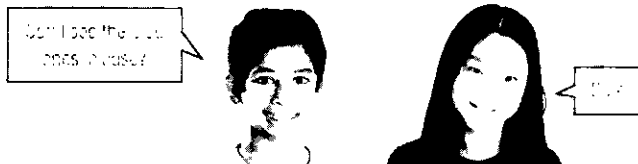
- Are they friends?
- Are they family?
- Are they strangers?

Work with a partner to create a dialogue choosing one of the situations from the boxes. Write down your main ideas.

- Buying a tablet
- Buying a pair of shoes
- Buying a pair of socks

- GREET
- ASK FOR THE PRICE
- ASK FOR DIFFERENT SIZES OR COLORS
- PAY
- THANK
- SAY GOODBYE

Listen to the dialogues in activity A again to incorporate more ideas to your role-play if needed.



Curricular Flexibility

It's important to be aware that some children come from families that might not have a lot of money and are unable to afford some of the items seen in this unit. It is important to be sensitive to factors like these, especially when some of the items are electronic, such as tablets, computers, and phones.

Language Knowledge

It's important for students to understand the intonation patterns in questions. Explain that rising intonation is more common with *Yes/No* questions: *Can I try the shoes on, please?* You can have the whole class practice some *Yes/No* questions in chorus as they are common throughout the unit. Explain that most other questions have a falling intonation.

Imagine that you are in a small grocery store in your town. Discuss these questions with a partner.

1. What do you think of first when you go out to buy a product at a store in your city? Why?
2. Do you know when the sales season starts in your country? Why?
3. Do you pick the products you want or do you have to pick them? Why?



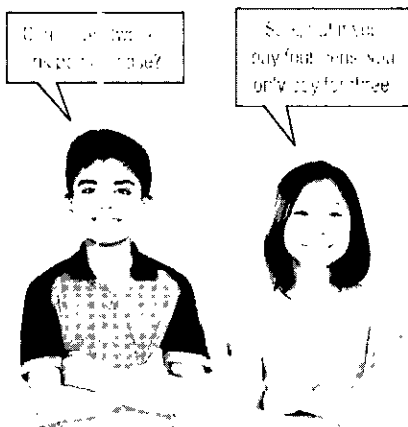
Listen to the conversation between a customer and a shop assistant. With your partner, discuss and compare the items the store in the audio sells with the ones they sell in a store in your community. Take notes.

FOOD: PEARS, EGGS, CEREAL, ETC.

ANSWERS MAY VARY.

Check and compare your ideas with another pair.

Imagine you are at a store from your community with a partner. Decide who is going to be the customer, who the shop assistant, and what you are going to buy. Use your notes from activity D to role-play the conversation.



Can you help me get a couple?

Sorry, I have only four here. You only pay for three.

Make a List of Products

Write a list of products that you would like to buy at the store. Write down the name of the product and the price. You can use the words in the box to help you. Write down the name of the product and the price. You can use the words in the box to help you.

Check pages 76 and 77. Mark the best options.

- I can understand dialogues related to buying or selling a product.
- I can exchange suggestions in dialogues.



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Before students discuss the questions, ask them to take a look at the picture of the store. You can ask them to brainstorm words and write some of them on the board. You could remind them that there are no incorrect answers.

You can tell students that when they are taking notes, it's important to only write down the most important details. You can explain that it's not necessary for them to understand every single word. This is an important skill to practice and that will be useful in their studies. Once they have listened to the tape a first time, you can play the audio again and see if they can hear any phrases that they feel would be useful for the next activity, too.

If students don't feel comfortable role-playing without a script, you can ask them to write down their role-plays first before performing them. This will help them learn to start, maintain and finish exchanges.

Product Time

This is the first step of the Product. Students can form their own groups or you can form the groups if you want students at different levels to work together.

It is important to let students know that they will work on this Product throughout the unit both inside and outside of the classroom. You should provide any material if needed.

You should let students know that they will be evaluated on the final Product and on their collaboration.

Self-Assessment

It is important to guide students through the *Check what you know!* activity. You might ask them which activities on the page are related to the different competencies.

Students can work together to think of ways that they can work on improving the competencies.

You might suggest that each student then write what they are going to do to improve on their English.

Ongoing Evaluation

While students are role-playing, walk around the class and check that they are using the language learned so far. You can observe individual students and check that they are:

- using the correct question forms
- using the correct intonation
- participating well
- making suggestions

You might group weak students and clarify their doubts.

This activity will provide a model for the following activity. You can go around the class and offer some suggestions. Encourage them to do the same. Possible answers are: 1. *I enjoy buying pencils and pens.* 2. *I choose the coolest looking one.* 3. *I like my backpack to be comfortable.*

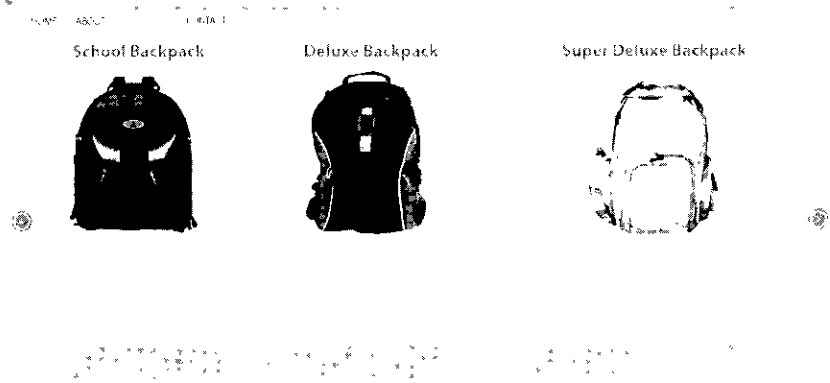
For this activity, students will need to respond with *would*. Explain that we often use *would* (or the contracted form *'d*) in the main clause of a sentence when we talk about imaginary situations. To get them started, you can ask them how to ask for opinions and how to give suggestions.

You might want to have students make predictions about what the boy will say. Predicting is a useful strategy because it gives them a reason to listen, as they confirm (or reject) predictions. Once they have listened a couple of times, you can ask them to make a T-chart in order to compare their answers with the boys'.

➤ Discuss the questions in small groups.

1. Which school **supplies** do you enjoy buying?
2. How do you decide which backpack you want to buy?
3. What is the main characteristic you ask for?

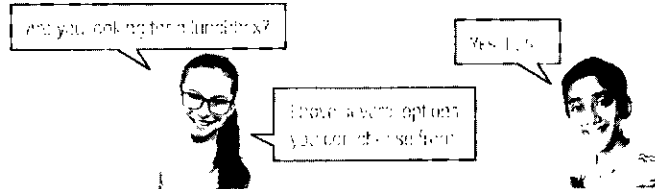
➤ Look at the pictures and decide which backpack you would buy and why. Share and compare your ideas with your group. Listen to their opinions.



➤ Listen to a conversation between a father and his son deciding which backpack to buy and why. Compare your answers from the activity A with the things the boy mentions. Use the questions to help you.

What is it made of? What color should it be? What does it look like? What does it cost?

➤ With a partner, imagine one of you is a sales assistant at the store that sells school supplies and one of you is there to buy something for school. Use the characteristics mentioned in the conversation as a reference of what you might ask and answer.



Language Knowledge

Students are looking at a number of question structures on the page. They already know how to make *Yes/No* questions, but they will also need to learn about *Wh-* questions. You can elicit the *Wh-* question words from students and then write the following on the board to help them: *What?* (things), *Where?* (location), *Who?* (people), *When?* (time), *Why?* (reason), *How?* (way things happen), *How many?* *How much?* *How often?* (number, amount or frequency).

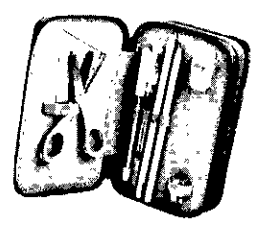
Resources

At the end of class, you might want to ask students to read the text about buying and selling in their *Readers, You have style!* Remember that independent reading plays a key role in reading fluency, vocabulary and spelling, so stress the importance of doing it at home. You might want to ask some questions about the reading at the beginning or end of the next class.



Read the conversation aloud with a partner.

Before the class, you could make photocopies of the conversation, cut out the speech bubbles and mix them up. Hand them out to pairs at the beginning of the class, and ask them to put the conversation in order. Once students have finished, they can check against the actual conversation in their books. This makes the activity fun and will also help them with the structure of conversations.



Find phrases in the dialogue that can be used for the following purposes.

- Greet the customer
- Describe the product
- Ask for more information
- Specify characteristics of the product
- Ask for more information

With your partner, choose a school supply. Role-play a conversation to sell the product to each other. Use the conversation in activity E as a model.



You might want to write more useful vocabulary and phrases on the board for students to use in their role-plays. You could have them write down their conversation beforehand and then check it over so they feel more confident. It also might be a good idea to pair mixed-abilities students for this activity. Encourage stronger students to see their role as a mentor.

Useful Phrases to Buy and Sell

When you go to a shop, you can use the phrases in the box to buy and sell products. Write down the phrases you use in your role-play. You can also use the phrases to describe the products you are selling.

Check pages 78 and 79. Mark the best options.

- I can describe products.
- I can participate in dialogues to buy or sell products.

Read another text with buying suggestions, *You have style!*, on pages 79-92 of your Reader.

Product Time

Students should use the lists of items from Step 1 for this activity. When they start to write their short phrases in order to sell their products, walk around the class and check that they are on the right track. You can allow different groups to share their information to the class. You can even invite other groups to add up extra phrases. If time allows, you could ask volunteers to present their items, pictures and characteristics.

Self-Assessment

It is important to guide students through the *Check what you know!* activity. You can ask the class for a show of hands about each competency and group students of different levels together. In groups, students can talk about what language they used for each competency. You can suggest that each group comes up with a list of evidence for each competency and share it with the class.

Ongoing Evaluation

While students are role-playing, walk around the class and observe and check that they are:

- using the correct language to buy and sell
- using effective selling techniques
- participating well

You might want to talk to individual students who are having difficulties to clarify any doubts.

Before students discuss the questions, ask them to look at the picture. After you've done this, have them work with a partner to discuss the questions. Remind them its important to exchange opinions and suggestions.

There are number of vocabulary words that students might have difficulty with: *discount*, *brand new*, *second hand*, etc. Before they do the activity, you could play a vocabulary game like pictionary or charades. This makes the words more memorable for students and makes the class more fun.

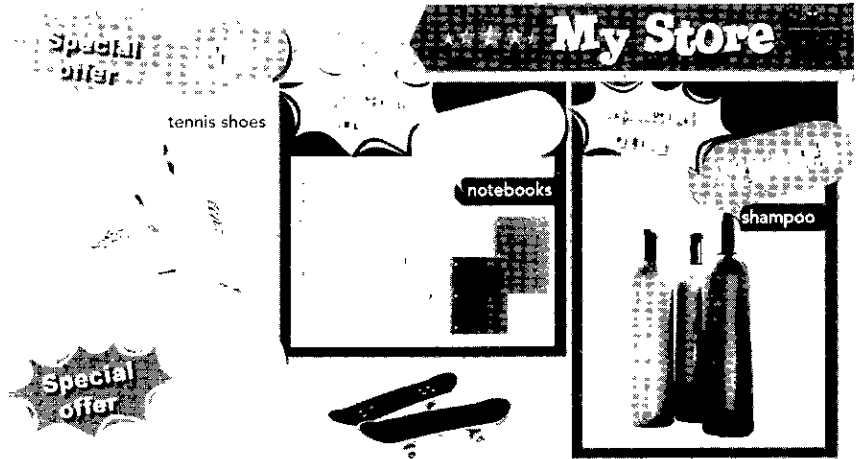
It's important to make sure students know what they are going to listen to. Explain that they should focus only on the information they need. You can also check for any words that your students might not know and pre-teach them. This way they won't interfere with understanding.

Discuss the questions with a partner.

1. How many items are on the flyer? List them.
2. Why do you think some items are more expensive than others?

Look at the flyer. Use the words and expressions in the box to write sentences to describe the objects. Follow the examples.

Use the words and expressions: **cheap** **expensive** **brand new** **second hand**



The term cheap is used to describe

THE SHAMPOO IS CHEAP.

THE SKATEBOARD IS SECOND-HAND.

The term expensive is used to describe

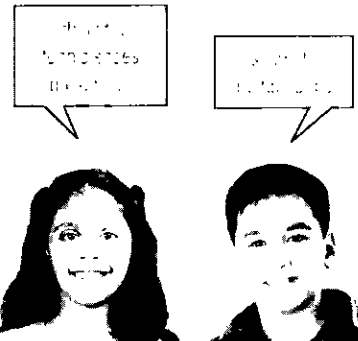
THE SKATEBOARDS ARE EXPENSIVE.

THE NOTEBOOKS ARE BRAND NEW.

Check and compare your answers with a partner.

Listen to four dialogues related to selling different products. Explain what the offers are. Exchange opinions and suggestions about the items.

With your partner, reflect and discuss which offers are the best.



Language Knowledge

There is an example of passive voice on this page. You might have already explained earlier in the unit how to form it. See if students can see it on the page.

You can then explain that we use the passive to show interest in the person or object that experiences an action, rather than the person or object that performs the action. This means that the most important thing or person becomes the subject of the sentence.

Ongoing Evaluation

You can evaluate students when they are discussing and reflecting which offers are best. Some aspects to focus on are:

- pronunciation and fluency
- turn taking
- appropriate language use
- how they deal with gaps in the flow of their discussion

Make notes about what students are having trouble with and go over them as a class afterwards.

Practice using these expressions to describe products.



Work in pairs. Take turns sharing what the expressions from the box can be used for.

- May I see that?
- How much is that?
- In my experience...
- What do you think about it?
- How much would you pay for it?
- What do you think?



Explain to the students that these expressions are commonly used to ask for someone's opinion or to give someone your own. Remind them it is important not only to ask for feedback but also to do so respectfully.

With your partner, read the dialogue between two friends. Help each other use the correct intonation and pronunciation.

NICK: I like that sweater but it is expensive.
MIKE: It is expensive.
NICK: But it is on sale.
MIKE: I think the blue one would look better on you.
NICK: I will try it on.
MIKE: How about this T-shirt?
NICK: I am not sure.
MIKE: It goes well with the sweater.
NICK: How about the red one?
MIKE: It you like it better.
NICK: It is on sale. Two for the price of one.
MIKE: Then I think you should buy it. You can get the red one and the blue one.
NICK: You are right. I will get both.

If you or the students have cell phones that can record, encourage them to record their conversations and then listen to them afterward in order to focus on their pronunciation and intonation. You could perhaps play some dialogues back to the class and ask them to spot any errors.

Practice reading the dialogue aloud with a different partner. Remember to help each other with pronunciation.

Imagine you want to buy or sell different objects. Role-play the dialogue in activity E using different expressions from activity D.

Prices and Special Offers

Prices and special offers are important when you buy or sell things. You can use the expressions in this activity to ask for prices and to give special offers. You can also use the expressions to describe products. Practice using these expressions in the role-play activity.

Check pages 80 and 81. Mark the best options.



I can describe objects for selling or buying them.
 I can exchange suggestions in a dialogue.

Do you like this T-shirt?

I like this T-shirt. It is on sale.



If you download pictures from Internet, make sure they are not copyrighted.

Explain that many images on internet are copyrighted and that they cannot be used without paying or without the author's permission.

Product Time

In Step 3 of the Product, students are going to decide how much each item costs from the list they made in Step 1. Remind them that some of the items should be on sale. Then you can hand out large pieces of paper and ask students to design a flyer for the type of store they chose. Monitor and encourage students to decorate their flyers with photos of the items and attractive colors. Explain that they will need this for the final step.

Self-Assessment

It is important to guide students through the *Check what you know!* activity. You can call on volunteers to give you an example for each competency or write it on the board. If volunteers aren't comfortable, do the same but as a class and write them on the board.

Ongoing Evaluation

While students are reading the dialogue in activity E, you can observe and evaluate individual students based on:

- intonation in questions
- general pronunciation
- how well they are taking part

Make notes about what students are having trouble with and go over them with individual students at some point during the class.

Role-playing can be an important and fun activity for students to do, but in order for the task to be successful, there are a few things to consider. Firstly, as a teacher, you need to be invested in the activity—you shouldn't see it as wasting time. Secondly, it's important that students are able to see the relevance of the role-play to their everyday lives. Thirdly, once students have finished doing their role-plays with their groups and other groups, you can use the opportunity to go over common mistakes that students made.

Students will mark answers (*always, sometimes, never*) to questions in order to evaluate their group. For some students, this may be somewhat abstract, and it may be difficult for them to determine which answer to mark. In order to help them, you may consider creating a chart to display at the front of the room. For each question on the evaluation, it will be helpful to discuss which behaviors deserve which mark.

Buying and Selling Products

Help your students prepare for the role-play by reading from Step 2. Discuss with your class what you think will be the most interesting way to gain from the customer. These conversations will lead to your role-play. You may include task and/or student questions. Remember to use the suggestions on page 82.

For suggestions on how to use the role-play, see the role-play activities on page 82. You may want to consider that with a role-play, students can be evaluated on their role-play and on their ability to use the language in a different context.



Read and mark (✓) the boxes to evaluate your Product group in the following areas.

Did they introduce their product?	Was their presentation interesting?	Were they able to answer the questions?	Did they use the language in a way that was useful?
Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?
Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?
Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?
Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?	Did they use the language in a way that was useful?

Reflect

1. What did you need help with?
2. What did you do to improve your level of help?

82 Unit 7

Evaluations Tools

Use the *Observation Guide* (from *Teacher's Guide* page 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

When students are role-playing, it's important for them to have the relevant language for role-plays to work. To help them, you can write some of the language on the board. This may need you to walk around, monitoring the class and offering assistance as and when necessary. This will help them learn new vocabulary and structures in a more natural environment. It's also more fun for students if they know what they're doing.



Unit 7

Mark (✓) the boxes in the rubric to assess your performance in the unit.

	Not at all	Sometimes	Most of the time
Fluency	I produce sentences with almost no hesitation. My sentences help me communicate.	I produce sentences with some hesitation. My sentences sometimes help me communicate.	I can produce sentences with little hesitation. I find it difficult to express my ideas.
Pronunciation	My classmates and teacher can understand what I say easily.	My classmates and teacher find it difficult to understand what I say sometimes.	My classmates and teacher can hardly understand what I say.
Contribution to the dialogue	I can participate confidently and help my classmates.	I can participate and help my classmates.	I find it difficult to participate confidently and help my classmates.

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

One of the most important aspects of self-assessment is goal-setting for the future. As students complete the assessments in pairs, encourage them to think about how they might do better in the next unit. In order to envision their goal more clearly, you might provide paper and markers so that they can illustrate and write a sentence that shows what they hope to accomplish in the next unit, or 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.

Check your progress

Use the words in orange to answer the questions.

Can you?

1. explain and understand suggestions in exchanges?
2. understand expressions of interlocutors?
3. exchange suggestions in a dialogue? _____

Reflect

4. What kind of activities were easy for you?
5. What kind of activities were difficult?
6. What did you like to do best? Why?

As students reflect on their progress and set goals for the future, it is important to remember that students at this age can be easily discouraged by negative feedback. If students are evaluating themselves in a less than positive manner, it may help them rebuild their confidence to point out the things that you noticed they did well. Encourage them to focus on their successes and not dwell on their shortcomings.

Unit 7 83

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopyable exam (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 complete the exam individually. 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 how to make suggestions.

Language Objectives

Language and functions

Explore and read fantasy stories

Once upon a time, Cinderella made herself a beautiful dress.

Read and understand fairy stories

Which character used a magical object?

Compare your country's behavior, values, and scenarios with those of other countries

The Pied Piper used the flute.

Vocabulary

fairy tales, past tense verbs, magical objects

Resources

Students can explore the *Reader*, pages 93–106, to read a story about how a man's life changes after a genie grants him three wishes.

Environment: Recreational and Literary

Read fantasy stories.

- 1. Explain fantasy stories.
- 2. Read and understand fairy stories.
- 3. Compare your country's behavior, values and scenarios with those of other countries.
- 4. Use multiple-choice tests.

Extended Reading

1 In English 6

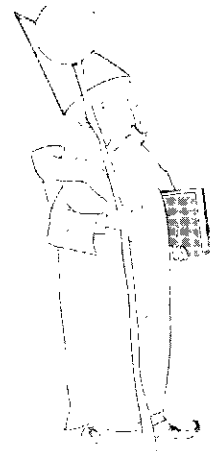
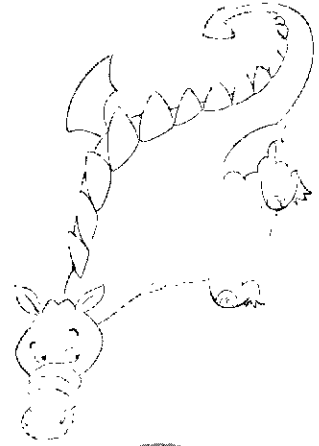
Reader page 93–106 23
Aladdin

Read a fantasy story about how a man's life changes after a genie grants him three wishes.

Before you start

Look at the pictures and answer the questions.

1. What are you able to see in the pictures?
2. What are you able to identify stories did you know before you were **younger**?
3. Which **characters** from fairy tales do you think still live in your country?
4. Which magical objects can you recall from fairy tales and stories?
 - a. What are they used for by the magic?



About the Topic

To introduce the topic, you can go around the class and ask students to name their favorite fairy tale. For a bit of fun, invite the class to guess when the first fairy tale was written (18th Century).

Before you start

Besides answering the questions in the *Before you start* section, you can encourage students to guess the characters' magic powers. That can be a motivating activity to set the context of the unit.

Sample answers include: 1. *A dragon, a witch, a wizard, a fairy godmother, a queen*; 2. *Answers will vary*. 3. *Answers will vary*. 4. *A wand, a glass ball, a magic lamp*. 5. *Answers will vary*.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD* to create different communicative activities, such as describing characters or stories for other students to guess, role-playing a scene from a fairy tale, describing the characters personality, and so on.



Magic of the Magical Objects Collage

Use a magic wand to create a scene from **fantasy** that has a magical object. The student will describe the magic, purpose, and how it is used.



Search for a different magical object.

Write a magic scene using the magical object.

Write a description of the magical object.

Write a scene using the magical object.

Read the scene and **describe** the magical object.

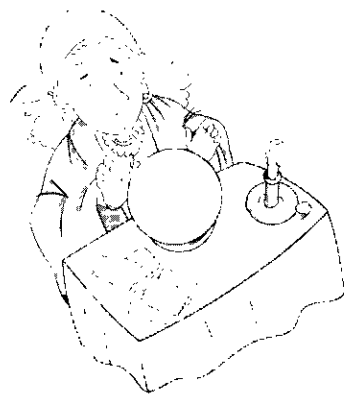
If you want to learn more about magical objects visit

In this site you will find descriptions of **magical** objects found in fairy tales

You might want to ask the class to recall the magical objects from pages 84 and 85 and what their purpose in stories is. To help them remember the new language, you could play a Pictionary on the board.

Collages provide practice and opportunities for creativity. Students could use other materials, and then learn words related to touch. Now or in one of the Product classes, you can select different materials and practice descriptions in groups. For example, *rough, smooth, soft, fluffy, thick, bendy, sticky.*

Draw students' attention to the web page as a resource for learning about other magical objects. If students can use the internet in class, you could give them ten minutes to explore the site and write three things they found useful.



Product Time

You can explain that for the Product, groups are going to make a collage and you should talk them through the different lessons. Now would be a good time to ask them to bring magazines or other materials from home that they would like to include on their collages. They should also start thinking about what magical objects they would like to have.

Resources

Alternative Product ideas could include writing a story. Groups can create their own characters and magical objects. They could write the story and then perform it for the class. This includes adapting one of the fairy tales that the students see in the unit. An easier task would be for students to make a game of snap, select a few objects, and then draw the object and add words describing it.

Giving the class a little time to look at the pictures and title before reading will help activate their background knowledge. You may even want to help them elicit the story and discuss why it is a fairytale. You can write key vocabulary on the board.

Encouraging students to note down the sequence of events in a story and when they occur helps them to understand a text and facilitates the retelling of the story from the notes. It is also a form of scaffolding for students who find reading more challenging. You may want to clarify the meanings of the headings beforehand.

You could take the opportunity to use the story to practice past tense verbs. Depending on the level, this might be a revision. If students are not familiar with the past tense, you could write the infinitive forms on the board and elicit the past tense forms, before asking them to retell the story with their partner.

→ Look at the pictures on pages 86 and 87. Discuss the questions with a partner.

1. Do you know Cinderella's story? What happens to her?
2. Do you think this is a real tale? Why? Why not?
3. What are the main events in the story and what are the characters?

SETTING

Once upon a time, there lived a girl named Cinderella. She lived with her stepmother and stepsisters, who were very cruel.

Cinderella spent her days waiting on her stepmother and stepsisters' hand and foot.



SETTING

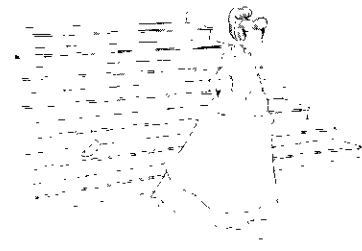
One day, an invitation to a royal ball arrived at Cinderella's house. All the ladies were invited.

CHARACTERS

Cinderella made herself a beautiful dress for the ball, but her stepsisters and stepmother tore it up.

Cinderella's godmother used her wand to turn a pumpkin into a carriage, her rags into a gown and her shoes into glass slippers. But the spell would end at midnight.

At the ball, the prince fell in love with her but at midnight Cinderella ran away, losing her glass slipper.



→ Read the first two parts of the story. Write the main events in the first column of the table.

Beginning	Middle	End
CINDERELLA LIVED WITH HER STEPMOTHER AND STEP SISTERS. SHE HAD TO CLEAN.	LADIES WERE INVITED TO THE ROYAL BALL. CINDERELLA HAD A BEAUTIFUL DRESS. SHE FELL IN LOVE WITH THE PRINCE BUT RAN AWAY AND LOST HER SLIPPER.	THE PRINCE USED THE SLIPPER TO FIND CINDERELLA. THEY GOT MARRIED AND WERE HAPPY TOGETHER.

→ Discuss the story so far with your partner using literary expressions to distinguish the different parts of the story.

In the beginning of the story Cinderella

The story ends

Language Knowledge

When retelling a story, it is useful to use sequencing words or phrases to help you remember the order of events. This also helps the listener's understanding.

You may want to point out to students we say *In the beginning*, *In the middle of the story*, but *At the end*.

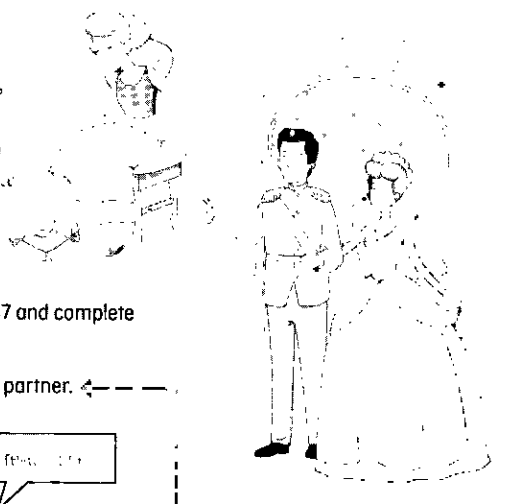
Ongoing Evaluation

While students talk about the story, you can walk around the classroom and assess their progress. You might want to check the following:

- understand the sequence of events
- communicate the sequence of events
- use the past tense
- use time expressions: *At the beginning*, etc.
- correct use of vocabulary

NOTES

The prince found the glass slipper and looked for the owner. The stepsisters tried on the glass slipper, but their feet were too big. Cinderella's stepmother did not want her to try on the slipper, but when she did, it fit! The prince and Cinderella got married and lived happily ever after.



Students should decide who they want to work with to compare their information. This type of collaborative activity allows students to work together prompting and helping each other to remember words and the story. You can also model sample phrases for them to use as prompts.

Read the rest of the story on page 87 and complete the table in activity B.

Compare your information with a partner.



Discuss the answers to the questions in small groups. Use your answers on activity B as a support.

1. How does the story begin?
2. What are the most important events?
3. Is there a magical object in it? What is it?
4. What happens in the end?

Doing activity D as a class is a good way to simplify it. You could write words, such as verbs, key vocabulary, and the time expressions on cards and stick them on the board. Then, if you invite pairs to come to the board, they can take one or more cards and make a sentence. They can check the order as they go along.

Check pages 86 and 87. Mark the best options.

Identifying Magical Objects

Read the text and identify the magical objects in the story. Write them in the table below.

- I can explore and read fantasy stories.
- I can identify the main events of a story in order.
- I can ask for help.



Product Time

You can ask groups to play a short ice-breaker. For example, suggest they all tell each other a real and an invented anecdote about themselves for their class-mates to guess which one is the real one. Encourage them to use aspects of fairy tales for their fake anecdote.

When working on the Product, it's advisable for groups to assign a note taker for the brainstorming activity.

Self-Assessment

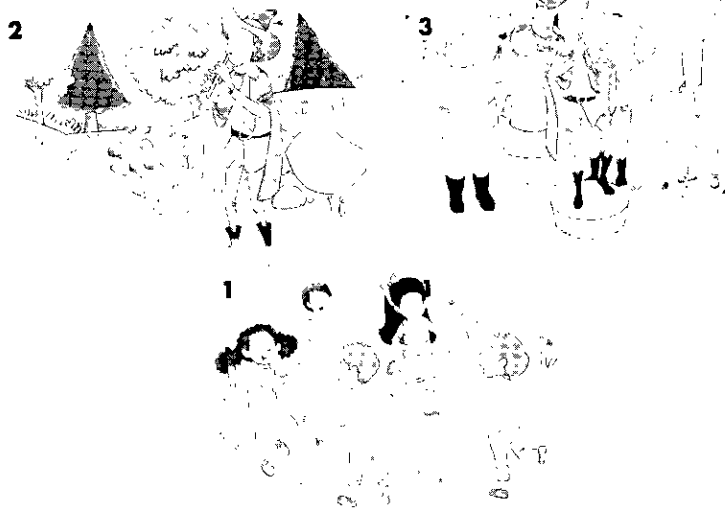
Guide the class with the Check what you know! box and ensure they know the activities the statements refer to. For the second statement, you might ask groups to discuss how well they did this and agree on a mark out of 10. Working as a group might lead to greater insights about their learning. You could refer them to the evaluation criteria you used for the ongoing assessment.

Students will use the pictures to predict what they think will happen in the story. This helps activate their background knowledge and vocabulary they may need, and in doing so, it makes it easier for them to understand the listening comprehension.

It is important to check that students understand the table before completing it. You may need to clarify the meaning of *narrator*, *main* and *secondary characters*, with examples from well-known stories. If necessary, you may want to play the audio again, but remind students to only focus on the information they need.

Invite students to analyze and discuss the behavior of the characters in the story and apply it to their own situation. To extend the discussion, you can ask the class if they would do the same in that situation and give their reasons.

Look at the pictures of the story *The Pied Piper of Hamelin*. Talk with a partner, predict the order of the events, and label the pictures.



Listen to the story and check your predictions with your partner.

Use the table to record two events from the story that include the main and secondary characters. Write what the main character and the secondary characters did.

Main character	Secondary characters
 <p>HE PLAYED A MAGIC FLUTE. HE MADE THE RATS FOLLOW HIM.</p>	 <p>THEY LIKED TO PLAY. THE SOUND OF THE MAGIC FLUTE MADE THEM HAPPY.</p>

Compare your ideas with your partner.

Discuss the answers to the questions in small groups.

1. Which character is the main character?
2. How was the group's object used?
3. Do you agree or disagree with the characters' use of the magical object? Why?

Ongoing Evaluation

During class feedback and as you monitor, you should try to assess students' listening comprehension and their use of sub-skills. You may want to use the following questions to help you: *Did they use the pictures to try and predict the story? Were they able to follow the general order of story events? Could they identify specific events? Could they understand the questions and apply what they heard to their personal situations?*

Curricular Flexibility

The stories in this unit are from a variety of cultures. When students are retelling their stories, you could encourage them to change the setting or characters to suit a different context; *The Pied Piper* set in modern-day Oaxaca, for example.

More advanced students will appreciate this opportunity to be creative.



Look back at the two stories you have read and answer the questions with a partner.

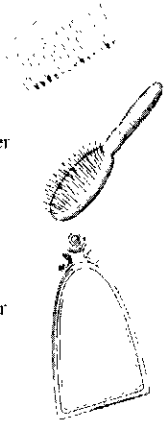
1. What do they have in common?
2. Draw a link between the titles to the stories?

Read the story of *The Water Nixie*. Underline the magical elements and describe how they were used.

The Water Nixie



One day, a brother and sister were playing in the woods. By accident, they fell into a well! At the bottom of the well, there was a water nixie. The water nixie caught the children and held them captive. Luckily, they managed to climb out of the well and escape. However, the water nixie chased after them. As they were running, they searched in their pockets, trying to find something to throw at the water nixie. The girl found a hairbrush, and threw it behind her. It turned into a large mountain, with thousands of spikes! The nixie climbed over the mountain and continued to chase the brother and sister. The boy found a comb and threw it behind him. It turned into a large mountain, with thousands of teeth! The nixie climbed over this mountain too. Finally, the girl threw a mirror behind her. It turned into a glass mountain, which was too slippery for the water nixie to climb. She ran back home to get an ax to chop down the mountain. When she returned, the children had already escaped and were far away.



If needed, remind them some basic elements of fairy tales. Questions help build interest in the topic and encourage students to apply their own knowledge to think about the purpose of the story.

Literature promotes the use and development of imagination. Before reading, you can ask students to work in pairs to identify the magical elements and think about how they will appear in the story. You can ask pairs to share their ideas with the class. They can even imagine brief anecdotes with them.

Read and discuss the questions about the story in small groups.

1. How do the kids survive magical objects to their lives?
2. How do the pictures help you know what is going on in the story?

When browsing the Internet, remember not to start a conversation with a stranger.

Alternatively, you can ask students what they remember about the characters and the magical objects in the story, before having them answer the questions.

Remind students not to start chat groups when browsing the internet.

Drawing Magical Objects

Draw a picture of the magical object that you like best. Write a short story about how you use it. Share your drawing and story with your class.

Check pages 88 and 89. Mark the best options.

I can anticipate content based on pictures

I can analyze effects caused by illustrations

Product Time

To promote a speaking activity, students could individually choose the magical objects they prefer and then, in groups, choose only five, stating their reasons for their choices. If available, you might want to provide groups with extra materials for students to design the magical objects rather than drawing them. Doing so, could give students extra motivation.

Self-Assessment

The *Check what you know!* box asks students to assess their awareness and use of reading sub-skills, namely how they used pictures to predict content and how images enhance understanding. If useful, students could designate a page in their notebooks for reading subskills or create a poster explaining these skills as a class. Each time they learn a sub-skill, they can add to this.

Activity A helps students build on their reading sub-skills. The use of pictures helps increase their understanding and draws on students' previous knowledge. For example, the antagonist in fairy tales are usually witches.

Ask students to look at the questions and elicit the sub-skill they will need for this activity—listening for specific information. You could encourage them to think of the type of information or words they need to listen for, before playing the audio. That could help them answer the questions more easily.

Before doing this activity, you might want to ask students to close their books to check how well they can remember the magical objects from the stories they have read so far. Students might do better in the activity if they have already begun to think about the stories from the previous classes.

➤ Look at the pictures of *Snow White*.

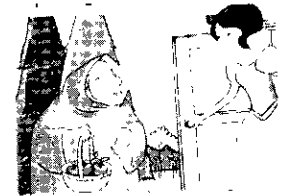
Answer the questions in a small group.

1. What do you think the story is about?
2. What do you think the magical object is?
3. What do you think the antagonist is?
4. How do you think the magical object is used?



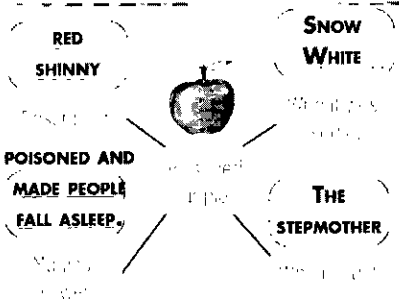
➔ Listen to part of the story. Discuss the answers to the questions in a small group.

1. What is the magical object used for in this part of the story?
2. What is the antagonist doing?
3. What do you think the magical object is?
4. How do you think the magical object is used?



Read another part of the story. Talk with your group and complete the graphic organizer about the magical object.

One day, Snow White's stepmother found out where Snow White lived. She disguised herself and came to the cottage. She knocked on the door. Snow White told the woman she could not open the door. But the woman replied, "Are you afraid of **poison**? Look! I will eat the apple myself." She then took a bit out of the half of the apple that did not have poison. So, Snow White opened the door and ate the apple. She had barely taken a bite when she fell to the ground and died.



➔ Think of another magical object that you know about and make another graphic organizer in your notebook. Use the one in activity C as a model.

Compare the use of magical objects with a partner.

The persones
of the tale

The magical
stepmother

Curricular Flexibility

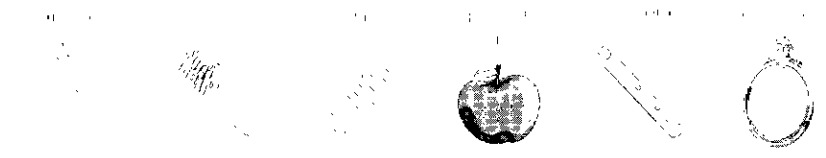
To support students with listening comprehension, you could ask them to work in pairs or groups. You should pause the recording after each question, or couple of questions, for them to discuss what they heard and share their thoughts before resuming the audio.

Ongoing Evaluation

You can walk around the classroom and assess students informally on their ability to describe different aspects of the magical objects and to identify the differences between the two magical objects descriptions they drew. You might want to pay attention to the use of past tenses and provide additional support.



Look at the pictures. Identify, compare, and describe each of the magical objects.



Complete the descriptions with the names of the magical objects from activity D and the words from the box.

- Talk with a partner. Choose a magical object and discuss the questions.
 1. How and what was the object used for in the story?
 2. In what way could the object have been used?

As an alternative, you can divide the class into small groups and give them 5–10 minutes to identify the objects, by thinking of as many words to describe them as possible. You could take the opportunity to review and practice that, in English, adjectives come before nouns. To check answers, you can have each group work with another to discuss the ideas they brainstormed about how the objects will be used in the story.

A way of approaching this activity could be to help students understand the words in the box by thinking about the type of word it is, e.g., verb, noun, or adjective. Then students could read the text and examine the words on either side of the gap in the sentence. Students can use this information to think about what might be a natural fit according to the context and the grammatical structure being used.

Magical Objects

THE MAGIC WAND

The magical object from *Cinderella* is **LONG** and thin. It has a special shape at the end, such as a star. It is **SPARKLY** and bright. It is used to turn ordinary things into something beautiful.

THE MAGIC MIRROR

The magical object in *Snow White* is large and oval-shaped. It has a **GOLDEN** frame with **FANCY** designs engraved on it. When asked a question, it has to tell the truth.

THE MAGIC FLUTE

The magical object in *The Pied Piper* is long and **THIN**. It is made of pure gold. When played, people who hear its music fall into a trance and follow whoever is playing it.

Describing Magical Objects

In this lesson, you learned about the characteristics of magical objects. Let's put them together with your product group and add descriptions to your descriptions of products from Step 2. Include the names of the magical objects, the title of the story they appear in, and what characters use them and how. Write your descriptions on separate pieces of paper and keep them for the next lesson.

Check pages 90 and 91. Mark the best options.

I can reflect on what I have read
 I can anticipate content based on pictures and titles
 I can ask for help

☹️ ☺️ ☺️

Self-Assessment

It could be useful to have students reflect on the predictions they made about the magical objects and the title of the text. You may also want to ask the class to work in small groups and compare their ideas about using the magical objects in different ways. When students are conscious about their own learning, they understand their personal strengths, and the strategies they need to use to improve their abilities.

Product Time

You should keep students in the same Product groups. To complete Step 3, students need to reflect on the descriptions they wrote and identify the describing words they have learnt from what they have read so far. Students then need to create complete descriptions and keep them for the next Product step.

It would be beneficial to keep a record of students' ideas for use in future Product Time steps.

Curricular Flexibility

Draw students' attention to the spelling and pronunciation of the word *comb*. Explain that in English, certain letter combinations mean that one of the letters is silent, in this case the letter *b*. This is because the spelling of the word has evolved over time and been influenced by other languages. Other examples include: *bomb, thumb, climb, scissors, doubt, sandwich, when, right*.

Before students begin talking, you might want to drill the necessary structures so they feel confident using the structures correctly. Students can ask each other how the characters would behave in their country using the question: *What would you do?* and responding with *I would.../I'd...*

Some students may not be confident enough to retell the situations. If you have any students who feel less confident, you could have students help each other by working together in small groups, with each student describing a different part of the situation.

Talk to a partner. Retell your favorite fantasy story from the ones in the unit. Compare the characters' behavior with how you think people in your country would act.



With your partner, read and complete the chart with your reaction to a situation you choose from the *What they do* column.

Title	Characters	What they do	How you would react
CINDERELLA	The Fairy Godmother STEPMOTHER STEPSISTERS PRINCE	Cinderella's fairy godmother sent her to the ball in a fancy gown and glass slippers. As she was leaving the ball, she lost a slipper. The prince found her, the slipper fit, and they lived happily ever after.	ANSWERS MAY VARY.
The Pied Piper of Hamelin	PIPER CHILDREN TOWN'S PEOPLE RATS	The children played in the town. Rats invaded the town. The Pied Piper played his flute and the rats followed him. THE PEOPLE WERE HAPPY	
The Water Nixie	The Water Nixie THE CHILDREN	THE NIXIE CAPTURES THE CHILDREN THEY USE THE MAGICAL OBJECTS TO RUN AWAY SHE CANNOT GET THEM	

92 Unit 8

About the Topic

You could begin the class by asking the class what stories they know from other countries. After students complete activity A and you have class feedback, you could point out that reading fantasy stories tells us a lot about other cultures and their values. Stories also reveal similarities between ourselves and others.

Curricular Flexibility

To be successful with the unit, students will need background knowledge and exposure to a variety of different stories with magical objects in them. You can collect different stories from your local library, or find collections of stories online for students to read, so that they have exposure to more than just the stories presented in the unit.

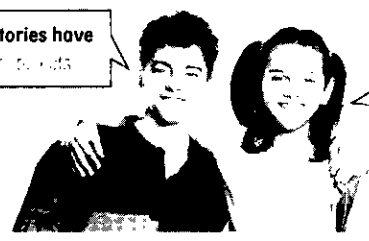
Language Knowledge

To talk about hypothetical situations, we use the structure *I would + verb* or *I wouldn't + verb*. For example, *I would leave the slipper on the stair*. We shorten *I would* to *I'd*, e.g., *I'd leave it*. They can also use the negative: *I wouldn't go back (if I were you)*.



With your partner, discuss similarities and differences between the stories in the chart. ↩

All the stories have magical objects.



Yes, both the fairy godmother and the witch are mean.

Think about one of the magical objects in this unit's stories. Draw it and explain how you would react. Is it different from the way the characters of such story reacted?

ANSWERS WILL VARY.

Make a drawing to help you explain your ideas.

Work in small groups. Describe and share your ideas. Explain how your reactions are different from the character's reactions.

I like chocolate too.

I don't like carrots either.

Check pages 92 and 93. Mark the best options.

Final Touches on the Collage

Read the descriptions and mark the best options. Write your answers in the space provided. You can use the words in the box to help you. Write your answers in the space provided. You can use the words in the box to help you.

- I can compare characters' behavior with my own.
- I can compare similarities and differences between stories.



Read another fantasy story, *Aladdin*, on pages 93–106 of your *Reader*. ↩

Incorporating words and phrases to introduce similarities and differences could make the activity more challenging, for example:
Both the witch and the Nixie are mean.
The flute is a dangerous magical object like the apple.
The Pied Piper used the flute, but the fairy godmother used the wand.
The apple is used to poison people, while the wand is used to make spells.

Among other things, literature is used to cultivate empathy, which is the ability to stand in someone else's shoes. You can use this activity to explore that while someone might react differently to us, we need to try to understand and think of reasons why they may have reacted the way they did.

In this class, students will be asked to read the fantasy story, on pages 93–106 of the *Reader*. Encourage them to read with an organizational tool, such as notecards or post-it notes to mark or record the important information.

Language Knowledge

You should draw attention to the dialogue boxes and explain that we use *too* at the end of a sentence to agree with someone else when they make a positive statement: *I like chocolate too*. If we want to agree with a negative statement, we put *either* at the end: *I don't like carrots either*.

Product Time

Students now need to put their collage together with the descriptions. It is helpful to have a space between writing and then checking written work because this helps students to notice and correct any potential mistakes.

It would be beneficial to keep a record of students' ideas for use in future steps or projects.

Self-Assessment

The statements in the *Check what you know!* box refer to the activities on pages 92 and 93. You can also ask students to check their performance and development through the unit by considering one or more of the following:

- use of past tenses
- descriptive words
- comparing connectors
- vocabulary for fairy tales and characters

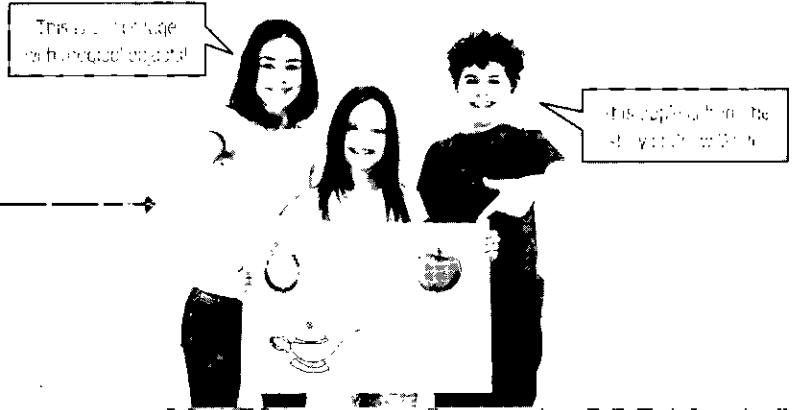
To help students feel relaxed, before their presentation, you could play a game to practice language or vocabulary from the unit. A miming game to guess magical objects or description words is easy to prepare and gets children moving around.

Each of the previous Product steps have led to the final presentation. This step also gives students an opportunity to be creative and share their work with their classmates. The images should be clear and correspond to the group's descriptions.

After presenting their collage, each group should complete the Product Assessment table. Students need to grade their performance from 3 to 1 to evaluate each objective. They would then need to be encouraged to reflect on their responses and complete the rest of the chart to decide how they could do better next time.

Present Your Magical Objects Collage

Work with your Product team and prepare what you are going to say. Give each student a chance to contribute and to improve your ideas. Limit the number of words to 100. Present your collage to the class, explain the objects and why you have chosen them. Answer any questions your classmates may have. Finally, ask the teacher with a different group to complete collages with them.



Evaluate yourself and your Product team in the areas included in the first section of the chart.

- We communicated with our partners.
- We took notes to track.
- We described the magical objects clearly.
- We used pictures to clarify ideas.
- We answered questions about our magical objects.

Total

Reflect on your responses and complete the rest of the chart.

Product Time

It is a good idea to ensure there is enough time for groups to practice their presentation and give each other feedback.

Following each presentation, you can ask groups about description words for the materials used.

When groups get together to show each other their collages, they can compare them using the adjectives for touch, size, colors and materials.

Ongoing Evaluation

You may use the suggested evaluation instrument (from *Teacher's Guide* page 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.



Evaluate how you work in class.

- 1. explore fantasy stories?
- 2. identify events in order?
- 3. anticipate events?
- 4. analyze illustrations' effects?
- 5. compare stories?

Add up your score and grade yourself. Total:

Reflect

What can you do to improve your work habits in class?

Using the notes you've made from monitoring and ongoing-assessments, you could divide the class into groups and conduct a class quiz to cover language points you feel need reviewing. Checking answers offers an opportunity to clarify small points that may be unclear.

The Unit Self-Assessment box gives students the opportunity to evaluate how they have worked throughout the unit. When students have finished, they should total up their scores, and reflect on how to improve in the next unit.

Use the words in blue to answer the questions.

1. How many...
2. How many...
3. How many...

Reflect

1. How many...
2. How many...
3. How many...

This box requires students to self-assess their learning from the unit. You might want them to individually answer questions 1 to 3 first, before having them discuss and reflect together in small groups to answer the last three questions.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (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 complete the exam individually. Students can then use the results to reflect on their learning throughout the unit.

Self-Assessment

An alternative approach to the unit self-assessment would be to write the points listed in the table on individual cards as questions, for example, *Did I anticipate events?* If you stick multiple copies of the cards on the board, students can come, choose one, and answer it. Other students who would also like to share their answer or say why they found the task challenging, interesting or boring, etc., can share their comments.

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 describing objects and reading and retelling parts of a story.



Language Objectives

Language and functions

Developing opinions about interviews and formats of debates

Sofia thinks students should decide.

Discussing opinions about interviews

I disagree. I believe bullies just need friends.

Vocabulary

verbs, question words

Before you start

Sample answers might include:

1. *People are being interviewed.*
2. *In order to know more about a particular topic or person.*
3. *They think of interesting questions to ask.*
4. *On TV, radio, talk shows.*
5. *Some are formal and some are informal.*

Environment: Family and Community

Analyze and discuss

an interview.

1. Explain the terms.
2. What is a model and how do you use it to do an interview?
3. Write up **opinions** on what you would like to interview.
4. Prepare a plan to do an interview.
5. Discuss the materials and prepare.

Extended Reading

1 in English 6

Reader pages 117-122

Tween Topics

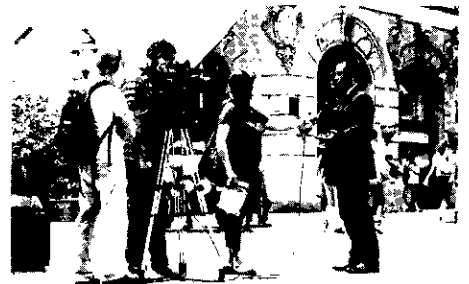
Read the interview and answer the questions. Write up your answers and discuss with the class.



Before you start

Look at the pictures and answer the questions.

1. What is the purpose of the interview?
2. Why do you think people interviewed about it?
3. How do you think **interviewers** prepare for the interview?
4. What are the possible interviews?
 - a. What is the main topic and what are the questions?



About the Topic

Many people find speaking up and voicing their opinion intimidating. However, some psychologists say that voicing your opinion can increase your confidence and self-esteem, which can also lead to the prevention of bullying. Another way for students to feel more confident when voicing their opinion is for them to think that there are probably other people who want to share the same opinion.

Curricular Flexibility

The topics of the interviews vary depending on where students live. You might want to elicit from some common topics for the students' region. It is important that students can feel related to the topic so the activities are engaging and meaningful.

One issue you may face on this unit is that shy students might not feel comfortable being interviewed. An alternative is for students to record their interviews instead.

Resources

You can also use the *Flashcards* for the unit, included in the *Class CD*, to create different communicative activities, such as, role-playing the situations depicted on the flashcards, reporting what people are saying, and so on.



Group Discussion

For this activity, you will need to find a controversial topic to discuss. You will have to **agree** to disagree. You will have to give your opinion and listen to the opinions of others.

Make a list of subjects in the class that you would like to discuss.

Disagreeing

When you disagree, you must **take turns** speaking. You must give your opinion and listen to the opinion of others. You must give your opinion and listen to the opinion of others.

If you want to learn more about interviews visit

In this site, you will find tips for conducting interviews.



Prior to developing the class discussion for this unit's Product, you can explain to students that a discussion is a form of communication that can help summarize a topic. Group discussions will improve students' communication and thinking skills, as well as their general understanding of the things they just learned.

Students will create a graphic organizer with important information that will lead to a class discussion on a controversial topic. Alternative ideas to complete the Project could include students asking other students, or their classmates, friends, or people in the neighborhood about the controversial topic they chose.

If you have access to internet browse the information on this website in class. If not, set some questions and assign it for homework.

Product Time

The activities in each step help the students to organize their ideas before the class discussion about a controversial topic. Students will have to agree or disagree so you may want to decide on the rules for disagreeing as a class. For example, respect everyone's opinion, wait for your turn to speak, and do not interrupt. You may want to make a survey to find out which topics students are interested in.

Resources

You can encourage students to read independently in English by having a "book spot" in the classroom. This might include a mat where students can sit and read English books comfortably, and a clock so students can time themselves while reading. Decoration of the spot is important; students need to feel comfortable and happy, so they enjoy their reading time. Students who finish quickly can spend some time reading in the "book spot".

Self-Assessment

In order to promote learner autonomy, you can discuss the importance of self-assessment with students. Reflecting on their learning process will help students to find their weaknesses and strengths and to set goals throughout the unit. You can ask students to write their goals for this unit and have them refer back to these goals while working on the lessons.

You can start the activity by referring students to the picture and asking what is happening. You might also ask students if they have been interviewed before and the reason for the interview. While students are asking questions, you can walk around the classroom providing help as necessary.

Look at the picture. In pairs, discuss the questions.

1. What is the woman interviewing about?
2. What is the interviewer's opinion?
3. Why does the interviewer interview people in this way?

Listen to the interview and analyze the topic the woman is researching. Mark (✓) your answer and compare it with your partner.

- Cheating on a test
- Health care of students



Listen again. With your partner, discuss why you think the woman is interviewing young people and who will know the results of this interview.

One fun way to group students is by having them work together according to the last letter of their names. You can ask students to write down two or three issues with cheating on a test. It is important that students feel free to express their thoughts, so you should avoid judging their answers.

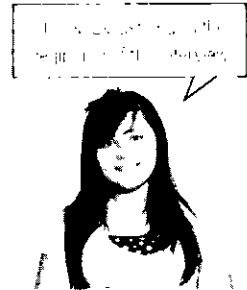
In a group, discuss if it is right to cheat on a test.



In your group, analyze the following phrases from the interview. Establish which ones come at the beginning, which at the end, and which are used during the main part of the interview.

To provide scaffolding, you can discuss the purpose of each stage of an interview with the class, before having them analyze the phrases. It is important to tell students that these phrases can also be used in other contexts, but that they should only focus on the stages of interviews.

- Excuse me.
- I'm doing a research on...
- Thank you very much for your time.
- You're welcome.
- Do you have a minute?
- Here is the first question...
- What is it about?



About the Topic

You might want to have a small class discussion to remind students why cheating is a bad idea. Talk about how important it is for them to focus on learning and understanding what is being taught rather than the mark they get in an exam. You could also encourage students to ask other teachers or their peers, if they have any questions or need any help. Remind students how important it is for them to be respectful towards others' attempts of using the language.

Curricular Flexibility

If you see that the discussion of cheating on exams is not generating much opinion, you might want to brainstorm some topics for discussion from students so they feel engaged and want to participate in the activity. Some possible topics are: why exams are important, whether students should be allowed to look at their notes while doing an exam, how often should exams happen, whether quizzes are better than exams, and so on.



→ In pairs, take turns answering the questions about the picture.

1. What is the interview ever? How do you know?
2. Is the situation formal or informal?
3. What do you think they are?



→ Listen to an interview about extracurricular activities. With your partner, discuss what's the opinion of each participant.

She thinks children should decide.

Yes, but Maria does it by choice.

Listen again and share your opinion with your partner.

I agree with Maria about parents and children should decide together.



In a group, analyze the organization of the interview. Discuss the questions and take notes.

1. How does the woman start the interview?
2. What are the questions?
3. How does she ask the questions?
4. How do the speakers take turns in the interview?
5. How do the speakers agree or disagree?
6. How does the woman end the interview?

Check pages 98 and 99. Mark the best options.



I can identify the topic of an interview.

I can analyze the structure of an interview.

I can ask for help.

You can start the activity by having students provide some examples of informal and formal interviews. You can ask them what makes the interview formal or informal, *Is it the topic? The place? The language? The clothes?* Setting a limit for students to ask and answer the questions will help students focus on the activity.

You can ask students to write down content words while listening to the audio so it is easier for them to provide reasons for their answers. In addition, having students compare their answers will help them to develop their skills of peer evaluation. This will increase learner autonomy as they won't see you as the only person in the classroom with the authority to correct mistakes.

Giving Opinions

Students can compare their answers to a graphic organizer. Brainstorm ideas of all the students to compare and contrast. Write down the ideas and use them to compare and contrast. This will help students to identify the main ideas and the supporting details. This will help students to identify the main ideas and the supporting details.

Product Time

In the first step of the Product, you can review how to make a graphic organizer with students. It is important that students add branches, colors, and images to their graphic organizers. You can draw an example with a different topic on the board so students have a model to follow.

Self-Assessment

You can guide students to check the statements in the *Check what you know!* box by asking them some questions, such as: *What is the structure of an interview? How can you identify the topic of an interview?*

By reflecting on their answers to these questions, students will be more confident in assessing their own ability to identify interview topics and analyze interview structures.

You can paste pictures of famous people on the board and have students imagine they can ask them one question each. Students can ask their questions and the rest of the class can give possible answers. You can encourage students to read some biographies so they can learn more about the famous people in the pictures.

It is important that students recognize main ideas and supporting details. You can write two different topics related to cell phones on the board and have students discuss their opinions and the interviewer's.

You can have students clearly mark whose turn it is to speak by asking students to hold a pencil or pen in their hand while they are speaking. Once a student finishes speaking, he/she then gives the pencil to his/her partner. The student who is holding the pencil speaks, and the other student must listen.

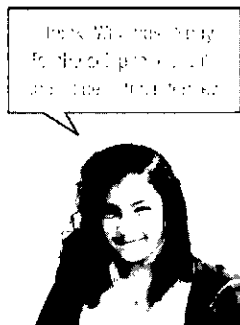
→ In a group, discuss the following questions.

1. What are some ways to reduce phone interruptions?
2. If you could live somewhere in time as a child or adult, would you? Why?

How much do you know about cell phones? You will hear an expert talking about these devices and the risk they represent to young people. Write three questions you would ask the expert.

- ✓ What are the risks of using cell phones outdoors?
- ✓ Should parents or teachers tell children to have a phone on?
- ✓ What are the risks of using cell phones indoors?

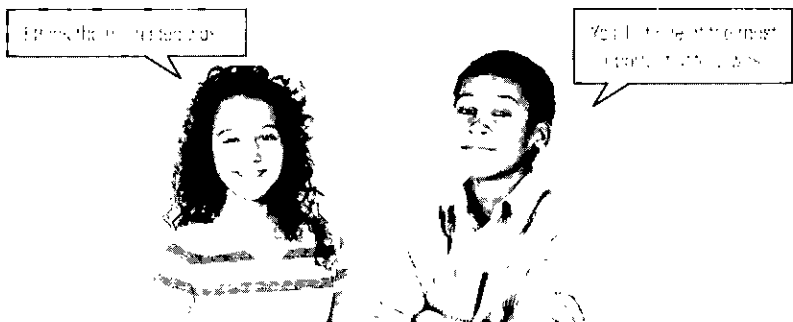
Listen to the interview and write down the questions asked by the interviewer. Do any of yours from Activity B match any of the interviewer's?



→ Listen to the interview again. In group, analyze what the main idea and the details of the interview are. Use the prompts to help you.

1. What are the risks of using a cell phone?
2. You are a parent of a child. How many texts do you get a day?
3. How long do you have to pay for extra minutes on the phone each month?
4. Parents need to monitor their child's activity on their children's phones.
5. You are a teacher. Do you have a cell phone during your class time?
6. You are a child. Do you think that parents who don't have a cell phone are better parents?

→ With your group, take turns explaining the main idea and details of the interview with your own words. Take notes of new words and phrases in your notebook.



Language Knowledge

Students need to use phrases to agree and disagree with each other in order to be able to have a discussion. You can have students come up with more phrases than the ones in the unit so that they are able to increase their vocabulary. Some other phrases to have a discussion they may think of include: *I believe*, *I don't think so*, *I strongly disagree*, *I totally agree*, etc.

Curricular Flexibility

You can hand in photocopies of the audio script of *Track 29* to students. They can underline the phrases to express agreement and disagreement.

→ Read and analyze the extracts from an interview with your group. Establish what the topic of the next interview is going to be about.

There's an aggressor and a victim.
It can be physical, verbal, or psychological.

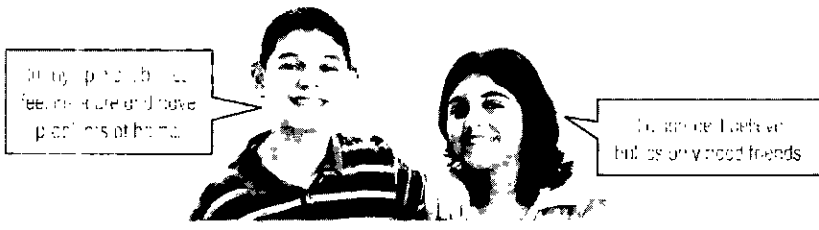
Listen to some experts talking.
Discuss in your groups what the experts' conclusion is.

The best advice is to ignore the bully.

In your group, listen again and determine which phrases are for expressing opinions (O), which are for agreeing or disagreeing (AD), and which are for asking questions (Q).

- I think that
- I'm not sure
- I agree
- That's true
- You're right
- I disagree
- AD** Yes, I agree.
- Q** Do you believe...?
- Q** Do you agree...?

In your group, discuss why bullying happens. Use the phrases from the previous activity and evaluate how your intonation, volume, and tone of voice change according to what you say.



You might want to start the activity by having students brainstorm examples of physical, verbal, and psychological abuse. Then you may want to have students share their point of view about the topic in pairs. You can give students two minutes to discuss what they think they audio will be about. This activity will help students develop Step 2 in the Product.

You can drill the *agree* and *disagree* phrases with students so they feel more confident while using them in their final Product. One way to teach sentence stress is to underline or put a dot above the stressed word.

Agreeing and Disagreeing
In this lesson, you will read the experts' discussion of important issues. You will identify the main idea and the details and you will use the phrases to express your opinions. Agree or disagree and use the phrases to tell what you think at the end of the lesson. You will also use the phrases from Step 2. First, check your notes on the opinions and evaluate if you do not understand phrases. Then read the text and use the phrases to express your opinions to their solutions.

Check pages 100 and 101. Mark the best options.

- I can tell the difference between the main idea and details in an interview.
- I can register new expressions for giving opinions, agreeing, disagreeing, and asking questions.

Read another interview, *Iween Topics*, on pages 137-120 of your Reader.

Unit 9 101

Product Time
You can make sure students keep their work through the lessons by asking them to have a file of the Product they are working on. By doing so, you are ensuring that students keep their work on the previous and next steps in the same place.
Remind them it is important to exchange opinions between teammates, and doing so in a respectful way.

About the Topic
Bullying is a common problem in schools nowadays. It might be a good idea for you to talk to students and tell them what to do if somebody bullies them. You can start by eliciting ideas such as: walking away, ignoring them, telling the teacher, and so on. You should encourage students to always respect each other, even if they are not friends. Respect in school gives practice for respect in life.

Ongoing Evaluation
While students are working in pairs, you can observe and evaluate:
• use of phrases to agree or disagree
• fluency
• vocabulary
If students are not able to express themselves, you can write some vocabulary related to the topic on the board so students can use it as a reference.

Another way to pair up students is by finding out what they have in common. For example, you can ask students to pair up according to their favorite dessert. This will help students learn more about each other. Once students are in pairs, you can walk around the classroom monitoring and helping when necessary.

You may want to have some volunteers read the interview for the class aloud. You can write down some mispronounced words and once students have finished, drill the words with the class. You can also have students vote and say if they agree or disagree with the advice and provide reasons for their answers.

You can divide the class into students who are for and against the topic. Students have to give reasons for their answers using phrases to agree or disagree. If necessary, write the phrases on the board as reference.

Discuss with a partner how many hours of sleep you normally have and why.

I sleep more than 10 hours a night because I like to sleep a lot.



I sleep less than 10 hours a night because I like to study.

With a partner, read the **transcription** of an interview about teenagers and sleep time, and discuss whether you agree or disagree with the advice.

11:28 AM

Dr. Watson: Good evening. Today we have two experts talking about how much sleep teenagers need. Dr. Watson, *what do you think about that?*

Dr. Watson: Well, it's true that teenagers have a different metabolism than young children and adults and that they can't go to sleep early, but it's very important to set a regular **bedtime**.

Dr. Peters: Yes, I agree, but there are other things teenagers should do to go to sleep early.

Dr. Peters: Can you name a few, Dr. Peters?

Dr. Peters: Of course. The first thing is not to use tablets, cell phones, computers, or TV right before going to sleep.

Dr. Watson: Exactly. They should also avoid taking **naps** during the day.


Dr. Peters: I disagree, Dr. Watson. Teenagers need to take short naps, but no more than 30 minutes a day.

Dr. Watson: What other habits should teenagers avoid doing right before bedtime?

Dr. Peters: Well, they shouldn't exercise.

Dr. Watson: And they shouldn't study the night before an exam.

Dr. Watson: Thank you, Dr. Watson and Dr. Peters.



Adapted from <https://kidshealth.org/en/teens/how-much-sleep.html>

Join another pair of students and discuss the opinions of experts about teenagers and sleeping habits. Decide who is going to be for and who against. Remember to take turns.

I think that teenagers should try to go to bed earlier.

I think teenagers should not study the night before an exam.

Reflect with your partners on how the discussion went. What did you need help with? What went well? What went wrong? Did you use agreeing and disagreeing phrases?

102 Unit 9

About the Topic

As well as discussing sleep, it might be interesting to talk about dreams. The average person has three to five dreams every night. Some people may even have up to seven dreams per night. People are more likely to remember their dreams if they are awakened during the Rapid Eye Movement (REM) phase of sleep. It is easy to tell if someone is in the REM phase because you can see their eyes moving.

Ongoing Evaluation

You can evaluate student fluency when they discuss ideas in pairs. Some aspects to focus on are:

- turn taking
- pronunciation
- the ability to follow up a discussion



- In a group, discuss the following questions.
 - How easy is it to interrupt in an interview?
 - How easy is it to interrupt in a discussion?
- In your group, determine which of the following rules are needed for your participation in a discussion.

Respect others' points of view	Wait a to the others' opinions	Use notes of how you and your partner feel
Speak clearly and slowly	Interrupt with your own ideas to speak	Agree with other people's comments if you disagree
Express agreement or disagreement	Repeat other's point of view and say "I agree" or "I disagree" or "I thank you"	Let the other speakers express their opinions

Form two teams. You are going to review the language needed in interviews and discussions. Take turns reading and doing the task on the scraps of paper. Remember to follow the rules you established in exercise E.

- Express your opinion about teenagers using cell phones at school.
- Disagree with your partner about bedtime for teenagers at a school.
- Tell your partner you agree with him/her saying school lunches should only be healthy food.
- Tell your partner if he/she is right to comment on this topic.

You can start the activity by having students explain the differences between an interview and a discussion. Half of the class can focus on the characteristics of an interview and the other half on the characteristics of a discussion. You can draw a Venn diagram on the board with their answers and then see what they have in common.

You can use this activity as an opportunity to review the rules for discussions the students wrote in the first lesson. Students can add or delete any rules they established before and agree on a final set of rules to use when presenting the Product to the class.

Students will feel more confident if they have some phrases to refer to during a discussion or an interview. You can write on the board some fillers that students can use during the discussion. For example, *Can you repeat that?* *I'm not sure about that. Tell me more.* And so on.

Turn Taking

Use the following phrases to ask for the other person's opinion. Write down the phrases you use during the discussion. Use the phrases you write down to ask for the other person's opinion during the discussion. Write down the phrases you use during the discussion. Use the phrases you write down to ask for the other person's opinion during the discussion.

Check pages 102 and 103. Mark the best options.

- I can agree or disagree with others.
- I can understand the norms of participation in a discussion.



Product Time

It is important for students to use a range of expressions to ask for the other person's opinion. You can brainstorm different phrases. For example, *What do you think?* *What is your opinion?* *Do you agree?* Students also need to learn how to interrupt politely: *I'd like to say something.* *Can I add something?*

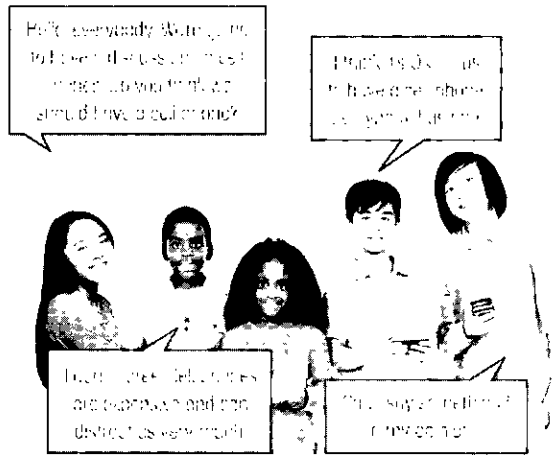
Ongoing Evaluation

As students begin working in their Product groups, analyze and take note 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 meaningful suggestions and ideas? It may be necessary to provide extra practice in these areas.

It is important that students feel confident about their discussion skills. You can tell them the topic they are going to discuss in advance so they have time to do some research on the topic. This will help them to think of more things to mention during the discussion. You can encourage shy students to participate in the discussion by letting them choose the topic they want to discuss.

Group Discussion

Help students gain the confidence to take a turn in a discussion. They can choose a topic, prepare a short presentation, and give a presentation to the class. They can then give feedback to each other. Write and read aloud a list of questions that the students can use to give feedback. They can also use the questions to give feedback to each other.



Students will use a rating scale to evaluate their group and others. For some students, this may be somewhat abstract, and it may be difficult for them to determine. In order to help them, you may consider creating a chart to display at the front of the room. It will be helpful to brainstorm and record specific behaviors of each attribute on the evaluation, so students can rate each other objectively and fairly.

Evaluate your Product group in the following areas.

- Everyone had a turn.
- We listened to our opinions.
- We respected turns and listened to each other.
- We used our own and loud voice.
- Our body language helped us to express our ideas.

Reflect

1. What would you improve next time?
.....
2. What do you feel you didn't improve?
.....

Evaluation Tools

Use the *Observation Guide* (from *Teacher's Guide* page 146) to help students assess their progress. You can photocopy the evaluation and distribute it to students. It can be helpful to read the statements aloud and check on comprehension prior to giving students time to complete their evaluations.

Product Time

When doing a debate, many students are not aware of the mistakes they make. To help them analyze their own work, you might consider recording the debate. Students who are confident can share their recording and brainstorm ways to improve. Other students might benefit from privately listening to their own performance and generating a list of goals for improvement.



Mark (✓) the boxes in the rubric to assess your performance in the unit.

Effort	I spend enough time on my homework and I sometimes go to class.	I sometimes spend a lot of time sometimes going to class to do my homework.	I don't spend much time on my homework and I don't go to class to do my homework.
Productivity	I'm very efficient in my work.	Sometimes my productivity is not very good.	My productivity is not good.
Class participation	I participate in class conferences.	Sometimes I participate in class conferences but I don't prefer to go to participate more.	I don't participate much in class conferences.

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

Read and mark (✓) how you felt about yourself in this unit.

1. I can identify intervals.
2. I can understand the general formulae and some details of an interval.
3. I can discuss the intervals in real life interview.

Reflect

4. What kind of notes were easy for you?
5. What kind of notes were difficult?
6. What do you like doing best?

← → An assessment can give students a sense of accomplishment as well as information about what they know and what they need to improve on. You can have students review the lessons and reflect on what they have learned before completing this activity. Having students realize all they have learned may have a positive effect on them.

← → You can tell students that the purpose of an assessment is to measure their success, not their faults. Encourage students to reflect on their learning by setting specific tasks in order to improve in the activities in which they need help.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (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 complete the exam individually. 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 phrases to express agreement and disagreement.

Language and Functions

Language and Functions

Collecting information about jobs and professions

Formulating and answering questions about jobs and professions

Exploring reports about activities

Writing information about jobs and professions to make a report

Vocabulary

occupations, verbs

Before you start

The *Before you start* questions help introduce the topic of the unit while allowing students to activate prior knowledge related to the social practice of registering information to make a report on a job or profession. Students may need support with vocabulary related to the pictures. Suggested answers: 1. *People at work.* 2. *Architect, Engineer, Doctor, Nutritionist, Chemist, Computer Analyst.* 3. *Answers will vary.* 4. *Answers will vary.* 5. *Answers will vary.*

Environment: Academic and Educational

Social Practices Register information to make a report on a job or profession.

- ▶ Collect information about jobs and professions
- ▶ Ask questions about professions and jobs
- ▶ Write reports about professions and jobs
- ▶ Share reports

Extended Reading

I In English 6

Reader pages 101–103

How It Was and How It Is

Read the article about jobs that have disappeared and write a report about them.

Before you start

- ▶ Look at the pictures and answer the questions.
 1. What are the jobs in the picture?
 2. What are the jobs replaced by?
 3. What is your opinion about this job? Is it good or bad?
 4. Are there any other jobs and professions that have disappeared? Which ones?
 5. Why do jobs disappear? What can we do about it?

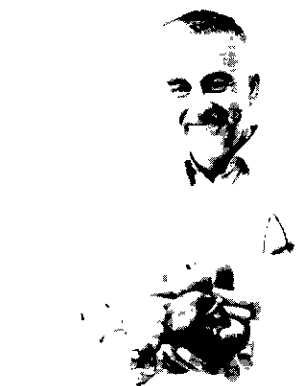


Curricular Flexibility

If students are not familiar with the jobs in the pictures, you can elicit their parents' occupations and make a list on the board for vocabulary reference. You can also explain to students that they will learn about the jobs in the pictures during the unit. Students can use what they see in the pictures, to guess what they jobs imply.

Resources

You should take advantage of the informative text *How It Was and How It Is* in the *Reader* to show students previous jobs that have now been replaced by machines. You can use this text in different classes, first showing the pictures only and eliciting predictions, and then reading the text and asking comprehension questions.



PRODUCT TIME

In this unit you will **create** an **Illustrated Report about a Job or Profession**

As you learn more about different **jobs** and **professions**, learn to identify the main and the secondary ideas, learn about responsibilities, tasks, and places where professionals can work, and learn to organize information to write a clear report.

Step 1: Create a list of jobs and professions.

Step 2: Choose a job or profession, ask questions about it, and do research about responsibilities or **tasks** to answer the questions.

Step 3: Organize the notes by categorizing the information into different sub-headings. Add details.

Step 4: Revise and edit the first draft. Write a final version. Add photos or illustrations.

Step 5: Present the job reports to the class.

If you want to find interesting jobs, visit

In this site, you will find descriptions of all kinds of jobs.

You may go over the Product guidelines with your class to let students know what they will be doing during the lessons. You can also allow them to choose their Product team, or decide yourself 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 different personalities. For the materials, you can let students decide what they will need according to what they are going to be doing.

Set a task before visiting the web page. You can ask students to find a job they would like to do, or one that is familiar to them. You can also ask them to notice which jobs are form men and which for women, or both.

Product Time

Students will write a report about a job or profession. The activities in each step should be motivating and fun to make the learning process more memorable. Alternative projects related to writing a report can be creating cards with pictures on one side about a job or profession, and a text with a description of the job on the back. Students could also choose jobs they are particularly interested in, or jobs and professions their family members do.

Language Knowledge

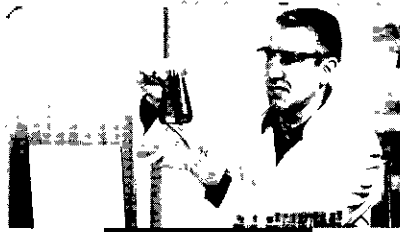
A job is an activity people do on a regular basis to make money. A profession is the academic preparation to get a degree. For example, your job is teacher, your profession may be Pedagogy, Language Arts, or other. When helping students choose a job or a profession, you can explain the difference and help them define what they want to choose.

You may read the names of the jobs aloud to familiarize students with their pronunciation. You can also explain difficult vocabulary. You can set a time limit to avoid students reading the texts. It might be useful to reinforce from the beginning, only to look at the pictures and say what they already know about the jobs.

When students express their predictions, you could write their ideas on the board to contrast them with their findings on activity B.

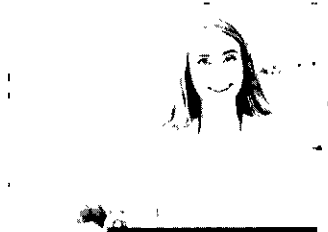
You may remind students not to worry about unfamiliar vocabulary while reading, but to focus only on the main ideas. Once students have compared their predictions with their partners, you can invite them to say if their predictions were right or wrong. You could also ask volunteers to summarize each of the jobs.

A In pairs, look at the pictures and read the titles of the jobs. Take turns to tell what you know about each one.



Biochemical Engineer

A biochemical engineer works mainly for designing synthetic products from organic and inorganic materials. These products are intended to be used by people and communities. Biochemical engineers work in a wide range and create various parts, such as pumps, and perform



Nutritionist

A nutritionist is an expert in food and nutrition. They give people advice on eating what is best to live a healthy, happy life. Some of their duties include making meal plans, teaching their clients about proper diets in food, and helping them improve eating habits.



Doctor

A doctor is a person who takes care of people's health. They work in hospitals or on their own after having studied for more than eight to ten years. A doctor treats sick people. There are doctors who cure the mind and others that cure the body, such as the hip, head or limbs.



Farmer

A farmer, also known as a peasant, is a person that plants vegetables and fruits in the field. Among other activities, farmers also must plow the field, sow the seeds, and take care to harvest work several months later when the products are ready.

B Read the descriptions and confirm your predictions with your partner.

Curricular Flexibility

To help students with predictions in activity A, you can ask them to notice what they people in the pictures are wearing, where they are working, what equipment they are using. For example, students might notice that three of the people are wearing white coats, two have protective glasses, one is holding an apple, and another is talking in front of a camera.

Language Knowledge

Job descriptions are always written in the present simple tense. Some useful expressions that you might ask students to notice are:

A (job) is responsible for (verb + -ing).

A (job) is an expert in (noun).

A (job) works in (place).

A (job) creates (an object).



C Read the job descriptions on page 108 again. Discuss these questions with your partner.

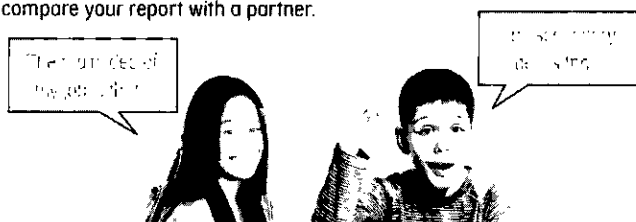
1. How do you usually introduce a job text?
2. How do you usually develop secondary ideas?
3. What is your opinion about the text? Why?

D Now think of a different job from the previous ones and write a brief report about it. Start with the main idea and then write the secondary ideas.

Job	Main idea	Secondary ideas
Nutritionist	Expert in food and nutrition	Making meal plans
BIOCHEMICAL ENGINEER	DEVELOP CHEMICAL PRODUCTS	CREATE PLASTICS AND PAINTS
STEM CELL RESEARCHER	UNDERSTAND DISEASES	WORK IN LABORATORIES
BLOGGER	CREATE INTERNET CONTENT	CAN WORK FROM HOME

► Complete the last line of the table with information about a different job or profession you like.

E Share and compare your report with a partner.



Students may work with the same partner as in the previous class or a different one. Before asking them to read, you may invite some students to say what they remember about the four jobs. You can also do a previous revision of the meaning of main and secondary ideas.

Suggested answers: 1. *The main idea is always the first sentence in a paragraph.* 2. *The secondary ideas develop or expand the main idea.* 3. *The main idea because it introduces the main points of a text.*

You can go over the example of the Nutritionist first, and answer any questions students may have before asking them to complete the table with two other jobs from page 108. When students have finished, read the first sub-instruction for them to complete the last part of the table. You may elicit some jobs from the class and make sure everybody has a different job. Bring students' attention to the target language.

PRODUCT TIME

Brainstorming Jobs and Professions

Before asking students to read and complete the table with their own ideas, you can brainstorm with them about different jobs and professions. You can do this by asking them to think of jobs and professions that they know and write them down on a piece of paper.

Check what you know!

Check pages 108 and 109. Mark the best options.

1. Understand

Learn understand information about jobs and professions.

2. Differentiate

Learn differentiate main from secondary ideas.

3. Ask for help

Product Time

This is the first step of the Product. If you haven't done so, you can group students by preference or based on skill level. It is important that students understand each step of the process for completing the final Product. You may want to remind students that they will work on this Product throughout the unit so they must bring the materials they need to every class. They will be evaluated on their final Product and on their collaboration in groups.

Self-Assessment

It is important to guide students through the *Check what you know!* box. You might ask them which activities on pages 108 and 109 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.

You can remind students to use their knowledge and the details in the picture to predict what the job is about. You may also read the sample language so that students know what to say. Set a time limit for the activity.

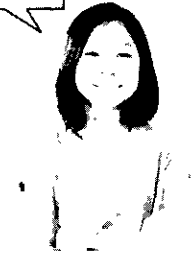
To provide scaffolding for the listening activity, you can read the questions before playing Track 31. Then elicit answers. Suggested answers: 1. *He works at a computer company.* 2. *Analyze his customers' needs and make a plan for the program and monitor the software.* 3. *Be systematic and creative, think of interesting ways to use a programme, pay attention to details.*

You could first establish what the jobs in the pictures are (Suggested answers: *Chemist or Biochemical Engineer, Civil Engineer, Farmer or Biologist, Graphic Designer*). Then you can elicit the questions from the class based on the previous activity. Students could each answer about a different job.

→ A Look at the picture of a software developer and predict what this job is about with a partner.



Software developers work in an office.



→ B With your partner, listen to an interview with a software developer. Take turns answering the questions.

1. Where does a software developer work?
2. What are the main duties of a software developer?
3. What **skills** does a software developer need to be successful?

→ C With your partner, choose one of the jobs from the pictures. Take turns to ask and answer questions about it. Use the details in the pictures to help you.



Curricular Flexibility

To provide further help with activity B, you can ask students to focus on the first question, play the track, and pause it when the answer appears. You can follow this procedure for the rest of the questions, pausing and repeating the tracks as many times as needed. If students still have problems identifying the important information, you can read the script yourself, or make copies and let students read as they listen.

Ongoing Evaluation

While students are doing the speaking activity, you can monitor and listen for evidence on the following:

- asking questions
- answering questions
- pronunciation and intonation
- fluency
- turn taking



D Read the articles and make notes about the main and secondary ideas of each profession.

Engineering

Engineers work in many different fields and jobs. There are many different types of engineers. Let's take a look at two of them.

Civil engineers design and build bridges, roads, bridges, airports, tunnels, and other communities. They work in a variety of industries, including government agencies, transportation departments, water companies, and water treatment plants. They not only design the structures, but also manage them when they begin to use them.



Biomedical Engineering

Biomedical engineers work in the fields of medicine and science. They work in laboratories conducting research to develop new treatments for diseases and to improve medical equipment. Biomedical engineers also develop new materials to improve the design and use of prosthetics, drugs, detectors, and so on.



You may need to remind students that paraphrasing means saying the same thing but in a simpler way. To facilitate the activity, you may explain the task first and then invite students to read the text in silence. You could help them with unfamiliar words if needed. Students could then read a second time and underline the main ideas of each job. Once you have checked that information, you can invite them to write their notes paraphrasing the information.

You can first invite pairs of students to compare their notes. They could also do this in small groups of three or four. You may check answers with the whole class to reach a consensus on the content. Remember that each student might have their own way of paraphrasing. You can then ask students to discuss other sources they could use, before coming up with a list for all the class. Some ideas are: *on the internet, an encyclopedia, asking people who do the jobs.*

▶ Compare your notes with your partner's.

PRODUCT TIME Step 2

Research Notes

In this lesson, you studied two professions. Your task here is to do research on the different responsibilities, roles, and tasks related to the job they have chosen. Write your list from Step 1. Make notes about the responsibilities, roles, and tasks related to the job and profession of your choice. Write a short list out.

Check what you know!

Check pages 110 and 111. Mark the best options.



- I can paraphrase descriptions of jobs and professions.
- I can ask and answer questions about jobs and professions.
- I can ask for help.

Product Time

For Step 2, students need their lists from Step 1. Students will need to do some research to write about the responsibilities, roles, and tasks related to the job they have chosen. They might need to do this at home but you can provide them with research material if necessary. You can remind students to collaborate and help each other to complete this step.

Self-Assessment

Remember to guide students into completing the *Check what you know!* box. You can read each statement at the time and elicit the activities that helped them achieve each goal, as well as specific examples. You can also remind students that it's OK to need help as learning a language implies making mistakes.

To prepare students for what they are going to read, you can read the title and ask them to say what they remember about the job. You can also ask them to turn to page 108, read the information about the stem cell researcher, and paraphrase the information. You might also remind students what the main ideas in a text are, and where they can find them.

To facilitate the discussion, you can read the question and point to the model language. While students are talking, you can monitor and take note of problems they may have. Suggested answers: 1. *Yes. It tells you what job you are going to read about.* 2. *In four different sections: Required Education, Duties, Necessary Skills, and Locations.* 3. *Yes, the information is complete and concise.*

→ A Read a report about another interesting job. Discuss the main ideas of the report with a partner.



Any discussion of these jobs may also discuss what it is like to be a scientist and what opportunities exist in the field.

Scientists conduct experiments and make their own tests to see if our ideas are right. They study the world they live in and see what's unusual. They also try to make things that may be a right choice to solve a problem or to do a job.

Scientists must be able to think and solve problems. They must be able to make decisions. They must be able to work with others. They must have excellent communication skills.

Scientists must be able to work in a laboratory. They must be able to use the tools and equipment they need to do their work.

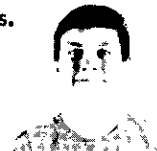


→ B With your partner, discuss the questions.

- YES, BECAUSE IT IS RELATED TO THE TOPIC.
- BY SPECIFIC TOPICS.
- YES, IT HELPS YOU UNDERSTAND THE IDEAS.

What is the main idea of the report?

What are the main ideas of the report?



Curricular Flexibility

For activity A, you may also divide the text into four groups so that each group reads a different paragraph. Students can then summarize or paraphrase what they read. It is important also to encourage students to guess unknown vocabulary in context, though you can allow them to use dictionaries, too.

Resources

Students can find out about other jobs and professions in the informative text *How It Was and How It Is* in the Reader. You could encourage them to describe the jobs they see by looking at photographs and to say what they think the job's duties and responsibilities are. You can play the corresponding track and have students follow along the information.

Ongoing Evaluation

During activity A, you can evaluate students' reading strategies:

- guessing context from titles
- identifying main ideas in text
- identifying the organization of a report
- paraphrasing the main information

C With your partner, deduce the order in which the parts of a job report should appear.

location duties

D Read the descriptions for a job report with your partner. Decide which of the titles above correspond to each section and if they are in the order you predicted.

DUTIES Bloggers spend their time designing and writing content for a "blog," which is a website on the internet that contains a variety of information on a topic. A blogger must add content regularly and keep his or her website interesting to continue to attract readers.

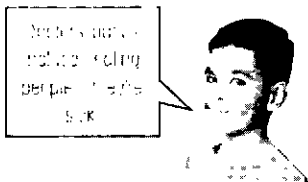
EDUCATION A blogger can have extensive education or no formal education at all. If a blogger does have a degree, it might be in the field about which he or she is blogging, or it might be in writing or communication.

LOCATION The blogger might choose to work at home, a coffee shop, a bookstore, or a library. Some might work within a larger company. A blogger can work anywhere there is access to a computer.

Students may refer back to page 112 to discuss the order of the parts of the report, or you could ask them to do this using their knowledge. You may also ask them to justify their choices.

Students should be able to do this activity easily, but you might need to refer them back to page 112 if they cannot match the headings from activity C to the paragraphs. You may also ask volunteers to explain their choices, so that the whole class agrees or disagrees.

- ▶ Group similar ideas together and write in your notebook the most important information of each aspect of the job.
- ▶ Take turns to share your descriptions with your partner.



Product Time

Job Report

In this lesson, you read two reports and understand their structure. Go through the structure of the report in the boxes on the page and categorize as job education, duties, location, etc. Do a drawing or sketch of each of the more details about the job and category. Move it to a report in the second part of the lesson. Use your notes and information to write a report. Then include the events, details and descriptions. Save your report for the next lesson.

Check what you know!

Check pages 112 and 113. Mark the best options.

Read the

I can paraphrase descriptions of jobs and professions in order to check comprehension.

I can classify information for reports.

To read more about different jobs and professions, *How It Was and How It Is*, check pages 121-132 of your Reader.

Unit 10 113

To facilitate the activity, you can read the model language and elicit other ideas from the class. You may remind students that paraphrasing is using simpler language to say the same things as a text. You can also help them with the activity by telling them to imagine they are telling a friend what the text is about.

While students are reading out their sentences, you can monitor and provide help as needed.

Product Time

For Step 3 of the Product, students need their notes from the previous steps. This time, they will need to expand the notes and write a report similar to the one on page 112. You may remind them to use present simple tense and short sentences. You can provide help with vocabulary if needed. You may also need to monitor the information and the websites students are using for reference.

Self-Assessment

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 reading and writing skills. You may want to do further practice with any of the competencies. You can also refer to what students have done in class or for Step 3 of the Product.

You can remind students of the Nutritionist job, as seen on page 108, or you may ask them to go back and tell you what they remember about the job. To facilitate the activity, set a short time limit to avoid students from reading the text. You can also tell them to base their predictions on the pictures they see.

Before asking students to read the job report, you can elicit their predictions from the previous activity and write them on the board. Once all groups have finished reading, you can invite them to confirm their predictions by referring to the list on the board. You may spend some time explaining unfamiliar vocabulary if needed.

For this activity, you can do the first sentence together with your class. It may be useful to ask students to underline the sentences as they find them. You can also refer to the model language to give students an idea of what they can say. After all groups have found the sentences, you can go over the last instruction as a class.

→ A Read the title of the report and look at the pictures. Reflect on what a nutritionist's job might involve. Share your ideas in a small group.

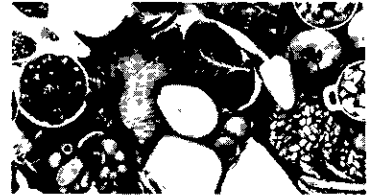
Description

Nutritionists are experts in the fields of food and nutrition. They give people ideas about what to eat to live a healthy lifestyle. Nutritionists meet with patients and the latest health and nutrition information.



Duties

Nutritionists meet with patients to determine their needs. They also warn people that can make a change in their diet and habits, recommending patients with special diets to eat more healthy food and get active.



Locations

Nutritionists can work in hospitals, schools, sports centers, and other places. Many nutritionists also provide services to homes.

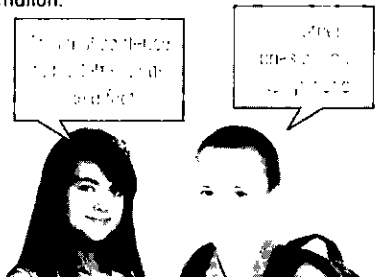


→ B Read the job report above with your group and confirm your predictions.

C Read the following sentences. With your group, compare them with the sentences in the report that provide the same information.

1. We consider that nutritionists are experts in the field of food and nutrition.
2. To keep fit, nutritionists must stay up to date with the latest health information and nutrition.
3. It is important that nutritionists meet with patients to determine their needs.
4. Nutritionists can work in many places.

→ Discuss which of the sentences are facts and which are opinions



Curricular Flexibility

You can provide further practice of giving opinions by using any of the job reports in the unit. One way to do it is by reading yourself a sentences from any of the texts, and then eliciting the opinion from the class. Students will need to paraphrase the language. You can write on the board the following stem sentences as reference:

- I think..., It's good that...,*
- We consider..., This person can...*

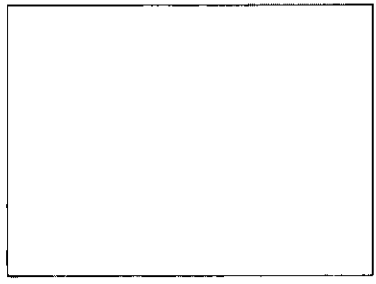
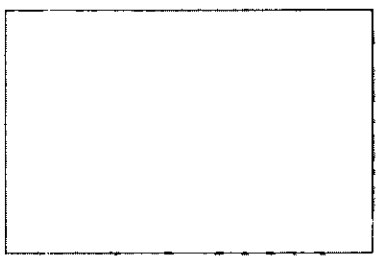
About the Topic

To prepare students for writing a report, you can copy on the board a few sentences from the reports seen so far in the unit. In small groups or pairs, you can invite them to paraphrase the sentences. Students can then get together with another group or pair of students to compare and comment on their sentences. After a few minutes, you can elicit and copy one of the examples under the original sentences. You need to make sure the sentences are grammatically correct.



D Exchange ideas with a partner to complete a similar report. Use the job report on the previous page as a model.

STUDENTS CHOOSE A DIFFERENT JOB OR PROFESSION AND WRITE A SIMILAR REPORT.



This activity can serve as practice for students' final Product. You may want to pair students according to their Product groups. You can allow students to choose either a job they like or one from the unit. Students can use the report on page 114 as a model.

Students can look at previous pages to see what visual were added to the reports. They can also come up with their own ideas. If needed, you can offer some suggestions, too. What students need to know is that the pictures will help the reader understand their report better.

Choose a title with your group. Then decide the kind of images you want to add to your report.

Use a word processor to write your report.

PRODUCT TIME Step 4

Final Job Report

It is time to write your final report. You and your group were given time to think about your work on the project. You have also had time to add pictures and other things to make your report look good. Now it is time to write your final report.

Check what you know!
Check pages 114 and 115. Mark the best options.

Indicators

I can read and understand reports about jobs

I can write reports about jobs or professions

You can encourage students to try out different ways of writing reports. If they are familiar with word processor programs, they can convert their reports into a PDF.

Product Time

For Step 4 of the Product, students can improve on the reports they wrote on Step 3. You should read each report and make comments on what they can improve, but let students decide on the pictures and layout they want to use for the presentation.

Self-Assessment

As you read each statement in the *Check what you know!* box, you can invite students to raise their hands if they feel they have achieved the objective. You may also elicit ways to improve these skills, or invite students to suggest other activities they can do outside the class.

PRODUCT TIME: Step 8

Sharing Job Reports

Get together with another group of four, bring your job report, and give each other constructive feedback. Then present your job reports to the rest of the class. Answer any questions they may have. Then display your reports around the classroom walls.



For the last step of the Product, students will first share their reports with another group, and then with the whole class. You can decide whether to do this in one or more classes. You can also invite the class to praise each other's work in a quiet way so as not to disturb other classes. It is important for students to be recognized for good efforts.

You can remind to students that group evaluations help them to know their strengths and weaknesses. They can also help notice what students need to work on. You may tell 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 need to improve in the future.

Product Assessment

Evaluate your group and other groups in the following areas.

	Yes	It can improve	No
The job reports were clear	+	-	-
The information was clear and interesting	+	-	-
The information was easy to read	+	-	-
The group had good illustrations	+	-	-

Reflect

1. Which job reports were the most interesting? Why?

2. What suggestions can you have for other groups to improve their job reports?

Evaluation Tools

You may use the evaluation instrument (from *Teacher's Guide* page 147) 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

Even if students are presenting their job reports orally, you should evaluate and give feedback to the written report. You can do this after the whole class has presented and prior to displaying the reports on the classroom walls. If a report has too many errors, you may need to speak to that group and invite students to improve on their work.

Unit Self-Assessment

Evaluate how you work in class.

How well did you...	I did very well	I can improve	I need help
collect information about jobs and professions?			
prepare descriptions of jobs and professions to check with teachers?			
explore reports and use reading strategies to analyze them?			
write information about jobs and professions to write a report?			

Reflect

What can you do to improve your work habits in class?

Check what you know!

Use the words in red to answer the questions.

Yes Sometimes No

Copy:

1. collect information about jobs and professions?
2. understand reports?
3. write information about jobs and professions to make a report?

Reflect

4. What kinds of activities were easy for you?
5. What kinds of activities were difficult?
6. Would you be in the best?

This section should make students reflect on their work throughout the unit and not just on the final Product. Make sure students remember 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 three questions.

Resources

Prior to completing the *Check what you know!* box, you may want to use the photocopiable exam (from *Teacher's Guide* page 157) to check on students' progress. Photocopy the page and distribute it to students. Give them a time limit to individually complete the exam. 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. Even if this may be the last unit of the school year, 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 registering information to make a report on a job or profession.

Glossary

Unit 1

celebration → enjoyable event for a special occasion

costume → a set of clothes that someone wears for a special event



firework → a device that explodes to make a display of light and noise



foreign *adj.* belonging to a different place or country

holiday → a day when people do not go to work or school

luck → things that happen to a person, good or bad

parade → a public show or display

traditional *adj.* relating to tradition

tradition → beliefs and customs that pass from one generation to another

- adjectives
- noun
- verb
- verb phrase

Unit 2

advise → to give someone a recommendation about what to do

aftershock → a smaller earthquake that occurs after a larger one

avoid → to keep away from something

caution → great care to avoid danger

damage → to break or harm something or someone; → physical harm that happens to an object or living thing

dangerous *adj.* involving possible harm

earthquake → a shaking or trembling of a portion of the earth



evacuation → the process of taking people out of a dangerous area

first aid → medical treatment given to an ill or injured person

first aid kit → a set of materials and tools used for emergency treatments

injury *n* hurt or damage



outage *n* a period of interruption of electric current

password *n* a word or phrase required for access to a computer system

risk *n* possibility of loss or injury

safe *adj* without danger

safety *n* the state of being safe

sick *adj* not well, unhealthy



steal *v* to take something from someone without their permission

supplies *n* things that are needed for a particular purpose

thief *n* a person who steals, a robber

Unit 3

base *n* one of the four points a player must touch to get a point in games



corner kick *n* a free kick from a corner of a soccer field

counter-attack *n* an attack made in response or by defense of another attack

court *n* an area for playing a game like tennis or basketball



defender *n* a sports player who stops the other team from scoring

equipment *n* supplies or tools needed for a special purpose

foul *n* an action that is against the rules of a sport

Glossary

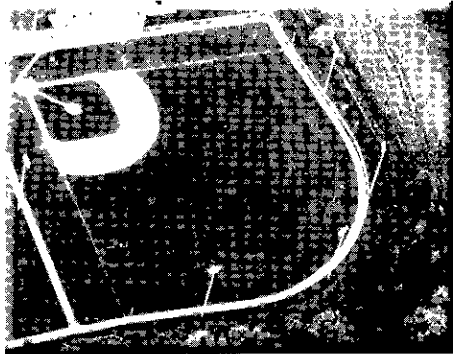
keeper *n* a player who defends the goal

kick *v* to touch with the foot

match *n* a sports game between two teams

mound *n* in baseball, the small elevation where the pitcher stands

outfield *n* the part of a baseball field beyond the second base



pass *v* to hit a ball past an opponent

pitch *v* to throw usually toward a certain point

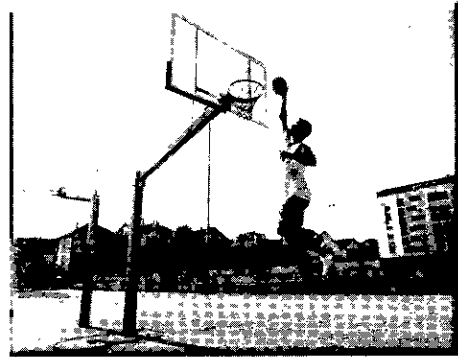
post *n* one of the two upright poles that form a goal in various games

referee *n* a person who makes sure the players follow the rules of a game or sport



score *n* the number of points that each team has in a game

slam dunk *n* a shot in basketball made by jumping high into the air



touchdown *n* the act of touching a football to the ground behind the opponent's goal

tournament *n* a sports tournament

Unit 4

compost *n* an organic mixture used to improve the soil in a garden



landfill *n* an area where waste is buried under the ground

paraphrase *v* to say something that somebody else has said using different words

raise a problem *v* to bring a problem to other people's attention

recycle *v* to process an object to make use of its materials

reduce *v* to use less of something

reliable *n* a person or a source of information that is trusted

reuse *v* to give a second use to an object

solve *v* to find a solution, explanation, or answer for

waste *n* garbage



Unit 5

allow *v* to have permission to do something

beware *v* to be careful

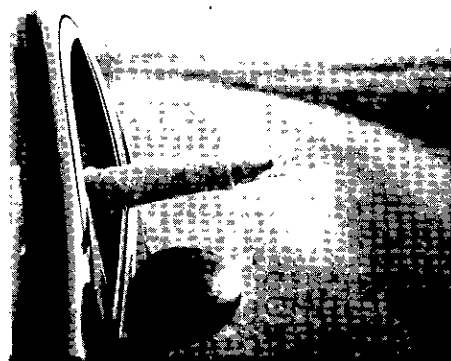
caution *n* a warning telling someone to be careful

complaint *n* the act of saying or writing that one is unhappy or dissatisfied with something

equipment *n* supplies or tools needed for a special purpose

headline *n* the title written in large letters over a story

litter *v* to throw or leave trash in a public place



poster *n* a large sheet with words or pictures, usually for public display

prohibition *n* the act of not allowing something to be used or done

sign *n* a public notice that advertises something or gives information



warn *v* to express caution or danger

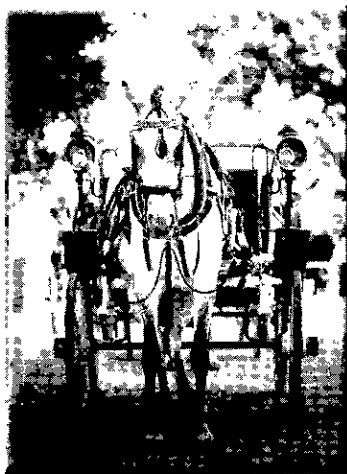
warning *n* something that warns

Glossary

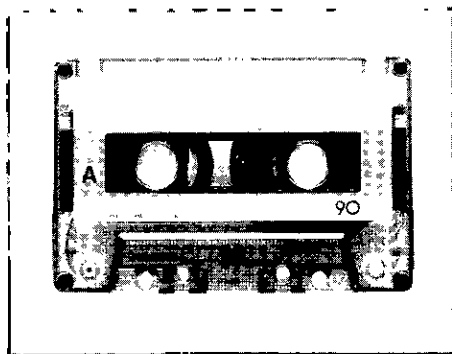
Unit 6

account *n* a report of facts or events

carriage *n* a vehicle with wheels that is pulled by a horse and that carries people



cassette *n* a thin case that holds tape or videotape



historical *adj* based on history

improve *v* to make something better

skyscraper *n* a very tall building

stove *n* a device that provides heat for cooking or heating

surround *v* to be close to someone or something on all sides

tram *n* a vehicle that runs on a track or on rails



visitor *n* someone who visits a person or place

young *adj* in an early stage of life or development

Unit 7

account *n* a record of money received, and money paid out

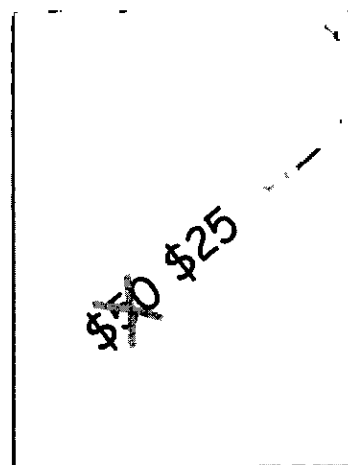
acquire *v* to get or buy

cheap *adj* not costing a lot of money, of low price

customer *n* a person who buys or uses the services of a company

discount *n* a price reduction

expensive *adj* costing a lot of money



flyer *n* a small sheet of paper advertising something

greet *v* to welcome someone in a polite way



offer *v* an opportunity to buy something at a lower price

price *n* the amount of money that something costs

sale *n* an event or occasion when prices are lower than usual



sell *v* to give something in exchange for money

store *v* a business where goods are sold

supplies *n* things that are needed for a particular purpose

Unit 8

bedtime *n* a time for going to bed

character *n* a person in a story or play

describe *v* to say what something or someone is like

elicit *v* to get a response or information from someone

fair *ad*, attractive, beautiful

fantasy *n* stories based on imagination

folk *n* people in general

foreign *ad*, belonging to a different place or country

magical *ad*, an object or place that has magic

nap *n* a short sleep during the day

poison *n* a substance that can cause people or animals to die or to become sick



Unit 9

agree *v* to accept somebody else's opinion

agreement *n* having the same opinion as someone else

believe *v* to consider something true

Glossary

clue ▸ information that helps you find an answer

disagree ▸ to reject somebody else's opinion

disagreement ▸ not having the same opinion as someone else

extract ▸ a short piece of writing that is taken from a longer work

interviewer ▸ person who conducts an interview



opinion ▸ a belief, judgment, or way of thinking about something

research ▸ investigation

take turns ▸ to allow one person to speak after another person

topic ▸ something that people talk or write about

transcription ▸ a written copy of words that have been spoken

true ▸ real

Unit 10

create ▸ to produce

degree ▸ a title given to students by a college or university

duty ▸ something that is done as part of a job

education ▸ the action of receiving knowledge or training

fact ▸ a true piece of information

job ▸ a specific role, duty or function, where people receive money by doing it



location ▸ a place or position

make ▸ to cause to exist

profession ▸ having specialized knowledge after academic training

research ▸ to collect information about or for something

responsibility ▸ something a person is responsible of

skill ▸ the ability to do something

task ▸ a specific job to be finished within a certain time

work ▸ to use mind or body to create or achieve something

Audio Scripts

Unit 1

PRESENTER: Welcome to *Celebrations around the World*. Julie is our visitor today, she is here to talk about Chinese New Year. Tell us what you know, Julie!

JULIE: Thank you! This is an ancient celebration from China. China is a faraway country and its traditions are completely different from ours! On New Year, for example, people wear red clothes to attract good luck. They also give red envelopes to children and to elders.

PRESENTER: Red envelopes? What's inside them?

JULIE: They have money inside! Those envelopes are also to attract good fortune.

PRESENTER: Wow! That is a great tradition!

JULIE: There is also a parade. That parade is not like the ones we know, the most important part is the dragon or lion dance. People like to watch those dances to have good luck in the following year

PRESENTER: That sounds really interesting!

JULIE: It is! Finally, I want to say that the Chinese invented fireworks more than 3000 years ago. They created these colorful displays to scare evil spirits away on New Year. This tradition spread all over the world. These days, we use fireworks in different situations!

PRESENTER: Thank you, Julie! Now we have a...

OLIVER: Which dance do you prefer, Abby?

ABBY: Let's see the fact files and compare. I'm not sure.

OLIVER: OK... I think *Jarabe Tapatío* is more interesting because the costumes are colorful. What do you think?

ABBY: OK, but the Hula costume is easier to make. Look, we only need two grass skirts!

OLIVER: Skirts? No, way! I'm not wearing a skirt! The *charro* suit is more comfortable for me. And you, Abby, get to wear a colorful skirt, anyway.

ABBY: OK, I get it. But the music for *Jarabe* is harder to find! I don't know any *mariachi* bands. And look, it is the most difficult to dance, too!

OLIVER: You're right. Let's do *Hula*, then...

MOM: John, let's plan your birthday party. Tell me what you want.

JOHN: I'd like to have a traditional Mexican birthday party!

MOM: That sounds great! What else?

JOHN: Well, I like cake, but I don't like having my face shoved onto the cake. I really don't like this *mordida* tradition. I can have the first bite, but not that way.

MOM: Alright, what else?

JOHN: I like *piñatas*, but my friends don't like them. They think *piñatas* are for little kids.

MOM: How about if we don't put candy inside the piñata. We can fill it with something your friends like, such as soccer player stamps and other things for boys and girls your age. You can tell them.

JOHN: That's cool, mom! Also, I like singing *Las Mañanitas*. I don't like the *Happy Birthday* song, but my friends like it. They may not know how to sing *Las Mañanitas*. Can we give them a paper with the lyrics?

MOM: Of course! Well, we can go and...

Unit 2

PRESENTER: We have an expert on earthquakes today, who's going to tell us what to do before, during and after an earthquake. Welcome to the show, Claire.

EARTHQUAKE EXPERT: Thanks! Earthquakes are common, so it's important to be prepared. I always advise people to have a plan in place. For example, find a place in your house that you can go to in case of an earthquake. Some place where nothing can fall on you, like a doorframe.

PRESENTER: Anything else?

EARTHQUAKE EXPERT: Make sure you have a first-aid kit and plenty of water. Canned food, a radio and a flashlight are also useful.

PRESENTER: What about when the earthquake starts?

EARTHQUAKE EXPERT: Take cover under a desk or table. Make sure you hold on, too. Don't go outside. If you are already outside move away from things that can fall on you, like trees. Keep clear of windows and furniture that can fall on you.

PRESENTER: What about after the earthquake has finished?

EARTHQUAKE EXPERT: First, check yourself for any injuries and help people in need. Use your radio to check for any news. Don't go into damaged buildings. Finally, I advise you to be prepared for aftershocks.

PRESENTER: Great advice Claire, thanks for coming on the show.

NARRATOR: Five Things to Take
During a wild fire, many people have to leave their homes. What should you take with you in that case? The safety of you family is the most important thing, but there are items that are essential and shouldn't be left behind.

1. ID cards —passports, birth certificates all come in handy
2. Pets —pets are part of the family, so of course you have to bring them
3. Money —make sure your parents take money—stores may not take cards due to power outages and ATMs might not be working
4. Medication —if some family members need medication regularly, then it's important to bring it along
5. Basic Supplies — these include: food and water, comfortable shoes, extra clothing, a warm jacket, flashlights, batteries, a radio, sleeping bags and blankets.

But remember: Your safety comes first!

Unit 3

(Reader pages 29–40)

NARRATOR: One.

COMMENTATOR SOCCER: It's a corner kick to the Blues. The ball comes into the box, but it's cleared by Jones. Richards gets the ball at the edge of the box and plays it long to Martinez who controls it beautifully. Martinez plays a short pass to Wilson. Wilson turns, goes past the defender. He just has the keeper to beat. He's going to score! But he hits it at the keeper and the keeper saves!

COMMENTATOR 2: What a miss!

NARRATOR: Two.

COMMENTATOR BASKETBALL: Cranston is trying for the three points. He shoots! Oh, but he misses. The ball hits the hoop and now Denver have it. Mason plays the over-head pass but he's fouled says the referee. Denver have the ball again. They pass it around the court quickly. Burley has it, he goes past one man, goes past another. BOOM! He slam-dunks it into the hoop!

Audio Scripts

COMMENTATOR 2: Oh boy! That was some play by Denver.

NARRATOR: Three.

COMMENTATOR BASKETBALL: It's the 7th game in the World Series, bottom of the 10th. It's raining and the field is really wet! Diaz on the mound, pitching. Trotter is batting. Trotter has hit over 10 home runs this season. Here's the pitch! It's bad! Trotter hits it into the outfield. Constant is going to catch it. No! He slips! Trotter gets to first base! The bases are loaded!

U C C A Y

Hello, and welcome tennis fans to Wimbledon! The greatest tennis tournament on grass. It's Monday, the first of July. The same day that Wimbledon begins every year. It's 2 o'clock in the afternoon here in London and the weather is sunny and hot. We're waiting for our first match which should start any minute. And yes! Here come the two players now. Both are dressed in white and this game is going to be great...

Wow! That was exhausting. I'm exhausted too! Eventually, Miroslava won the match but it was very close. Both players were sensational. Lana is much bigger and Miroslava is small but what she lacked in height she made up for in strength. If she continues like this, I really think she's going to win this tournament. Anyway, that's all for now. Join us tomorrow when we'll be watching Jenkins vs Davies. Goodbye and thanks for listening!

Unit 4

U C C A Y

(Reader pages 41–52)

U C C A Y

TEACHER: OK class, as you know, we are going to start a more effective waste management program. Why is a waste management a good idea?

STUDENTS: Because it helps the environment!

TEACHER: OK. What kind of waste are we going to separate?

STUDENT 1: Glass, paper, metal and plastic.

STUDENT 2: And organic waste.

TEACHER: Excellent. How many kinds of recycling bins do we need, then?

STUDENTS: Five.

TEACHER: Where do you think we should put the bins?

STUDENT 3: Outside the cafeteria and in the school yard. Inside the school, too.

TEACHER: What are we going to do to reduce waste?

STUDENT 1: Kids can bring their water in a reused plastic or metal bottle. We can also start a composting program!

TEACHER: Great idea! What are you going to reuse?

STUDENT 2: All the paper we can, and we can save packaging, colored paper and other things for our art projects. We should put our lunches in reusable containers too!

TEACHER: What are some of the other problems in the school?

STUDENT 3: The toilets. The food in the cafeteria isn't healthy. The library needs to be more modern too. I also think we have too much homework!

STUDENT 3: They should improve the school yard. A skate park would be great!

TEACHER: These are all fantastic ideas!

Unit 5

U C C A Y

NARRATOR: One.

WOMAN: This is a nice place for a picnic.

MAN: It sure is, but we can't stay here.

WOMAN: Why not?

MAN: Look at the sign: Do not step on the grass.

WOMAN: Oh!

MAN: Let's find a picnic area.

NARRATOR: Two.

BOY: Dad, I feel sick. Can you stop the car?

DAD: I can't. The sign says no stopping. Can you wait?

BOY: How long, Dad?

DAD: I think we just need to pass the curves. One or two minutes, maybe.

BOY: OK. I'll try, but can you go faster? I feel really bad.

DAD: I can't go faster. It's dangerous. Just a few seconds and we're out of the curves.

BOY: OK.

NARRATOR: Three.

GIRL 1: Look at those flowers! I want to take a picture.

GIRL 2: Wait! You can't go there. It says: Beware of the bull.

GIRL 1: Bull? I don't see any bull.

GIRL 2: But it says there. I'm not getting in.

GIRL 1: C'mon. It must be sleeping.

GIRL 2: No, it's not. Look! It's coming.

GIRL 1: Oh, my God! It's huge! Let's get out of here!

NARRATOR: Four.

BOY 1: Ouch! My head!

BOY 2: What happened? Are you alright?

BOY 1: I hit my head there.

BOY 2: Oh! It says: Caution! Mind your head.

BOY 1: Yes, but I was looking at my phone.

BOY 2: Oh!

BOY 1: They should put bigger signs, too.

U C C A Y

MAN 1: Mike, why does it say here, "No visitors allowed"? What if my children want to visit me?

MAN 2: Because it's dangerous. People are working and moving heavy things. Your children can get on the way and cause an accident.

MAN 1: Oh, I see. What about this sign, "Caution! Hard hat required"? What if I don't want to wear a hard hat?

MAN 2: You need to wear a hard hat. This is a construction site, Joe. A brick can fall on your head, or a piece of wood. You don't want to have an accident, do you?

MAN 1: I understand. I'll wear the hard hat then. Now, let's go back to work!

U C C A Y

OFFICER: Excuse me, miss. You can't take photos here.

CLARA: Oh! I'm sorry. It's just a photo, officer.

OFFICER: This is private property. It says there "No photos allowed."

CLARA: Yes, sorry. It won't happen again.

OFFICER: I'm afraid I'll have to take your phone, miss.

CLARA: What? No! You can't do that!

OFFICER: It's the law, miss.

CLARA: Can't you just delete the photos?

OFFICER: Yes, that will happen too, but I need to take your phone and you need to pay a fine.

CLARA: Oh, dear. And just for a photo?

Unit 6

U C C A Y

(Reader pages 53–64)

U C C A Y

RADIO PRESENTER: Welcome to the show! Today on Think! FM we are going to talk to Riya, one of the first people to travel back in time! That's right folks, time travel is now a thing! Riya, hello.

Audio Scripts

RIYA: Hi Ravi

RADIO PRESENTER: How has Mumbai changed since the 1950s?

RIYA: Well, the transportation changed. The roads were less busy in the past. Now it's more congested. People 50 years ago walked or rode in a horse and cart. I never see a horse and cart today; it's all buses, trams and motor taxis. The other thing I noticed is that everything is bigger today. The buildings, the roads, the people are bigger too!

RADIO PRESENTER: What was the food like?

RIYA: Delicious! Food in the past was tastier than the food today. It's like the food my grandma makes. It was all vegetarian. Now, we eat a lot of dairy and meat. In the past they didn't eat any!

RADIO PRESENTER: What did people wear?

RIYA: They wore traditional clothes more. But, women wore saris 60 years ago and they still do today. Nobody wore western clothes in the 1950s. Everyone wears jeans now!

RADIO PRESENTER: Interesting! Thank you, Riya. Tune in tomorrow when we talk to...

I listened to Michael Jackson and The Cure. I still do, but now I listen to them on the Internet. In the 80s, we had things called cassettes. We used to record music from the radio! The music in the 80s was more interesting than today's music I think. It sounds like it was all made on a computer now.

Hairstyles in the 80s were great, too.

Everyone had big hair because we used a lot of hairspray. The biggest hairstyles were the mullet and the perm. I still see those styles.

In the 80s, we walked a lot more or took the bus. Kids nowadays seem to go everywhere by car!

We had to write our homework and to check something we used a book. We didn't have Google. We didn't have computers! Or mobile phones! We had one phone in our house. At least our parents couldn't find out where we were every minute of the day!

Kids today watch movies on tablets or phones. You press a button and voila. In the eighties, we used to go to a store and rent a movie from a video shop. I think life is too easy for the kids today.

ACT 1

Mexico City is always growing. Therefore, it's transportation is always changing too. If you went to Mexico before the 1900s, the main form of transportation were trams. These trams weren't electric however; they were pulled by horses! The electric tram was introduced later. People who had a lot of money travelled in horse-drawn carriages. They didn't use the trams. The first car arrived in Mexico in 1902, but people didn't like it at first because of the amount of accidents. But by 1910, Mexicans had adapted to the motor car and they were everywhere. Taxis and buses came soon after and by the 1930s there were thousands of vehicles on the city streets. In 1967, the government announced the metro system! Now the metro has 12 lines, 195 stations, and transports four million people every day. The *pesero* or *microbus*, which began in the 1970s, actually carries around 14 million people every day. With road and metro lines becoming busier, the government had to look for new options. So, in 2005, the *MetroBus* arrived—the first of its kind in Latin America. In 2010, the city launched the *EcoBici*. This is a bicycle sharing system. It now has 480 stations all over the city and nearly 7,000 bicycles.

Unit 7

ACT 2

NARRATOR: One.

BOY 1: Look at the new phone!

BOY 2: Wow! It's so cool!

BOY 1: Yes, it's light, it's superfast, it has a great camera, and 128 GB!

BOY 2: Cool! But did you see the price?

BOY 1: How much is it?

BOY 2: It's very expensive! Oh! But look, it has a discount!

BOY 1: Wow! Let's go inside and check it out!

NARRATOR: Two.

WOMAN: Lucy, look at this beautiful dress!

Why don't you try it on?

GIRL: Mom, I don't want a dress, I want some jeans.

WOMAN: But Lucy, it's on sale! And it will be lovely for Grandma's birthday party.

GIRL: Wow! It is cheap. OK, I'll try it on, but I'll also try on these jeans, OK?

WOMAN: Are they on sale?

GIRL: Yes, they are!

WOMAN: OK, try the jeans and the dress on.

Then we'll decide.

GIRL: Thanks, Mom!

NARRATOR: Three.

BOY: Excuse me.

SHOP ASSISTANT: Yes, how can I help you?

BOY: Can I have a kilo of pears, please?

SHOP ASSISTANT: Sure. Anything else?

BOY: Yes, I need a carton of milk and a dozen eggs, please.

SHOP ASSISTANT: OK. Is that all?

BOY: Yes, that's all.

SHOP ASSISTANT: Would you like some cereal? It's 25% off.

BOY: No, thank you. That will be all. How much is the total?

SHOP ASSISTANT: OK. That will be \$45, please.

BOY: Here you are.

ACT 3

NARRATOR: One.

LAURA: Good morning, Mr. López.

MR. LÓPEZ: Good morning, Laura. How can I help you?

LAURA: Can I have a kilo of pears, please?

MR. LÓPEZ: Sure. Anything else?

LAURA: Yes, I need a carton of milk and a dozen eggs, please.

MR. LÓPEZ: OK. Will that be all?

LAURA: Yes, that's all.

MR. LÓPEZ: Would you like to take some cereal, Laura? It's 25% off today.

LAURA: No, thank you, Mr. López. We have cereal at home. How much is the total?

MR. LÓPEZ: OK. That will be \$45, please.

LAURA: Here you are.

MR. LÓPEZ: And here's your change. Thank you very much.

LAURA: Thank you, Mr. López. Have a nice day.

MR. LÓPEZ: You too, Laura. Goodbye.

LAURA: Bye.

ACT 4

BOY: Dad, I need a new backpack for school.

FATHER: What happened to the other one?

BOY: It's old and it has holes in it. Look!

FATHER: OK. Let's check online and see what we can find.

These are some good options. Which one do you like?

Audio Scripts

BOY: Let's see. The School Backpack is nice, but it doesn't say anything about the materials or the space.

FATHER: OK. Let's look at the second option, the Deluxe Backpack. It says: pockets outside and inside... large enough to fit your books... Oh, and it's water-resistant.

BOY: OK, but it doesn't say how many pockets or how many books I can take. What about this other one? The Super Deluxe Backpack. Its light, water and dust resistant.

FATHER: That's good!

BOY: It can carry seven large notebooks and three small ones. It has three pockets inside and two outside.

FATHER: How many compartments does the Deluxe Backpack have?

BOY: It doesn't say.

FATHER: OK. So, which one do you like? The three of them cost the same price. The first backpack doesn't have any description. The Deluxe backpack has some description, and the Super Deluxe Backpack offers more detail. Which one do you like?

BOY: Well, I think the best option is the Super Deluxe Backpack.

FATHER: Fine. Let's order it now.

NARRATOR: One.

BOY: Look at those tennis shoes! They're amazing.

GIRL: Yes! And they are on sale! 50% off!

BOY: Wow! Let's try them on.

NARRATOR: Two.

GIRL: Can I have a notebook, please?

MAN: If you buy two, you get the second one at half the price.

GIRL: OK. Give me two notebooks.

MAN: Line, plain, or grid?

GIRL: Excuse me?

MAN: Do you want the notebooks with lines, blank pages, or square grids?

GIRL: Oh! One with lines and the other square grids.

NARRATOR: Three.

BOY: I'd like a bottle of shampoo, please.

WOMAN: We have a special offer today. If you buy two bottles, you get a third bottle for free.

BOY: So, do I get three bottles and just pay for two?

WOMAN: Exactly.

BOY: OK. Give me three bottles, please.

NARRATOR: Four.

BOY: Excuse me. How much is the skateboard?

MAN: It's \$2,460.

BOY: Excuse me? How much?

MAN: It's two thousand, four hundred and sixty pesos.

BOY: Wow! That's expensive.

MAN: If you buy one, we'll give you free knee and elbow pads.

BOY: Hmm... Let me think about it.

MAN: OK. Come back anytime.

Unit 8

(Reader pages 93–106)

NARRATOR: The Pied Piper of Hamelin
Once upon a time, there was a town called Hamelin. The children in the town loved to play. They played everywhere they went. One day, rats overran the town. The rats were *everywhere*. Because of the rats, the children could not play, and they were very sad. The leaders of the town did not like the thought of their children being sad, so they called the Pied Piper. The Pied Piper had a magic flute. The flute was pure gold. When it was played, those who heard it fell into a trance.

The Pied Piper came to the town and played his magical flute. As he played, the rats heard the music and fell into a trance. Then they started to follow him. He led the rats out of town and into a large river. When he walked into the river, the rats followed him and drowned.

When the townspeople heard what had happened they were delighted. They invited the Pied Piper back and had a party. They paid the Pied Piper in gold and silver coins. Without rats, everyone in the town lived happily ever after.

Snow White's wicked stepmother had a magical mirror. It was large and beautiful and framed in gold. Every day she asked the mirror the same question: "Mirror, mirror, on the wall, who's the fairest of them all?" The magical mirror always told the wicked stepmother that she was the fairest in the land. Then one day, the mirror answered, "You my queen are fair and true. But Snow White is one thousand times fairer than you!"

Unit 9

(Reader pages 107–120)

WOMAN: Excuse me, do you have a minute? I'm doing research for a popular teenage magazine and I need to ask young people some questions.

GIRL: Sure! What is it about?

WOMAN: It's about exams and honesty.

GIRL: Wow! OK.

WOMAN: Thank you. Just for the record, how old are you?

GIRL: I'm 12.

WOMAN: What grade are you in?

GIRL: I'm in sixth grade.

WOMAN: Thank you. OK, so here is the first question: have you ever cheated on a test?

GIRL: No, of course not!

WOMAN: OK. What would you do if you saw someone cheating on a test?

GIRL: That's a difficult question. If I saw someone cheating on a test, I wouldn't do anything.

WOMAN: Would you tell the teacher?

GIRL: No, I wouldn't.

WOMAN: Do you think cheating is correct?

GIRL: No, I don't think it's okay, but maybe that student couldn't study for a reason, so I wouldn't tell the teacher.

WOMAN: OK. Thank you very much for your time.

GIRL: You're welcome.

WOMAN: Welcome to our program about the relationship between parents and children. Today we have three wonderful people.

BOY: Hello, my name is Martin. I'm a student.

GIRL: Hi! I'm Sofia. I'm also a student.

MAN: Good afternoon. I'm Robert Quintana. I'm an accountant and a father.

WOMAN: Welcome, you all. So, today's topic is extra-curricular activities. Who should decide what extra-curricular activities young people should have? Parents or their children? Sofia?

GIRL: I think children should decide what we want to do after school.

WOMAN: OK. Martin?

BOY: I don't agree. I think our parents know best what is good for us, so they should decide.

Audio Scripts

WOMAN: OK. Robert, you are a parent, should you decide or your children?

MAN: In my opinion, parents and children should sit down and discuss what is best for them.

WOMAN: Do you agree, Martin?

BOY: Err... yes, kind of. My dad always tells me what to do and I always agree with him.

WOMAN: What about you, Sofia? Do you agree with Robert?

GIRL: I do! I think that's the best thing to do.

WOMAN: Thank you all very much. That's all the time we have for today. See you next time...

INTRO

MAN: Good morning. Today we are talking to Ms. Clarice Smith about a very important topic for all parents: Should young teenagers have a cell phone?

WOMAN: Good morning. Yes, cell phones and young children are a hot topic. Children as young as eight years old want to have one.

MAN: What can parents do? Should they allow their children to have a phone or not?

WOMAN: The answer is not an easy one, but if parents decide to give their young teenagers a phone, there are many things to consider.

MAN: Because there are many risks, right?

WOMAN: Yes, but risks can be minimized. First, parents need to tell their children how many minutes and text messages they have on their plan. And what the consequences for going over the minutes are.

MAN: Yes, children should pay for the extra time, right?

WOMAN: That's right, David. Then children need to agree to have a parental app. This app monitors everything the children do on their phone.

MAN: Oh! My children wouldn't like that.

WOMAN: Yes. Many children don't tell their parents what they do online and that's a big problem. Children can give personal details to strangers. Or they can be victims of cyber-bullying!

MAN: And that's our topic for next week. Join us again next time...

INTRO

WOMAN 1: Good evening and welcome to our radio program. Today our experts are talking about bullying at school. Let's start with the first question: What is bullying? Dr. Teresa Jones.

WOMAN 2: Good evening. Bullying is an intentional behavior of hurting another person. It can be physical, verbal, or psychological.

WOMAN 1: Thank you. What happens in bullying? Dr. Pete Ross.

MAN: In bullying we have the aggressor, that is the bully, and the victim.

WOMAN 1: Why do kids bully other kids?

MAN: I think that bullies usually have problems at home, so they take their frustrations to school with kids that are weaker.

WOMAN 2: I don't agree, Dr. Ross. Not all bullies come from aggressive homes. Some bullies simply don't know that teasing someone else is unacceptable. They lack social skills.

MAN: Yes, you are right, Dr. Jones. Sometimes bullies only want to fit in and do what they think their friends will like.

WOMAN 2: That's true.

WOMAN 1: Now, what can the victim do to stop the bullying?

WOMAN 2: The best advice is to ignore the bully and walk away.

MAN: Yes, I agree. They should also talk to an adult and always be in groups.

WOMAN 1: Thank you, Dr. Jones and Dr. Ross. Join us next time with another interesting topic...

Unit 10

INTRO

INTERVIEWER: Good morning and thank you for joining us. Please introduce yourself for our audience today.

SOFTWARE DEVELOPER: Thank you for having me. My name is Scott Dyer and I'm a software developer. I work at a computer company.

INTERVIEWER: What education did you need for your job?

SOFTWARE DEVELOPER: I went to college and got a bachelor's degree. My degree was in computer science.

INTERVIEWER: What are your main duties?

SOFTWARE DEVELOPER: First of all, I analyze my customers' needs and make a plan for the program I want to create. Then, I design programs that will help them accomplish their goals. I also need to monitor the software after it's created to ensure it runs smoothly.

INTERVIEWER: What skills are necessary for a person in your job to be successful?

SOFTWARE DEVELOPER: Since I design programs for computers, I have to be very creative. I have to think of fun and interesting ways for people to use their computers. I also have to be a good communicator in order to get along with the people I work with. Finally, I have to pay attention to details in order to make high-quality computer programs.

INTERVIEWER: Thank you so much for sharing. I think we have all learned a lot about your job today.

Student: _____ Date: _____

Checking and Matching Lists

Checklist			
Name:			
Date:			
Criteria		Yes	No
Clear language			
Attractive art			
Well organized presentation			

Student: _____ Date: _____

Checking and Matching Lists

Checklist			
Name:			
Date:			
Criteria		Yes	No
Clear language			
Attractive art			
Well-organized presentation			

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Student: _____ Date: _____

Descriptive Value 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"/> Students can identify situations of personal risk.	<input type="checkbox"/> Students can identify situations of personal risk with some support.	<input type="checkbox"/> Students find it difficult to identify situations of personal risk.
Intonation	<input type="checkbox"/> They can use the correct intonation to identify situations of personal risk and describe how to avoid them.	<input type="checkbox"/> They still make some mistakes while using the correct intonation to identify situations of personal risk and describe how to avoid them.	<input type="checkbox"/> They need extra support to use the correct intonation to identify situations of personal risk and describe how to avoid them.
Use of English	<input type="checkbox"/> They always use a suitable verbal language and volume.	<input type="checkbox"/> They use a suitable verbal language and volume most of the time.	<input type="checkbox"/> They find it difficult to use a suitable verbal language and volume.

Student: _____ Date: _____

Anecdotal Note

- Use the following *Anecdotal Note*, or a similar one, to evaluate students' projects.

Audio Descriptions	
Student's Name	Note (Write accomplishments and needs.)

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	Values	
The group focused on an important problem.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
They asked interesting questions.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
Their answers were correct.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
They took turns to speak.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
Notes: _____ _____ _____		

Student: _____ Date: _____

Self-Assessment Form

- Read the category and circle the value.

Values: 😊 = Excellent 😊 = Good 😐 = Not so good ☹️ = Not so good

Category	Value
I can identify warning and prohibitions.	😊 😊 😐 ☹️
I can explain what signs are for.	😊 😊 😐 ☹️
I can relate signs to places or situations.	😊 😊 😐 ☹️
I presented my signs with confidence.	😊 😊 😐 ☹️

Student: _____ Date: _____

Self-Assessment Form

- Read the category and circle the value.

Values: 😊 = Excellent 😊 = Good 😐 = Not so good ☹️ = Not so good

Category	Value
I can identify warning and prohibitions.	😊 😊 😐 ☹️
I can explain what signs are for.	😊 😊 😐 ☹️
I can relate signs to places or situations.	😊 😊 😐 ☹️
I presented my signs with confidence.	😊 😊 😐 ☹️

Student: _____ Date: _____

Self- and Peer Assessment Form

- Read the category and draw the value.

Values: 😊 = Excellent 😊 = Good 😐 = Not so good ☹️ = Bad

Criteria	Values	
	Yourself	Classmate
Can identify the parts of a story (beginning, middle, end)		
Can make up a story from a picture		
Can identify and describe situations		
Can choose a creative title for a story		
Can tell a story from pictures		
Can show respect during others' presentations		
Total		

Student: _____ Date: _____

Checking and Matching Lists

Checklist			
Name:			
Date:			
Criteria		Yes	No
Clear language			
Attractive art			
Well organized role-play			

Student: _____ Date: _____

Checking and Matching Lists

Checklist			
Name:			
Date:			
Criteria		Yes	No
Clear language			
Attractive art			
Well organized role-play			

Student: _____ Date: _____

Observation Guide

- Read the criteria and mark (✓) the corresponding value to evaluate your student's project. If necessary, write notes to support their future development.

Criteria	Values	
The team wrote a list of words and phrases to describe magical objects.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
The team added related pictures.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
The team described objects clearly.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
They were confident giving the presentation and answering questions.	<input type="checkbox"/> Yes	<input type="checkbox"/> needs improvement
Notes: _____ _____ _____		

Student: _____ Date: _____

Anecdotal Record

- Use the following *Anecdotal Record* chart to evaluate your students' projects.

Student's Name	Strengths	Areas of Growth	To Follow Up on Next 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"> • Did everyone participate? <input type="checkbox"/> Yes <input type="checkbox"/> needs improvement	
<ul style="list-style-type: none"> • Was the report clear? <input type="checkbox"/> Yes <input type="checkbox"/> needs improvement	
<ul style="list-style-type: none"> • Was the presentation organized? <input type="checkbox"/> Yes <input type="checkbox"/> needs improvement	
<ul style="list-style-type: none"> • Were the visuals attractive? <input type="checkbox"/> Yes <input type="checkbox"/> needs improvement	
<ul style="list-style-type: none"> • Could the group answer questions about the report? <input type="checkbox"/> Yes <input type="checkbox"/> needs improvement	

Assessment Unit 1

Name: _____ Date: _____

A Read the transcript from a TV show about global traditions. Then complete the table with similarities and differences between the Chinese New Year and another tradition or celebration of your choice. (10 points)

T
-
T

PRESENTER: Welcome to *Celebrations around the World*.

Julie is our visitor today, she is here to talk about Chinese New Year. Tell us what you know, Julie!

JULIE: Thank you! This is an ancient celebration from China. China is a faraway country and its traditions are completely different from ours! On New Year, for example, people wear red clothes to attract good luck. They also give red envelopes to children and to elders.

PRESENTER: Red envelopes? What's inside them?

JULIE: They have money inside! Those envelopes are also to attract good fortune.

PRESENTER: Wow! That is a great tradition!

JULIE: There is also a parade.



That parade is not like the ones we know, the most important part is the dragon or lion dance. People like to watch those dances to have good luck in the following year

PRESENTER: That sounds really interesting!

JULIE: It is! Finally, I want to say that the Chinese invented fireworks more than 3000 years ago. They created these colorful displays to scare evil spirits away on New Year. This tradition spread all over the world.

These days, we use fireworks in different situations!

PRESENTER: Thank you, Julie! Now we have a...

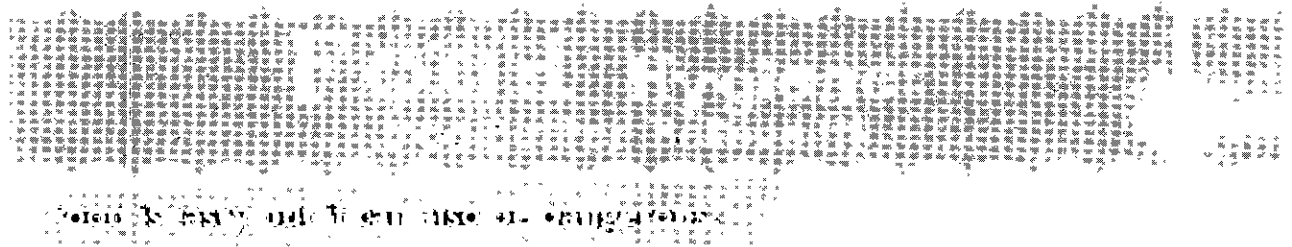
Similarities	Differences
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Assessment Unit 2

Name: _____ Date: _____

A Complete the instructions in the safety poster with the words in the box. (5 points)

eat keep make wash wipe



Bacteria multiplies quickly and can _____ us very sick.

- Always _____ your hands before touching or eating food.
- _____ up food spills immediately.
- **DO NOT** _____ food that has been out for two hours or more if it's meant to be in the fridge.
- _____ kitchen equipment clean and dry.



B Label the safety poster with the features in the box. (5 points)

Images Main objective Numbers Ordered Safety instructions Title



Here's what to do if there's an earthquake:

1) Duck under a strong object like a desk.



1) Move to an area where there are no buildings or trees.



2) Keep clear of windows and bookcases. They can be dangerous if they fall.



2) Protect you head with your arms.



3) Stay under cover until the shaking stops. Get up and leave the building.



3) Go to an evacuation meeting point when it is safe.



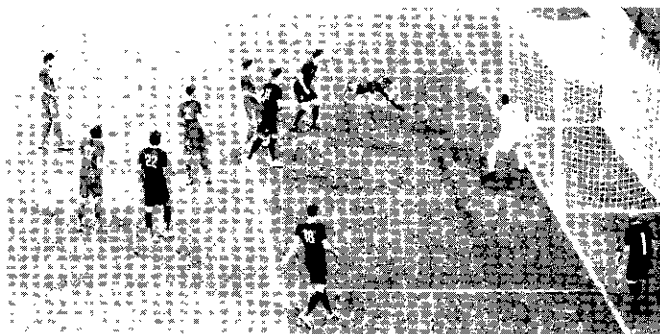
4) Don't run. Walk calmly.



Assessment Unit 3

Name: _____ Date: _____

A Examine each of the pictures. Write a comment underneath to describe what is happening, using your knowledge of sports narrations. There is an example to help you. (10 points)



He heads the ball and just misses! What a good try!



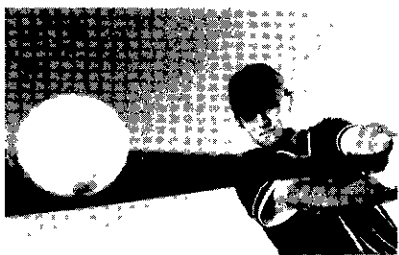
1. _____



2. _____



3. _____



4. _____



5. _____



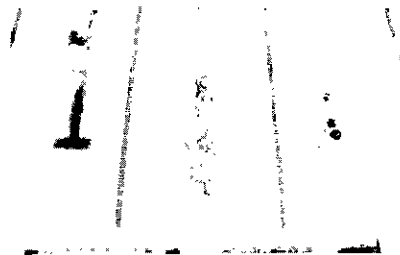
6. _____



7. _____



8. _____



9. _____

Name: _____ Date: _____

- A** Read the poster. Then use the information you have learned to answer the questions below, using your own words and ideas. (10 points)

No More Empty Planters!

Did you know that the playground becomes muddy when it rains? That happens because the empty planters there flood easily. Have you noticed the dirt in the area during the dry season? It's the wind that blows it away!

Did you know that these problems happen because there are no plant roots to hold the soil during dry season or to absorb water during the rainy season?

Think about possible solutions to these problems, and come to our meeting next Friday, at 5:00 PM, to share them. Children and adults will work together to have a cleaner and more beautiful playground!

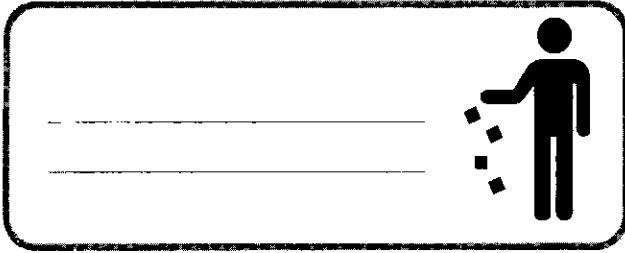


	Answer Here
What is the problem?	<hr/> <hr/> <hr/> <hr/>
Why does the community have that problem?	<hr/> <hr/> <hr/> <hr/>
How can they solve the problem?	<hr/> <hr/> <hr/> <hr/>
What do they need to solve the problem?	<hr/> <hr/> <hr/> <hr/>

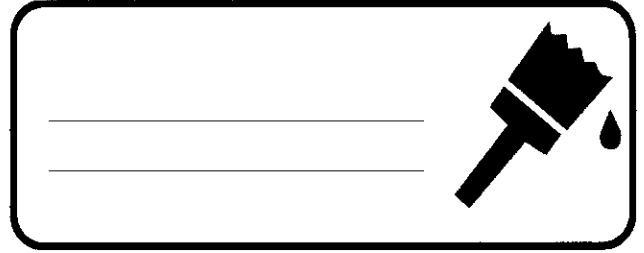
Assessment Unit 5

Name: _____ Date: _____

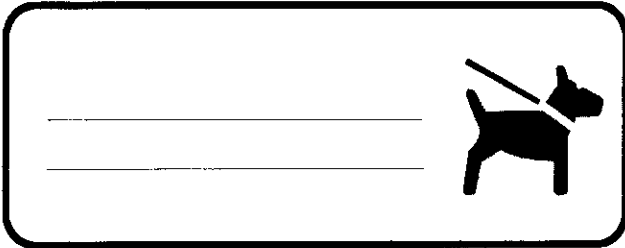
A Complete the signs. Write a short explanation under each one to explain what it means, using your own words. (10 points)



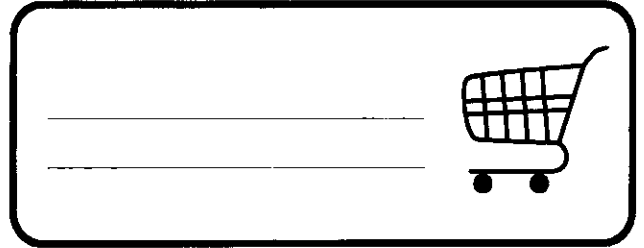
1. _____



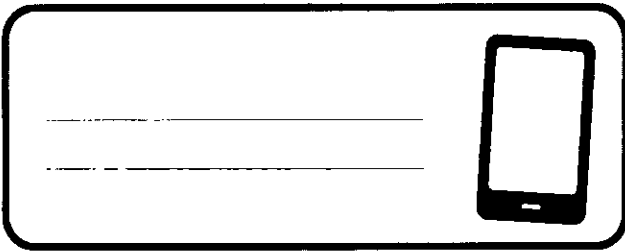
2. _____



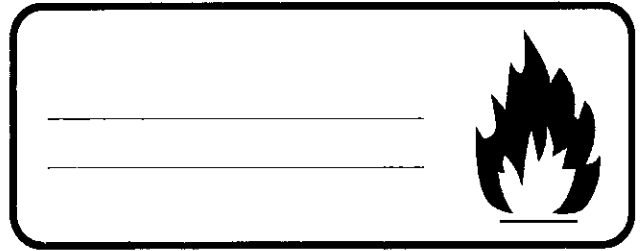
3. _____



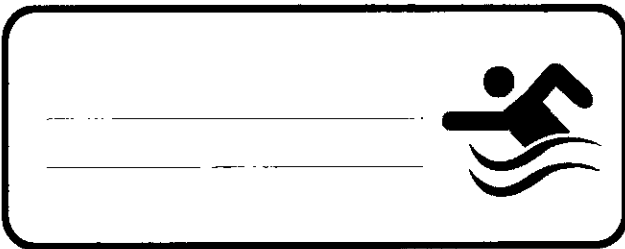
4. _____



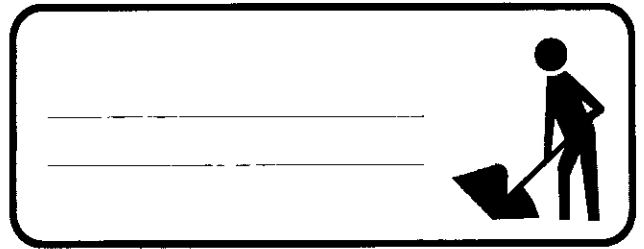
5. _____



6. _____



7. _____



8. _____

Name: _____ Date: _____

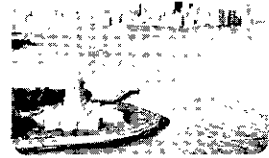
A Read the historical accounts. Then write five sentences comparing the transport over time in New York and London. (5 points)

By 1950, New York already had a big transport system. There had been a subway system since 1904. There were already good quality expressways for cars, taxis, and buses to drive in and out of the city. The railroad was opened in 1832! The ferry service had run since 1811. There was even an airport from 1930.

Today the same transport systems are in place but vehicles are modernized and more advanced. But now lots of New Yorkers prefer to travel using bikes to look after the environment. Ferries still cross the river, expressways are now made with concrete. Today the airports are bigger and have over three thousand flights daily.

London is home to the first underground railway, called the Tube. By 1950 it was already 87 years old. From 1900 onwards, there was a system of motorized buses in place that had routes all over the city. Before that the buses were carriages with horses to pull them. It was a bumpy ride back then.

London's underground trains and red double decker buses are famous all over the world today. So too are the black Hackney Cab Taxis! You can take a boat ride along the Thames but people don't really use boats now to get around this city. London Heathrow airport is one of the busiest in the world! A plane takes off every 45 seconds!



1. _____
2. _____
3. _____
4. _____
5. _____

B Write five sentences comparing where you live to New York or London, either in the past or now. (5 points)

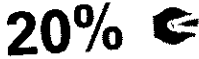
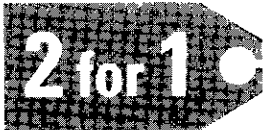
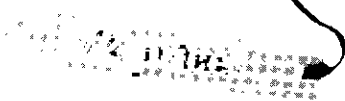
1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____ Date: _____

A Order the conversation by adding numbers to the boxes. The first has been done for you. (6 points)

- LAURA: Can I have a kilo of pears, please?
MR. LÓPEZ: Sure. Anything else?
- 1 LAURA: Good morning, Mr. López.
MR. LÓPEZ: Good morning, Laura. How can I help you?
- LAURA: Here you are.
MR. LÓPEZ: And here's your change. Thank you very much.
- LAURA: No, thank you, Mr. López. We have cereal at home. How much is the total?
MR. LÓPEZ: OK. That will be \$45, please.
- LAURA: Thank you, Mr. López. Have a nice day.
MR. LÓPEZ: You too, Laura. Goodbye.
- LAURA: Yes, I need a carton of milk and a dozen eggs, please.
MR. LÓPEZ: OK. Will that be all?
- LAURA: Yes, that's all.
MR. LÓPEZ: Would you like to take some cereal, Laura? It's 25% off today.

B Match the label to the explanation. (4 points)

1. _____ If you buy one item, you get another free.
2.  _____ When you buy two items, it's the same price as one item.
3.  _____ You get a fifty percent discount if you buy this item.
4.  _____ You get a twenty percent discount if you buy this item.

Name: _____ Date: _____

- A** Read the legend of Excalibur. Then answer the questions with short sentences, in your own words. (10 points)

Excalibur

Once upon a time, in the Kingdom of Britain, there lived a great king called King Uther. Evil magic and bad people threatened his kingdom. He was terrified for his only son, Arthur, so he sent Arthur away to live with a good family, who raised him as their own.

Uther asked his friend, Merlin the greatest wizard ever known—to protect Arthur and to bring him back to rule over Britain when the time came. They created a special sword named Excalibur that had great magical powers, and was so strong that it could cut through stone and metal.

On the night that King Uther died, Merlin cast a spell and left Excalibur stuck in a large stone in the center of London where everyone could see it. He left a message on the sword. It said that anyone who could take it out of the stone was the rightful king of Britain. Many people tried to pull out the sword but they all failed.

It was years until young Arthur visited London with his family. Looking for a sword that his brother could use in a tournament, he passed by the sword in the stone. Arthur approached the stone and pulled the sword out with ease. The people passing by couldn't believe it—a small boy was the rightful king!

Arthur became king, and he reigned over Britain. The people loved him because he won many battles, always carrying his sword, the great Excalibur.



1. What happens at the beginning?

2. What happens in the middle of the story?

3. What happens at the end?

4. What is the relationship between the characters?

5. How do you think the magical object will be used?

Assessment Unit 9

Name: _____ Date: _____

A Categorize the phrases for where they come during an interview. (5 points)

You're welcome. Do you have a minute? Here is the first question... What is it about?
 Excuse me. I'm doing research on... Thank you very much for your time.

Where the phrase is used	When the phrase is used
Where the phrase is used	



B Categorize the phrases used when discussing an interview and put them in the table below. (5 points)

I think that ... I don't agree. No, I don't think so.
 Yes, I agree. I believe... You're right.
 I disagree In my opinion...

Where the phrase is used	When the phrase is used

Name: _____ Date: _____

A Read the article about three different jobs. Then think about the main and secondary idea of each job and complete the table. (10 points)

Dream Jobs



Carmen Silva
Nanotechnologist

As a nanotechnologist, I study the phenomena and fine-tuning of materials from atomic to molecular scales, where properties differ significantly from those at a larger scale. It means I work with particles the size of an atom and by doing so I can create, for example, materials that are really good at turning sunlight into energy, or even turn polluted water into drinkable water. Right now, I'm work in a lab together with a group of scientist in a project about how to make batteries last longer. I like to think I make people's lives better with what I do.



Samantha Hills
Organic Food Producer

I harvest chemical-free fruits and vegetables on my farm. Organic farming is a method of crop and livestock production for fruits, vegetables, and dairy products, such as milk and cheese, without using any kind of pesticides, and without giving the animals antibiotics or hormones. Every Wednesday, I send a text to the chefs at the local restaurants to see what they need at the start of the week so we can deliver it. I think that it's not only important to get food, but also we should care about how we get it.



David Miller
Animator

I work in the film industry as an animator. What I do is create multiple images that displayed in a rapid sequence give the illusion of movement. I spend most of my day drawing and making sketches on my computer. Once a sequence is finished, I join the voice actors and musicians to give life to the images. As an animator, I combine art with technology. I like to think myself as a magician.

Job	Main Idea	Secondary Idea

Answer Key

Unit 1 Assessment

A Answers will vary, however, students need to write five comparative sentences about the Chinese New Year.

Oral Assessment

Divide the class into pairs. Provide each pair with several images from traditions they will be familiar with. Alternatively, ask students to bring photos or pictures from home. Ask each pair to explain the traditions to each other.

Unit 2 Assessment

A (from top to bottom) make, wash, Wipe, eat, Keep

B (from top to bottom) Title, Main objective, Images, Numbers, Ordered safety instructions

Oral Assessment

Divide the class into pairs. Provide them with an example of some safety instructions, for example, an emergency earthquake poster or a fire evacuation poster. Ask them to explain the instructions to each other.

Unit 3 Assessment

A Possible answers: 1. The goalkeeper saves it. 2. The crowd are cheering. 3. He throws the ball. 4. He hits the ball. 5. She is ready to serve. 6. There are 8 swimmers in this race. 7. The referee shows a yellow card. 8. He's reaching for the ball. 9. He's the winner!

Oral Assessment

Divide the class into small groups. Provide them with images from newspapers or the Internet of sporting events. Give the groups time to prepare a narration of the events. During feedback, ask them to perform their sports narration to the class.

Unit 4 Assessment

A Students should write as much as possible to answer the questions. Possible answers could include: The problem is that the playground becomes muddy when it rains and floods easily. They have the problem because there are no plant roots in the planters by the playground. Answers will vary for the final two boxes.

Oral Assessment

Divide the class into small groups. Ask them to think of a problem in their school or community, and discuss ways to solve the problem.

Unit 5 Assessment

A 5 points for the signs and 5 points for the explanations. Possible messages on the signs: 1. No Littering, 2. Caution! Wet Paint, 3. Warning! All dogs without a leash will be taken away. 4. Do not take trolleys out of the parking area. 5. No phones allowed in the classroom. 6. Danger! Risk of fire, 7. Warning! No lifeguard on duty, 8. Careful!

Oral Assessment

Divide the class into pairs. Ask each pair to draw several signs on a piece of paper, then explain them to their partner.

Unit 6 Assessment

A and B Answers will vary but students should use language from the unit.

Oral Assessment

Divide the class into small groups. Ask them to describe how they believe their community has changed over time. While they are talking, walk around the class and observe their discussions.

Unit 7 Assessment

A (from top to bottom) 2, 1, 6, 5, 7, 3, 4

B (from top to bottom) 1, 3, 4, 2

Oral Assessment

Divide the class into pairs. Ask them to roleplay buying and selling different products.

Unit 8 Assessment

A Possible answers: 1. King Uther had a child who he sent to live with another family. Merlin and Uther created a magical sword. 2. King Uther died and Merlin put the magical sword in a stone. 3. Arthur, King Uther's son, pulled the sword out of the stone and became King. 4. Answers will vary. 5. Answers will vary.

Oral Assessment

Divide the class into small groups. Ask them to retell a myth, legend or tale that they know, and for their group members to ask questions afterwards.

Unit 9 Assessment

A Left column: Excuse me. Middle column: What is it about?; Right column: Thank you very much for your time.;

B Left column: I think that...; Right column: I don't agree.

Answer Key

Oral Assessment

Divide the class into pairs. Ask them to come up with 5 interview questions about a topic.

Unit 10 Assessment

A (*by job*) Nanotechnologist – Main Idea: Working with very small molecules; Secondary Idea: Turning sunlight into energy. Organic food producer – Main Idea: Harvesting chemical-free fruits and vegetables; Secondary Idea: Delivering organic food to local restaurants.

Animator -- Main Idea: Drawing and making sketches; Secondary Idea: Work with voice actors and musicians.

Oral Assessment

Divide the class into pairs. Ask each pair to think of a job, and try to describe it.

Reader Answer Key

Unit 1 Comprehension Check

A 1. Canada and USA 2. Give thanks for the harvest. 3. To spend the day with the family. 4. Many families go to parades or watch them on TV.

B 1. To show what people do, eat, and wear. 2. A roasted turkey or a settler receiving help from a Native American

Unit 2 Comprehension Check

A 1. Wear a seatbelt, lock the door, and get out of the car on the sidewalk side 2. Wear a helmet. 3. Not run across the road. 4. Not play in the kitchen.

B 1. and 2. *Student answers may vary*

Unit 3 Comprehension Check

A 1. New Valley dropped the baton. 2. North Star took second place 3. It started to rain. North Star's runner sprained an ankle and Central helped North Star reach the finishing line.

B Aiden and Emma were only concerned about North Star and Central but the commentator described the performance of all six schools.

Unit 4 Comprehension Check

A 1. No resources 2. Read-a-thon and Dance-off 3. Gave a little money for each book 4. Interactive whiteboard

B Discuss the problem, brainstorm solutions, Try a solution 2. Selling school items, car wash, etc.

Unit 5 Comprehension Check

A 1. Children must have an adult with them 2. Not move artifacts such as rocks or fossils 3. Not allowed to take food or drink on the rides, 4. Stay on the trail.

B 1. No food or drink 2. Don't climb 3. Wear a seatbelt

Unit 6 Comprehension Check

A 1. Because of the War of Independence. 2. March 25, 1824. 3. Yellow fever, the bad condition of the roads.

B 1. *Student answers may vary.* 2. *Student answers may vary.*

Unit 7 Comprehension Check

A 1. Attracting young people to buy their clothes. 2. Loose sweaters, canvas tennis shoes. 3. A casual dress with leggings. 4. Layer their summer clothes.

B 1. Answers may include: Because there are signs up in the store. 2. Student answers may vary

Unit 8 Comprehension Check

A 1. To learn his tricks. 2. No. 3. To be with Aladdin.

B 1. Answers may include: Yes, because there is magic. 2. *Student answers may vary.*

Unit 9 Comprehension Check

A 1. Adopting dogs from the shelter and giving cheap classes to preschool children. 2. Because he was sad about what happened to them when he found out. 3. Because she's been dancing since she was two and loves it. 4. Saving the animals and making the kids stronger and fitter.

B 1. Answers may include: Because the focus is entirely on the interviewees. 2. Answers may include: Do some research about who you are interviewing and plan the questions to ask.

Unit 10 Comprehension Check

A 1. Lighting up a neighborhood. 2. It is monitored and controlled by qualified operators and engineers. 3. With the phrase "and all is well." 4. They spoke to switchboard operators who connected the call physically with wires.

B 1. Answers might include: a lot, because many services are provided by them today. 2. Clothes are made in huge workshops by machinists now. In the past they were individually made.

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