

yes, we can!

Teacher's Guide

5



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we
can!**

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5



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Course Philosophy

Welcome to *Yes, We Can!* — a complete and fun program for teaching English to elementary school students. Its main purpose is to enable primary students to become competent English users in a pleasurable way. Learners will do what children like to do — pretend, play games, sing and chant, draw, color, listen to stories and music, mime, cut, paste and do hands-on activities. If learning is enjoyable, it is more effective.

Throughout the program, learners actively participate, assimilating the new knowledge into their existing framework and thus making it more meaningful. In other words, students become active constructors or builders of their own knowledge. The child is at the center of the program. Children have a natural desire to learn and communicate. For this reason, the students are offered as many opportunities for learning and communication as possible. In addition, children are empowered by being constantly challenged to propose their own version of facts, to express opinions, to suggest alternatives and to adapt general concepts to their own context.

The focus of the program is social interaction, or communication, as well as reflection and the development of analytical skills. Students have the opportunity first to listen and later to understand concepts and explore language. Young children are still learning basic concepts in their own language, and when those same basic concepts are being acquired and reinforced in a second language, it strengthens their grasp of the concepts themselves, as well as of the new language being learned.

The core idea behind this program is that learning is a process. Therefore, you should not expect your students to master an aspect of language the first time they explore it. Keep in mind this same aspect will be explored again many times throughout the program.

Language is a social construction that needs individual processing. The focus of *Yes, We Can!* is to offer children a balanced program where they can act, interact, collaborate and construct with others, as well as internalize and personalize what they learn. Although at the initial stages the program has a receptive approach, we also encourage production, and this book is built around the cognitive developmental stages of young learners.

Learning a foreign language enriches a child. The child becomes more aware of his/her own mother tongue. Through the foreign language, the child learns that there are other ways to understand people and things. This way, the child acquires a clearer notion of cultural diversity and tolerance. In particular, by learning English as a foreign language, the child can access a new world of literature and information that complements his/her development and that allows him/her to be in contact with the rest of the world. All this prepares the child to better value and consolidate his/her identity and to respect that of others. The *Yes, We Can!* series was designed to help children become more responsible and truly active global citizens of the 21st century.



Methodology

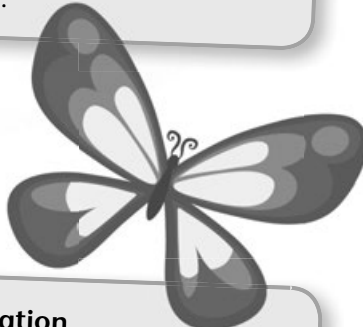
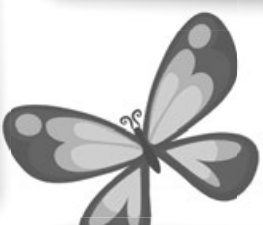


The Whole Child

Humanistic education is concerned with the development of the whole person. Similarly, in a whole language approach, learning is related to all aspects of a child's life, and the different parts of the curriculum are connected and integrated with each other. This helps the child make sense of the world and facilitates learning. It also gives the message that each child deserves respect and is a unique individual. The complementary components and special features of *Yes, We Can!* are designed to aid the child in making connections with other academic areas, as well as consolidating learning and promoting his/her integral development.

Review

After every unit, there is a review section in the Teacher's Guide. These provide fun and motivating ideas for reviewing the main structures and vocabulary covered in each unit. They also include useful teaching tips and guidance for leading students in self-evaluation.



Creating Routines

It is a good idea to establish routines for the English class in order to make it a special time. You can start each class by saying *Time for English!* or by playing a game or singing a song. Each class should begin with a simple greeting including the time of day: *Good morning, class. How are you today?* Then you can talk about the day or the weather. If it is Monday, you can also talk about what the students did over the weekend.

To encourage an English classroom environment, it is helpful to teach formulaic language such as: *Can/May I go to the bathroom? How do you say... in English? Can you repeat that, please?* As these expressions become more familiar to students, they will become more inclined to use the expressions themselves, and also become more confident with the new language.

The following questioning sequence is recommended to guide students and aid comprehension:

- Begin with a *yes/no* question: *Is today Friday? Is it sunny?*
- Follow with an *either/or* question: *Is it Thursday or Friday? Is it a sunny or a cloudy day?*
- Finally, ask a question that begins with a question word: *What day is it? What is the weather like?*

Materials and Preparation

We suggest that you laminate any materials that you prepare, and save them in large labeled envelopes. This will facilitate reusing them whenever necessary. For optimum use, you may also want to lend them to your colleagues.

Incorporating Music

Music can be an extremely valuable tool in the EFL classroom. In fact, when learners listen to classical music, new circuits are created in their brains that can facilitate language acquisition. As students listen to classical music in the background, you can read short poems or stories to them as a relaxing activity. This can be incorporated into a rest time routine.

You can play popular songs in English and have students dance to them or even help them understand the lyrics. This is another way of immersing them in the English language. Working with rhythms by themselves can stimulate different areas of the brain as well. You can also practice moving to different rhythms.

Course Structure

Each level of *Yes, We Can!* consists of five units. Each unit covers two social practices of the language in two different environments. In this way, each unit is divided into two sections: A and B, each of which are organized as follows:

The Beginning

Here the context is established and students are encouraged to use their prior knowledge of the theme.

The Plan

Here a simple plan for the unit is presented.

The Steps

These are a series of activities which will allow students to explore the social practice and obtain useful language input. They lead students through exploration and reflection activities that will enable them, at the end of the section, to develop a social product.

Checkpoint

Here students pause and reflect on their own learning.

The Presentation


Here students are given suggested steps to follow in order to consolidate the skills and language acquired throughout the section and a concrete product that they will share with their classmates or community.

The pace of learning in *Yes, We Can!* is not pre-established. We suggest that you adapt the rhythm of the lessons to your students' needs. In this way, it is not necessary to cover one page of the Activity Book in every class.

On page xi of this introduction there is a scope and sequence of the program, where you will find an at-a-glance summary of the contents of each unit, including the social practice, the environment, the objectives, the Reader story and the end product.

The Portfolio

Throughout the series, students are encouraged to keep some of their work in a portfolio. This can be a folder that students decorate in the first week of class.

You will find an icon  next to activities which could be included in students' portfolios, but you should encourage them to add whatever they like as well.

Use the portfolios to help students see their progress throughout the year and as an evaluation tool.

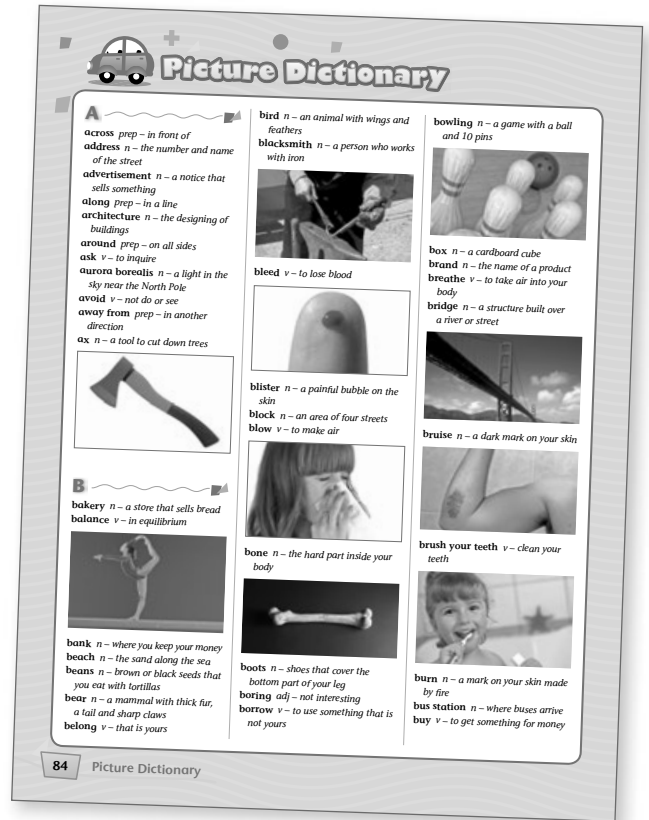
Components

Activity Book

The Activity Book is full of attractive and fun activities through which students can explore and try out the language they as they learn it. Every unit in the Activity Book has 16 pages, designed for two months of classes.

Picture Dictionary

At the end of the Activity Book there is a Picture Dictionary which students can use as reference and to look up the high-frequency vocabulary in every unit.



Worksheet 7C, Page 41

p	a	i	n	t	e	d

Worksheet 7

Words: painted

Worksheet 7B, Page 39

Words: magic wand, garbage

									g
									a
									r
									b
m	a	g	i	c	w	a	n	d	
									g
									e

Worksheet 7A, Page 37

a	a	e	e	i	i	i	o	o	u
u	y	b	b	c	d	f	f	g	h
h	j	j	k	l	l	m	m	n	n
p	p	q	r	r	s	s	t	t	v
w	x	z	c	c	d	d	g	g	a

Unit 3a 103

Worksheets

At the end of the book, students have a section of worksheets. There are three worksheets for every unit. Make sure students carefully cut out each worksheet when they use it. Activities that use the worksheets are marked with the following icon:

Teacher's Guide

The Teacher's Guide gives complete, easy-to-follow instructions for fun and effective ideas on how to carry out the program.

Every page in the guide includes a reduced reproduction of the corresponding Activity Book page for reference.

The pages in the Teacher's Guide include the following:

- a box with objectives and suggested materials for every page
- a suggestion for an activity to do before every activity book page; the aim of these activities is to activate prior knowledge and to prepare students
- ideas for developing values
- suggestions for the development of portfolio materials
- ideas for routine activities

Unit 1a
Let's Read Advertisements!

Social Practice Participate in commercial transactions.
Environment Familiar and community

Objectives
Recognize and interpret expressions related to buying and selling in classified advertisements. Identify the function, purpose and intended audience.

Before the Book
Introduce yourself to the class and tell students a little about yourself:
T: *Hi! I'm your English teacher. My name's... I'm from... I live in... I like...*
Ask students their names.

The Beginning
1 Look and circle.
Have students look at the ad in their books. Ask them what it shows (a woman and some pills). Ask them what they think the unit will be about.
Put the class into pairs. Read the three sentences out loud and clarify unknown vocabulary.
Have students discuss the questions with a partner and circle the options they think are correct. Go over the answers with the whole class.
Discuss with students if people want to get fatter nowadays.

The Plan
Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Routine
Choose a game or activity from page X and do it with the class.

■ Reviews

A Review section is included for every unit, which includes general review activities, suggestions for assessing your students and ideas for cross-curricular activities.

The icons used to identify the cross-curricular activities are:



Art



Language Arts



Math



Music



Physical Education



Science



Social Studies

■ Audio Scripts

The text of the entire audio program—scripts of all the songs, chants, dialogues and stories in the program—is reproduced.

■ Assessments

There is one photocopiable assessment per unit. Each assessment includes a self-evaluation section.

Review **Unit 1**

Students' Achievements
In this unit, students participate in the creation of a classified ad and a collage with illustrated descriptions of magical objects.
Observe your students as they are working and as they present their work to the class.
Check that:
• the characteristics of the item in the ad are realistic (price, size, etc.).
• their classified ads are realistic.
• they have all the necessary material at their disposal. Encourage them to recycle paper.
• the description of the magical object is clear and language is correct.
• the illustration is appropriate and makes their pieces of work more attractive.
Help students by suggesting how to organize their work, and by providing a list of adjectives so that their ads and description of objects look complete. Monitor and give feedback after the presentation of their final products.

Games and Activities
Make a Crazy Ad
Have students work in small groups and think of a real or imaginary product to sell. (Imaginary is more fun, the crazier the better!) Each group makes an advertisement or acts out a commercial for their product.
Legends and Magic
Ask students to choose a magical object. Tell them to make a wish and design a spell for it. Have students tell you about their objects, spells and wishes. This is a fluency activity.
Vocabulary Review Game
Elicit some vocabulary words and write them on the board. These can be words that are in the book, or words you have taught because students asked for them. Ask students to read the words and erase them. Next, have students stand up. Say a word and have students spell it: the first student says one letter, the second student says the second letter, and so on. If a student makes a mistake, the next student has to start over with the first letter, until the word is finally spelled correctly.

Evaluation
Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:
1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation - At the end, have students circle the happy face if they feel they were able to answer the assessment successfully, the serious face if they feel there were some things that they did not understand, and the sad face if they feel they did poorly on the assessment.
Apart from formal written assessments, you can assess your students in a variety of ways, such as:
• careful analysis of their work, including homework
• informal oral evaluation as students are working
• observation and systematic record-keeping of learners during everyday classroom activities
• keeping a portfolio with a collection of children's work
• self-assessment by learners themselves

Audio Program

The series has an extensive listening program. The wide variety of activities recorded on the CD will help all students, and in particular auditory learners, to assimilate the language. All of the chants, songs, rhymes, stories, pronunciation and other listening exercises for the program are included on this CD, as well as some of the texts in the Reader. Recorded by native speakers, these recordings provide excellent pronunciation models. A transcript of the Audio CD is included in the Teacher's Guide.

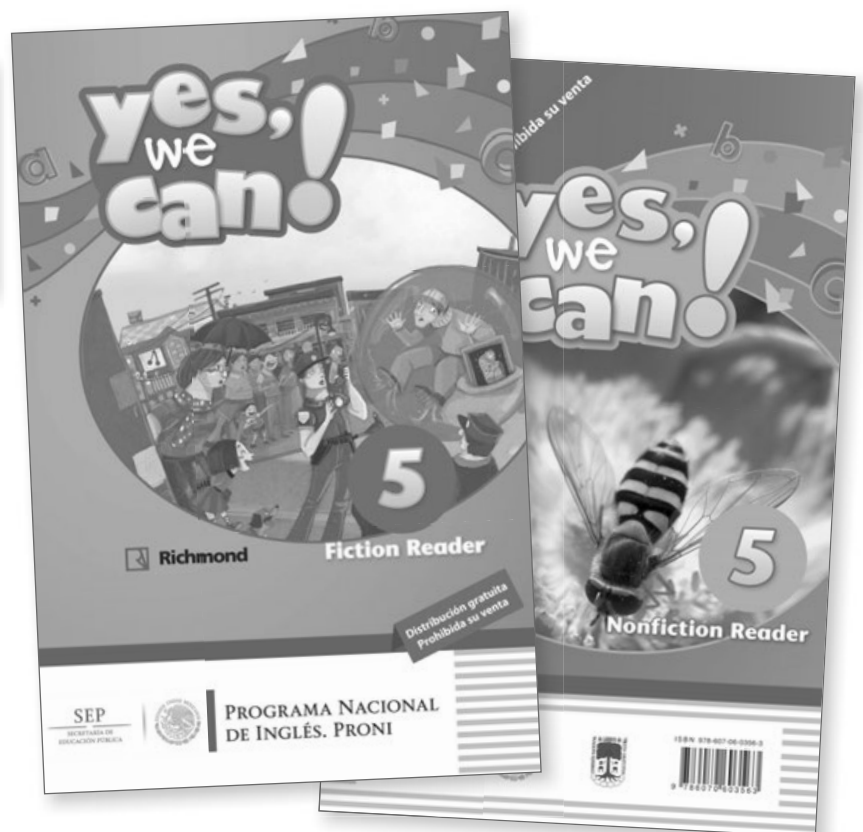


- The following procedure is suggested for song/chant presentations:
 - Write the lyrics on the board or on chart paper.
 - Play the song or chant.
 - Present any new words through pictures, gestures, or actions.
 - Play the song a second time, assigning a listening activity to students. You can have them make and hold up word cards for specific vocabulary or structures or have them perform a gesture or movement each time they hear a particular element.
 - Have them read the lyrics with you as a student points to them on the board or chart. You can also read the lines yourself and have students repeat after you, one line at a time.
 - Assign different lines or verses of the song to groups of students or individuals for additional practice.

Readers

Using authentic literature is an excellent source of real language and general knowledge. As cognitive, social and literacy skills are developed, students gain an appreciation of reading and books.

- The series includes a Reader for each student, divided into fiction and nonfiction sections. Each book contains stories related to the unit themes. At the end of each story there is a page of comprehension and reflection questions. Since learners can benefit from listening to texts being read out loud, some of the stories are recorded. You can find these recordings at the end of the CD. You can read them or play the audio whenever you like.



Routine Games and Activities

Students learn when they are exposed to vocabulary and structures many times. For example, students may recognize vocabulary but they won't be able to *use* it until they have been exposed to the word four or more times. The acquisition of language structures and tenses takes even longer. You can recycle content using the following routines. We recommend you do one at the end of each class. You can follow any order.

■ Language Posters

Divide the class into groups. Each group makes a poster presenting a feature of the language, for example, writing sentences and questions, the verb *to be*, explaining a grammar structure, or a communicative function.

Display posters in the classroom, and have each group explain their work. *Why?* Students need to understand a structure to be able to explain it.

■ Writing in a Vocabulary Notebook

Students use a special notebook, or a section of their notebook to write vocabulary that is important for them. Tell students to write three or four words that they learned in class that day, with the Spanish translation and/or a picture. It is important that students choose the words themselves, either from the book, from their notes, or from your notes on the board. *Why?* The words that a student learns best are the ones that he/she is interested in.

■ Noticing a New Structure

To show students how a new structure works, copy a few sentences from the book on the board. Go over the sentences with students, eliciting as much as possible, and avoiding grammatical terminology:

T: *Look at this question. Who does the action? Is that the first word of the question? What is the first word? Why? Can you find another example of this structure on the page?*

When doing this activity, only work on one structure at a time, and if possible only on one feature (e.g., affirmative, or interrogative). *Why?* Noticing helps students understand a structure that they cannot figure out just by being exposed to it.

■ Having a Pop Quiz

Prepare a list of simple questions in advance about material students have seen. Ask students the questions one by one (in random order) or divide the class into groups and give points for correct answers.

The atmosphere should be fun—this is not an exam.

Why? A pop quiz is a fast and simple strategy to review material. Examples of questions:

T: *January, February... what's next?*

There is a snake in our classroom – true or false?

(Point to a picture) *What this?*

(Mime an action) *What am I doing?*

■ Mutual Dictation

Make pairs: the speaker and the writer. Tell students what unit to work with. The speaker says a sentence or word from that unit three times, and the writer writes it down. After a set time, the speaker checks what the writer wrote, and they switch roles. *Why?* When students work in pairs they are all active at the same time.

■ Class Dictation

Dictate a few sentences or a list of words, preferably all from the same unit. Say each sentence or word three times. When you are done, ask students to write their answers on the board. Invite students to check spelling, and make corrections as necessary. *Why?* When the class is restless, a teacher-guided activity helps you keep control of the group.

■ Doing Role-Plays

Write a simple dialogue on the board related to the content of a unit. Practice the conversation with a strong learner. Then, have students work in pairs and practice the conversation together. After a while, erase a few words from the board, and have students continue saying the complete dialogue. *Why?* Practicing standard dialogues helps students become fluent: the words come “automatically.”

■ Ball Toss

Use a soft ball. Mention the kind of questions that you will review, for example:

T: *Let's ask questions with Do you like...?*

Let's ask questions with What did you do last... ?

Ask a question and toss the ball to a student. That student answers, asks a question, tosses the ball to a third student, and so on. *Why?* Students will hear the question many times, and acquire the structure.

■ Charades

Have a student come to the front. Whisper a word or show a picture to him or her. The student acts out that word and the first student of his/her team to guess can be the next player. This works very well with action verbs. *Why?* This activity reviews material in a game-like manner.

Scope and Sequence

Unit 1

a Let's Read Advertisements!

Social Practice Participate in commercial transactions.

Environment Familiar and community

Product Make a notice board

Nonfiction Reader *Gotta Have It!*

Objectives

Identify and interpret transaction-related expressions in classified ads.

Identify function, purpose and intended audience.

Examine graphic and textual distribution.

Interpret the message based on contextual clues and previous knowledge.

Punctuation: exclamation mark.

Identify advertised products.

Classify ads according to the product they sell.

Identify the use of and proportion of typography and punctuation.

Identify and spell words used to express characteristics and qualities of products.

Recognize the parts of an advertisement.

Identify general characteristics of products.

Complete sentences to form the content of ads.

Read price, telephone numbers and e-mail and/or home addresses aloud.

Clarify the meaning of new words and phrases.

Choose graphic information to make an ad.

Interpret abbreviations and signs that indicate price.

Self and group evaluation.

b Let's Read Legends!

Social practice Read stories and legends aloud.

Environment Literary and ludic

Product Describe a magical object

Fiction Reader *Odysseus and the Cyclops*

Objectives

Explore children's legends.

Activate previous knowledge.

Predict the content of legends, based on images and titles.

Repertoire of words necessary for this social practice of the language.

Identify and define new words and phrases.

Possessive adjectives.

Verb tenses: present perfect.

Understand legends as a reflection of the emotions and experiences of people and their cultures.

Contrast the setting of a legend with familiar settings.

Identify topic, purpose and intended audience.

Elements of a legend: setting, narrator, main character, and other characters.

Mention settings.

Read names of magical objects.

Identify properties, use functions and characteristics of magical objects.

Write names of magical objects.

Textual components.

Complete and write sentences to describe properties and characteristics of magical objects.

Check spelling and punctuation conventions.

Self and group evaluation.

Unit 2

a Let's Make an Exhibition!

Social practice Participate in formal communicative events.

Environment Educational and academic

Product Make museum exhibition cards

Nonfiction Reader *Insects*

Objectives

Predict the topic.

Explore information cards from a museum exhibition.

Determine function and purpose.

Examine order in which information is presented.

Examine distribution of graphic components.

Select suitable topics for an exhibition.

Identify appropriate reference sources, based on a list.

Formulate questions about a topic.

Explore table of contents in various printed sources to find information.

Read informative texts.

Understand topic and general idea.

Clarify the meaning of words.

Structure of informative texts: introduction, development and conclusion.

Identify the main ideas by answering questions.

Record information.

Complete general and specific information orally.

Select and organize information.

Paraphrase main ideas through writing.

Organize sentences in a paragraph.

Check spelling and punctuation conventions.

The product: museum exhibition cards.

Group reflection and self-evaluation.

b Let's Make a News Summary!

Social Practice Listen, read and record information from diverse media.

Environment Familiar and community

Product Make notes for a mural paper

Nonfiction Reader *The Bubble Gum Arrests*

Objectives

Listen to and explore news on recent topics.

Predict topic.

Examine structure of news.

Answer questions (orally) about main ideas.

Identify function, purpose and intended audience.

Clarify the meaning of words.

Listen to and explore news on recent topics.

Identify function, purpose, and intended audience.

Complete the writing of sentences with main ideas.

Select a suitable title for a piece of news, from a list provided.

Distinguish the tone used.

Acoustic characteristics.

Provide written answers to questions about main characters, events, places, moment, motives, objectives, and how the reported event happened.

Write sentences with general information to make a note.

Check spelling and punctuation conventions.

The product: A news summary.

Group reflection and self-evaluation.

Unit 3

a Let's Play with Words!

Social Practice Participate in language games.

Environment Literary and ludic

Product Play a word game

Nonfiction Reader *Fun with Language*

Objectives

Identify words in the name of the game to predict what it is about (e.g. hang-man).

Understand the characteristics of words used in the game.

Spell words.

Identify the function of graphic and textual components in game mechanics.

Write words with specific endings (plural words with -s/-es, regular verbs in simple past -ed, and gerunds -ing).

Understand the purpose of a game.

Use language as a means and purpose of entertainment.

Explore examples of word games.

Divide words into syllables to identify word stress.

Textual and graphic components.

Verb tense: past (with -ed ending).

Identify the sounds of words with a specific ending.

Graphic components.

Verb form: gerund.

Suggest words with a specific ending.

Read words with a specific ending to practice their pronunciation.

Discriminate sounds of specific endings.

Compare the sound of words with specific endings.

Dictate and spell complete words.

Distribute among teams the actions to practice the *Hangman* game.

Learn to compete with dedication and respect.

Share activities of common interest among students.

Self and group evaluation.

b Let's Make a First-Aid Box!

Social Practice Read and record information to solve a problem.

Environment Educational and academic

Product Make a guide to assemble a first-aid box

Fiction Reader *Accident on the Mountain*

Objectives

Identify purpose and intended audience.

Identify information from an illustrated guide to solve a specific problem.

Examine the order in which information is presented.

Practice pronunciation.

Identify graphic and textual components.

Interpret actions represented through graphic means.

Clarify meaning of words.

Formulate questions about a problem to be solved.

Associate steps with their illustrations.

Interpret actions represented through graphic means.

Name places where objects or devices are used.

Name jobs in which objects or devices are used.

Detect situations where brief illustrated guides are used.

Complete orally modeled sentences that describe steps.

Link sentences together, using connectors to order them.

Match scrambled images with steps to assemble objects or make a device work.

Identify names of illustrated objects or devices. Identify words similar to those from their mother tongue.

Distribute among teams the actions to elaborate a brief illustrated guide that describes how to assemble an object.

Self and group evaluation.

Unit 4

a Let's Write Messages!

Social Practice Read and write notes and letters.

Environment Familiar and community

Product Create a message mailbox

Nonfiction Reader *A Guide for Writing Messages*

Objectives

Interpret and write notes about everyday life.

Predict topic based on previous knowledge and familiar words.

Identify purpose, function, sender, and intended audience.

Identify parts of a message.

Structure of messages: opening, message, and closure.

Identify situations in which they are used.

Identify allusions to people.

Pronouns: personal (me, you, it, him, her, them, etc.).

Detect speech register.

Identify expressions that indicate actions expected by the sender.

Identify moments or times of the day when the mentioned actions are to happen.

Practice the writing of hours and/or dates and determine their adequacy in a message.

Unscramble a previously jumbled message.

Write appropriate greetings, and farewell and courtesy expressions.

Determine intended audience and the action(s) expected by the sender.

Answer questions about how or why is the intended audience expected to respond with certain actions.

Complete expressions that indicate actions.

Write a complete message including all of the studied parts.

Check that the writing is complete and complies with spelling and punctuation conventions.

The product: Message mailbox.

Group reflection and self-evaluation.

b Let's Write Descriptive Phrases!

Social Practice Read and compare aspects of Mexico and English-speaking countries.

Environment Literary and ludic

Product Write descriptive phrases

Fiction Reader *My Trip to London*

Objectives

Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries.

Activate previous knowledge.

Predict the content of a travelogue based on images and titles.

Relate travelogues to personal experiences.

Mention suitable situations for the telling of travelogue stories.

Structure of travelogues.

Read out loud.

Identify intended audience and purpose.

Unscramble paragraphs from a jumbled travelogue.

Point out and name aspects of nature and cultural expressions.

Identify actions, place and moment in which they take place.

Answer questions about the sequence and/or simultaneity of actions.

Complete a graphic resource with differences and similarities of aspects of nature and cultural expressions.

Write descriptive phrases based on a model.

Check spelling and punctuation conventions.

The product: A comparative chart.

Use language as a means of discovering other people and valuing their cultures.

Group reflection and self-evaluation.

Unit 5

a Let's Write a Questionnaire!

Social Practice Read and record information to design questionnaires and reports.

Environment Educational and academic

Product Write a questionnaire

Nonfiction Reader *Egypt*

Objectives

Identify the parts of a questionnaire.

Recognize purpose and intended audience.

Mention uses of questionnaires.

Distinguish open-ended questions from closed-ended questions.

Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion).

Predict topic.

Identify auxiliaries and question words.

Ask oral questions about aspects of a specific topic.

Acoustic characteristics.

Activate previous knowledge.

Clarify the meaning of unfamiliar words in different questions to understand the expected answer.

Identify consultation sources for the search of information.

Interpret visual aids that support the content.

Check the meaning of words.

Mark main ideas in information previously gathered to distinguish them from supporting ideas.

Complete a pattern to write open-ended and close-ended questions about the main ideas of a topic.

Highlight main ideas.

Classify open-ended and close-ended questions about a specific topic to design questionnaires.

Check spelling and punctuation conventions.

The product: A questionnaire.

Value and respect questions formulated by others.

Group reflection and self-evaluation.

b Let's Make a Guide!

Social practice Follow and give directions to go to places.

Environment Familiar and community

Product Make a guide

Nonfiction Reader *The Treasure*

Objectives

Explore dialogues.

Dialogue structure.

Identify, when hearing, the name of the place one intends to visit.

Identify words used to confirm what another speaker last said in a dialogue (tag questions).

Identify names of cardinal points in speaking and points of reference (forth, back, left, right).

Identify words and/or phrases that indicate locations and near-by points of reference.

Complete sentences to describe the position of a person in reference to a place or a man-made construction.

Identify words and/or phrases that indicate locations and near-by points of reference.

Repertoire of words necessary for this social practice of the language.

Identify words that indicate distance to be covered in order to reach a point.

Ask questions to get to a place.

Offer directions to move to a different place.

Identify the place where one starts and the place where one is going to.

Complete sentences that give directions to follow a route to move from one place to another.

Write directions to go from one place to another.

Describe immediate surroundings as a point of reference to move from.

Verify directions by tracing the route in a map or sketch.

Complete model sentences to indicate how to walk from one place to another.

The product: a quick guide to give directions to walk from one place to another.

Graphic resources: maps and sketches.

Group reflection and self-evaluation.

Unit 1a

Let's Read Advertisements!

Social Practice Participate in commercial transactions.

Environment Familiar and community

Objectives

Identify and interpret transaction-related expressions in classified ads.

Identify function, purpose and intended audience.

Before the Book

Introduce yourself to the class and tell students a little about yourself:

T: *Hi! I'm your English teacher. My name's...I'm from...I live in...I like...*

Ask students their names.

The Beginning

1 Look and circle.

Have students look at the ad in their books. Ask them what it shows (a woman and some pills). Ask them what they think the unit will be about.

Put the class into pairs. Read the three sentences out loud and clarify unknown vocabulary.

Have students discuss the questions with a partner and circle the options they think are correct. Go over the answers with the whole class.

Discuss with students if people want to get fatter nowadays.

The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Routine

Choose a game or activity from page X and do it with the class.

Unit 1a

Let's Read Advertisements!

The Beginning

1 Look and circle.



**GET FAT
GET
CORPULA
FOODS**

1. This ad is **old/modern**.
2. The product was for making people **thin/fat**.
3. The product was for **animals/people**.

- What products do ads advertise nowadays?
- Where can you see advertising?

The Plan

In this unit you will:

- read different types of advertising
- write classified ads
- understand some symbols and abbreviations

4


Unit 1a

Identify and interpret transaction-related expressions in classified ads.
Identify function, purpose and intended audience.

1 Listen and mark (✓).   1

The Steps



2 Look at the ads below and answer. 

1. What are they advertising?
2. Are they advertising healthy eating habits? How do you know?



► Circle.

The ads are for children/adults.

Examine graphic and textual distribution. Interpret the message based on contextual clues and previous knowledge. Punctuation: exclamation mark.

Unit 1a 5

Copy the following part of the script on the board including the blanks:

My _____ doesn't grow!

Give it some Gro-Green Plant _____.

Make your plants grow _____ and _____ with Gro-Green Plant Vitamins!

Have students copy the text in their notebooks. Play Track 1 again. Have students fill in the blanks.

Check on the board.

2 Look at the ads below and answer. 

Put students into pairs. Have them look at the ads and answer the questions.

Ask them what information they get from the text, and what information from the pictures. Ask students why writers use exclamation marks. (To make the sentence more powerful. It's like shouting a sentence.)

► Circle.

Have students think of the intended audience and circle the correct word.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Examine graphic and textual distribution.
Interpret the message based on contextual clues and previous knowledge.
Punctuation: exclamation mark.

Before the Book

Draw a plant and a car on the board. Write the word *green* in the middle. Ask students how they think the word *green* can apply to both a plant and a car. Have them discuss their ideas in pairs.

Discuss with the class: *A plant is green. A car can also be green. And a green car is a car that does not pollute.*

The Steps

1 Listen and mark (✓).   1

Have students look at the illustrations in their books. Ask them if they have seen advertisements like these before.

Play Track 1. Have students mark the ad that goes with the audio.

Objectives

Identify advertised products.
Classify ads according to the product they sell.
Identify the use of and proportion of typography and punctuation.
Identify and spell words used to express characteristics and qualities of products.
Suggested Materials magazine ads of three different products (in English if possible)
Preparation Make sure you have several ads for each product.

Before the Book

Draw a skateboard on the board. Elicit adjectives that students could use to describe it (*red, beautiful, fast, new/old, cheap/expensive*).

Repeat the procedure with a drawing of a bicycle.

Put the class into small groups. Give each group several magazine ads. Have them discuss what each ad is for. Have them classify the ads according to what they are advertising.

Talk about the ads with the class. Which ones do they like best? Which is the funniest? Which is the least effective?

Have them justify their answers.

3 Read and draw the pictures.

Have students look at the pictures and tell you what products are being advertised.

Have them read the ads. Clarify unknown vocabulary. Have students draw the skateboard and the bicycle in the spaces provided. Tell them to follow the characteristics described in each ad.

Have students choose five words from the ads to look up in their Picture Dictionary. Have them write the words and definitions in their notebooks.

► Circle the words that give extra information about the products.

Have students follow the example in the blue circle.

4 Read and match two of the ads to the ones above.

Have students compare the *For Sale* ads with the *Wanted* ads, and write the corresponding number in the box.

3 Read and draw the pictures.



► Circle the words that give extra information about the products.

4 Read and match two of the ads to the ones above.



Identify advertised products. Classify ads according to the product they sell. Identify the use of and proportion of typography and punctuation. Identify and spell words used to express characteristics and qualities of products.

6 Unit 1a

Ask students what parts of the ads are in large, bold print (the products). Ask them why this is. (Because they want to draw attention to the product.)

Routine

Choose a game or activity from page X and do it with the class.

5 Write a *For Sale* ad for the extra *Wanted* ad in Activity 4.



FOR SALE

- ▶ Check your writing.
- ▶ Copy the ad onto a piece of paper.

Product: _____
 Brand: _____
 Age: _____
 Extra info: _____
 Price: _____
 Contact: _____
 Phone: _____

Checkpoint

Answer Yes or No.

1. Can you read an ad for general and specific information? _____
2. Can you understand exclamation marks? _____
3. Can you match *For Sale* ads and *Wanted* ads? _____

6 Listen and complete.



A: Hello?
 B: Hello, my name is _____. Are you selling _____?
 A: Yes, I am.
 B: Is it in good condition?
 A: Yes, it is. It's _____ old. The price is _____.
 B: Can I see it?
 A: Sure. My address is _____.
 Can you come this _____?
 B: Yes, is _____ okay?
 A: Fine. See you then, _____.

- ▶ Practice the dialogue with a friend.

Recognize the parts of an advertisement. Identify general characteristics of products. Complete sentences to form the content of ads.

Unit 1a 7

Objectives

Recognize the parts of an advertisement.
 Identify general characteristics of products.
 Complete sentences to form the content of ads.

Suggested Materials one piece of paper per student

Before the Book

Dictate the following phrases to students:

T: *red, old, beautiful, expensive, in excellent condition, dirty, green*

Have students write the phrases in their notebooks. Check spelling on the board. Have students classify the phrases as *positive, negative* or *neutral*. Discuss answers with the class.

5 Write a *For Sale* ad for the extra *Wanted* ad in Activity 4.



Tell students they are going to write their own *For Sale* ad. Copy the cues from the book on the board and complete them with imaginary information, for example:

Product: TV
 Brand: Sony
 Age: Three years old
 Extra info: Flat screen
 Price: \$3,000
 Contact: Robert Owen
 Phone: 654-9325

Have students work in pairs. Tell them to complete the cues about the dictionary, using the information in the ad on page 6, and their imagination.

Distribute paper and have students design their ad. Monitor and help.

▶ Check your writing.

Help students check their work.

▶ Copy the ad onto a piece of paper.



If students are able to write, encourage them to make a clean copy of their ad. Have them use different-sized letters, exclamation marks and adjectives. Make sure they make their ad as colorful as possible.

Display ads around the classroom. After a few days, tell students to put their ads into their portfolios.

Checkpoint

Read the questions out loud and make sure students understand them. Have them reflect on their work so far.

6 Listen and complete.



Play Track 2. Have students identify what the caller wants to buy (a bicycle). Play the track again and have them fill in the blanks.

Play the track once more, pausing the CD after each exchange. Have students repeat out loud. Ask them to try and imitate the speakers' pronunciation.

▶ Practice the dialogue with a friend.

Put the class into pairs. Have students act out the dialogue.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Read price, telephone numbers and e-mail and/or home addresses aloud.

Before the Book

Have students write their phone number on a piece of paper. If they don't have one, ask them to make one up.

Put the class into pairs. Have students dictate their phone number to each other. Remind them that when saying phone numbers they should say each number individually and that zero is pronounced *oh*.

7 Read and answer.

Have students look at the ad and answer the questions in pairs.

► Match.

Have students work in pairs. Have them match as many of the items as possible (tell them they do not have to know them all at this point). Students can look for the abbreviations and numbers in context in the ad. Do the exercise with the whole group and write the answers on the board.

► Listen and repeat. 3

Play Track 3 several times. Have students pay attention to the different pronunciations of the letter *a*. Have them repeat after the CD.

Say a random word that includes an *a* and ask students which word has a similar pronunciation:

T: *Spanish*.

S: *Avenue*.

Routine

Choose a game or activity from page X and do it with the class.

7 Read and answer.

1. What is the ad for?
2. How can you contact the owners?



Cute and playful kittens
looking for warm and caring owners.

\$10

Wanna see them?
Come to Just 4 Pets!

Just 4 Pets!

Bluesky City Mall
271 Howdie Ave.
Bluesky City

Further information?
Call Kathy:
(843) 723-4661
11 am-5 pm

 kathy_23@mymail.net

► Match.

Ave.
Bluesky City Mall
11 am-5 pm
\$10
kathy_23@mymail.net
Kathy
271 Howdie Ave.
(843) 723-4661

price
a telephone number
a time
an address
contact
avenue
a place
an e-mail address

► Listen and repeat. 3

a time a.m. call
mall an address playful

8

Unit 1a

Read price, telephone numbers and e-mail and/or home addresses aloud.

8 Listen and write the order. 4

We're going **bowling**, yes we are!
That's where I meet my friends.
In the **bowling alley** I feel strong,
Would you like to come along?

I'm going **shopping**, oh yeah!
The **mall** isn't far away.
The mall is where I belong,
Would you like to come along?

I'm going to a **concert**, yippee, hurray!
The **auditorium** is brand new.
The band is going to sing my song,
Would you like to come along?

► Match. Use the dictionary if necessary.



bowling in a bowling alley



a concert at the auditorium



shopping at the mall

► Sing along!

9 Make an ad to sell tickets for an event at your school.

Include the following information.

Name of your school	Groups participating	Day	Time
Place	Price of tickets	Further information contact	

Clarify the meaning of new words and phrases. Punctuation marks. Choose graphic information to make an ad.

Unit 1a 9

► Match. Use the dictionary if necessary.

Have students match each stanza to the corresponding photograph. Encourage them to use their Picture Dictionary to look up any words they do not understand. If there are words that do not appear in the dictionary, clarify their meaning.

► Sing along!

Have students review the lyrics of the song. Then play Track 4 again and have them sing along.

9 Make an ad to sell tickets for an event at your school.

Elicit from students what they are going to make (an ad), what the ad is for (to sell tickets) and what the tickets are for (an event at school). Discuss who will read the ads (students and parents, perhaps) and where the ad could be displayed (on a school notice board).

Elicit what kind of information they need to include in their ads (the event, price of the tickets, time and place, where to buy the tickets).

Have students work individually to make their ads. Display ads on a classroom wall. Encourage students to comment on them. Do they like them? Do they look like real ads? Are they effective?

Objectives

- Clarify the meaning of new words and phrases.
- Punctuation marks.
- Choose graphic information to make an ad.
- Suggested Materials** Paper, markers

Before the Book

Ask students where they like to go in the afternoons or weekends with their friends or family. Write a list of the places students mention on the board: *movie theater, park, café*, etc.

Present the words *bowling alley, auditorium* and *mall*.

Ask students if they have ever been to one of these places. Ask them what you can do there.

8 Listen and write the order. 4

Play Track 4. Have students follow the song in their books. Ask them what the topic of each stanza is. Ask why punctuation marks are used (comma, period, exclamation mark and question mark).

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify and spell words used to express characteristics and qualities of products.

Suggested Materials one piece of paper per student

Before the Book

Opposites Race

Put the class into two teams. Have teams form two lines. Tell them they are going to have a contest to see how many opposites they know.

Say one of the following words: *new, smaller, children, same, bad, cheap, sad, thin, weak, cool.*

Have the first two team members come up and write its opposite (a word from this unit) on the board: *old, bigger, adults, different, good, expensive, happy, fat, strong, warm.*

Students can look back at the unit if they need to.

The first student to write the word correctly gets a point for his/her team.

Repeat with other words until all students have participated. The team with the most points wins.

10 Listen and draw the problem. Then match.



Have students look at the pictures. Read the adjectives out loud and teach students their pronunciation.

Give out the paper. Play Track 5. Have students draw the three problems. Have them look at the picture in their books and identify which pictures go with which ad.

Have them match each problem with its solution.

11 Read and answer.

Have students identify whether the products offered are real or fake. Ask them questions similar to the following:

T: *Why do people sometimes offer non-existent products?*

Is that legal?

What can we do to avoid being cheated?

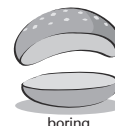
Routine

Choose a game or activity from page X and do it with the class.

10 Listen and draw the problem. Then match.



dirty



boring



terrible



beautiful



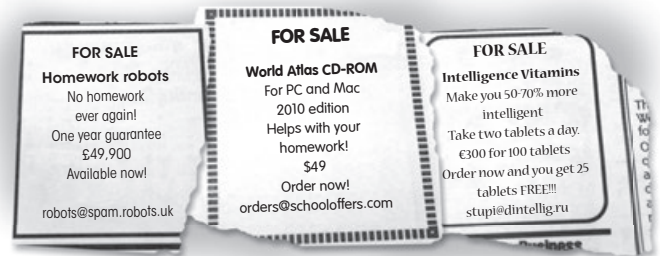
delicious



clean

- Do you use similar products at home?
- What kind of products or things do you or your family buy?


11 Read and answer.



1. Do homework robots exist?
2. What ads are realistic?
3. Which ones are not?

10 Unit 1a

Identify and spell words used to express characteristics and qualities of products.

► Find the symbols and abbreviations on page 10. Fill in the blanks. 

Reading International Ads

8

To understand international advertisements, you need to know some symbols and abbreviations.

Internet addresses can include a country, for example, _____ means United Kingdom, and _____ means Russia.

Prices can be announced in different currencies. In the US, dollars (_____) are used. In Europe, they use euros (_____), and in the UK, they use pounds (_____).

The Presentation

1 Make a notice board for class with *For Sale* ads. Use Worksheet 1.  

1. Choose a product to sell.
2. Think about characteristics, description and price.
3. Determine letters and colors.
4. Make your ad.
5. Ask a classmate to check your ad.
6. Make corrections if necessary.
7. Display your ads on the notice board.



The End

Group Reflection

- Did you work with a classmate in a variety of activities?
- Did you help your classmate? Did he/she help you?
- Did you read your classmates' ads and exchange products?

Self-evaluation

Go back to page 4 and mark your progress.

Interpret abbreviations and signs that indicate price. Self and group evaluation.


Unit 1a 11

Objectives

Interpret abbreviations and signs that indicate price. Self and group evaluation.

Before the Book

Ask students what products are usually advertised on TV commercials. List them on the board. Write *Boys*, *Girls*, *Men* and *Women* on the board and have students classify the products according to who they are aimed at.

► Find the symbols and abbreviations on page 10. Fill in the blanks. 

Go over the instructions with the whole class and make sure students understand what they have to do. Have them to look back at page 10 and find the symbols and abbreviations. Have them compare answers with a partner.

Elicit any other symbols and abbreviations that students know and write a list on the board.

The Presentation

1 Make a notice board for class with *For Sale* ads. Use Worksheet 1.  

Each student writes a *Wanted* ad and a *For Sale* ad. If possible, ask them to use real information. Students can sell a CD or DVD they no longer like, for example, or a book they have read. They can ask for a new board game or action figure. Monitor and help with vocabulary.

Put students into pairs and have them review each other's work.

Put the ads on the wall, the door or a message board. Ask students to find matches. Have them trade objects (or buy them at a reasonable price) if possible.

Value

Use this opportunity to talk with students about the importance of offering fair prices when you are selling something.

The End

Group Reflection

Read the questions out loud and explain their meaning to the class.

Self-evaluation

Have students go back to page 4. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Routine

Choose a game or activity from page X and do it with the class.

Unit 1b

Let's Read Legends!

Social practice Read stories and legends aloud.

Environment Literary and ludic

Objectives

Explore children's legends.

Before the Book

Explain what legends are (stories that have existed for many years, even centuries). Legends are often about magical and fantastical people or animals. There are many different versions of a legend. There is no "official" version.

The Beginning

1 Mark (✓) the legends.

Have students open their book to page 12. Ask them to read the titles and mark those which are legends. Check answers. Explain to students that the legends are *Robin Hood*, *La Llorona* and *King Arthur and Merlin*. Elicit what type of texts the other titles are.

▶ Label the pictures.

Point to the pictures and tell students to label them with the names of the legends.

Have volunteers read their choice of title and explain which elements of the illustration helped him/her to decide.

▶ Answer the questions.

Put students into pairs. Ask them to read and answer the questions about themselves.

Elicit their opinion about legends and encourage them to tell any that they know.

Value

Talk to students about the importance of legends in some traditions and cultures. Explain to them that sometimes the values of the cultures are expressed through them.

The Plan

Discuss the objectives for this part of the unit with students. Encourage students to say how they think they can achieve these objectives.

Unit 1b

Let's Read Legends!

The Beginning

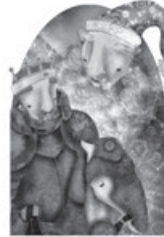
1 Mark (✓) the legends.

- Robin Hood
 La Llorona

- Cinderella
 King Arthur and Merlin

- Harry Potter
 Sherlock Holmes

▶ Label the pictures.



▶ Answer the questions.

- Do you like legends?
- What legends do you know?



The Plan

In this unit you will:

- distinguish between real and imaginary situations
- understand what legends are
- understand texts about the past

Routine

Choose a game or activity from page X and do it with the class.

1 Listen and circle the words.   6

The Steps

The Pied Piper of Hamelin

Once upon a time, there was a town named Hamelin. The town was *productive/prosperous*. The people of Hamelin were *happy/hippy*.

But one year, Hamelin had a problem. There were many *hats/rats*. The rats brought sickness to the town: *diarrhea, fever and the plague*. The people of Hamelin were *desolate/desperate*.

The town council met to discuss the problem. They asked Wilhelm, the



firefighter, for a *solution/contribution*. Wilhelm said, "The problem is simple. Rats eat garbage. There is garbage in your streets. I will clean your streets, and the rats will go away."

Wilhelm cleaned the streets with a *hose/rose*. The streets were now clean. The town council paid Wilhelm good money. The people of Hamelin were happy.

But the rats stayed and not only were they on the street, they also started to get into the houses, too. The people said, "Wilhelm is not helping! His solution is *horrible/terrible*. Now the rats are eating all our food!"



2 Match the rules with the examples.  

We use a capital letter for:

the first word of a sentence

the name of a town, city or country

the names of people

Hamelin

Once upon a time, there was ...

Wilhelm, Lena

► Use capital letters to correct the paragraph.

the town council of hamelin met again. they decided to ask lena, the town chemist, for a solution. lena said, "the problem is simple."

Activate previous knowledge. Predict the content of legends, based on images and titles.

Unit 1b 13

Ask students to read the story in silence. Have them look up unknown vocabulary in their Picture Dictionary. Finally, have volunteers retell this part of the story in their own words.

2 Match the rules with the examples.  

Ask a volunteer to read the rules for capital letters in the left-hand column. Put students into pairs and have them match the rule with the corresponding example.

Check as a class.

► Use capital letters to correct the paragraph.

Tell students to correct the text, and then check the answers with a partner. Ask volunteers to copy the corrected sentences onto the board.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Activate previous knowledge.

Predict the content of legends, based on images and titles.

Before the Book

Draw a rat on the board. Ask students what it is. Write the following questions below the drawing:

Where do rats live?

What problems can they cause?

How can you get rid of them?

Put the class into small groups. Have students discuss the questions. Stop the activity after a few minutes and elicit answers.

The Steps

1 Listen and circle the words.   6

Have students open their book to page 13. Ask them to read the title and look at the pictures. Encourage them to predict what the story is about.

Play Track 6. Have students listen and circle the words they hear. Ask them to compare their answers with a partner. Have volunteers read the answers out loud.

Objectives

Repertoire of words necessary for this social practice of the language.

Identify and define new words and phrases.

Possessive adjectives.

Before the Book

Write *firefighter* on the board. Ask students to tell you what the firefighter in the legend of *The Pied Piper of Hamelin* did to get rid of the rats. Encourage them to say why it did not work.

Write *chemist* and ask them to discuss how a chemist could help to get rid of rats. Elicit their ideas. Do not confirm or reject their ideas.

3 Read and explain the meaning of the words.



Have students open their book to page 14. Focus on the picture and ask students to describe what the woman is doing.

▶ Listen and follow along. 7

Play Track 7. Have students listen and follow along in their book. Put students into pairs. Tell them to look at the words in bold and to take turns explaining their meaning from their context in the sentence or paragraph.

When they have finished, choose volunteers to explain the meaning of the words. Have the rest of the class agree or disagree with the explanation.

▶ Number the events.

Have students number the events in the story. Check as a class.

▶ Write or draw another way to get rid of the rats.

Tell students to think of another solution to get rid of the rats and then either write or draw it.

Put the class into small teams and have students share their ideas or drawings. Tell students to choose the most practical or funniest. Have the “winners” stand up at the front of the classroom and explain or show their idea.

3 Read and explain the meaning of the words.

▶ Listen and follow along. 7

The town council of Hamelin **met** again. They decided to ask Lena, the town chemist, for a solution. Lena said, “The problem is simple. Rats eat **food**. There is no food in **our** streets. We **should** put food in the streets – food with **poison**. I will put poisoned food in the streets, and the rats will **go away**.”

The town **paid** Lena good money and so she put poisoned food in the streets. The streets were now **dirty** again and the people of Hamelin were more **upset** than ever. **Their** dogs ate the food and died. **Their** cats ate the food and died. The people said, “Lena is not helping! **Her** food is killing **our** animals!”

And still the rats **stayed**. Nobody knows why, but the rats did not die.



▶ Number the events.

- | | |
|--|---|
| <input type="checkbox"/> A chemist left poisoned food. | <input type="checkbox"/> There were many rats. |
| <input type="checkbox"/> Hamelin was a quiet town. | <input type="checkbox"/> A firefighter cleaned the streets. |
| <input type="checkbox"/> Cats and dogs died. | |

▶ Write or draw another way to get rid of the rats.

4 Circle the correct option.

WILHELM: “I will clean the streets of **your/his** city.”

PEOPLE: “Wilhelm didn’t help! **His/Her** solution is terrible.”

LENA: “I will put poisoned food in **his/our** city.”

PEOPLE: “**Their/Our** animals are dying! **His/Her** solution is terrible, too!”

14

Unit 1b

Repertoire of words necessary for this social practice of the language. Identify and define new words and phrases. Possessive adjectives.

Language Awareness

Possessive Adjectives

Draw two columns on the board. Write *Personal Pronouns* in the first and *Possessive Adjectives* in the second. Elicit personal pronouns from students: *I, you, he, she, it, we, they*. Write them in the *Personal Pronouns* column on the board. Have volunteers complete the second column with the corresponding possessive adjectives using the underlined words in the texts on pages 13 and 14.

Do a quick drill to review them:

T: Juan's schoolbag is red.

Ss: His schoolbag is red.

4 Circle the correct option.

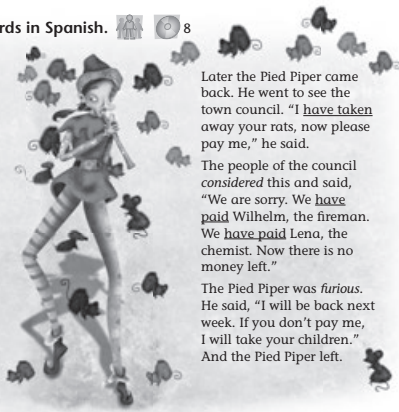
Have students circle the correct possessive adjective. Ask them to check their answers in pairs. Elicit the answers.

Routine

Choose a game or activity from page X and do it with the class.

5 Listen and write the words in Spanish.  8

One day a musician came to Hamelin. He walked around the town and played his flute. A few rats appeared and followed the musician. The musician played and walked more, and more rats followed him. Then the man walked out of the town. And all the rats of Hamelin followed him. The people were *fascinated*. "The rats *have gone* away!" they said. They called the mysterious musician the Pied Piper. "The Pied Piper *has saved* our town!" the people said.




Later the Pied Piper came back. He went to see the town council. "I *have taken* away your rats, now please pay me," he said. The people of the council considered this and said, "We are sorry. We *have paid* Wilhelm, the fireman. We *have paid* Lena, the chemist. Now there is no money left." The Pied Piper was *furious*. He said, "I will be back next week. If you don't pay me, I will take your children." And the Pied Piper left.

6 Read and circle.

We can say: The rats *have gone* away. The Pied Piper *has saved* our town.

- When did the rats go away? In the past. / In the future.
- Do you know when exactly? Yes. / No.
- What piece of information is more important? When they went away. / They went away.

7 Listen and number.  9



Repertoire of words necessary for this social practice of the language.
Verb tenses: present perfect.

Unit 1b 15

Objectives

Repertoire of words necessary for this social practice of the language.

Verb tenses: present perfect.

Suggested Materials slips of paper

Preparation On each slip of paper, write the name of a musical instrument (wind, string or percussion). Make one set per team.

Before the Book

Divide the class into groups. Give out one set of slips to each team (see Suggested Materials). Give students a few minutes to classify the instruments (wind, string or percussion). The first team to finish writes the answers on the board for the rest of the class to check. Finally, ask students to copy the musical instruments (and their classification) into their notebooks.

5 Listen and write the words in Spanish.  8



Have students open their book to page 15. Play Track 8. Ask them to follow along in their book. Ask students to copy the words in italics into their notebooks and write their Spanish translation.

When they have finished, tell them to compare their answers with a partner. Ask students what they notice about the words (they are similar). Explain that these types of words are known as *cognates*.

Tell students to read this part of the legend in silence and close their book. Start reading the story and pause before finishing a sentence. Have students complete it:

T: *One day a musician came to...*

S: *...Hamelin.*

T: *He walked around the town and played...*

S: *...his flute.*

6 Read and circle.

Ask a volunteer to read the examples of the present perfect in the boxes. Copy the first one onto the board. Ask the questions that follow and have students circle the correct answer.

Write the other sentence on the board. Point to the sentences on the board and underline the auxiliary verbs. Tell students when to use each one.

Finally, have students look for the other examples of the present perfect from the text and copy them into their notebook.

Language Awareness

Present Perfect 1

Copy the following sentences on the board and have students write them into their notebook. Ask them to circle the correct option.

- The children are no longer in the town. They *has/have* gone away.
- Nobody *has/have* seen the Pied Piper. He *has/have* left the town.
- There is no food in the houses. The rats *has/have* eaten all the food.

7 Listen and number.  9

Point to each of the musical instruments and have students repeat their name. Play Track 9. Tell students to write the corresponding number in the boxes.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Understand legends as a reflection of the emotions and experiences of people and their cultures.

Identify and define new words and phrases.

Contrast the setting of a legend with familiar settings.

Suggested Materials index cards

Preparation Write each of the following verbs on the index cards: *pay, paid, come, came, go, went, say, said, take, took, wait, waited, start, started, open, opened, jump, jumped, run, ran, escape, escaped, be, was/were, try, tried, leave, left, follow, followed, see, saw, disappear, disappeared, cry, cried.*

Before the Book

Play one of these games:

1. Display all the cards face down. Put the class into teams and play *Memory*.
2. Display all the cards face up. Put the class into teams and have representatives come match the past and the present verb.
3. Display all the cards face up. Put the class into small teams. Have students classify the verbs into regular and irregular ones.

8 Listen and fill in the blanks. 10

Have students open their book to page 16. Play Track 10. Ask them to write one of the verbs from the previous activity in the blanks. Allow them to check their answers in pairs before checking as a class.

► Number the events.

Put students into pairs. Have students number the events in order.

Ask the whole class to retell the story.

► Discuss.

Put the class into small groups. Ask them to read and discuss the questions. Elicit ideas for an alternative ending.

8 Listen and fill in the blanks. 10

A week later, the Pied Piper came back.

The town council didn't pay him. The Pied Piper _____ to the town square and said to the men and women, "I have taken the rats from this town. I have _____ one week for payment, but the town council isn't paying me. Now, I will take your children."

The Pied Piper _____ playing his flute.

After a while, a window _____ in one of the houses and a boy _____ to the street and _____ to the Pied Piper. More children _____ from their homes and _____ to the Piper. The Pied Piper started

walking and more children came. After a while, all the children of Hamelin _____ with the Piper. Fathers and mothers _____ to stop their children, but they couldn't prevent them from following the Piper. The musician then walked out of the town.



And all the children _____ him, and they too _____ the town. Nobody from Hamelin has seen the children since then and nobody has seen the Piper. They _____ in the streets. Hamelin – a town without rats, a town without children.

► Number the events.

- The people were sad and upset.
- The Pied Piper made the children disappear.
- The Pied Piper made the rats disappear and asked for money.

► Discuss.

1. Do you think the story of the Pied Piper is real? Is it possible? Why? Why not?
2. Can you give a different ending to the story?

► Read your favorite part of the story out loud.

Understand legends as a reflection of the emotions and experiences of people and their cultures. Identify and define new words and phrases. Contrast the setting of a legend with familiar settings.

16


Unit 1b

► Read your favorite part of the story out loud.




Ask students which part of the story they liked the most. Put the students that like the same part into a group. Ask them to read that part out loud.

Routine

Choose a game or activity from page X and do it with the class.

9 Answer the questions. 

1. Have you finished the story of the Pied Piper? Yes, I have./No, I haven't.
2. Have you read stories in English? _____
3. Have you heard legends in Spanish? _____
4. Which one(s)? _____

10 Complete Worksheet 2.   

11 Complete the dialogue. 

A: Have you seen the movie _____?


B: No, I haven't. What is it about? (name of a movie)

A: It's about _____ (information about the movie)

B: Sounds good. Do you have the DVD?

A: _____ (No, I don't./Yes, I do. I can lend it to you.)

B: Okay, thanks.

► Practice with a classmate. 

Checkpoint

Answer Yes or No.

1. Can you understand a legend? _____
2. Can you imagine a different ending to a story? _____
3. Can you find the order of events in a legend? _____
4. Can you read sentences out loud? _____



Identify topic, purpose and intended audience. Elements of a legend: setting, narrator, main character, and other characters. Mention settings.

Unit 1b 17

Objectives

Identify topic, purpose and intended audience.

Elements of a legend: setting, narrator, main character, and other characters.

Mention settings.

Suggested Materials a soft ball

Before the Book

Language Awareness

Present Perfect 2

Ask students the following questions:

Have you studied for the exam?

Have you had a snack?

Has your mom/dad read The Pied Piper of Hamelin?

Encourage or teach them to answer with *Yes, I have./No, I haven't.* or *Yes, he/she has./No, he/she hasn't.*

Ask another question and throw the ball to a student. Have him/her answer. Make a new

question and throw the ball to another student. Continue until the whole class has participated.

9 Answer the questions. 

Put students into pairs. Have students open their book to page 17. Ask them to read and answer the questions together.

Have volunteers read the questions and answers.

10 Complete Worksheet 2.   

Have students go to page 93. Divide the class into small groups and have them complete the information for *The Pied Piper of Hamelin*. Check as a class.

Ask students to read *Odysseus and the Cyclops* in their Reader for homework and complete the second column.

For the last column, tell students to think of a legend they know have them research one in order to complete the last column. Have them present it in class.

Collect students' worksheets and put them in their portfolio.

11 Complete the dialogue. 

Read the dialogue out loud and explain to students that they need to fill in the information using the information in brackets.

► Practice with a classmate. 

Model the dialogue with a student. Have two volunteers perform it in front of the class. Put students into pairs and have them ask and answer their questions. Tell students to change partners and ask the questions again.

Checkpoint

Ask students to answer the questions in their book. Have them give you feedback about their progress in this part of the unit.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Read names of magical objects.

Identify properties, use functions and characteristics of magical objects.

Write names of magical objects.

Textual components.

Before the Book

Ask students to name stories or movies related to magic. Write the names on the board. Put the class into groups. Have each group choose a story or movie and make a list of all the elements in the story that are fictional, for example: *a genie coming out of a lamp, a man flying, a girl becoming invisible, etc.*

Stop the activity after a few minutes and elicit ideas. Write new vocabulary on the board. Ask students to copy the words (and their translation) into their notebook.

12 Listen and number the magical objects in order.



Have students open their book to page 18. Ask them to look at the pictures and name the magical objects they recognize.

Play Track 11. Tell students to number the objects or the blank space for drawing, according to the descriptions.

Check as a class.

► Draw the missing magical object in the box.

Have students draw the magical object that is not mentioned in the book.

► Read and match.

Ask students to read the descriptions and match them with the pictures.

13 Circle the commas (,) and underline the periods (.).



Put students into pairs. Have them complete the task in their book. Check as a class. Ask them when we use commas and periods.

► Insert commas and periods.

Have students read the sentences in the paragraph and punctuate it.

Have volunteers write the answers on the board.

12 Listen and number the magical objects in order.



Magic lamp

A magic lamp has a genie inside. The genie gives the person who finds it magic powers.

Potion

A potion is a magic drink. When a person drinks the potion, he or she gets magical powers, like the ability to fly.

Magic wand

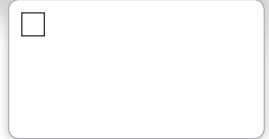
A wand is a wooden stick. A witch points the wand at a person or thing and then she can do magic.

Magic book

A magic book contains spells, incantations, magical sentences and rhymes.

Broomstick

A broomstick is a long wooden stick with a lot of twigs at one end. According to legend, witches fly on broomsticks.



► Draw the missing magical object in the box.

► Read and match.

13 Circle the commas (,) and underline the periods (.).

A magic book contains spells, incantations, magical sentences and rhymes. According to legend, witches fly on broomsticks.

► Insert commas and periods.

Magic Beans

According to a famous story Jack found some magic beans
The magic beans grew into a magical bean stalk When Jack
climbed the beanstalk he arrived at a castle and met a giant

Read names of magical objects. Identify properties, use functions and characteristics of magical objects. Write names of magical objects. Textual components.

Routine

Choose a game or activity from page X and do it with the class.

14 Read a recipe for a potion.

INTELLIGENCE POTION

Makes you 3% more intelligent than you are now!

Ingredients:
1 piece of lemon peel
1 tablespoon of lemon juice
1 cup of water
1 tablespoon of honey
a pinch of cinnamon

Directions:
Ask an adult to boil water. Add the ingredients. Wait five minutes.
Important: Say the magic incantation and drink the potion very slowly.

Magic incantation:
Magic potion, keep me awake,
And make homework a piece of cake!

*Tested on rats in laboratory conditions

► Invent your own potion.

1 Describe a magical object.

1. Follow the instructions on Worksheet 3.

The End

Group Reflection

- Did you read the legends as a group?
- Did everyone listen respectfully?
- Did your team work together to do the project?
- How can you work better in pairs?

Self-evaluation

Go back to page 12 and mark your progress.

Write the names of magical objects. Complete and write sentences to describe properties and characteristics of magical objects. Check spelling and punctuation conventions. Self and group evaluation.

The Presentation

The Presentation

1 Describe a magical object.

Put the class into groups. Have students open their books to page 95. Ask them to read and follow the instructions.

The End

Group Reflection

Read the questions out loud and explain their meanings to the class.

Ask students to give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style to the group.

Self-evaluation

Have students go back to page 12. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Objectives

Write the names of magical objects.

Complete and write sentences to describe properties and characteristics of magical objects.

Check spelling and punctuation conventions.

Self and group evaluation.

Suggested Materials slips of paper with actions related to magic: *fly on a broomstick, play a magical flute, fly on a magic carpet, get a genie out of a magic lamp, etc.*

Before the Book

Divide the class in half. Have a representative from one of the teams come to the front and take a slip of paper (see Suggested Materials). Ask him/her to mime the action for his/her team to guess. If they guess correctly they win a point. If they do not, the other has the opportunity to guess.

Repeat the procedure with the other team.

14 Read a recipe for a potion.

Have students open their book to page 19. Read the name of the potion and ask students if they think it will work.

Review

Unit 1

Students' Achievements

In this unit, students participate in the creation of a classified ad and a collage with illustrated descriptions of magical objects.

Observe your students as they are working and as they present their work to the class.

Check that:

- the characteristics of the item in the ad are realistic (price, size, etc.).
- their classified ads are realistic.
- they have all the necessary material at their disposal. Encourage them to recycle paper.
- the description of the magical object is clear and language is correct.
- the illustration is appropriate and makes their pieces of work more attractive.

Help students by suggesting how to organize their work, and by providing a list of adjectives so that their ads and description of objects look complete. Monitor and give feedback after the presentation of their final products.

Games and Activities

Make a Crazy Ad

Have students work in small groups and think of a real or imaginary product to sell. (Imaginary is more fun; the crazier the better!) Each group makes an advertisement or acts out a commercial for their product.

Legends and Magic

Ask students to choose a magical object. Tell them to make a wish and design a spell for it. Have students tell you about their objects, spells and wishes. This is a fluency activity.

Vocabulary Review Game

Elicit some vocabulary words and write them on the board. These can be words that are in the book, or words you have taught because students asked for them. Ask students to read the words and erase them. Next, have students stand up. Say a word and have students spell it: the first student says one letter, the second student says the second letter, and so on. If a student makes a mistake, the next student has to start over with the first letter, until the word is finally spelled correctly.

Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves

Cross-curricular Activities



Social Studies: Kids and Snacks

Materials Paper

Directions Divide the class into pairs. Have pairs write questions to find out what snacks children their age eat, where they eat them, when they eat them, if they buy them or make them, how much they spend. Check questions. Then have students pose their questions to other pairs in the class and other students in the school. Show students how to make pie charts displaying their results. Have pairs present their results to the class: 20% of children in our school eat potato chips. 40% of our class spends more than ten pesos a day on snacks.



Game: Human Tic-Tac-Toe

Preparation Arrange nine chairs into a three by three grid on the classroom floor. Make two grids if necessary. Make a list of the verbs from Unit 1.

Directions Divide the class into two or four teams, X's and O's. Have the first student of one team choose a chair and sit down. Read the infinitive of a verb from the unit. If the student can make a correct sentence using the past form of the verb, he or she remains seated. If not, the student stands up and goes to the end of the team's line. Repeat the procedure with a member of the second team and continue until one team has managed to sit three of its members in a vertical, horizontal or diagonal line. Give that team a point. If neither team wins, clear the chairs and start again with the next student in line from the second team.

Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.

Unit 2a

Let's Make an Exhibition!

Social practice Participate in formal communicative events.

Environment Academic and Educational

Objectives

Predict the topic.

Before the Book

Write MUSEUM vertically on the board. Put the class into teams. Give them five minutes to come up with the types of objects you might find in museums that start with each of the letters.

After five minutes, have a representative from each team write their answers on the board.

The Beginning

1 Look and answer the questions.

Have students open their book to page 20. Put students into pairs. Ask them to look at the picture and read the questions out loud. Give them a few minutes to discuss the answers with their partner before leading the group into a discussion.

► Cross out the animals that do not belong in the exhibition.

Have each student cross out the animals that do not belong in the exhibition. Elicit the names of the animals.

Ask students what the exhibition is about and what they would expect to find there.

The Plan

Discuss the objectives for this part of the unit with students. Encourage students to say how they think they can achieve these objectives.

Routine

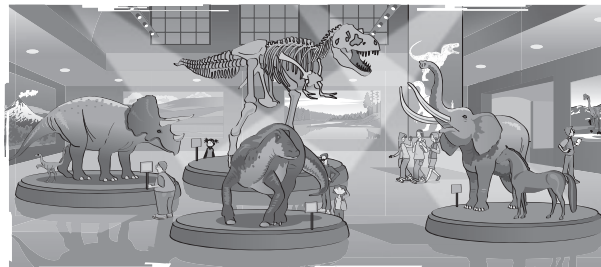
Choose a game or activity from page X and do it with the class.

Unit
2a

Let's Make an Exhibition!

The Beginning

1 Look and answer the questions.



1. Where are the people? What are they doing?
2. Why do people go to museums?
3. Do you like museum exhibitions? Why? Why not?

► Cross out the animals that do not belong in the exhibition.

The Plan

In this unit you will:

- become familiarized with exhibition cards
- look for information about different topics
- identify adequate information sources
- understand general information on cards
- learn to register information about a topic on cards
- write information cards to set up an exhibition

20

Unit 2a

Predict the topic.

The Steps

1 Look, read and answer the questions.

DINOSAUR DATA FILE

Name Oviraptor
How to say it OH-vee-RAP-tor
Meaning egg thief
Where found Mongolia
Length 2m
Height 1m
Weight 20–30kg
How it moved on two legs

Teeth no teeth
Animal classification omnivore
Diet hard fruits, eggs and possibly shellfish
Period Upper Cretaceous
When it lived 75–85 million years ago
Other info Curved upper and lower jaw, could crush even hard objects

DINOSAUR DATA FILE

Name Compsognathus
How to say it komp-30g-NATH-us
Meaning pretty jaw
Where found Germany and France
Length 0.65m
Height 0.7m
Weight 3.6kg
How it moved on two legs

Teeth sharp
Animal classification carnivore
Diet vertebrates
Period Upper Jurassic
When it lived 145–150 million years ago
Other info Had two clawed fingers on its hand

- What are they?
 - information cards
 - messages
 - diagrams
- Where can you find them?
- What are they for?
- Who reads them?
- What topic are they introducing?
- What information can you learn from the text? How is it presented?
- What information can you learn from the illustrations?

► Cut and glue the corresponding image. 4

Explore information cards from a museum exhibition. Determine function and purpose. Examine order in which information is presented. Examine distribution of graphic components.

Unit 2a 21

The Steps

1 Look, read and answer the questions.

Have students open their book to page 21. Put students into pairs. Ask them to look at the data files and then answer the questions. Encourage them to use their Picture Dictionary to understand unfamiliar vocabulary in both the data files and the questions. Check as a class.

► Cut and glue the corresponding image. 4

Tell students to cut out the pictures of dinosaurs from Worksheet 4. Have pairs use the data files to discuss which dinosaur is which.

Check answers by having volunteers show the corresponding dinosaur. Have students justify their choices. Ask students to glue the pictures.

Value

Take the opportunity to talk to students about museums and their importance in the preservation of history.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

- Explore information cards from a museum exhibition.
- Determine function and purpose.
- Examine order in which information is presented.
- Examine distribution of graphic components.

Suggested Materials scissors, glue

Before the Book

Start drawing a dinosaur on the board. Ask students to guess what it is. When the drawing is complete, point to parts of its body. Elicit their names or teach the parts students are not familiar with.

Have them copy and label the drawing in their notebook.

Objectives

- Select suitable topics for an exhibition.
- Identify appropriate reference sources, based on a list.
- Formulate questions about a topic.
- Explore table of contents in various printed sources to find information.

Before the Book

Divide the class into groups of four. Ask them to take out a notebook and draw seven columns. Dictate the following headings for each column: *toys, furniture, food, parts of the body, clothes, animals, nature*. Say *A*, and continue saying the alphabet in silence. Have students say *Stop!*

Tell them the letter you had reached and then have them write a word that begins with that letter for each of the categories. The first team to finish says *Stop!*

Give points for each correct word. Continue playing with other letters.

2 Circle the appropriate topics for a museum exhibition.

Have students open their book to page 22. Read out the topics. Ask students to reflect upon which of them is an appropriate topic for an exhibition.

When they have finished, divide the class into small groups. Tell them to discuss their ideas.

Elicit answers from the class and have students justify their choices.

► Choose one topic and follow the instructions.

Go through the questions and the sample for the topic of *Toys*. Put students into pairs. Ask them to choose a topic and complete the relevant information. Monitor and provide help where needed.

Elicit answers from several volunteers. Have the whole class give feedback so that every student is clear about how to develop a topic for an exhibition.

► Read and mark (✓) the best index for the topic of *Toys*.

Point to the activity and have volunteers read each of the indexes. Ask them to mark the one they would use to find information about the topic of *Toys*. Have them justify their decisions.

Routine

Choose a game or activity from page X and do it with the class.

2 Circle the appropriate topics for a museum exhibition.

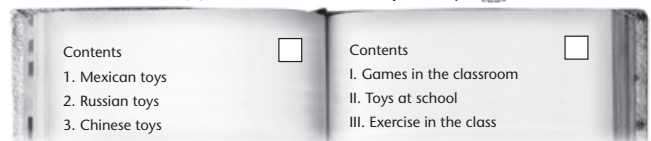


► Choose one topic and follow the instructions.

- Write the name of your topic (e.g. Toys): _____
- Define it more specifically (e.g. Mexican Toys, The History of Toys, etc.):

- Define the type of information that you need (e.g. inventor, date of invention, cost, etc.): _____
- Choose your sources of information.
 - newspaper
 - encyclopedia
 - Internet
 - magazine
 - reference book
 - dictionary
- Define your questions (e.g. Who invented the toy? When was it invented? Did it use batteries? etc.).
 - _____
 - _____
 - _____
 - _____
 - _____

► Read and mark (✓) the best index for the topic of *Toys*.



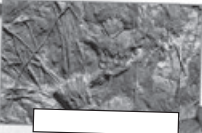
Select suitable topics for an exhibition. Identify appropriate reference sources, based on a list. Formulate questions about a topic. Explore table of contents in various printed sources to find information.

3 Read and circle the correct title.

Dinosaurs Existed The World's Oldest Fossil What Is a Fossil?

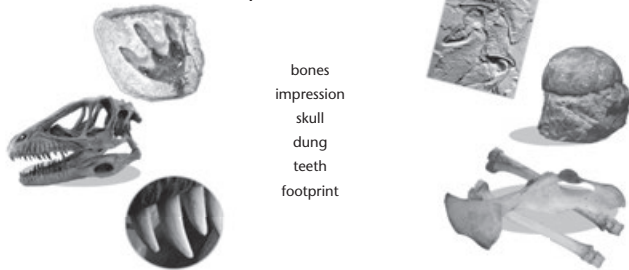
Fossils help us learn about life in the past. There are two types of fossils: fossil remains and fossil traces. Fossil remains are the actual body parts of an animal, such as

bones, teeth or skulls. Fossil traces, on the other hand, are things like footprints, dung and vomit or leaf impressions. One thing all fossils have in common is that they are old, very old—at least 10,000 years old. The oldest known fossils are 3.5 billion years old.



► Label the types of fossils.

► Match the words with the pictures.



bones
impression
skull
dung
teeth
footprint

4 Listen and circle the words using the color code.

Dino Rap

Oviraptor	Centrosaurus	Deinonychus
lizard with horns	egg thief	strongest
terrible claws	tallest	fastest

Read informative texts. Understand topic and general idea. Clarify the meaning of words.

Unit 2a 23

► Match the words with the pictures.

Ask students to match the words with the images. When they have finished, encourage them to check their answers using their Picture Dictionary.

4 Listen and circle the words using the color code.

Have students take out their colored pencils. Ask them to read the words and predict what the rap is going to be about. Play Track 12 and have students circle the words for each dinosaur.

Language Awareness

Superlatives

Write the names of the dinosaurs from the rap in Activity 4. Elicit the superlative adjective to describe each, and write it next to the name. Underline the ending and elicit what it indicates.

Write other one-syllable adjectives on the board: *thin, big, smart, short, nice*, and so on. Have students say sentences to describe dinosaurs or other animals.

Ask them to write the sentences in their notebook.

Objectives

Read informative texts.
Understand topic and general idea.
Clarify the meaning of words.

Suggested Materials colored pencils (red, blue and green)

Before the Book

Ask students to tell you how we know about dinosaurs.

3 Read and circle the correct title.

Have students open their book to page 23. Tell them to read the text in silence and choose the correct title. Encourage them to try and guess the meaning of new words from their context.

Check answers as a class.

► Label the types of fossils.

Ask students to label the different types of fossils according to the text. Have them compare their answers in pairs before checking together as a class.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Structure of informative texts: introduction, development and conclusion.

Identify the main ideas by answering questions.

Record information.

Complete general and specific information orally.

Before the Book

Write the following inventions on the left-hand side of the board: *TV, airplane, paper clip, scotch tape, computer, peanut butter*. Write these dates on the right: *1936, 1903, 1927, 1899, 1930, 1890*.

Put the class into small groups. Have them guess the date of the first known prototype of each of the inventions.

After a few minutes, read the answers and check how many the students guessed correctly. (*TV–1927, airplane–1903, paper clip–1899, scotch tape–1930, computer–1936, peanut butter–1890*.)

Checkpoint

Have students open their books to page 24. Read the questions out loud and clarify meaning. Have students answer them in their book.

Have a short discussion about how students feel they are progressing.

5 Complete Worksheet 5.

Ask students to take out Worksheet 5. Have students follow the letters to label each of the objects at the bottom.

Elicit what the objects have in common. (They're all inventions).

6 Read and answer the questions.

Have students go back to page 24. Put students into pairs. Ask volunteers to read the text out loud. Have students answer the questions in their book.

Check as a class.

7 Talk about the inventions.

Put students into different pairs, A and B. Ask them to go to Worksheet 4 and cut out their corresponding card.

Tell students to look at the information and talk about the invention to their partner. Encourage them to add any other information they know.

Checkpoint

Answer Yes or No.

1. Can you identify information cards? _____
2. Can you identify adequate information sources? _____
3. Can you infer the topic by looking at illustrations and graphs? _____

5 Complete Worksheet 5.

6 Read and answer the questions.

Inventions Around Us

- 1 Many things that you use today are inventions. People have invented objects, food, toys, gadgets and more, out of need, by accident or just for fun. Some inventions did not last long, some we still use today.
- 2 The first hot dog was made in the 1860s by Germans in the USA. They sold sausages in a piece of bread and put sauerkraut (fermented cabbage), on top. Hot dogs became popular and now they are the number one food in the United States.
- 3 The pencil has been around since 1565. Conrad Gesner, from Switzerland, took the idea from ancient Romans who used a piece of metal to write on papyrus. Gesner put a piece of graphite into a wooden holder. Today pencils are made of non-toxic graphite.
- 4 Toothpaste as we know it, was made by Colgate in 1873. But it was not their invention. Nobody knows who invented toothpaste. History tells us that ancient Egyptians used a paste and their finger to clean their teeth.
- 5 Every invention has a history. And the most interesting thing is that people are still inventing things today.

1. Which paragraph is the conclusion? _____
2. Which paragraph is the introduction? _____
3. Which paragraphs are the development? _____, _____, _____
4. Who invented hot dogs? _____
5. What is sauerkraut? _____
6. Where did Conrad Gesner get the idea of the pencil from? _____
7. Who invented toothpaste? _____
8. Are inventions only part of the past? _____

7 Talk about the inventions.

Structure of informative texts: introduction, development and conclusion. Identify the main ideas by answering questions. Record information. Complete general and specific information orally.

24

Unit 2a

When they have finished, have volunteers talk about the inventions in front of the class.

Routine

Choose a game or activity from page X and do it with the class.

8 Read and complete the information card.

The History of the Bicycle

Have you ever wondered who invented the bicycle? Some people say Leonardo da Vinci drew the first prototype. But he never made one.

Historians say that the first vehicle that looked like a bicycle was made in 1645 in France by Jean Theson. It was, however, a four-wheeled machine and had no pedals. The first two-wheeled vehicle was invented in Germany around 1816. But again it did not have pedals. To ride it, you first had to run to gain speed and then sit on a comfortable seat, not a saddle like the one your bicycle uses.

A two-wheeled vehicle that looked like the bicycle as we know it today, was invented in Scotland in 1839 by a blacksmith named Kirkpatrick Macmillan. It had a front wheel that you could steer, and a rear wheel with two foot pedals to move the bicycle. Unfortunately

Macmillan's invention never became popular. A few years later, in France a father and son built another bicycle. This had a chain with pedals in the middle. It was an immediate success. By 1865 the Michaux family was producing 400 bicycles a year.

Name _____

1645 First _____

Country _____ Inventor _____

1816 First _____ vehicle

Country _____ Characteristics It had a _____

1839 First _____ that looked more like today's bicycle.

Country _____ Inventor _____

Characteristics Front wheel that you could steer, rear wheel with _____

1865 Bicycle with a _____ and _____

Country _____ Inventor _____

Record information. Select and organize information.

When students have finished, point to the information card. Complete the first three lines together as a class.

Have them to continue on their own.

Copy the information card onto the board and have volunteers write the answers.

Value

Take the opportunity to discuss with students the importance of accurate information. Ask them to reflect upon what would happen if information sources contained false and misleading information.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Record information.

Select and organize information.

Suggested Materials strips of paper

Preparation Write the following words on the strips of paper: *handlebar, wheel, pedal, saddle, chain, tire, brakes.*

Before the Book

Draw a bicycle on the board. Randomly distribute the strips of paper with the parts of the bicycle. Have students label the drawing.

Ask them to copy it in their notebook.

8 Read and complete the information card.



Ask students to say what they know about the invention of the bicycle. Do not confirm or reject any idea.

Ask them to open their book to page 25 and read the text in silence. Encourage them to use their Picture Dictionary to look up unfamiliar words.

Objectives

Paraphrase main ideas through writing.
Organize sentences in a paragraph.
Check spelling and punctuation conventions.

Suggested Materials 1 sheet of paper per student

Before the Book

Language Awareness

Past Passive

Copy the following on the board:

Jean Theson made the first vehicle that looked like a bicycle in 1645.

The first vehicle that looked like a bicycle was made in 1645 by Jean Theson.

Ask students to tell the difference between the two sentences. Explain that the passive voice is used to stress the object (not the subject), or when the subject of the action is unknown or not important.

Tell them to look at the text on page 25 and find two more examples of the passive voice.

Copy them onto the board and have students make them active.

9 Look and rewrite the sentences.

Have students open their book to page 26. Focus on the activity and ask students to make the active sentences passive.

Check the answers on the board.

10 Look and rewrite.

Go over the first example together with the students. Ask them to do the second example on their own.

When they have finished, ask them to compare their answers with a partner. Finally, have a volunteer copy his/her paragraph onto the board. Ask the rest of the class to compare it with their own and correct any mistakes.

Revise spelling and punctuation.

► Write an informative text.



Distribute paper. Have students use the information on the board to write about the invention of jeans. Ask them to separate the ideas into paragraphs and to illustrate their work. Remind them to revise spelling and punctuation.

Collect work and put it into their portfolios.

9 Look and rewrite the sentences.

1. Germans in the USA made the first hot dog.
The first hot dog was made by Germans in the USA.
2. Conrad Gesner invented the pencil.
The pencil _____.
3. Colgate made the first toothpaste as we know it.
The first toothpaste _____.
4. Leonardo da Vinci designed the first bicycle.
The _____.

10 Look and rewrite.

 <p>Name Popsicle® Country United States Inventor Frank Epperson 1894 accidentally left a fruit drink, with a stirrer in it, outside overnight, and it froze 1923 got patent</p>	<p>The popsicle was invented in the United States in 1894 by Frank Epperson. He accidentally left a fruit drink, with a stirrer in it, outside overnight. The drink froze. He got the patent in 1923.</p>
 <p>Name Bubblegum Country United States Inventor 1 Frank Henry Fleer 1906 called it "Blibber-Blubber"; was too sticky Inventor 2 Walter Diemer 1928 developed a better formula; called it "Double Bubble"</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

► Write an informative text.

Name Jeans	Country United States
Inventor Jacob Davis & Levi Strauss	1863 used as work pants
1960s became popular with young people	

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Unit 2a

Paraphrase main ideas through writing. Organize sentences in a paragraph.
Check spelling and punctuation conventions.

Routine

Choose a game or activity from page X and do it with the class.

1 Make museum exhibition cards.

1. In teams, choose a topic for an exhibition.
2. Get the materials that will be part of the exhibition, e.g. illustrations, objects, collection of cards, etc.
3. Suggest a title for the exhibition and write it down.
4. Write information cards for each of the pieces of your exhibition.
5. Revise the spelling and punctuation.
6. Decide on the order of the objects and their cards.
7. Set up the exhibition.
8. Invite other groups to see your exhibition.

The Presentation

The End

Group Reflection

- Was it easy to agree on a topic for an exhibition?
- Did you learn anything new by writing exhibition cards?
- Was it easy to find information?
- Did you like the exhibition?

Self-evaluation

Go back to page 20 and mark (✓) your progress.



The product: museum exhibition cards. Group reflection and self-evaluation.

Unit 2a 27

The End

Group Reflection

Read the questions out loud and explain their meaning to the class. Have students give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style accordingly.

Self-evaluation

Have students go back to page 20. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Objectives

The product: museum exhibition cards.
Group reflection and self-evaluation.

Before the Book

Put the class into teams. Tell students to think of a museum exhibition and be ready to represent it in front of the class without using words or drawings, but with their bodies only. When teams are ready, have one member of each team come to the front. Encourage the rest of the class to guess what the exhibition is about.

Continue with the rest of the teams.

1 Make museum exhibition cards.

Have students open their book to page 27. Go over the instructions together with the students. Put students into teams and allow them to organize their work. Monitor and provide help where needed.

Unit 2b

Let's Make a News Summary!

Social Practice Listen, read and record information from diverse media.

Environment Familiar and community

Objectives

Listen to and explore news on recent topics.

Predict topic.

Examine structure of news.

Before the Book

Ask students what their favorite TV program is. Have them write the answer in their notebooks.

Have them walk around the class and ask their classmates the same question.

Stop the activity and ask them to tell you if they found anybody with the same favorite TV program.

The Beginning

1 Listen and circle the TV program. 13

Have students open their book to page 28. Point to each of the scenes from different TV programs. Ask them to describe what is happening.

Play Track 13. Have students choose the correct program.

► Listen again and circle the kind of information that you can hear.

Read and explain the meaning of the words listed, as necessary. Play Track 13 again. Have students circle the kind of information they hear.

Ask them to compare their answers in pairs before checking as a class.

► Answer the questions.

Have students answer the questions in their book. Discuss the answers as a class.

The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Unit 2b

Let's Make a News Summary!

The Beginning

1 Listen and circle the TV program. 13



soap opera



the news



cartoon

► Listen again and circle the kind of information that you can hear.

background music dates names of people funny voices facts
the weather an introduction names of places sound effects
romantic words laughter

► Answer the questions.

1. What discovery does the woman talk about? Where is it?
2. What are the characteristics of the place? What do some people compare it with?
3. Why is listening to the news important?
4. Do you listen to or watch the news?

The Plan

In this unit you will:

- listen to and explore the news
- recognize the situation when listening to the news
- find specific information in the news
- record information from different media

Routine

Choose a game or activity from page X and do it with the class.

1 Listen, cut and glue the symbols. 14



► Answer the questions.

1. What's the weather like in the north?
2. Why does the man suggest using an umbrella?
3. What's the weather like in the south?
4. What does the man suggest doing?
5. What's the weather like in the center of the country?
6. How high is the temperature?
7. Who is this information for?

2 Draw today's weather.

Today is _____.

Answer questions (orally) about main ideas. Identify function, purpose and intended audience.

Unit 2b 29

Objectives

Answer questions (orally) about main ideas.
Identify function, purpose and intended audience.

Suggested Materials sunglasses, an umbrella, a scarf, a hat, a sweater; scissors, glue

Before the Book

Display the sunglasses, the umbrella, the scarf, the hat and the sweater. If you are unable to get these objects, draw them on the board. Elicit or teach the name of the objects.

Put the class into two teams. Have a representative from each of the teams come to the front. Whisper the name of one of the objects. Ask the student to draw the kind of weather he/she would use that object in. Have his/her team try and guess the object's name. Continue with the rest of the objects.

The Steps

1 Listen, cut and glue the symbols. 14

Have students open their book to page 29. Point to the symbols and have students say the words out loud.

Ask students to cut out the same symbols from Worksheet 6. Play Track 14. Have students place the symbols on the map of Mexico.

Ask them to compare their answers in pairs before gluing them into their book. Play Track 14 again if necessary.

► Answer the questions.

Put students into pairs. Have them answer the questions in their book. Check as a class.

Ask students why it is important to listen to the weather forecast. Explain that when they know the forecast, they will know what clothes to wear in order not to feel uncomfortable during the day.

Language Awareness

Will vs. going to

Write on the board:

It will rain today.

It's going to rain today.

Elicit or explain the names of the tenses. Explain that one is used for predictions and the other for future based on evidence. Elicit or tell students which is which.

Make a drawing of a person walking and reading a newspaper. Draw a hole in front of him. Elicit an appropriate sentence. Put the class into small groups and have them make similar drawings and write sentences. Display their work in the classroom.

2 Draw today's weather.

Ask students to draw today's weather and then complete the sentence.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Clarify the meaning of words.

Before the Book

Put the class into small groups. Write on the board: *Dangerous weather conditions.*

Ask teams to discuss what weather conditions are dangerous, what can happen during them and what precautions to take.

Elicit their ideas after a few minutes.

3 Listen and mark (✓) the correct picture.

 15

Have students open their book to page 30. Tell them to look at each of the pictures and describe what they see. Play Track 15. Have them mark the correct picture for the weather forecast.

Ask students to reflect on the words that helped them answer.

► Listen again and fill in the blanks.

Give students a minute to read the text with blanks. Play Track 15 again. Have them write the correct words.

4 Look and circle the correct words.

Put students into pairs. Have them read and circle the words to complete the weather forecast.

► Read the weather forecast out loud.

Put the class into small groups. Ask them to practice reading the weather forecast out loud. Have volunteers do the same in front of the class.

5 Talk about activities you can do in snowy or rainy weather.

Have students talk about the types of activities that can be done in snowy or rainy weather. Encourage them to see the positive side of these types of weather.

Routine

Choose a game or activity from page X and do it with the class.

3 Listen and mark (✓) the correct picture. 15

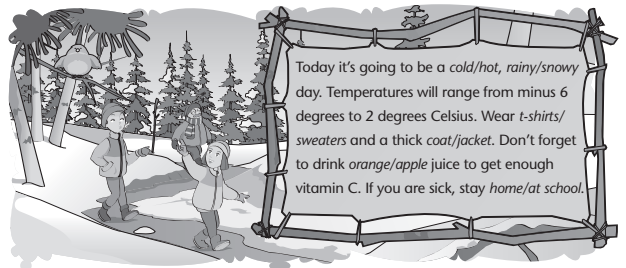


► Listen again and fill in the blanks.

high/low use/wear foggy/snowy
carefully/fast morning/afternoon

This _____ the weather is _____. Drive _____ and don't forget to _____ your headlights. Visibility is very _____.

4 Look and circle the correct words.




► Read the weather forecast out loud.

5 Talk about activities you can do in snowy or rainy weather.

30 Unit 2b


Clarify the meaning of words.

6 Look and answer the questions. 


1. What kind of text is it?
2. What do you think the story is about?
3. Is it interesting news for you? Why? Why not?

Ants from Mars?


Scientists have discovered a new species of ant, so different to any other ant on our planet that they say it could have come from Mars.





CONTINUED ON PAGE 16

▶ Listen and complete the information.  16

Name: _____ Place found: _____ Discovered by: _____ Nationality: _____	Size: _____ mm long Color: _____ Eyes: _____ Mouth: _____ Age: _____
---	--

▶ Read and circle the correct answers. 

1. Who is the news for?  
 movies science
2. What is the news about?
3. What is the purpose of the news? to inform to entertain

Checkpoint

Answer Yes or No.

1. Can you identify the topic when listening to the news? _____
2. Can you answer general comprehension questions? _____
3. Can you understand some words from their context? _____

Listen to and explore news on recent topics. Identify function, purpose, and intended audience. Answer questions (orally) about main ideas.

Objectives

Listen to and explore news on recent topics.
 Identify function, purpose, and intended audience.
 Answer questions (orally) about main ideas.

Before the Book

Ask students to take out their notebooks. Tell them to draw an ant and label the parts of the body. Monitor and help.

Have them compare their drawings in pairs.

Ask them to draw an extra-terrestrial ant using their imagination. Ask a few volunteers to show their drawing to the rest of the class. Have the class name the body parts.

6 Look and answer the questions. 

Have students open their book to page 31. Tell them to compare their drawing with the picture from the newspaper article.

Put students into pairs. Have them read the beginning of the article and answer the questions. Check the

answers as a class and encourage them to give their opinion about the type of news.

▶ Listen and complete the information.  16

Ask students to look at the information card. Play Track 16. Have them write the relevant information. Ask them to compare their answers in pairs. Play the track again for them to check. Check answers as a class.

▶ Read and circle the correct answers. 

Read the questions out loud and have students answer by circling the correct words.

Value

Take the opportunity to discuss with students the accuracy and reliability of the news they listen to or read. Encourage them to tell you what they can do to check whether the information is accurate and reliable.

Checkpoint

Read the questions out loud. Have students answer them individually. Put them into groups of four and have them compare answers.

Review any language that needs reinforcing.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Complete the writing of sentences with main ideas.
Select a suitable title for a piece of news, from a list provided.

Suggested Materials 1 sheet of paper per student

Before the Book

Randomly write the following words on the board:
meal, table, stomach, cookies, cakes, celebrate, prices.

Tell students the words are from a newspaper article.
Have them guess what the article is about. Do not confirm or reject their ideas.

7 Read and fill in the blanks.

Have students open their book to page 32. Tell them to read the first lines to confirm their ideas. Ask them to read the article more carefully to complete the sentences.

Check as a class.

► Circle the best title.

Ask students to choose the best option for a title.
Check as class and vote for the best one.

8 Discuss.

Put the class into teams. Ask students to discuss the advantages and disadvantages of restaurants for pets. Tell them to write their ideas in the table.

Copy the table onto the board. Elicit ideas and write them under the corresponding heading.

► Write the conclusions.

Give out paper. Tell students to write the conclusions from the previous discussion using complete sentences. Remind them to check their spelling and punctuation.

Collect their paper and put it into their portfolio.

Routine

Choose a game or activity from page X and do it with the class.

7 Read and fill in the blanks.

An innovative new restaurant has opened its doors to dogs and their owners. You can now share a table with your pet and have a meal together. Miki Nakai, born in Japan, brought this new concept to Mexico and opened the restaurant in 2006. She loves dogs and, after cooking special meals for her pet (a dog with serious stomach problems), she decided to open a restaurant. Pets can enjoy delicious ostrich liver cookies and cakes with mashed potato topping, and their owners can have coffee or tea. The prices are reasonable and...

Continued on page 14



1. This text is for people who have _____.
2. At the restaurant, dogs can eat _____ and _____.
3. People can have _____ or _____ at the restaurant.

► Circle the best title.

VIP Dogs Pet Restaurant Traditional Japanese Food

8 Discuss.

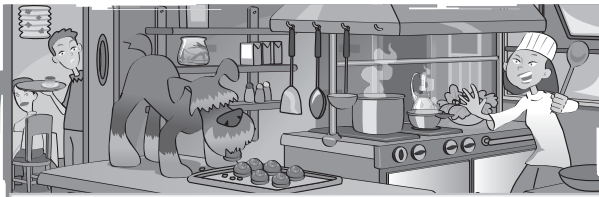
Advantages of restaurants for pets	Disadvantages of restaurants for pets

► Write the conclusions.



32 Unit 2b

Complete the writing of sentences with main ideas. Select a suitable title for a piece of news, from a list provided.

9 Look and complete the sentences. 



- I think the dog is in the kitchen because _____.
- The Japanese woman is going to _____.
- The owner of the dog _____.

▶ Listen and check your predictions.   17


▶ Circle the correct option. 

- The owner of the restaurant is *angry/confused*.
- Tim, the reporter, thinks the news is *serious/funny*.
- The dog's owner is *angry/embarrassed*.

▶ Listen again and fill in the blanks.

um errr (x2) oh

- Well, _____. This time they had a very naughty visitor, Wilby.
- _____, yes, the new _____ restaurant for pets. What happened?
- I was talking to some clients and _____ when I came back to the kitchen...

▶ Discuss the questions. 

- What is the function of fillers *err...*, *mmm...*, *oh...*?
- What fillers do you use in Spanish?

Distinguish the tone used. Acoustic characteristics.

Unit 2b 33

Objectives

Distinguish the tone used.
Acoustic characteristics.

Before the Book

On the board write *Naughty Pets*. Explain the meaning of *naughty*. Put the class into small groups. Have students talk about their own pets or other animals they know of, and say what kind of things they have done or do that could be considered naughty.

Elicit some of the students' comments.

9 Look and complete the sentences.

Have students open their book to page 33. Ask students to describe the picture. Put students into pairs. Have them read and complete the sentences with their own ideas.

Elicit sentences from volunteers.

▶ Listen and check your predictions.   17

Play Track 17. Have students check their predictions. Play and pause the track when necessary. Ask general comprehension questions:

T: *What's the name of the dog?*
What did he do?
Who is the owner?

▶ Circle the correct option. 

Ask students to read the sentences and circle the correct option. Check as a class.

▶ Listen again and fill in the blanks.

Have students read the sentences in silence. Play Track 17 again. Have them write one of the words in the boxes.

Check as a class.

▶ Discuss the questions. 

Put students into pairs. Have them discuss the questions. Elicit their ideas.

Encourage students to reflect on the use of fillers in English, as well as in their own language. Have them do a role-play (for example, introducing themselves) using fillers.

Language Awareness

Simple Past 1

Copy the following actions onto the board:

jumped on the table
went to the bathroom
saw the dog
went into the kitchen
ate cakes and cookies

Put students into pairs. Have them order the events. Check answers. Ask them to write a short paragraph summarizing what happened at the restaurant.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Provide written answers to questions about main characters, events, places, moment, motives, objectives, and how the reported event happened.

Write sentences with general information to make a note.

Check spelling and punctuation conventions.

Before the Book

Write *Natural Disasters* on the board. Elicit from students types of natural disasters they know of. Provide the translation in English or have them use their Picture Dictionary.

10 Label the natural disasters.

Have students open their book to page 34 and label the disasters.

Check as a class.

11 Listen and answer.

Ask students to read the questions in their book. Play Track 18. Have them write the answers. Play and pause the track when necessary.

Have them compare their answers in pairs before checking as a class.

► Use the information to complete the news item.

Have students complete the information. Check answers as a class.

Put the class into small groups. Have them rehearse reading the news item out loud. Have volunteers read in front of the class.

Language Awareness

Simple Past 2

Have students take out their notebooks. Read the following parts of Track 18 and ask them to write the verbs in the past:

Female teacher: *I was in the library...*

Boy: *We stayed there for...*

Put students into groups of four and have them compare their verb lists. Read again and have students write more information related to the verbs (e.g. *was-library, students panicked, etc.*). Tell students to write complete sentences using the information. If necessary, read both parts a third time.

Ask volunteers to read their sentences out loud.

10 Label the natural disasters.



11 Listen and answer.

1. What happened this morning? _____
2. Who did the reporter interview? _____
3. How did people feel? _____
4. What happened at the end? _____

► Use the information to complete the news item.

This morning, there was an _____ in _____.
It measured _____ on the Richter scale. Some students in a school in the city were in a _____ and had to wait for _____ before they could go out. A _____ found a way to get in and rescued them.
Fortunately, everybody was fine. No further disasters have been reported.

Provide written answers to questions about main characters, events, places, moment, motives, objectives, and how the reported event happened. Write sentences with general information to make a note. Check spelling and punctuation conventions.

Routine

Choose a game or activity from page X and do it with the class.

1 Make a news summary.

The Presentation

1. Listen to the news and choose one news item to make a note of.
2. Design a format to write the note in.
3. Prepare questions for the piece of news that you chose. Use *what, why, when, how, where* and *what for*.
4. Write answers to the questions.
5. Write down a title that summarizes the news item.
6. Draw or cut out appropriate illustrations.
7. Check that the title summarizes the content of your note and that the information is complete and realistic.
8. Check your spelling and punctuation.
9. Read your news summary to the whole class.

The End

Group Reflection

1. Was it easy to choose an interesting news item?
2. Was it easy to write the note?
3. Did you find useful sources of information?
4. Did you like the note you wrote? Was it interesting for other people?

Self-evaluation

Go back to page 28 and mark (✓) your progress.



The product: A news summary. Group reflection and self-evaluation.

Unit 2b 35

to organize themselves in order to achieve the task. Monitor and help.

When the teams have finished, display the students' work in the classroom.

The End

Group Reflection

Read the questions out loud and explain their meaning to the class. Have students give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style accordingly.

Self-evaluation

Have students go back to page 28. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Objectives

The product: A news summary.
Group reflection and self-evaluation.

Before the Book

Language Awareness

Simple Past 3

Choose nine verbs from part B of the unit. On the board draw a grid (3 X 3) and write each verb in one of the spaces. Put the class into two teams and assign the letters X to one team and O to the other. Have teams choose a verb and then make a correct sentence in the past using it in order to win a square. The first team to have three letters in a row (vertically, horizontally, or diagonally) wins the game.

The Presentation

1 Make a news summary.

Read and clarify the instructions for the news summary. Put the class into teams. Allow students

Review

Unit 2

Students' Achievements

In this unit, students participate in the creation of an exhibition card and an illustrated text about the news.

Observe your students as they are working and as they present their work to the class.

Check that:

- the information they include on their card is realistic.
- the source where they got the information is appropriate as well as reliable.
- the exhibition is well organized.
- the piece of news they write is interesting and relevant to their community.
- questions what, why, where, etc. can be answered so that the news is complete.
- the title of the news is appropriate.

Help students by revising the information on their exhibition cards and by suggesting catchy titles for the news. Monitor and give feedback after the presentation of their final products.

Games and Activities

Find Someone Who

Write the conditions for a *Find Someone Who* activity on the board, for example:

Find someone who...

- likes video games
- played a sport yesterday
- never eats hamburgers
- has swum in the ocean

You can adapt these examples to your students' interests.

Have students stand up, ask each other questions and find a person who corresponds to each question. Make sure students know how to formulate the questions to get the answers they are looking for. When several students have finished, stop the activity and have students report their findings.

Yarn Questions

Materials: a ball of yarn for each group

Divide the class into groups of 6 to 8 students. Have them form a circle. Give one student in each group a ball of yarn. The student asks a question and tosses the yarn to another student, but holds on to the end of the string. The second student answers the question

and tosses the ball of yarn to a third student, without letting go of his/her piece of yarn. Gradually, the students will be making a mess of the yarn. After a while, reverse the order, and each student rolls up the yarn. The challenge is for students to finish with a neat ball of yarn.

Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves

Cross-curricular Activities



Art: Bird's-Eye-View Model

Material Construction paper, colored modeling clay, paper scraps, paint, glue

Directions Divide the class into pairs. Tell them to make a topographic model of their hometown or city. Encourage them to make important landmarks out of modeling clay or scrunched-up paper scraps. Have them paint the background. Ask students to describe their models to each other. Display the models around the classroom.



Art: Walk of Fame

Materials Aluminum foil, permanent marker, glue, tape, magazines with pictures of famous people

Directions Have students cut out big star shapes in aluminum foil as well as a photo of someone famous from a magazine. Have students glue the photo in the middle of the star and write the celebrity's profession underneath: singer.

Have students tape the stars to the floor on one side of the classroom, making their own Walk of Fame. Have them say who their star is and why they chose him or her.

Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.

Unit 3a

Let's Play with Words!

Social Practice Participate in language games.
Environment Literary and ludic

Objectives

Identify words in the name of the game to predict what it is about (e.g. hang-man).

Before the Book

Write the alphabet on the board. Put the class into two teams. Tell them that they must write a word for each of the letters. The first team to write 26 words is the winner. Allow them to use their picture dictionaries.

The Beginning

1 Listen and read. Then explain the rhyme.



19

Have students look at the picture and help them identify each vowel:

T: *Point to the letter "A."*

Play Track 19. Ask students to listen and follow along in their books.

Ask students a few questions to check comprehension:

T: *Is "I" a letter or does it mean "me"?*

As an example, explain the first verse:

T: *"A" is a letter and a word, too, for example, "a book."*

Ask students to discuss the other lines in pairs. Have volunteers explain the other verses to the class.

► Answer the questions.

Read and explain the questions. Discuss the questions with the whole class.

The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Routine

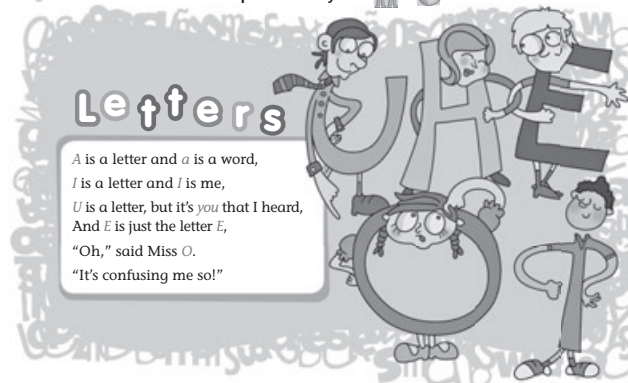
Choose a game or activity from page X and do it with the class.

Unit
3a

Let's Play with Words!

The Beginning

1 Listen and read. Then explain the rhyme.



A is a letter and a is a word,
I is a letter and I is me,
U is a letter, but it's you that I heard,
And E is just the letter E,
"Oh," said Miss O.
"It's confusing me so!"

► Answer the questions.

1. Do you like word games?
2. Is the pronunciation of English words easy or difficult? Why?

The Plan



In this unit you will:

- distinguish the endings of words with *-s*, *-ed*, and *-ing*
- practice the pronunciation of words
- learn the rules and characteristics of word games
- learn to compete in games with respect

36


Unit 3a

Identify words in the name of the game to predict what it is about (e.g. hang-man).

1 Listen and number the pictures.   20



► Listen again and write five words in plural.

2 Read and circle the words in plural. 




How Loud Is Loud?

When you speak, the air around you vibrates. All sounds are the result of vibrations of the air. Our ears hear these vibrations and our brain interprets them. Sounds can be loud or soft. Scientists use a unit called a "decibel" to measure sound. The softest sound that we can hear is around 0 decibels. The loudest sound we can tolerate is between 120 and 140 decibels.

When you are not listening, however, a sound doesn't seem so loud. For example, when you are playing and having fun, you don't hear your mother calling you!

Sound	Decibels (dB)
Normal conversation	50
Heavy traffic	90
Loud rock music	120
Airplane (near)	140



3 Play Spelling Bee.  

Understand the characteristics of words used in the game. Spell words.

Unit 3a 37

Objectives

Understand the characteristics of words used in the game.

Spell words.

Suggested Materials tape

The Steps

1 Listen and number the pictures.   20

Ask students to identify each picture:

T: *Point to the boy feeling sick.*

Encourage them to use their Picture Dictionary for unknown vocabulary. Play Track 20. Have students number the pictures according to what they hear.

► **Listen again and write five words in plural.**

Play Track 20 again. Have students write five words in plural in their notebooks (*ears, sounds, conversations, noises, things*). Ask different volunteers to write the words on the board to check.

2 Read and circle the words in plural. 

Read the text out loud and have students follow in their books.

Check students' comprehension by asking a few questions:

T: *Does our brain hear the vibrations? No.
Does our brain interpret the vibrations? Yes.*

Put students into pairs and ask them to circle the words in plural. Remind them that not all words ending in *s* are plurals; they can also be the third person singular of a verb (*vibrates*).

3 Play Spelling Bee.  

Divide the class into small groups.

Have students cut out the letters from Worksheet 7A.

Have them make words with the letters on their desks. Ask them to take turns to read their words first and then spell them to their group.

Value

Ask students why they took turns reading the words. Take this opportunity to help students reflect on the value of friendship and how it is good to play fairly.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify the function of graphic and textual components in game mechanics.
Write words with specific endings (plural words with *-s/ -es*, regular verbs in simple past *-ed*, and gerunds *-ing*).
Understand the purpose of a game.
Use language as a means and purpose of entertainment.
Suggested Materials paper clips, 1 piece of paper per student

Before the Book

Put the class into two teams. Have students open their Picture Dictionary. Ask a member from Team 1 to say a number and an object from the Picture Dictionary in plural: *Two bears*. Have a member from Team 2 repeat the number and the word, and add another number and another word in plural: *Two bears, nine churches*. Continue with other students. If a student makes a mistake, award a point to the other team.

4 Number the sounds from soft to loud. Then discuss.

Put students into pairs. Read the activities out loud. Ask students to number them according to how quiet or noisy they are. Check as a class.

Language Awareness

When students have finished, draw their attention to the underlined nouns (*songs, friends, dishes, sandwiches, e-mails*). Ask them for the singular forms. Write both the singular and plural forms on the board and ask students how plurals are formed.
Write other words in singular form from the Picture Dictionary. Have students write the plural form.

► Write three soft and three loud sounds.

Copy the table on the board. Read the heading of each column and have students repeat them. Drop a paper clip on a table or on the floor. Ask a volunteer to write "clips on the floor" under the *Soft sounds* heading. Repeat with a piece of paper. Bang the classroom door and repeat the procedure with "Loud sounds." Ask students to work in the same pairs and find objects in their Picture Dictionary that make soft and loud sounds. Ask them to categorize them under the corresponding heading. Check as a class.

5 Make the words plural. Then listen and check.

Ask students to change partners. Go over the words

4 Number the sounds from soft to loud. Then discuss.

- | | |
|--|--|
| <input type="checkbox"/> Songs on the stereo | <input type="checkbox"/> Preparing and eating sandwiches |
| <input type="checkbox"/> Talking with your friends at school | <input type="checkbox"/> Writing e-mails on a computer |
| <input type="checkbox"/> Washing the dishes | |

► Write three soft and three loud sounds.

Soft sounds	Loud sounds

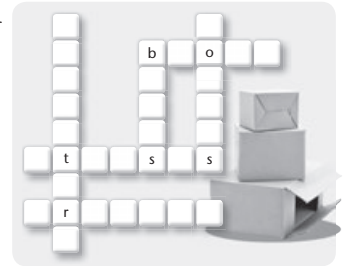
5 Make the words plural. Then listen and check.

- | | | |
|---------------|------------------|---------------|
| 1. atlas ____ | 3. box ____ | 5. cross ____ |
| 2. book ____ | 4. computer ____ | 6. sound ____ |

► Complete the rule.

- We add an *s* sound to most singular nouns to make the word plural.
- When the last sound of a word is *s, sh, ch, or x*, we add ____ to make the word plural.

► Put the words into the crossword puzzle.



Identify the function of graphic and textual components in game mechanics. Write words with specific endings (plural words with *-s/ -es*, regular verbs in simple past *-ed*, and gerunds *-ing*). Understand the purpose of a game. Use language as a means and purpose of entertainment.

and make sure students understand them. Read the first word and elicit its plural. Ask pairs to continue on their own. Play Track 21 to check answers.

► Complete the rule.

Ask two volunteers to read the rules. Ask the class to help the second volunteer complete the rule. Ask the class to point to examples of each rule on the board.

► Put the words into the crossword puzzle.

Have students complete the crossword puzzle with the words from the previous exercise in pairs.

Write the solution on the board:

Ask students to identify the graphic and textual components of the puzzle:

	c			s	
	o		b	o	k
	m		o		u
	p		x		n
	u		e		d
a	t	l	a	s	e
	e				
c	r	o	s	s	e
	s				

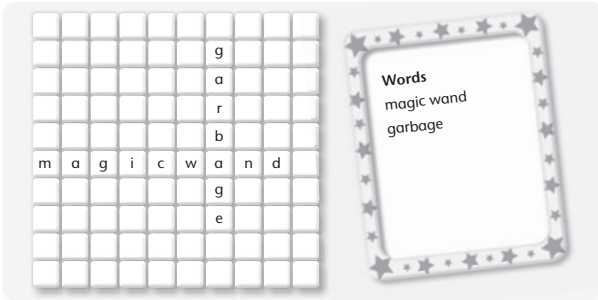
T: *Point to the columns. Point to the words.*

Have students reflect on the objectives of the puzzle.

Routine


Choose a game or activity from page X and do it with the class.

6 Make a crossword puzzle. 



► Copy this clean version onto Worksheet 7B. 

► Solve another pair's puzzle. 

7 Listen and underline the stressed syllable.  21

- | | |
|--------------|----------------|
| 1. at las es | 4. com put ers |
| 2. books | 5. cross es |
| 3. box es | 6. sounds |

► Add three more words.

1.										
2.										
3.										

Explore examples of word games. Divide words into syllables to identify word stress. Textual and graphic components.

Unit 3a **39**

Objectives

Explore examples of word games.
Divide words into syllables to identify word stress.
Textual and graphic components.

6 Make a crossword puzzle.

Ask students how big the grid is – it has 10 rows (*across*) and 10 columns (*down*).

Put students into pairs. Have students write as many words into the grid and the list as they like. Point out that the words have to share letters at some point. Ask them to color all the boxes black they didn't use. Help students to check spelling.

► Copy this clean version onto Worksheet 7B.

 7B

Have students copy the words from the list in their books onto Worksheet 7B. Make sure they do not fill in the actual crossword. Tell them to color the same boxes on the worksheet as in their books.

► Solve another pair's puzzle.  

Have pairs exchange worksheets with another pair and solve the crossword puzzles.

Ask students to put their crossword puzzles in their portfolios.

7 Listen and underline the stressed syllable.

 21

Have students work in the same pairs. Play Track 21 and have students follow along in their book. Have them underline the stressed syllable in each word. Do one word with the class as an example.

Check answers as a class.

► Add three more words.

Have pairs write three words from their Picture Dictionary in the table. Ask them to break the words up into syllables and to underline the stressed syllables.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Verb tense: past (with *-ed* ending).

Identify the sounds of words with a specific ending.

Before the Book

Draw a pirate flag on the board (with a skull and cross bones). Point to the flag and ask students if they have seen any movies with a similar flag (*Pirates of the Caribbean*). Ask three volunteers to come up to the board and draw a pirate in two minutes. Have the class vote for the best drawing.

8 Listen and number the pictures. 22

Play Track 22. Have students listen and follow along in their books. Play the track again and have students number the pictures. Encourage students to join in singing the song.

Language Awareness

Put students into pairs. Have them find the meaning of the words in bold in their Picture Dictionary. Have pairs join another pair to check.

Ask students why all the words in bold have an *-ed* ending (they are simple past, regular verbs).

9 Listen and complete the dialogue. 23

Point to the picture of the pirates on the page and elicit the young man's profession:

T: *Is he a doctor? Is he a pirate?*

Point to him again and ask students to guess how he feels:

T: *Is he happy/angry/tired?*

Ask students to read the incomplete dialogue and elicit why he is tired. Write their ideas on the board.

Play Track 23. Have students complete the conversation. Compare with the students' ideas on the board.

► Practice with a "matey."

Write on the board some words in pirate language: yes = *aye*; captain = *cap'n*; friend = *matey*.

Have two volunteers come up to the front. Play Track 23 again, line by line. Have the volunteers repeat their corresponding line.

Put students into pairs and ask them to practice the dialogue. Have two volunteers perform the dialogue in front of the class.

8 Listen and number the pictures. 22

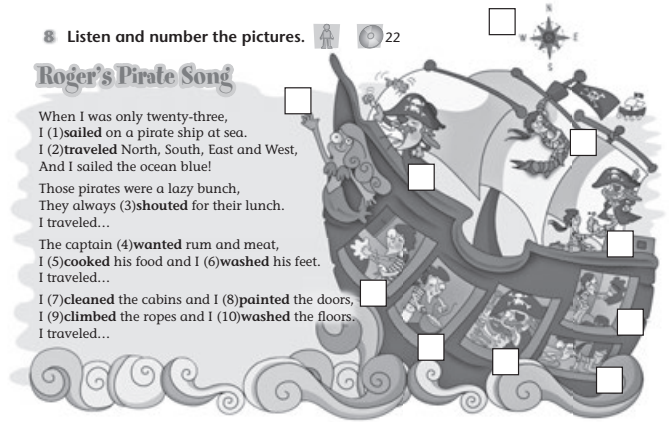
Roger's Pirate Song

When I was only twenty-three,
I (1) **sailed** on a pirate ship at sea.
I (2) **traveled** North, South, East and West,
And I sailed the ocean blue!

Those pirates were a lazy bunch,
They always (3) **shouted** for their lunch.
I traveled...

The captain (4) **wanted** rum and meat,
I (5) **cooked** his food and I (6) **washed** his feet.
I traveled...

I (7) **cleaned** the cabins and I (8) **painted** the doors,
I (9) **climbed** the ropes and I (10) **washed** the floors.
I traveled...



9 Listen and complete the dialogue. 23

PIRATE 1: (Yawns)

PIRATE 2: Hey, matey. You're sleepy!

PIRATE 1: Aye. I _____ a lot last night.

PIRATE 2: Why? What did you do?

PIRATE 1: I _____ the ship, I _____ for the cap'n,
_____ all the dishes. It was terrible. I _____ to sleep!

PIRATE 2: Well, why don't you sleep right now? I'll do your work _____.

PIRATE 1: Thanks, matey. You're a real pal!

► Practice with a "matey."

10 Play Tic-Tac-Toe.

40

Unit 3a

Verb tense: past (with *-ed* ending). Identify the sounds of words with a specific ending.

10 Play Tic-Tac-Toe.

Write the verbs in bold on the board. Put the class into two teams and invite a representative from each to come up to the board and play *Tic-Tac-Toe*. In order to fill a square, the player must pronounce one of the verbs correctly. If he/she is unable to, the player from the other team has the opportunity.

Routine

Choose a game or activity from page X and do it with the class.

11 Listen and answer.

worked shouted cleaned cooked climbed
 traveled painted sailed washed wanted

• Do all the words sound the same?

► Listen again and circle the /id/ sound.

12 Find seven verbs.

g	b	h	w	p	c	z	w	a	l
a	z	s	a	i	l	e	d	j	k
p	a	i	n	t	e	d	j	l	h
x	q	k	l	r	a	b	m	e	j
a	s	f	w	a	n	t	e	d	y
h	r	c	m	v	e	g	b	s	w
w	a	s	h	e	d	y	o	s	t
d	c	u	c	l	i	m	b	e	d
w	l	n	l	e	d	n	m	k	a
a	e	i	u	d	e	m	v	g	y

13 Make a word search puzzle.

Verbs:
painted

	p	a	i	n	t	e	d		

► Solve another pair's puzzle.

Identify the function of graphic and textual components in game mechanics. Understand the purpose of a game. Identify the sound of words with a specific ending. Graphic components.

Objectives

- Identify the function of graphic and textual components in game mechanics.
- Understand the purpose of a game.
- Identify the sound of words with a specific ending.
- Graphic components.

Before the Book 22

Play Track 22. Have students mime the verbs mentioned in "Roger's Pirate Song." Play the track again. Encourage students to sing along.

11 Listen and answer. 24

Tell students they are going to hear some of the verbs from the previous song. Play Track 24. Have students point to the words in the box as they hear them. Read the question out loud. Have students think carefully before checking as a class.

► Listen again and circle the /id/ sound.

Have students focus on the words in the boxes and ask them if they end in the same letters (ed). Ask them if these letters are pronounced the same. Allow them to discuss in pairs before pointing out that they

can be pronounced three different ways: /t/, /d/, /id/. Write them on the board. Play Track 24 again. Have students circle the words with an /id/ sound. Say the word *shouted* as an example. Have students work in pairs. Check answers as a class.

Language Awareness

Copy this on the board:

shouted, ended /id/

Point out that verbs in past are pronounced with the /id/ sound when they end in *t* or *d*.

12 Find seven verbs.

Put students into pairs. Explain that there are seven verbs from the previous exercise hidden in the puzzle. Have students find them. Write the solution on the board.

				c					
		s	a	i	l	e	d		
p	a	i	n	t	e	d			
			r	a					
			w	a	n	t	e	d	
				v	e				
w	a	s	h	e	d				
			c	l	i	m	b	e	d
				e					
				d					

Ask students to identify the graphic and textual components of the puzzle:

T: Point to the columns.

Point to the rows. Point to a word.

Have students reflect on the objectives of the game:

T: Do you play to have fun? Do you play to find words in the search puzzle?

13 Make a word search puzzle.

Have students work in the same pairs as the previous exercise. Have them make their own puzzles and hide as many words as they can.

► Solve another pair's puzzle.

Ask students to copy their puzzles on Worksheet 7C. Have pairs exchange their worksheets with another pair. Ask them to find the hidden words. Have students give the worksheets back when they are complete.

Have students keep their worksheets in their portfolios.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Verb form: gerund.

Suggest words with a specific ending.

Read words with a specific ending to practice their pronunciation.

Spell words.

Before the Book

Have students stand up. Ask them to start doing any action they like (dancing, jumping, etc.). Have them stop when you say *Freeze!* If any student is not completely still they have to sit down. Ask them to continue doing a different action when you say *Go!* After the activity is over, ask students to say what actions they and their classmates were doing during the game.

14 Listen and read. 25

Help students identify the action in each picture:

T: *Point to the children marching.*

Play Track 25 while students follow along in their book. Encourage them to sing.

► Add a fourth verse. Then draw a picture.

Play the track again. Ask volunteers to suggest other verbs and write them on the board.

Put students into pairs. Ask pairs to write another verse with one of the verbs from the board. Ask them to draw a picture to illustrate their verb. Encourage some volunteers to read their verse to the class and to show their picture.

15 Listen and circle. Then spell the words.



26

Have students read the verbs. Play Track 26 and ask students to circle the ones they hear.

Ask students to take turns spelling the verbs to their partner and to point to the verb ending. Invite some volunteers to the front to spell a verb.

16 Play Charades.

Put the class into two teams. Have a representative from one team mime an action. Students from the same team must guess the verb in less than a minute to get a point. Follow the same procedure for the other team.

Checkpoint

Read the questions out loud and make sure students understand them. Have students reflect on their work so far and write their answers.

14 Listen and read. 25



Oh, When the Class Comes Marching in!

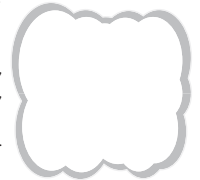
Oh when the class comes marching in,
Oh when the class comes marching in,
I want to be in that number
When the class comes marching in.



Oh when the class comes running in,
Oh when the class comes running in,
I want to be in that number
When the class comes running in.

Oh when the class comes dancing in,
Oh when the class comes dancing in,
I want to be in that number
When the class comes dancing in.

_____, in,
_____, in,
_____, in.



► Add a fourth verse. Then draw a picture. 

15 Listen and circle. Then spell the words. 26

reading

working

dancing

listening

running

writing

drawing

singing

16 Play Charades.


Checkpoint

Answer Yes or No.


1. Can you solve word puzzles in English? _____
2. Can you make a word puzzle in English? _____
3. Can you distinguish past and plural endings? _____

Routine


Choose a game or activity from page X and do it with the class.

17 Match the examples with the explanations. 


Example	Explanation
I washed the clothes.	An object in plural
She's washing a t-shirt.	An action happening now
Can you clean your shoes?	An action in the past

18 Look and explain the names of the games. 


crossword = cross + word hangman = hang + man spelling bee = spelling + bee




bee / grupo de trabajo




cross / cruz




hang / colgarse



man / hombre



spell / deletrear



word / palabra

19 Use the cryptogram to discover the hidden message. 


Fa eca rla mapr! = _ _ _ _ _
 A = E C = R E = A F = W L = H M = B P = S R = T

► **Make your own code and send a message.**

Identify words in the name of the game to predict what it is about (e.g. hang-man). Discriminate sounds of specific endings. Compare the sound of words with specific endings. Dictate and spell complete words.

Unit 3a 43

Elicit what the object of the game is. Divide the class into pairs and have students continue working on their own.

19 Use the cryptogram to discover the hidden message. 

Write the message onto the board. Ask students what it means. Elicit some ideas and write them on the board.

Write the cryptogram on the board and explain the meaning of each letter. Ask the class how many letters there are in the first part of the message. Help them find the letters in the cryptogram and make the first word (We).

Have students continue working on their own in their groups.

Compare the meaning of the message with the ideas written on the board.

► **Make your own code and send a message.**

Have students work in the same groups. Ask them to write a message in English on a piece of paper. Have students make a cryptogram by writing another letter for each letter on the same paper.

Have groups exchange their messages and find the equivalent letters in the cryptograms to decode the message. Ask each group to read the message aloud.

Objectives

- Identify words in the name of the game to predict what it is about (e.g. hang-man).
- Discriminate sounds of specific endings.
- Compare the sound of words with specific endings.
- Dictate and spell complete words.

Suggested Materials 1 piece of paper per group

17 Match the examples with the explanations.



Read the first explanation out loud. Ask students which sentence on the left has an example of an object in plural. Have students match the correct example with the definition. Have students continue the activity on their own. Encourage students to check with a partner before checking as a class.

18 Look and explain the names of the games.



Write *crossword* on the board and explain that it is made up of two words. Help students identify the meaning of each word:

T: *Point to the cross. Point to the word.*

Objectives

Distribute among teams the actions to practice the *Hangman* game.

Learn to compete with dedication and respect.

Share activities of common interest among students.

Self and group evaluation.

Suggested Materials 1 piece of paper per student

Before the Book

Draw this on the board:



It's _____!

Explain to students that this is a rebus. Ask them where else they have seen one (the Reader, on page 6). Tell them that pictures and symbols substitute words. Encourage them to use the Picture Dictionary for the first item (four letters). The 2 represents a word that sounds like the number 2 (two letters). The last symbol is a button that students have probably seen on an electrical appliance (verb, four letters): *It's time to play!*

The Presentation

1 Word game.

Point to the picture and elicit the name of the game. Read the questions out loud and make sure students understand them. Put students into groups. Have them discuss the rules of the game. Check the rules as a class.

► Let's play *Hangman*!

Read the instructions out loud. Let students organize themselves to play *Hangman* in the same groups.

Value

Ask students how they played together. Take this opportunity to help students reflect on the value of cooperation and how it is good to distribute the work evenly to reach a common goal.

The End

Group Reflection

Read the questions out loud and explain their meaning to the class. Have students give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style.

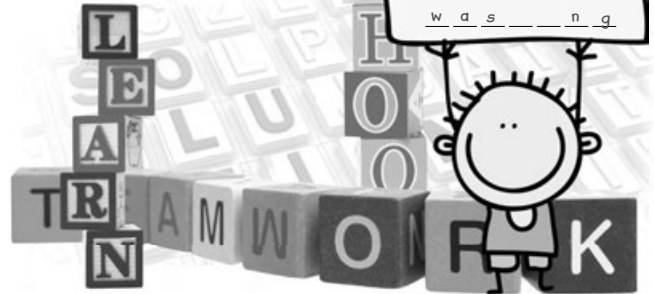
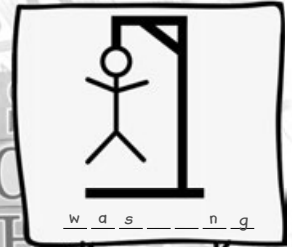
The Presentation

1 Word game.

- Do you know how to play *Hangman*?
- What are the rules?

► Let's play *Hangman*!

- Choose plural words and verbs from the Picture Dictionary.
- Count the number of letters per word.
- Play with your classmates.



The End

Group Reflection

- Did you work well with your partner in pair work?
- Did all players compete with respect?
- Did you play *Hangman* in groups?
- Did all group members participate?

Self-evaluation

Go back to page 36 and mark your progress.

Distribute among teams the actions to practice the *Hangman* game. Learn to compete with dedication and respect. Share activities of common interest among students. Self and group evaluation.


Self-evaluation

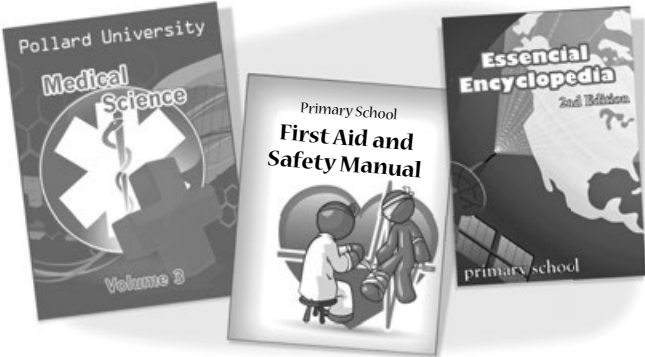
Have students go back to page 36. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Routine

Choose a game or activity from page X and do it with the class.

Unit 3b **Let's Make a First-Aid Box!**

1 Look and circle the book about emergencies.  **The Beginning**



► Answer the questions.

1. Who knows first aid in your school?
2. Is there a first-aid kit in your school? Is there one at home?

The Plan

In this unit you will:

- understand information from a manual
- learn expressions to solve problems
- make a first-aid kit
- make a guide to assemble a first-aid box

Identify purpose and intended audience. Identify information from an illustrated guide to solve a specific problem.

Unit 3b **45**

Have students discuss emergency situations. Help them brainstorm emergency situations they have had or seen and write them on the board.

The Beginning

1 Look and circle the book about emergencies.



Divide the class into pairs. Have students describe what they see on the page (three books). Ask them to read the title of each book and discuss what they are about.

Ask students to point to the book where they can read about the rivers in the world/new discoveries in medicine/what to do if you cut your finger. Elicit the name of the book for emergencies and ask them to circle it.

► Answer the questions.

Read the questions out loud and explain their meaning to the class. Have students answer in pairs. Discuss the questions with the whole class.

The Plan

Discuss the objectives for this part of the unit with students. Encourage students to say how they think they can achieve these objectives.

Routine

Choose a game or activity from page X and do it with the class.

Unit 3b

Let's Make a First-Aid Box!

Social Practice Read and record information to solve a problem.

Environment Academic and Educational

Objectives

Identify purpose and intended audience.
Identify information from an illustrated guide to solve a specific problem.

Suggested Materials red chalk or red marker,
1 piece of paper per pair of students

Before the Book

Draw a red cross on the board. Ask students what the red cross means (first aid). Write *first aid* on the board and give students a minute to find the meaning in their Picture Dictionary.

Objectives

Examine the order in which information is presented.
Practice pronunciation.

The Steps

1 Look and circle the correct answer.

Put the class into pairs. Read the title of the text out loud and have students point to the child with the nosebleed. Ask students what they could do to help the child. Elicit their ideas and write them on the board.

Read the questions out loud and explain their meaning to the class. Ask students to circle the correct answers. Have students discuss the answers in pairs before you discuss the questions with the whole class. Encourage them to use their Picture Dictionary to find words they don't know. Point to the students' ideas on the board to check if they were correct.

► Order the sentences. Then listen and check. 27

Have students read the sentences and discuss the correct order. Ask students to number the sentences. Play Track 27. Ask students to check in pairs before checking as a class.

► Listen again and repeat.

Have students work in the same pairs. Play Track 27 again, pausing after each sentence for students to repeat. Play the track again and have different pairs repeat each line.

► Act out the dialogue.

Ask two of the stronger students to stand up. Help them to act out the dialogue. Encourage them to imitate the voices from the audio. Put students into pairs and have them act out the dialogue. Finally, invite two volunteers to act out the dialogue in front of the class.

Value


Use this opportunity to help students reflect on the value of health. Ask them if it is important to care for yourself and others. Ask them if it is important to help others when you know what to do in an emergency.

The Steps


1 Look and circle the correct answer.

1. Who is the manual for? *Children / Parents*
2. How many steps are there? *2 / 3 / 5*


If a friend has a nosebleed




Sit your friend with his/her head forward.



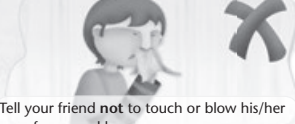
Tell your friend to pinch together the soft part of his/her nose and breathe through his/her mouth. Continue for 10 to 20 minutes.



Tell your friend to spit out the liquid from his/her mouth. Tell them **not** to swallow the blood.



If the bleeding doesn't stop, get help from a doctor or nurse.



Tell your friend **not** to touch or blow his/her nose for several hours.

► Order the sentences. Then listen and check. 27

- ___ Did the bleeding stop? (Yes.) Good.
- ___ Is there blood in your mouth? Please spit it out.
- ___ Please sit down.
- ___ Can you pinch your nose with your fingers, like this?
- ___ Please don't blow your nose for several hours, okay?

► Listen again and repeat.

► Act out the dialogue.

46

Unit 3b

Examine the order in which information is presented. Practice pronunciation.

Routine

Choose a game or activity from page X and do it with the class.

2 Look and number the pictures.

What to do if a friend gets burned or scalded.

A burn is caused by dry heat, for example, fire. A scald is caused by liquid heat, for example, hot water or hot soup. Burns and scalds hurt for a long time.

1. Immediately cool the area with cold running water. **Do not** take off clothes from the injured area.



2. Carefully remove rings, watches, etc. from the injured area.



3. Place a sterile gauze over the injured area to protect it. **Do not** use cotton. It may stick to the burn or scald.



4. If there are any blisters, **do not** touch them!



5. If the area is 2.5 cm² or bigger, get professional help.



► Circle the correct answer.

If a friend gets burned or scalded:

- | | |
|---|----------|
| 1. Cool the burned area under running water. | Yes / No |
| 2. Take off the clothes that touch the burned area. | Yes / No |
| 3. Take off rings, bracelets etc. near the burned area. | Yes / No |
| 4. Cover the burned area with cotton. | Yes / No |
| 5. Always touch blisters. | Yes / No |

Identify graphic and textual components. Interpret actions represented through graphic means. Clarify meaning of words.

Unit 3b 47

Ask students to continue working on their own. Ask students to use their Picture Dictionary for words they don't know. Check as a class.

► Circle the correct answer.

Ask students to point to the pictures of the instructions of what they should and shouldn't do:

T: *Point to the finger touching the blister.*
Is this correct?

Ask students to discuss the sentences in the same pairs. Ask them to circle *Yes* or *No* according to whether the sentence gives good or bad advice.

Language Awareness

When students have finished, draw their attention to the first word in the affirmative instructions (*cool, remove, place, get*). Ask students:

T: *What is the first word you use when you give an affirmative instruction? A verb.*

Copy the instructions onto the board and ask students how to give negative instructions (by putting *Don't* before the instruction). Write it on the board. Ask students to find other verbs from their Picture Dictionary and elicit some examples of negative instructions.

Objectives

Identify graphic and textual components.
Interpret actions represented through graphic means.
Clarify meaning of words.

Before the Book

Invite two volunteers to come up to the front. Have them stand facing each other.

Ask the first volunteer to mime an emergency (a nosebleed, a fall, etc.). Explain that the second volunteer is a "mirror" and has to imitate the emergency. Finally, elicit the emergency from the class. Put the class into pairs. Have students take turns to imitate an emergency and "mirror" it.

2 Look and number the pictures.

Put students into pairs. Point to the pictures of the boy and the girl and ask students to guess what the text is about. Read the definitions of a burn and a scald together with your students. Ask them a few questions to check comprehension.

Have students number the pictures to match the instructions. Do the first one together as a class.

Value

Use this opportunity to help students reflect on the value of trust. Ask them who they can trust. Ask them if it is important to trust someone else when that person knows what to do in an emergency.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Formulate questions about a problem to be solved.
Associate steps with their illustrations.
Interpret actions represented through graphic means.

Suggested Materials triangular bandages or bandanas (1 per pair)

3 Listen and mark (✓) the correct picture.

 28

Point to each of the pictures and encourage students to tell you where the people are:

T: Point to the first picture. Are they in a hospital/ drugstore/mountain?

Play Track 28. Ask students to mark the picture where the conversation is taking place.

Play the track again and elicit the words that helped them find the picture.

► Listen again and underline the expressions you hear.

Have a strong student read the expressions out loud. Put the class into pairs. Play Track 28. Have students underline the expressions they hear. Play the track again and ask students to repeat the expressions as a class.

Language Awareness

When students have finished, ask them if these expressions are questions or exclamations. Draw their attention to the question marks and exclamation marks at the end of the expressions. Have students open their Fiction Reader to page 4 and find as many exclamations and questions as they can on that page.

4 Look and number.

Have students look at the pictures of the procedure and discuss the correct order with their partner. Elicit their ideas and have them explain their choices. Point to each picture and go over the vocabulary. Encourage them to use their Picture Dictionary.

► Listen again and check. Then practice with a friend.

Play Track 28 again to check.

Have students practice making a sling in pairs. They can look at the pictures to help. Encourage them to use the expressions they learned in Activity 3.

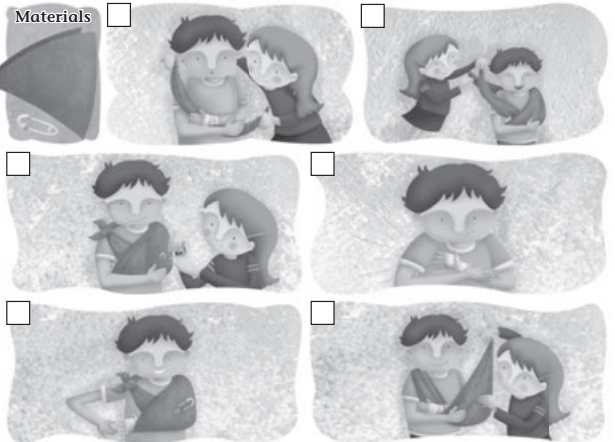
3 Listen and mark (✓) the correct picture. 28



► Listen again and underline the expressions you hear.

1. Why doesn't it work? / How can I do this?
2. This is difficult! / Where does this part go?

4 Look and number.



► Listen again and check. Then practice with a friend.

48

Unit 3b

Formulate questions about a problem to be solved. Associate steps with their illustrations. Interpret actions represented through graphic means.

Routine

Choose a game or activity from page X and do it with the class.

5 Name the places and professions. Then look and color.

People who do first aid = red

Places where people do first aid = green



6 Complete the instructions.

1. If a friend has a nosebleed, don't _____.
2. If a friend has a nosebleed, first _____.
3. Then, _____.
4. Finally, check _____.

7 Make a sling for a friend. Then answer the questions.

1. Was the procedure easy to remember? Why, or why not?

2. Is the order of the steps important? Why, or why not?

Checkpoint

Answer Yes or No.

1. Can you read a first-aid manual? _____
2. Can you follow instructions from the manual? _____
3. Can you understand a text with pictures? _____

Name places where objects or devices are used. Name jobs in which objects or devices are used. Detect situations where brief illustrated guides are used. Complete orally modeled sentences that describe steps.

Unit 3b 49

Objectives

Name places where objects or devices are used.
Name jobs in which objects or devices are used.
Detect situations where brief illustrated guides are used.
Complete orally modeled sentences that describe steps.

Before the Book

Put the class into two teams. Have students write the names of all the places where they have seen a red cross. Elicit the answers. The team that mentions the most names is the winner.

5 Name the places and professions. Then look and color.

Point to each place and elicit the names:

T: *Is this a school?*

Ask students to say them after you. Put students into pairs. Ask them to name the places in the picture. Do the same with the professions.

Have students identify the people who can do first aid:

T: *Can a doctor do first aid?*

Ask students to color the people who do first aid red and the places where they do first aid green. Check as a class. Elicit other people who can do first aid and the places where they can do it.

Language Awareness

Write on the board:

Finally, do the exercise on the board.

First, sit down.

Then, open your books.

Explain that the sentences have an order. Elicit which sentence goes first. Ask a student to write the numbers 1 to 3 before the sentences to order them. Write on the board *go to school, take a shower, get up*. Ask students to write *First, Then* and *Finally* before the corresponding expression. Check as a class.

6 Complete the instructions.

Write *First, Then* and *Finally* on the board. Have students go back to page 46 and look at the pictures of the instructions. Elicit the thing they have to do first if they have a nosebleed. Write it next to *First*. Continue with the second and final instruction.

Have students do the activity with their partner. Have students compare their answers with another pair before checking as a class.

7 Make a sling for a friend. Then answer the questions.

Have students work in the same pairs. Ask them to make a sling for their partner with their books closed. Have them turn to page 48 to check.

After students have finished the activity, read and explain the questions. Have students discuss them in pairs. Elicit the answers as a class.

Checkpoint

Read the questions out loud and make sure students understand them. Have students reflect on their work so far and answer the questions.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Link sentences together, using connectors to order them.

Match scrambled images with steps to assemble objects or make a device work.

Identify names of illustrated objects or devices.

Identify words similar to those from their mother tongue.

Suggested Materials 1 piece of paper per student, colored pencils

Before the Book

Ask a volunteer to come to the front and think of an emergency (a scald/burn on his hand, etc.). Ask the class to ask him/her five questions in order to guess what the emergency is. Ask students to ask yes/no questions only:

S: *Is the injury on your arm?*

Is it hot?

Did you scald your arm?

Allow other volunteers to come up to the front to think of an emergency and answer questions.

8 Order the instructions. Then match them with the pictures.

Read the sentences. Encourage students to find unknown words in the Picture Dictionary.

Have students identify the title. Ask them to write the number 1.

Write the sequencers, *First*, *Then* and *Finally* on the board. Point to each and elicit the corresponding sentence. Have students number the sentences in order.

Finally, have students match the instructions with the pictures.

9 Listen and mark (✓) the items in the first-aid kit.

Name the materials and help students identify them:
T: *Point to the tweezers.*

Have students repeat after you. Put the class into pairs. Have students take turns pointing to the pictures and have their partners name the materials.

Play Track 29. Have students point to the materials mentioned. Play the track again. Elicit the materials Leo has to buy:

T: *Does Leo have to buy safety pins? No.*

Does Leo have to buy a thermometer? Yes.

Write the materials Leo has to buy on the board (Band-Aids, tweezers, thermometer). Ask students to mark the materials Leo doesn't have to buy (they are in the kit).

8 Order the instructions. Then match them with the pictures.

___ Next, apply an ice pack to the area.

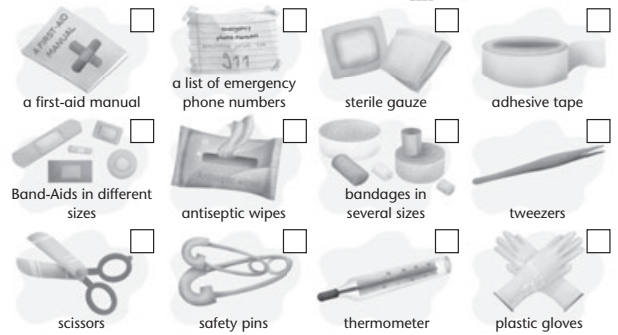
___ Finally, if your friend can't breathe, he/she is allergic. Call an ambulance immediately!

___ If a friend is stung by an insect:

___ Wash the area with soap and water. Don't squeeze! (If the stinger is still in the skin, take it out with a fingernail.)



9 Listen and mark (✓) the items in the first-aid kit.



► Circle three words that are similar in English and Spanish.

10 Make a first-aid kit.

Link sentences together, using connectors to order them. Match scrambled images with steps to assemble objects or make a device work. Identify names of illustrated objects or devices. Identify words similar to those from their mother tongue.

50

Unit 3b

► Circle three words that are similar in English and Spanish.

Have students read the words out loud. Have them decide in pairs if the words are similar or different in English and Spanish. Ask them to circle the ones that are similar (gauze, thermometer, manual).

Ask students which materials in the kit they also have at home. Ask them if it is a good idea to have a first-aid kit at home and why.

10 Make a first-aid kit.

Divide the class into small groups. Have students copy the list of materials from the previous activity onto a piece of paper. Have them draw a picture of each material next to its name.

Have students bring the materials they need for the first-aid kit the next class.

Finally, have students mark on their list the material(s) they have to bring. Once they have brought the materials, ask students to put their lists in their portfolios.

Routine

Choose a game or activity from page X and do it with the class.

1 Make a guide to assemble a first-aid box. 8 9

Suggested Materials

- Worksheets 8 and 9
- construction paper
- colored pencils
- scissors
- glue
- markers
- folders
- stapler



Instructions

1. Look at the worksheets and discover how to cut, fold and assemble the box.
2. Complete the instructions on Worksheet 9.
3. Complete the illustrations.
4. Assemble the box using your guide.
5. If you prefer to make a first-aid bag, ask your teacher.

The End

Group Reflection

- Did you make the box easily?
- Did you like to work with your friends?
- Did you work in harmony with the group to make a first-aid box?

Self-evaluation

Go back to page 45 and mark your progress.

Distribute among teams the actions to elaborate a brief illustrated guide that describes how to assemble an object. Self and group evaluation.

Unit 3b 51

Objectives

Distribute among teams the actions to elaborate a brief illustrated guide that describes how to assemble an object.

Self and group evaluation.

Suggested Materials construction paper, colored pencils, scissors, glue, markers, folders, stapler

Before the Book

Say an instruction for an emergency:

T: *Sit down with your head forward.*

Ask a student to repeat the instruction and add the next one:

S: *Sit down with your head forward and close your nose with your fingers.*

Ask another student to repeat the second instruction and add the next until the instructions are finished.

Ask a student to give an instruction for another emergency. Continue in the same way.

The Presentation

1 Make a guide to assemble a first-aid box. 8 9

Read and explain the instructions out loud. Put the class into the same groups as those for Activity 10, and have students help each other in making their guide. Encourage them to use the expressions of difficulty.

Have students assemble their boxes. If students prefer to make a first-aid bag, give them a folder, construction paper and a stapler.

Show them how to staple two sides of the folder to make the bag. Ask them to decorate it. Have them cut out a rectangle (37cm x 4cm) on construction paper. Show them how to staple the rectangle onto both sides of the folder to form a strap.

Ask each group to vote for their favorite box/bag. Ask students to put the materials they brought for their first-aid kit inside.

The End

Group Reflection

Read the questions out loud and explain their meaning to the class.

Students will give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style.

Self-evaluation

Have students go back to page 45. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Routine

Choose a game or activity from page X and do it with the class.

Review

Unit 3

Students' Achievements

In this unit, students participate in the creation of a word game and a brief illustrated guide.

Observe your students as they are working and as they present their work to the class.

Check that:

- they know how to spell the words they play with.
- they remember how to pronounce the letters in isolation.
- the steps for the illustrated guide are in a logical order.
- students use connectors effectively.
- the images they include in the guide help the reader understand the content.

To help students cope with the game, you can have a revision of vocabulary and spelling so they feel more confident and the game runs smoothly.

You can give students some ideas to organize the information and illustrations they want to include in the guide so that it becomes a useful tool.

Games and Activities

Ball Toss

Use a soft ball or paper ball. Say a singular noun. Toss the ball to a student, who says the word in plural. The student says another noun in singular and tosses the ball to another student, who says the word in plural, and so on.

Variation: Instead of singular and plural, you can use verbs; present and past or vice versa.

Real Manuals

Ask students to bring in a manual, instruction booklet or instruction sheet from home, preferably in English. In class, have students show the class their manuals or sheets. Ask questions:

What is the product? Are the instructions in English? Can you follow the instructions?

It will be easier for the students to answer your questions than to talk about the instructions without guidance.

Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves

Cross-curricular Activities



Game: Camp Game

Materials Old socks (1 per student), beans, cans or jars of various sizes, needles and thread, glue, black marker, cardboard, scissors, masking tape

Directions Distribute socks. Have students cut off the bottom part and fill it with beans. Tell them to sew the open end shut to make a bean bag.



Divide the class into small groups. Have students tape together the cans or jars.

Ask them to number the containers, marking higher scores on the smaller containers. Have students glue the containers onto cardboard.

Explain the rules of the game: Players stand behind a line and toss their beanbag to try to get it into one of the containers. Each player gets three tosses per turn and then adds up his or her points. The player with the most points after five turns wins the game.



Physical Education: Heart Rates

Materials Per pair of students: Stopwatch or watch with second hand

Directions Divide the class into pairs. Have each student find their partner's pulse by placing two fingers on the inside of the wrist, about 3 cm from the base of the thumb. Have students take their partners' resting pulse rate by counting the number of beats they feel in 60 seconds. Have them record the results.

Next, have students take turns exercising for two minutes. Immediately after stopping, have their partners measure their exercise pulse rate and record it. Note that students should all do the same type of exercise: jumping jacks, running around the playground... Finally, have students measure how long it takes for their exercise pulse rate to return to normal.

Language Links Ask the following questions: Which pulse rate is faster? Why does this happen? Lead students in answering: As muscles work harder, they need more oxygen. Oxygen comes from the blood, so the heart beats faster to pump more blood to the muscles.

Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.

Unit 4a

Let's Write Messages!

Social Practice Read and write notes and letters.

Environment Familiar and community

Objectives

Interpret and write notes about to everyday life.

Suggested Materials slips of paper

Before the Book

Distribute slips of paper. Tell students they have three minutes to write a message in Spanish to one of their classmates, send it, read it and, if needed, reply to it.

When the three minutes are over, say *Stop!* Encourage students to say whom they sent the message to. Have them read it out loud.

The Beginning

1 Look and answer the questions.



Have students open their book to page 52. Ask students to look at the pictures. Have them read the questions and discuss the answers in groups of three. Elicit their ideas and encourage them to talk about the type of messages they write in Spanish to their friends or family.

The Plan

Have students read the objectives and help if the meaning is not clear. Ask them to say how they think they are going to achieve them.

Routine

Choose a game or activity from page X and do it with the class.

Unit
4a

Let's Write Messages!

1 Look and answer the questions.



The Beginning

Tom,
Clean your room!
Your sister's friends are
coming today.
Mom

Mom,
There's no ice cream!
Laurie and Christy are coming
today. Could you buy some,
please?
Love you,
Anna

Good morning darling!
Don't forget to pick up my
shirts from the dry cleaner's.
Dad
xxx

1. What's on the fridge?
2. Why do you think the messages are there?
3. Do you write messages to your family?

The Plan

In this unit you will:

- read and write messages
- identify parts of a message
- identify purpose, function, sender and receiver
- learn formal and informal expressions
- learn to write the time and date

52

Unit 4a

Interpret and write notes about everyday life.

The Steps

1 Read the messages and write the letters.

- A = this person needs to borrow something
- B = this person is inviting someone
- C = this person wants to have a talk
- D = this person is asking for a favor

Hey Susan,
Can you come to my house this Saturday?
It's my brother's birthday. My mom said I
could invite a friend.
Laura
PS. You don't need to get my brother a
present!

Mr. and Mrs. Treviño,
I need to discuss your son's grades with
you. Please call me tomorrow at 12.00.
Yours,
Ms. Debby

Hi Jake!
I need to borrow your English book.
Meet me in front of my locker after math
class.
R

Karen,
Buy bread on your way back home.
Take some money from my drawer.
Love,
Mom

► Discuss and answer the questions for each message.

	A	B	C	D
1. Who is sending the message?				
2. Who is receiving the message?				
3. What does the sender want?				
4. What will the receiver do after reading the message?				

► Circle the different parts of the messages.

- Opening = blue
- Message = green
- Closing = red

Predict topic based on previous knowledge and familiar words. Identify purpose, function, sender, and intended audience. Identify parts of a message. Structure of messages: opening, message, and closure.

Unit 4a

53

Objectives

- Predict topic based on previous knowledge and familiar words.
- Identify purpose, function, sender, and intended audience.
- Identify parts of a message.
- Structure of messages: opening, message, and closure.

Suggested Materials a soft ball

Before the Book

Put the class into two teams. Say A and throw the soft ball to a student from team 1. He/she has to say a reason why he/she would write a message starting with that letter: *accept an invitation*. Then the ball goes to the other team and the next letter of the alphabet. If a student cannot think of a reason, he/she can say *Pass* and give it to another student from the same team. If the second student cannot think of a reason, they miss their turn.

The Steps

1 Read the messages and write the letters.

Have students open their book to page 53. Ask students to choose a partner. Have them read the purposes of messages; help students understand the purposes.

Ask students to read the messages in silence and to match them with the corresponding purpose.

Check as a class. Encourage students to say what part of the message gave them the answer.

► Discuss and answer the questions for each message.

Focus on the table and read the questions. Tell students to work with their partner and complete the information required. When they finish, have different pairs say the answers. Discuss as a class.

► Circle the different parts of the messages.

Ask students to look at the messages in exercise 1 again. Have them read the parts of the message and encourage volunteers to explain them.

Ask students to work in pairs and circle the parts using the corresponding colors.

Ask them to compare their books with another pair of students.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify situations in which they are used.
Identify allusions to people.
Pronouns: personal (me, you, it, him, her, them, etc.).

Before the Book

Play *Chinese Whispers* in the class. Prepare a short message. Have students sitting in the first seat of each row come to the front and whisper it to each student.

Students go back to their places and whisper the message to the person sitting behind, and so on, until it reaches the end of the line.

Have these students run to the board and write the message on it. Check and give a point to the team or teams that got it correct.

2 Look and mark (✓) the boxes.

Have students open their book to page 54. Ask a volunteer to read the question out loud.

► Who needs to write a message?

Tell students to look at the situations and mark the ones where they think the person could write a message.

Have them compare their answers in pairs or small groups.

► Describe other situations where you need to write messages.

Put the class into small groups. Have them brainstorm other situations where they need to write messages. When most teams have at least two or three situations, elicit and discuss their answers.

3 Read and complete the sentences below.

Have a volunteer read the first message aloud:

T: *Where do you think this sentence is from?*

S: *A message.*

T: *Is it a complete message?*

S: *No.*

T: *What is missing?*

S: *Opening and closing.*

T: *Excellent!*

Have students work in pairs. Ask them to circle the subject in each sentence (*Monica, your dad, Lucky, the teacher*). Make sure everybody understands what the subject is.

2 Look and mark (✓) the boxes.

► Who needs to write a message?



► Describe other situations where you need to write messages.

At home

At school

With your friends

3 Read and complete the sentences below.

- (a) Monica wants you to call **her**.
- (b) Tell your dad that I need to talk to **him**.
- (c) "Lucky" is sick again. We need to take **it** to the vet.
- (d) The teacher told **me** that my exam was very good!

1. In message a) "her" refers to _____.
2. In message b) "him" refers to _____.
3. In message c) "it" refers to _____.
4. In message d) "me" refers to _____.

54

Unit 4a

Identify situations in which they are used. Identify allusions to people.
Pronouns: personal (me, you, it, him, her, them, etc.).

Language Awareness

Object Pronouns

Ask students to look at message "a" and write the following sentence on the board:

Mónica wants you to call Mónica.

Ask for the difference between the sentence you wrote, and sentence 1 in the book.

S: *It says "her" instead of Mónica.*

Elicit (or explain) that *her* is substituting *Mónica*.

Have students do the rest of the sentences in pairs.

Check the answers as a class.

Routine

Choose a game or activity from page X and do it with the class.

4 Read and mark *F* (formal) or *I* (informal).

I would like to invite you to the school play next Monday, October 14th at 8 pm. Please be on time.	Come to my school on Monday at 8. We're having a play and I'm in it! See ya!
Hello Janice! You left your lunch box in the bathroom! Ms. Fox has it in her office.	If your name is "Janice" and you left your lunch box in the girls' bathroom, please come to my office to collect it. Ms. Fox

► Cut and glue. Who do you think wrote each message? 10

5 Read and discuss. Is this a formal message? Why?



Hey Teacher Solis!
My mom says I'm not coming to school next week 'cause we're going to San Francisco to visit my grandpa! Yeah!
Martin

► Rewrite the message to make it formal.

Dear Mr. _____

I would like to tell you that I am not _____ because _____

Thank you very much.

Martin Taylor

Detect speech register.

Unit 4a 55

Objectives

Detect speech register.

Suggested Materials scissors, glue

Before the Book

Draw a line down the middle of the board. Write *Formal* in one column and *Informal* in the other.

Ask volunteers to come to the front and write formal or informal situations under the headings. Encourage the rest of the class to agree or disagree.

4 Read and mark *F* (formal) or *I* (informal).

Have students open their book to page 55. Have volunteers read the first and the second messages in a loud voice. Ask them if they notice any differences in the register, like equivalent phrases, for example.

Language Awareness

Give students clues to decide whether the message is formal or informal: *Informal messages use contractions, exclamation marks, and more friendly language.*

Have students work in pairs, read the next two messages, and decide whether the messages are formal or informal. Have them explain their choice.

► Cut and glue. Who do you think wrote each message? 10

Have students open their books to page 109, cut out the pictures, and decide who wrote each message. Check the answers with the class and then ask students to glue the cutouts.

5 Read and discuss. Is this a formal message? Why?

Tell students to choose a different partner. Ask them to tell you about the message, who the message is for and whether they think it should be a formal or informal message.

Give students some time to read and underline what they consider are mistakes of register, that is, the tone of the message. Elicit their ideas and give immediate feedback.

► Rewrite the message to make it formal.

Ask students to rewrite the message in a formal way. Ask them to look at the original message, change the underlined expressions and use the ones that are appropriate.

Have volunteers copy their answer on the board. Encourage the rest of the class to check and correct any mistakes. Focus also on punctuation and spelling.

Value

Take the opportunity to ask students whether they think they should address their teachers in a formal or informal way. Encourage them to express their opinion about who they should address formally, and who informally.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify expressions that indicate actions expected by the sender.

Identify moments or times of the day when the mentioned actions are to happen.

Suggested Materials 2 sets of small pieces of paper, one with instructions or small messages, and 1 set with the name of the person who could have written the message, e.g. (set 1) *Buy a liter of milk./ Bring your uniform to school.* (set 2) *Mom/Teacher, etc.*

Before the Book

Divide the class in two. Give one half the papers with instructions or small messages; give the other half the set with the name of the person who could have said or written the message. It does not matter if they are written two or three times.

Encourage both teams to find their partners, e.g. S1, *Buy a liter of milk* finds S2, *Mom*.

When both teams have a partner, have one read the instruction, and the other the name of the person. Ask students if the message was clear.

Examples of messages you can write: *Could you...? Can you pick me up from school at..., Call me... Don't forget to..., Would you buy..., etc.*

Language Awareness

Remind students that *can, could, would, etc.* are modal verbs, and are used with other verbs, for example: *Can you bring me a liter of milk? Could you come to my party? Would you pick me up?*

Tell them that modal verbs are used for requests, offers, invitations, etc.

6 Read and underline what Mom needs to do.



Have students open their book to page 56. Ask a volunteer to say what the exercise is about. Have students underline the things Mom has to do. Allow them to compare in pairs before checking as a class.

► Label the pictures with the name of the sender.

Ask students to write the names of the people who signed the messages under the corresponding pictures.

6 Read and underline what Mom needs to do.



Hi Mom!
Please pick me up from school at 4.
I have soccer practice today. See you!
David

Mom – Dad wants you to call him on his cell phone as soon as you come back from work.
Anne

Mom,
Don't forget to buy my pajamas for the pajama party on Saturday. It's going to be fun!
Penny

Mom!
I need you to sign the permission slip to let me go on the excursion on April 13th.
Bye,
Andrew

► Label the pictures with the name of the sender.



► Complete the information in the table.

Message	Event	Time or date
1	soccer practice	As soon as Mom comes back from work.
	pajama party	
4		On April 13th.

56

Unit 4a



Identify expressions that indicate actions expected by the sender. Identify moments or times of the day when the mentioned actions are to happen.

► Complete the information in the table.


Have students work in pairs. Ask them to read back the messages and complete the information in the table. In the meantime, you can copy the table on the board and have volunteers write the answers.

Routine

Choose a game or activity from page X and do it with the class.

7 Listen and circle the correct option.   30

- | | | | |
|----------------------|-------------------|-------------|----------|
| 1. a) May 11th | b) May 13th | 4. a) 4:45 | b) 4:15 |
| 2. a) September 13th | b) September 30th | 5. a) 12:30 | b) 2:30 |
| 3. a) June 1st | b) July 1st | 6. a) 8:00 | b) 18:00 |

▶ Draw the clocks. 


8 Write the times and dates used in the messages.

- | | |
|----------------------------|----------------------------------|
| 1. Three o'clock _____ | 3. Quarter to eleven _____ |
| 2. August the fourth _____ | 4. September the fifteenth _____ |

Checkpoint

Answer Yes or No.

- Can you identify parts of a message? _____
- Can you identify purpose, function, sender and receiver? _____
- Can you identify formal and informal expressions? _____
- Can you identify the actions? _____
- Can you write times and dates? _____

9 Cut and glue the message in order.  10



▶ Listen and check.  31

Practice the writing of hours and/or dates and determine their adequacy in a message. Unscramble a previously jumbled message.

Unit 4a 57

Objectives

Practice the writing of hours and/or dates and determine their adequacy in a message.

Unscramble a previously jumbled message.

Suggested Materials old magazines or newspapers, 2 sheets of paper per student, scissors, glue

Before the Book

Elicit the months of the year. Give students old magazines or newspapers. Put the class into four teams. Each team has to cut out letters and glue the names of the months on their paper. The first team to finish is the winner.

Language Awareness

Review the different ways of telling the time, e.g. *quarter past ten, ten fifteen; half past ten, ten-thirty; quarter to eleven, ten forty-five.*

7 Listen and circle the correct option.   30

Have students open their book to page 57. Have a volunteer explain what they have to do. Play Track 30 and tell students to choose the correct options. Play the track again if necessary. Check as a class.

▶ Draw the clocks. 

Have students draw the times from the previous activity as quickly as they can. The first student to finish comes to the board and draws the first clock; the second to finish does the same with the next clock, etc. Have volunteers come to the board and write the times under each clock.

8 Write the times and dates used in the messages.

Encourage students to read and write the times. Check as a class.

Checkpoint

Read and explain the questions. Have students answer them individually. Make pairs or small groups and have them compare answers.

Discuss with students what they think they have learned so far and what they think needs more reinforcing.

9 Cut and glue the message in order.  10

Have students open their book to page 109. Ask students to cut out the lines that are part of the message. Ask students to put the message in order and to compare their answers with a partner. Finally, have them glue their messages.

▶ Listen and check.  31

Play Track 31 for students to check their work.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Write appropriate greetings, and farewell and courtesy expressions.

Determine intended audience and the action(s) expected by the sender.

Answer questions about how or why is the intended audience expected to respond with certain actions.

Complete expressions that indicate actions.

Before the Book

Have students work in pairs. Ask them to choose a message from their book, or to write one. Have one of them act out the message and the other one say whether it is a formal or informal message. Have several pairs act out their messages.

10 Look back and copy the greetings and farewells.

Put the class into groups of four. Have students open their books to page 58. Focus on the table and tell them to check previous pages. Fill in the table with the information requested. Check the answers with the class.

11 Read and label the parts of the message.

Elicit from students the different parts of a message and label it. Have them compare their answers in pairs.

► Answer the questions.

Put the class into small groups. Have them read and discuss the questions in their teams. Give them a few minutes and then have volunteers tell you the answers.

12 Read and fill in the blanks.

Have students read the message first, and then fill in the blanks. Ask questions about the sender, the receiver and the purpose of the message. Have students check their answers in pairs.

Encourage pairs to write a similar message and then exchange it with another pair of students. Ask volunteers to read their messages out loud.

Language Awareness

The infinitive is the simplest form of the verb. It is the base form that follows *I, you, he, she, it, we, they*. Sometimes infinitives follow *to*. We use them to add more information, i.e. *Please ask your dad to phone me.*

10 Look back and copy the greetings and farewells.

Page	Greetings	Farewells
52	Dad:	Anna:
53	Laura:	Ms. Debby:
	R:	Mom:
56		

11 Read and label the parts of the message.

Hello Bianca!
 My mom is making tamales on Saturday. Would you like to come over and have some? They're delicious! You can come around at 7 p.m.
 See you!
 Rosie

► Answer the questions.

- Who is the sender? Who is the receiver?
- Why is Rosie writing a message?
- What will Bianca probably do?
- When is the event happening? What time?

12 Read and fill in the blanks.

making See you! Saturday Hey bring (x2) 10:30

_____ Jody,
 Karla and I want to have a picnic on _____. Can you _____ sodas and glasses? I'm _____ sandwiches and Karla will _____ some cupcakes. My mom will pick you up at _____ in the morning.

Sarah

Write appropriate greetings, and farewell and courtesy expressions. Determine intended audience and the action(s) expected by the sender. Answer questions about how or why is the intended audience expected to respond with certain actions. Complete expressions that indicate actions.

58 Unit 4a

Routine

Choose a game or activity from page X and do it with the class.

The Presentation

1 Create a message mailbox.

1. Think of what to say. Choose from these situations:

- | | |
|---|--|
| <input type="checkbox"/> asking for a favor | <input type="checkbox"/> borrowing something |
| <input type="checkbox"/> inviting someone | <input type="checkbox"/> informing |
| <input type="checkbox"/> reminding someone of something | <input type="checkbox"/> other: _____ |

2. Complete.

Receiver: _____ Date: _____
Time: _____ Place: _____

3. Write your message. Use your dictionary if necessary.

4. Reread your message.

- Does it include all the information?
- Is it clear?
- Is the punctuation correct?

5. Send your message.



The End

Group Reflection

1. Did you choose a topic on your own or did you ask for help?
2. Did you help anybody with his/her message?
3. How did you feel about your work?

Self-evaluation

Go back to page 52 and mark (✓ or X) the objectives for this part of the unit.

Write a complete message including all of the studied parts. Check that the writing is complete and complies with spelling and punctuation conventions.
The product: Message mailbox. Group reflection and self-evaluation.

Unit 4a 59

Objectives

Write a complete message including all of the studied parts.

Check that the writing is complete and complies with spelling and punctuation conventions.

The product: Message mailbox.

Group reflection and self-evaluation.

Suggested Materials 1 piece of paper per team

Before the Book

Put the class into teams of four. Have them sit in a circle. Distribute paper. Say the different parts of a message in order. As you mention them, each student in the group writes what you say. The student then folds the paper so the next member of the group can't see what the previous student wrote.

T: *Date.*

(S1 writes a date, folds the paper and passes it.)

T: *Name of receiver.*

(S2 writes the name of the receiver, folds and passes the paper.)

T: *Opening.*

(S3 writes an opening, folds the paper and passes it.)

T: *Message.*

(S4 writes the message, folds the paper and passes it to S1.)

T: *Write place and time.*

Repeat the procedure with *closing* and *name of sender*.

At the end, ask teams to check spelling and punctuation. Have a volunteer from each team read their message out loud.

The Presentation

1 Create a message mailbox.

Tell students that they are going to write a message for one of their classmates. Have students open their book to page 59. Put the class into small groups. Have students read and explain the instructions to each other. Promote group cooperation, but remind students that each of them has to write their own message. Monitor and help. When they have finished, ask students to "send" their messages. As an option, have students reply to the messages they have received.

The End

Group Reflection

Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, name a secretary and have him/her share the team's opinions with the rest of the class.

Self-evaluation

Have students go back to page 52 and mark whether they fulfilled the objectives for this part of the unit.

Unit 4b

Let's Write Descriptive Phrases!

Social Practice Read and compare aspects of Mexico and English-speaking countries.

Environment Literary and ludic

Objectives

Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries.

Activate previous knowledge.

Predict the content of a travelogue based on images and titles.

Suggested Materials travel magazines, books, world maps, Internet, etc.

Before the Book

Write on the board *English-speaking countries* and draw a circle around it. Ask students to tell you what countries fit into that category and write them: *United States, Australia, United Kingdom, Canada*, etc.

Ask students whether they have been to an English-speaking country. Encourage them to share their experiences abroad. Show students maps, magazines or books, etc. so they familiarize themselves with these countries.

Take students, if possible, to the school library to look at geography books. If you have the Internet, the following sites are also useful:

<http://www.pocanticohills.org/australia/australia.htm>

<http://www.usconsulate.org.hk/pas/kids/>

<http://www.pocanticohills.org/canada/canada.htm>

<http://www.kids-online.net/world/uk.html>

The Beginning

1 Look and answer the questions.

Put the class into small groups. Have students open their book to page 60. Ask different volunteers to read the questions, then ask students to discuss the answers in their teams. Have different groups share their ideas with the rest of the class.

Unit 4b

Let's Write Descriptive Phrases!

The Beginning

1 Look and answer the questions.

My Trip to Australia
by Laura Robbins

December 19th

We're finally here in Australia! The flight from Mexico took more than twenty hours. It was long and tiring but I watched FIVE great movies!

Australia is enormous! It is very hot now because it's summer here. The beach is incredible and the waves are very big and everybody is surfing. People in the streets wear colorful shorts or swimming suits and the boys are really cute! One of them wants to teach me how to surf, but my mom is worried.

Bondi Beach



1. What kind of text can you see in the picture?
2. What's the date of this entry?
3. Who do you think wrote it? How do you know?
4. Where is she? How do you know?
5. What information do we know about her trip and Australia?

The Plan

In this unit you will:

- learn about English-speaking countries through travelogues
- identify the parts of a travelogue; ask and answer about it
- identify words related to nature and culture in different countries
- understand a sequence of events on a trip
- compare English-speaking countries with Mexico
- write phrases to describe similarities and differences

Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries. Activate previous knowledge. Predict the content of a travelogue based on images and titles.

60

Unit 4b

The Plan

Read and explain the objectives. Encourage students to predict what they will find in the unit and how they can achieve the objectives.

Routine

Choose a game or activity from page X and do it with the class.

1 Look at the pictures and answer the questions.

The Steps

1. What did Laura do on her vacation?
2. Where did she go?
3. Did she meet anyone?
4. Did she enjoy her trip?



Purnululu National Park

Sydney

Kangaroo

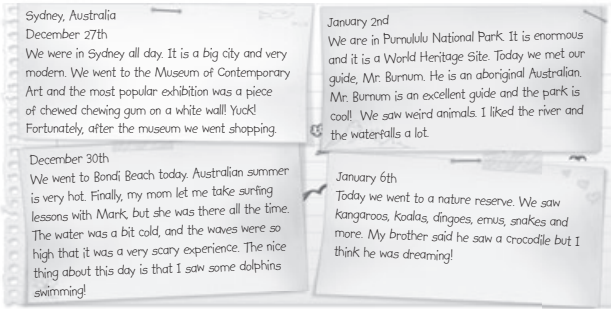
Koala

Mark surfing

Mr. Burnum

Me

► Read and confirm your ideas.



2 Talk about your experiences.

1. What do you think a travelogue is?
2. When and why do people write travelogues?
3. What can you include in a travelogue?
4. Who reads travelogues?
5. Have you ever written a travelogue? If so, tell your friends about it; if not, would you like to write one on your next trip?

Predict the content of a travelogue, based on images and titles. Relate travelogues to personal experiences. Mention suitable situations for the telling of travelogue stories.

Unit 4b 61

T: Did you go somewhere in Mexico?

S1: Yes.

T: Did you swim in the sea?

S2: No.

T: Did you visit a colonial city?

S3: Yes.

T: Is it in the south/north of Mexico?... etc.

Note: At this point, do not explain past tense or auxiliaries; just let students familiarize themselves with the questions.

The Steps

1 Look at the pictures and answer the questions.

Ask students to work in pairs. Have them open their book to page 61. Ask them to look at the pictures and then discuss the questions. Elicit their ideas, but do not confirm or reject any.

► Read and confirm your ideas.

Ask students to look at the text again and ask them where they think the text comes from.

Tell students it is called *a travelogue*. Have students read the travelogue in silence. Elicit which predictions were right and which were wrong. Encourage students to retell what the girl did in their own words.

Objectives

Predict the content of a travelogue, based on images and titles.

Relate travelogues to personal experiences.

Mention suitable situations for the telling of travelogue stories.

Suggested Materials pictures of any trip or pictures from a travel magazine

Before the Book

Have students work in groups of four. Tell students you all are going to play a guessing game. They are going to think of a trip and you and three more students are going to guess where they went.

Give each group a picture (see Suggested Materials) and have them think about their "trip": where they went, where they stayed, what they did, who they saw, how they got there, etc. Give them some time to plan it in the group.

Ask Yes/No questions about the trip, and have the members of your team guess where the other students "traveled":

Language Awareness

Ask students if they have ever written a diary or a travelogue. Emphasize that we usually write it in the past.

2 Talk about your experiences.

Put the class into groups of four. Have them read and discuss the questions. Encourage teams to share their ideas with the rest of the class.

Values

Take the opportunity to discuss with students about things that they can learn about other countries or cultures through travelogues.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Structure of travelogues.

Read out loud.

Identify intended audience and purpose.

Unscramble paragraphs from a jumbled travelogue.

Suggested Materials 2 sheets of paper per student, scissors, glue, colored pencils (red, green, blue)

Before the Book

Divide the class into four teams. Give students two minutes to reread the information about Australia on page 61. Ask students to close their books. In turns, ask questions and give a point for each correct answer.

T: *Where is the Museum of Contemporary Art? Where did the girl see dolphins swimming?* etc.

Language Awareness

Have students open their books to page 61 and work in pairs. Ask them whether the travelogue on page 61 is written in the present or past. Elicit a few verbs from that travelogue. Ask pairs to underline all the verbs in the past tense. Check the answers with the class.

3 Listen and read along with the travelogue. 32

Have students open their books to page 62. Ask students to look at the photos and say what country this travelogue is about. Play Track 32. Have students follow along in their book and confirm their predictions. Go over any unknown vocabulary in the text, including the verbs in the past.

► Underline the parts of the travelogue.

Have students read the parts of the travelogue. By now, they should know the words *opening* and *closing*. Have them underline the opening in red, the development in green and the closing in blue. Ask students to check their answers with another pair.

► Listen again. Then read the text of the travelogue out loud.

Play Track 32 again and pause after each sentence. Ask students to repeat. Put the class into groups of four. Have them take turns reading part of the text out loud. Monitor closely and help with any pronunciation problems.

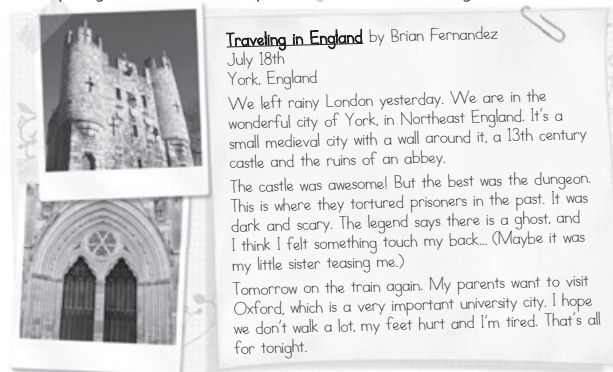
3 Listen and read along with the travelogue. 32

► Underline the parts of the travelogue.

Opening = red

Development = green

Closing = blue



Traveling in England by Brian Fernandez
July 18th
York, England

We left rainy London yesterday. We are in the wonderful city of York, in Northeast England. It's a small medieval city with a wall around it, a 13th century castle and the ruins of an abbey.

The castle was awesome! But the best was the dungeon. This is where they tortured prisoners in the past. It was dark and scary. The legend says there is a ghost, and I think I felt something touch my back... (Maybe it was my little sister teasing me.)

Tomorrow on the train again. My parents want to visit Oxford, which is a very important university city. I hope we don't walk a lot, my feet hurt and I'm tired. That's all for tonight.

► Listen again. Then read the text of the travelogue out loud.

► Discuss the questions.

1. Why do you think the boy is writing a travelogue?
2. Who do you think is going to read it?
3. What have you learned about the city of York in this travelogue?
4. What do you know of the boy who wrote it?
5. What is the family going to do the following day?

► Use your imagination and draw the city of York.

4 Cut, read, unscramble and glue. 11

Structure of travelogues. Read out loud. Identify intended audience and purpose. Unscramble paragraphs from a jumbled travelogue.

62

Unit 4b

► Discuss the questions.

Have students work in teams of four. Ask them to read and discuss the questions. Check their ideas in class.

► Use your imagination and draw the city of York.

Distribute a sheet of paper. Have students make a drawing of the city of York, as they imagine it from what they have read. Have them label their drawings.

Ask students to compare their drawings. Put the drawings in their portfolios.

4 Cut, read, unscramble and glue. 11

Have students cut out the jumbled travelogue from Worksheet 11. Tell them to read each part and to assemble it in order. Have students compare their answer with a partner.

Distribute sheets of paper and have them glue it in order. Put the travelogues in their portfolios.

Routine

Choose a game or activity from page X and do it with the class.

5 Read and complete the information. 

Christmas in Canada
Yukon, December 23rd

I love winter in Canada! There's snow everywhere. Everything is white, including the trees and mountains. It is very cold, but sunny and the sky is blue. We need to wear winter clothes all the time to keep warm. I'm wearing boots, a hat, mittens, a scarf, thermal underwear, waterproof pants, a sweater and a jacket!

We're staying in a cabin in the middle of the forest. My brother says he saw a bear outside our cabin, but I don't believe him; we've only seen lots of birds. Dad says if we're lucky we might see some caribou.

In the evenings, we go to town to eat and that's really good because the restaurants are always nice and warm.

Last night, we stayed in the cabin. Dad lit the fireplace and we ate sausages and marshmallows. Later, we went outside our cabin and looked at the sky. You could see all the stars! We were very lucky because we saw the aurora borealis. It was awesome!



Weather

Nature

Animals

Clothes

Food

Point out and name aspects of nature and cultural expressions.

Unit 4b 63

Objectives

Point out and name aspects of nature and cultural expressions.

Before the Book

Write *Australia* on one side of the board and *England* on the other side. Write in each column:

weather _____

nature _____

animals _____

clothes _____

food _____

Put the class into two teams, *England* and *Australia*. Ask teams to gather the information they need to fill in the blanks. Have different volunteers come to the front and fill in the blanks. Encourage them to make sentences comparing the two countries:

S1: *There are kangaroos in Australia, but there aren't any in England.*

S2: *There are castles with ghosts in England, but there aren't any in Australia.*

5 Read and complete the information.

Have students open their book to page 63. Ask them to describe the pictures and to say the name of the country. Ask students to work in pairs. Have them read the text and complete the information on the table.

Copy the table on the board and have volunteers write their answers.

Language Awareness

Ask students to work in pairs: One student is *Simple present* and the other student is *Past tense*. Have pairs find four sentences, one student in simple present, and the other in simple past. The first pair to finish, writes their sentences on the board so the rest of the class can check the answers. When they finish writing, ask students how they knew which sentences were in present and which in past.

Values

Take the opportunity to talk to students about the different aspects of culture they have read in the travelogues.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify actions, place and moment in which they take place.

Before the Book

Have students look at their Picture Dictionary. Mime an action and have students raise their hand when they have found it. Choose a volunteer to say the corresponding word. Ask him/her to choose another action and mime it. The first student to guess mimes another action, and so on.

6 Read and underline the actions.

Have students open their book to page 64. Read some lines of the travelogue out loud. Encourage students to read some of the lines, too.

Ask students to underline the main actions. Have them compare their answers in pairs. Check with the class.

► Label the pictures.

Ask students to label the pictures using one of the actions (verbs) from the previous activities. Remind them to use their Picture Dictionary if there are any doubts.

► Point and say the date when the event happened.

Ask students to find a partner. Have one student point to a picture, and his/her partner say what the event is, when it happened, etc. Tell students to take turns. Check by having volunteers say sentences in front of the class.

Routine

Choose a game or activity from page X and do it with the class.

6 Read and underline the actions.

December 25th

Today we went on a dogsled! There were six huskies pulling the sled. The dogs are lively and very beautiful. The leader is very strong and intelligent. Her name is Hilma. It means "protective."

December 27th

I'm so tired. Today we walked in the forest. We wore special shoes to walk on the snow, because if you use other shoes, you sink and can't walk. It was fun but very tiring! We saw animal footprints, probably a lynx or a coyote, but we never saw the animal. Mom says most animals are probably hibernating. In the afternoon we rented a snowmobile (it's like a motorcycle for snow) and Dad let me ride it!

December 30th

We went to a winter fair in town. There were many fun competitions. I liked the ones where men cut logs with axes, and climb up trees. But my favorite was a howling competition for sled dogs. So funny! In the afternoon we ate pancakes with warm maple syrup. Yummy!

► Label the pictures.




► Point and say the date when the event happened.


64

Unit 4b


Identify actions, place and moment in which they take place.

7 Listen and fill in the blanks.   33

The Island of Phoo



_____ did you go to the Island of Phoo?
 _____ did you travel?
 _____ did you do?
 I _____ last year. I made a boat.
 I _____ across the ocean.
 with a frog and a goat.
 We _____ in Phoo in the middle of June.
 And we _____ all night under the moon.



▶ Mark (✓) the corresponding picture.

8 Unscramble the questions.

1. did / When / leave Mexico City? / you _____
2. go? / Where / you / did _____
3. travel / Who / you / did / with? _____
4. did / How / travel? / you _____
5. do / What / first? / did / you _____
6. you / did / that? / do / after / What _____

▶ Read the travelogue on page 111. Cut and glue the relevant information to answer the questions.  

Answer questions about the sequence and/or simultaneity of actions.

Unit 4b 65

Objectives

Answer questions about the sequence and/or simultaneity of actions.

Suggested Materials glue, scissors

Before the Book

Language Awareness

Draw a *tic-tac-toe* grid on the board. Write a question word in each of the squares. Put the class into two teams, and assign the letters X or O. Have each team take turns choosing a square and either make a question using the word, or explain what the word is used for. The winner is the first team to have three horizontal, diagonal or vertical squares.

7 Listen and fill in the blanks.   33

Have students open their book to page 65. Play Track 33. Have students listen and write in the missing words. Play the track again if necessary. Ask students to compare their answers in pairs. Play the track once more and encourage students to join in.

▶ Mark (✓) the corresponding picture.


Have students mark the picture that represents the song. Monitor and check.

Language Awareness

Remind students how to use the auxiliary *Did* for questions in the past. Encourage them to use it and look up verbs in their dictionary if they need to.

8 Unscramble the questions.

Do the first example together with the students. Have them continue with the rest of the questions. Ask them to compare their questions in pairs. Have several volunteers come to the front and write the question in the correct order on the board.

▶ Read the travelogue on page 111. Cut and glue the relevant information to answer the questions.   11

Ask students to work with a partner. Have them open their books to page 111 and cut out the text. Ask them to read it in silence and find the answers to the questions. When they have done so, ask them to compare their answers with another pair.

To check, have several volunteers ask and answer, before gluing the answers. Finally, ask students to glue their answers.

Optional Activity

Have students imagine a trip. Ask them to work in pairs and prepare a mini dialogue; one asks the questions and the other one invents the answers. Encourage them to act out their dialogues in front of the class.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Complete a graphic resource with differences and similarities of aspects of nature and cultural expressions.

Write descriptive phrases based on a model.

Check spelling and punctuation conventions.

Before the Book

Elicit the names of the four countries that students read about and write them on the board. Say a sentence about any of them, and have students say the name of that country. Continue with different sentences.

T: *It rains a lot.*

Ss: *England.*

T: *You can see koala bears.*

Ss: *Australia.*

Checkpoint

Have different volunteers read the questions and explain their meaning in case students do not understand. Ask them to answer, according to their progress. Tell them to be honest when they write their answers.

Ask students to work in small groups and ask them to share their feelings so far in the unit. Review or reinforce anything students do not feel sure about.

9 Complete the chart. 12

Ask students to work in pairs. Have them open their books to page 113. Ask them to cut out Worksheet 12. Go over the columns and elicit examples that students remember from the previous lessons. Ask them to write the name of their city or town under *Mexico*.

Tell students to go over previous texts to find the information needed.

To check, have volunteers from each team read the information aloud. Encourage students to say whether they agree or disagree with the information given.

10 Use the information in the chart to compare the foreign cities and countries with Mexico.

Ask students to work with a different partner. Go over the examples in the book, together with the students. Have students write a sentence for each of the headings, using the model sentence. Check with the class.

► Check your spelling and punctuation.

When students have finished, encourage them to revise their spelling using their Picture Dictionary, texts from previous lessons, or they can ask you for help.

Checkpoint

Answer *Yes* or *No*.

1. Can you identify the parts of a travelogue? _____
2. Can you identify words related to nature, culture and emotions? _____
3. Can you ask and answer questions about the travelogue? _____
4. Can you understand a sequence of events on a trip? _____

9 Complete the chart. 12

10 Use the information in the chart to compare the foreign cities and countries with Mexico.

Weather

1. *Yukon has snow in the winter. Cuernavaca never has snow.* _____
2. _____

Nature

1. *There are beautiful beaches in Australia. Mexico has beautiful beaches, too.* _____
2. _____

Clothes

1. *You need winter clothes in Yukon. In Oaxaca, you only need a sweater in winter.* _____
2. _____

Culture

1. *In Yukon people eat pancakes with maple syrup. We eat buñuelos with piloncillo syrup.* _____
2. _____

► Check your spelling and punctuation.

66 Unit 4b

Complete a graphic resource with differences and similarities of aspects of nature and cultural expressions. Write descriptive phrases based on a model. Check spelling and punctuation conventions.

Have volunteers say when to use commas and periods.

Routine

Choose a game or activity from page X and do it with the class.

1 Make a comparative chart.

1. Read a story about a trip to an English-speaking country.
2. Write descriptive phrases to compare and contrast aspects of the trip: nature, people, weather, clothes, food, traditions, etc.
Keep in mind who is going to read your travelogue.
3. Revise writing and spelling.
4. Include images and illustrations to go with your descriptions.
5. Make your comparative chart.
6. Place the charts in a visible place in the classroom.

The Presentation



The End

Group Reflection

1. Did you all write the descriptions?
2. Did the group decide how to illustrate the sentences?
3. How did you participate in this project?
4. Did you learn how to make a travelogue?

Self-evaluation

Go to page 60 and mark (✓ or X) the objectives for this part of the unit.

The product: A comparative chart. Use language as a means of discovering other people and valuing their cultures. Group reflection and self-evaluation.

Unit 4b 67

The Presentation

1 Make a comparative chart.

If students haven't read the story from Fiction Reader 5 Unit 4, have them read the story on page 31.

Ask them to pay special attention to aspects such as nature, culture, weather, food, clothes, traditions, etc., to compare with our country.

In case students have read this story previously, bring another one similar so that they can develop the task.

Go over steps 2 to 6 in order to develop the final product. Encourage students to cut out pictures from magazines and decorate their charts.

Tell students that sharing their ideas with the rest of the group contributes to a better working environment.

Finally, display all the charts in the classroom and invite the students to check their classmates' work.

The End

Group Reflection

Have different volunteers read the questions. Explain anything students do not understand. Have teams discuss the answers and share them with the rest of the class.

Self-evaluation

Have students open their book to page 60. Go over the objectives for this part of the unit again, and have them mark them according to their achievements. Finally, have a group discussion and encourage everybody to share their opinions.

Objectives

The product: A comparative chart.

Use language as a means of discovering other people and valuing their cultures.

Group reflection and self-evaluation.

Suggested Materials a soft ball, construction paper (1 per team), colored felt pens, glitter, magazines, scissors, glue, etc.

Before the Book

Say the name of an English-speaking country and throw the soft ball to a student. The student who catches the ball has to mention something he/she learned about that country. The rest of the class has to say whether the answer is *true* or *false*.

The student with the ball throws it to another student and repeats the procedure. Continue until the whole class has participated.

Review

Unit 4

Students' Achievements

In this unit, students participate in the creation of a message mailbox and a set of phrases to contrast similarities and differences.

Observe your students as they are working and as they present their work to the class.

Check that:

- the kind of message is appropriate and relevant.
- the message includes the necessary information and it is clearly organized.
- students know how two different cultures relate.
- the content of the descriptive phrases is correct.
- the images students choose to illustrate the phrases are appropriate.

Help by suggesting sources of information and ideas to organize both final products. Monitor and give feedback after the presentation of their work.

Games and Activities

Message Board

Hand out colored papers. Each student writes a message to his/her classmates. The message should be directed to everybody, not just one person. For example, "I love to play video games. Who wants to play with me on Saturday afternoon? – Carlos", "My bike is getting small. Do you need a bike for your little brother or sister? I'll give you a good price! – Celina."

When all students have written their notes, post them on a wall. Give students time to read the notes and react to them. This activity gives students a chance to write with a real-life purpose.

Quick Search

Arrange students into groups. Mention a word from Unit 4B, and have students look for it in their books. The student who finds the word first, wins a point for his/her team. This activity helps students link the pronunciation of a word to its spelling.

Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves

Cross-curricular Activities



Science: Plants and Soil

Materials Potted plants of the same kind (4 per group of students), potting soil, sand, water, measuring cup, ruler

Directions Divide the class into groups and guide students through the following directions:

1. Lift the plants gently out of their pots. Remove the soil, and rinse the roots.
2. Put each plant back into its empty pot. Put soil around two plants and sand around the other two. Use a measuring cup to water each plant with the same amount of water.
3. Put the plants in the same sunny place. Give them the same amount of water every second day.
4. Observe the plants for two weeks. Measure how tall they are. Count the leaves.
5. Draw conclusions: Which soil is best for growing plants?
6. After two weeks, repot the plants that are in sand, so that they grow healthily again.

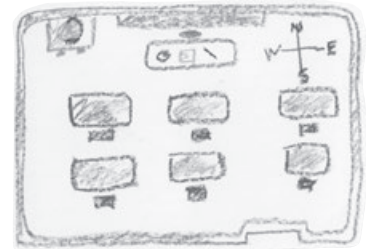


Social Studies: Treasure Hunt

Materials Construction paper, compass, eight bags of candy (or similar item of “treasure”)

Directions Divide the class into eight teams: A–H. Distribute construction paper and have each team draw a map of the classroom, including teacher’s desk, students’ desks, windows, doors and any other landmarks (computer, board). Use a compass to locate north, south, east and west. Label four sheets of paper with the compass points and attach them to the corresponding walls of the classroom. Have students draw a compass on their maps in the correct position.

Distribute bags of candy. Have teams decide where to hide their “treasure.” Tell each team to mark the corresponding position on



the map with the team’s letter (A, B, C,...). Teams should also mark their “treasure” with the same letter. Then have each team hide its treasure in the correct location while the other teams wait outside the classroom. Finally, have teams exchange maps and search for the treasure marked on the map.

When each team has located its treasure, have a class discussion about how accurate the maps were and how easy they were to follow.

Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.

Unit 5a

Let's Write a Questionnaire!

Social Practice Read and record information to design questionnaires and reports.

Environment Academic and Educational

Objectives

Identify the parts of a questionnaire.

Recognize purpose and intended audience.

Before the Book

Write the following school subjects on the board: *P.E., music, math, science, social studies, art, Spanish, and English.*

Ask students which subjects they can recognize (*art, science, music* and *social studies* are cognates). Check the meaning of the words as a class.

Use facial expressions to model your own likes and dislikes with regard to these subjects.

Write *like* and *don't like* on the board. Draw a happy face next to the first expression and a sad face next to the second one.

Encourage students to say whether they like or dislike these subjects.

The Beginning

1 Listen and underline the correct answer.



Ask students to look at the illustration. Read the question and the three options out loud. If necessary, explain their meaning.

Play Track 34 and have students underline the correct option. Have them compare their answers with a partner.

2 Look and answer the questions.



Have students look at the questionnaire. Read the questions out loud. Have students complete the activity in pairs. Make sure they understand that they are not supposed to answer the questionnaire itself.

► Label the parts of the text: questions, instructions.

Have students label the instructions and questions using the blanks next to the questionnaire.

Unit 5a

Let's Write a Questionnaire!

The Beginning

1 Listen and underline the correct answer.



What are the children doing?

- a) talking
- b) answering a questionnaire
- c) taking an exam



2 Look and answer the questions.



Answer the questions with one word.

- 1. What's your favorite subject at school? _____
- 2. What's the most difficult subject for you? _____
- 3. What's the easiest subject? _____
- 4. What's the most useful subject? _____

1. What is the text?

- a) a message
- b) a questionnaire
- c) an illustrated guide

2. What's the topic?

- a) adjectives in English
- b) TV programs
- c) subjects at school

3. Who is it for?

- a) students
- b) teachers
- c) parents

► Label the parts of the text: questions, instructions.

The Plan

In this unit you will:

- identify open and closed response questions
- learn the correct pronunciation of questions
- ask and answer different types of questionnaires
- understand factual texts
- write a questionnaire

The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Routine

Choose a game or activity from page X and do it with the class.

The Steps

1 Read and classify.

S = At school H = At home N = In your neighborhood C = In your country

What can you use a questionnaire for?
Where would you use a questionnaire if you want to...?

- | | | | |
|--|--------------------------|--|--------------------------|
| find out which food students prefer to eat during recess | <input type="checkbox"/> | find out a person's opinion about security in their area | <input type="checkbox"/> |
| find out what kind of TV programs people in the same house watch | <input type="checkbox"/> | find out how many people speak indigenous languages in the country | <input type="checkbox"/> |
| find out the type of services needed in a community | <input type="checkbox"/> | find out the means of transportation students use to get to school | <input type="checkbox"/> |
| know the number of people in a house | <input type="checkbox"/> | find out the kind of shampoo a family uses | <input type="checkbox"/> |

► What other things could you use a questionnaire for? Make lists.

At school	At home	In your neighborhood	In your country

2 Look and color the circles.

Open questions =  Closed questions = 

- | | |
|-----------------------|---|
| <input type="radio"/> | 1. What kind of music do you like? a) pop b) hip hop c) reggaeton |
| <input type="radio"/> | 2. What is your favorite breakfast food? |
| <input type="radio"/> | 3. It is important to wash your hair every day. True or false? |
| <input type="radio"/> | 4. What are the characteristics of insects? |

► Number the type of questions.

___ True or false ___ Multiple choice ___ Comprehension ___ Opinion

Mention uses of questionnaires. Distinguish open-ended questions from closed-ended questions. Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion).

Unit 5a 69

Objectives

Mention uses of questionnaires.
Distinguish open-ended questions from closed-ended questions.
Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion).
Materials green and purple colored pencils

Before the Book

Dictate the following questions to students and have them write them down in their notebooks:

- T: Do you eat fruit every day?
What is your favorite animal?
What time do you wake up?
Did you drink milk this morning?

Write the questions on the board to check spelling.
Have students answer them. Finally, ask students to stand up and ask their classmates the questions until they find someone with the same answers.

The Steps

1 Read and classify.

Put the class into teams. Remind students what a questionnaire is. Discuss how questionnaires can be used and where they can usually be found (in a magazine to test your personality, at school to see if students like the subjects, in hospitals to find out people's health habits, etc.). Read the text out loud. Clarify meaning when necessary.

Put the class into teams. Ask them to work together to classify the uses of questionnaires.

► What other things could you use a questionnaire for? Make lists.

Put students into groups. Brainstorm other uses of questionnaires in each of the four places. Check as a class.

2 Look and color the circles.

Explain what closed and open questions are (closed questions can only be answered with a limited number of answers; open questions have many possible answers). Put students into pairs. Have them read each of the questions and decide which are closed and which are open.

► Number the type of questions.

Read out the types of questions. Ask students to match them to the questions in the previous activity. Have them compare answers with a partner.

Put the class into small groups. Ask them to look at the questions again and identify the topics (1. music 2. food 3. health habits 4. biology/animals).

Elicit ideas and have students explain their choices.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Predict topic. Identify auxiliaries and question words.

Ask oral questions about aspects of a specific topic.

Acoustic characteristics.

Suggested Materials 1 slip of paper per student

Before the Book

Prepare a set of questions and answers. Write them on separate slips of paper and hand them out to students. Each student should have either an answer or a question. Have them find their partner by asking the question or saying the answer.

3 Look and predict the topic of the questionnaire.

Ask students to look at the pictures and predict the topic of the questionnaire.

► Look and circle the words in Activity 3.

Copy the following questions from the questionnaire on the board:

What do you do during recess?

How do you come to school?

Circle the words *What* and *How*. Tell students that these are question words.

Circle the auxiliary verbs. Elicit how they are used and what they do.

Have students look at the boxes and circle the question words and auxiliary verbs in the text. Ask them to compare their answers with a partner. Encourage volunteers to make up other questions using the question words and auxiliaries in the boxes. Write the questions on the board.

► Listen and repeat. 35

Play Track 35. Have students repeat the questions. Make sure they use correct intonation.

► Interview a partner.

Put students into pairs. Have them take turns to ask each other the questions from the questionnaire. When they have finished tell them to look at the key at the bottom of the questionnaire in order to find out how fit they are.

Routine

Choose a game or activity from page X and do it with the class.

3 Look and predict the topic of the questionnaire.

How Fit Are You?


1. What do you do during recess?
a) play ball or run b) talk c) sit and eat
2. How do you come to school?
a) walking b) public transportation c) by car
3. Which snack do you prefer?
a) an apple b) a sandwich c) sweet bread
4. Which is your favorite PE. activity?
a) running b) push-ups c) sitting down
5. What is your favorite after-school activity?
a) playing sports b) walking c) watching TV

MOORE, K. S. YOU'RE VERY FIT! MOSTLY B. S. YOU'RE GREAT! MOSTLY C. S. YOU NEED TO START MOVING KID!



► Look and circle the words in Activity 3.

Question words = 

Auxiliaries = 

Question Words

who what
where when
why which
how

Auxiliaries

do does
did will
would can

► Listen and repeat. 35

► Interview a partner.



Checkpoint

Answer Yes or No.

1. Can you tell the difference between open and closed questions? _____
2. Can you make four different types of questions? _____
3. Can you name question words and auxiliaries? _____
4. Can you predict a topic by looking at pictures? _____

4 Read and circle the familiar words. Underline the unfamiliar ones.

- | | | |
|--|------|-------|
| 1. You need to shower every day. | True | False |
| 2. When you shower, use soap for the hair and body. | True | False |
| 3. Wash your ears carefully. | True | False |
| 4. Children don't need to use deodorants. | True | False |
| 5. Brush your teeth at least twice a day. | True | False |
| 6. You need to floss between your teeth. | True | False |
| 7. Scrub your nails to avoid germs. | True | False |
| 8. You only need to wash your hands after going to the bathroom. | True | False |
| 9. You don't need to comb your hair. | True | False |
| 10. If you have lice, use a special shampoo. | True | False |

► Classify the words.

Words I know	Words I don't know

► Use your Picture Dictionary to learn the new words.

► Listen and circle the answers. 36

► Read Worksheet 13 and check your answers. 13

Activate previous knowledge. Clarify the meaning of unfamiliar words in different questions to understand the expected answer.

Unit 5a 71

Objectives

Activate previous knowledge.

Clarify the meaning of unfamiliar words in different questions to understand the expected answer.

Suggested Materials 1 piece of paper per student, a soft ball, a wastepaper basket

Before the Book

Prepare a series of *true/false* statements about a topic that students are familiar with, for example, animals (*Mammals have wings. Fish can swim. Birds have beaks. Turtles are mammals, etc.*).

Put the class into two teams, A and B. Place the wastepaper basket in front of the class.

Start with Team A. Choose a representative and say a sentence for him/her to respond *true* or *false* to. If he/she answers correctly, give him/her the ball to try and throw into the wastepaper basket from a fixed position. Give a point for the correct answer, and an extra point if the ball goes in. Continue with Team B.

Checkpoint

Put students into pairs or small groups. Have them read and answer the questions. When they have finished, discuss how they feel about the unit so far. Review what needs to be reinforced.

4 Read and circle the familiar words. Underline the unfamiliar ones.

Tell students to read the sentences and circle the words they are familiar with. Ask them to read it again and underline the words they are unfamiliar with.

► Classify the words.

Have students copy the words into the corresponding table.

► Use your Picture Dictionary to learn the new words.

Ask students to use their Picture Dictionary to look up unfamiliar words. Ask them to copy down the words into their notebook, including the translation.

► Listen and circle the answers. 36

Have students focus on the questionnaire again. Play Track 36. Have them listen and follow along in their books. Have them circle *true* or *false* according to their own criteria.

► Read Worksheet 13 and check your answers. 13

Divide the class into small groups. Have them compare their answers first. Ask them to cut out the text from Worksheet 13 and read it together to check their answers.

Have them say how many they got correct and how many they didn't know.

Give out the paper. Ask them to copy and illustrate the statements and to correct the false ones. Collect their work and put it in their portfolios.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

- Activate previous knowledge.
- Identify consultation sources for the search of information.
- Interpret visual aids that support the content.
- Check the meaning of words.

Suggested Material selection of fruits and vegetables, bag

Before the Book

Bring in a selection of fruits and vegetables. Make sure that students can't see them. Put one of the food items into the bag.

Put the class into two teams. Have a member from each team come to the front and feel inside the bag. Give each student 10 seconds. The student who guesses correctly gets a point for his/her team.

5 Discuss and complete the table.

Put the class into small groups. Give students five minutes to write as many food items as they can for each category. Elicit their ideas in class (but do not discuss them).

▶ Mark (✓) where you can find information about food.

Read out the list of information sources and clarify meaning where necessary. Ask students to discuss where they might learn about food in small groups. Elicit their answers and justifications.

▶ Look at the text on page 117. Complete the information.

Have students look at Worksheet 14. Tell them to scan the text and to choose food for lunch. Ask them to complete the information in their book.

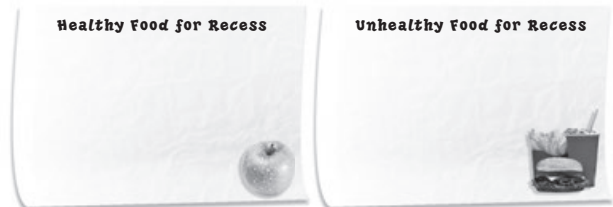
Check ideas as a class.

▶ Follow the instructions.

Read and explain the instructions to the class. Have them do the first three. Check their guesses. Tell them to continue with the remaining steps.

Have volunteers retell the text in front of the class.

5 Discuss and complete the table.



▶ Mark (✓) where you can find information about food.

- | | | |
|--|--------------------------------------|------------------------------------|
| <input type="checkbox"/> the dictionary | <input type="checkbox"/> newspapers | <input type="checkbox"/> textbooks |
| <input type="checkbox"/> an encyclopedia | <input type="checkbox"/> fairy tales | <input type="checkbox"/> magazines |
| <input type="checkbox"/> the Internet | <input type="checkbox"/> comics | <input type="checkbox"/> messages |

▶ Look at the text on page 117. Complete the information.

Title: _____

Pictures that helped me identify the text: _____

Words or expressions that helped me identify the text: _____

▶ Follow the instructions.

1. Take turns to read the text aloud. Ask your teacher to help you with pronunciation.
2. Underline the words that you don't know.
3. Try to guess the meaning of these words. Write down your guesses.
4. Look the words up in your Picture Dictionary. How many did you guess?
5. Read the text again, this time in silence.
6. In your teams, retell the article in your own words.

Activate previous knowledge. Identify consultation sources for the search of information. Interpret visual aids that support the content. Check the meaning of words.

Value


Talk to students about the value of respecting food. Tell students that it is very important to know where our food comes from and that they should try and eat as much fresh food as possible, instead of the more popular processed foods.

Routine

Choose a game or activity from page X and do it with the class.


6 Read the text *What to Eat for Breakfast* and do the tasks.  15

1. Underline the main ideas in red. The main idea is the most important information in a paragraph.
2. Underline the supporting ideas in blue. Supporting ideas reinforce the main idea.
3. Write statements and questions in the boxes:

True or false statements 

_____. True or false?


_____. True or false?

Multiple choice questions 

(Ask a question that has more than one possible answer.)

What should you _____?


a. _____ b. _____ c. _____

Comprehension questions 

(Ask a question to check if the reader understands the text.)

Are _____ healthy?

What is the best option for breakfast: _____ or _____?


Opinion questions 

(Ask a question about the reader's opinion.)

Do you think it is a good idea to eat _____?

Mark main ideas in information previously gathered to distinguish them from supporting ideas. Complete a pattern to write open-ended and close-ended questions about the main ideas of a topic. Highlight main ideas.

Unit 5a 73

6 Read the text *What to Eat for Breakfast* and do the tasks.  15

Have students look at Worksheet 15. Tell students to cut out and glue the text into their notebook. Have them open their book to page 73. Read and explain the first two instructions. Have students underline the main ideas of the text in red and the supporting ideas in blue. Check answers.

Go over each of the boxes and guide students into writing the corresponding type of questions.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Mark main ideas in information previously gathered to distinguish them from supporting ideas.

Complete a pattern to write open-ended and close-ended questions about the main ideas of a topic.

Highlight main ideas.

Suggested Materials index cards, pins, scissors, glue, colored pencils (red and blue)

Before the Book

On index cards, write the names of famous characters or animals, for example, *a cat, Batman, a horse, Shrek, Superman, a fish*, etc. Without showing the cards to students, pin a card on each student's back.

Tell students to ask their classmates questions in order to find out who or what they are. They can only answer with *yes* or *no*:

S1: *Am I an animal?*

S2: *No.*

S1: *Can I fly?*

S2: *Yes.*

Go over possible questions with students beforehand if necessary.

Objectives

Classify open-ended and close-ended questions about a specific topic to design questionnaires.
Check spelling and punctuation conventions.

Before the Book

Write the following question words on the board:

who what where how
when why which

Put the class into two teams. Have students take turns asking the other team a logical question with one of the words. Award two points for each correct question and one point for each correct answer:

S1: *Who is the art teacher?*

S2: *Mrs. Gomez. What are you doing?*

7 Write a questionnaire.

Put the class into groups. Tell them that they have to design a questionnaire in order to find out how healthy their classmates' breakfasts are.

Discuss what constitutes a healthy breakfast. Have students refer back to the text on Worksheet 15.

Elicit three possible questions for the questionnaire and write them on the board:

Do you eat fruit for breakfast?

Do you like milk?

What did you have for breakfast today?

Have students work in their groups to write their questionnaires. Walk around and monitor, providing assistance when needed. Remind students that they can use *yes/no* questions, open ended questions, multiple-choice questions and *true/false* statements.

▶ Revise spelling and punctuation.

Have each student check spelling. Make sure they used question marks.

▶ Interview a partner.

Tell students to work with someone from a different group. Have them take turns to ask and answer their questionnaires.

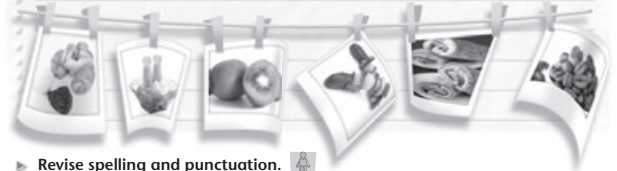
Ask them to report orally what they found out about their partners.


Routine

Choose a game or activity from page X and do it with the class.

7 Write a questionnaire.

How Healthy Is Your Breakfast?



▶ Revise spelling and punctuation. 

▶ Interview a partner. 



The Presentation

1 Write a questionnaire.

1. Choose a topic and talk about it with your classmates.
2. Find more information about the topic.
3. Decide on the number and types of questions for your questionnaire. Include open and closed questions.
4. Decide on the order of the questions and write your questionnaire.
5. Check your spelling and punctuation.
6. Exchange questionnaires with another team.
7. Give and receive feedback on your questionnaires.



The End

Group Reflection

- Was it easy to choose a topic?
- Where did you get more information?
- Did you write the questions on your own? Did anybody help?
- Did you use a dictionary for new vocabulary?
- How did you feel about your work?

Self-evaluation

Go back to page 68 and mark (✓) the objectives for this part of the unit.

The product: A questionnaire. Value and respect questions formulated by others. Group reflection and self-evaluation.

Unit 5a 75

Have students exchange and answer the questionnaires.

The End

Group Reflection

Read the questions out loud. Explain their meaning to the class. Have teams discuss the answers. Ask students to say what they have learned in this part of the unit.

Self-evaluation

Have students go back to page 68. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

The product: A questionnaire.

Value and respect questions formulated by others.

Group reflection and self-evaluation.

Suggested Materials reference books, encyclopedias, paper, pencils

Before the Book

Prepare a series of multiple-choice questions. Put the class into two teams. Choose a team and read the first question with the options. Give them 10 seconds to confer before answering. Give a point if the answer is correct. Give the other team the chance to answer if the answer is incorrect.

Continue until you have covered all the questions.

The Presentation

1 Write a questionnaire.

Go over the instructions with the class. Put the class into teams. Have them find a topic and write a questionnaire.

Unit 5b

Let's Make a Guide!

Social practice Follow and give directions to go to places.

Environment Familiar and community

Objectives

Explore dialogues.

Dialogue structure.

Suggested Materials blue and red colored pencils, pencils

Before the Book

Prepare a set of simple instructions (*turn right, walk, take one step forward, raise your left hand, etc.*) that can be performed in class. Ask students to stand up and do them.

The Beginning

1 Listen and color. 37

Have students describe the picture:

T: *Who can they see? Where are they? What are they doing?*

Play Track 37. Have students decide who is asking for directions and who is giving them.

Check answers with the class. Ask students to color the pictures using the code.

▶ Listen again and mark (✓) where he wants to go.

Point to the buildings on the right and ask students if they can name them. Write the names on the board and read them out loud:

T: *Hotel, bank, restaurant, park.*

Play Track 37 again. Have students mark where the person wants to go.

▶ Read and number the dialogue in order.

Put the class into pairs. Have students read the sentences. Ask pairs to decide on the correct order. Have them number the sentences in pencil.

▶ Listen again and check.

Allow students to listen to the dialogue to check their answers. Play it twice if necessary.

Unit 5b

Let's Make a Guide!

The Beginning

1 Listen and color. 37

Asking for directions = 

Giving directions = 



▶ Listen again and mark (✓) where he wants to go.

▶ Read and number the dialogue in order.

____ You're welcome.
____ That's right!
____ Excuse me. Where can I find a restaurant?
____ A restaurant? Hmm... Let's see... O.K. Walk along for two blocks and turn right.
____ Then walk three blocks more. It's on the left.
____ Thank you very much.
____ So, it's two blocks, turn right, then three blocks. Right?

▶ Listen again and check.

The Plan

In this unit you will:

- identify names of places
- learn the cardinal points
- learn prepositions of place and movement
- follow and write directions

Value

Use this opportunity to talk with students about how language can be used to ask for and offer help. Discuss how this can be done politely.

The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

Routine

Choose a game or activity from page X and do it with the class.

The Steps

1 Use your Picture Dictionary to label the places.

Blank boxes for labeling the buildings.

2 Listen and write where they want to go. 38

Mark: I want to go to a _____.

Kelly: I want to go to a _____.

Clara: I want to go to a _____.

Tom: I want to go to a _____.

► Listen again and fill in the blanks.

1. Mark: It's open on Sundays, _____?
2. Clara: That's far, _____?
3. Kelly: I can take my dog, _____?
4. Tom: It's not too far, _____?

► Read and circle.

We use question tags to ask a question / confirm information / have a conversation.

Identify, when hearing, the name of the place one intends to visit. Identify words used to confirm what another speaker last said in a dialogue (tag questions).

Unit 5b 77

Objectives

Identify, when hearing, the name of the place one intends to visit.

Identify words used to confirm what another speaker last said in a dialogue (tag questions).

Suggested Materials pictures of animals and everyday objects, some of which should be pairs of things (e.g. two dogs, two tables etc.)

Before the Book

On the board, draw a blank for each letter of the word *hotel*. Draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hangman is complete.

Repeat with other places (*restaurant, school, park*).

The Steps

1 Use your Picture Dictionary to label the places.

Put the class into small groups. Have students use their Picture Dictionary to label the buildings.

Check the answers by having students write the words on the board.

2 Listen and write where they want to go. 38

Read the names of the children out loud. Tell students that they all want to go somewhere.

Play Track 38 and pause it after the first conversation. Ask students where the man wants to go (the supermarket). Have them write the answer. Continue with the rest of the conversations.

► Listen again and fill in the blanks.

Point to the sentences. Explain that the children said this. Play Track 38 again. Have students fill in the blanks.

► Read and circle.

Copy the sentences onto the board. Explain to students that the short questions at the end are called *question tags*.

Ask students to work with a partner and decide what question tags are used for. Check as a class.

Language Awareness

Show students the picture of an animal and elicit a question tag with *is*:

T: *This is a (tiger),...*
S: *...isn't it?*

Repeat with other pictures:

T: *This is a (ball),...*
S: *...isn't it?*

Show students the pictures of two animals or objects and elicit question tags with *are*:

T: *These are (dogs),...*
S: *...aren't they?*

Repeat with other pictures of animals, eliciting questions tags with *can* and *can't*.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify names of cardinal points in speaking and points of reference (forth, back, left, right).

Identify words and/or phrases that indicate locations and near-by points of reference.

Complete sentences to describe the position of a person in reference to a place or a man-made construction.

Suggested Materials paper

Before the Book

Write the following prepositions on the board, *in, on, under, behind, next to, between* and *in front of*.

Elicit places from the students' community (hospital, market, square, etc.). Write them on the board.

Have each student draw a symbol to represent one of the places on a piece of paper (a red cross for the hospital, a bunch of bananas for the market).

Ask five volunteers to come to the front with their symbols. Use sentences with prepositions to move the students around.

T: *The bank is next to the hospital.*

(S1 stands next to S2.)

T: *The hospital is between the bank and the market.*

(S3 stands on the other side of S2.)

T: *There is a park in front of the hospital...*

3 Listen, point and repeat. 39

Remind students of the cardinal points, *north, south, east* and *west*: Elicit where the sun rises (the east) and have students point in that direction. Have students point out the other cardinal points.

Play Track 39 and have students follow along in their books and repeat as a class.

► Listen and draw the people on the map.



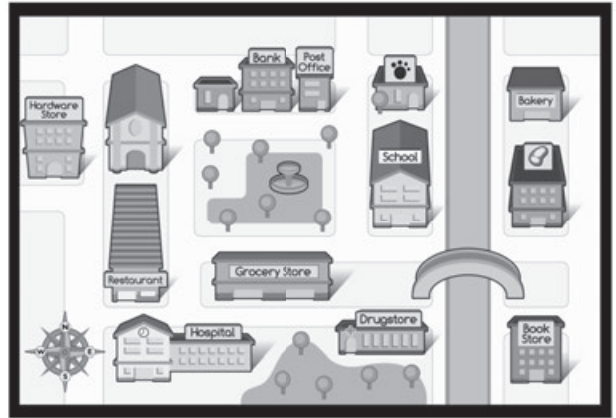
Draw six simple pictures on the board of three women and three men. Point to each and introduce them to the class:

T: (Point to the first woman) *This is Pamela.*

Repeat with the other two women (*Karen, Olga*) and the three men (*Tim, David, Charlie*). Write the names below the pictures. Have students look at the map in their books and identify the places.

Play Track 40. Have students draw a woman (representing Pamela) on the map. Continue with the rest of the characters. Allow sufficient time for students to draw the figures.

3 Listen, point and repeat. 39



► Listen and draw the people on the map. 40

► Fill in the blanks.

at on under between behind in front of

1. Pamela is _____ the pedestrian bridge.
2. Tim is _____ the bank.
3. David is at the park, sleeping _____ a tree.
4. Karen is _____ the post office.
5. Olga is _____ the hospital.
6. Charlie is _____ the bakery.

► Draw more people and say where they are.

Identify names of cardinal points in speaking and points of reference (forth, back, left, right). Identify words and/or phrases that indicate locations and near-by points of reference. Complete sentences to describe the position of a person in reference to a place or a man-made construction.

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Unit 5b

When they have finished, have them compare answers in pairs.

► Fill in the blanks.

Have students complete the activity using the prepositions in the boxes.

► Draw more people and say where they are.

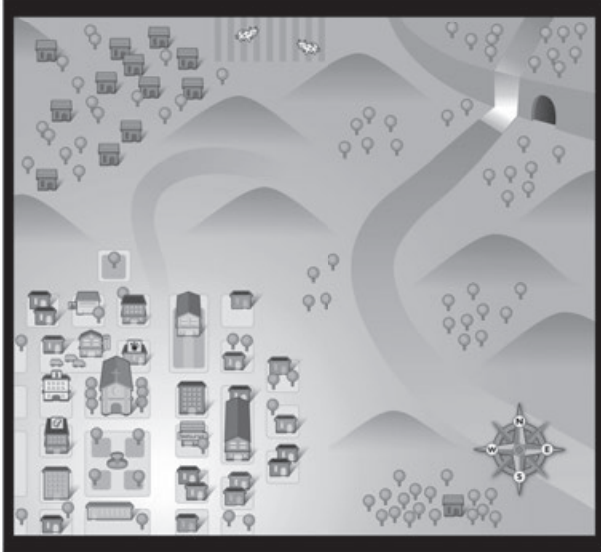
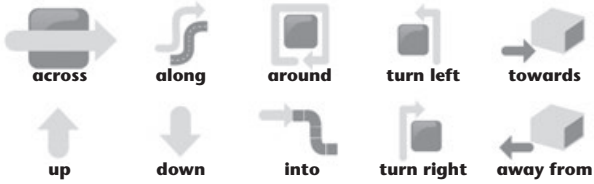


Put students into pairs. Ask each student to draw two more people on the map. Tell them to ask questions in order to find their partner's location. Draw the people in the right places.

Routine

Choose a game or activity from page X and do it with the class.

4 Listen and follow the route on the map.   41



Identify words and/or phrases that indicate locations and near-by points of reference. Repertoire of words necessary for this social practice of the language.

Unit 5b 79

T: *Across.* (Stretch out your arms in front of you.)

Point to the map in the students' activity book and ask volunteers to point to the places.

T: *Point to the cave.*

Play Track 41. Have students follow the directions with their finger. Pause the track when necessary.

Have them compare their answers in pairs before checking as a class.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

Identify words and/or phrases that indicate locations and near-by points of reference.

Repertoire of words necessary for this social practice of the language.

Before the Book

Language Awareness

Make simple drawings to practice the prepositions of place, *in*, *on*, *under*, *behind*, *between* and *in front of*. Have students open their notebooks. Give them instructions for reproducing the drawing:

T: *Draw a table. Draw a cat on the table. Draw a box next to the table. Draw a flower in the box.*

When students have finished, have them compare their drawings with a partner. Have them write sentences describing the drawing.

4 Listen and follow the route on the map.



Ask students to focus on the diagram. Have students act out each preposition:

Objectives

Identify words that indicate distance to be covered in order to reach a point.

Ask questions to get to a place.

Before the Book

Write the words, *ten, twenty, thirty*, etc. up to a hundred on the board. Say the words out loud and have students repeat after you. Erase the words from the board and have students stand up. Have a student begin by saying *ten*. The student next to him/her says *twenty* and so on until a hundred is reached. Start again from ten. If a student makes a mistake, he/she must sit down. The last student standing is the winner.

Repeat the routine with the numbers *one hundred, two hundred*, etc. up to a thousand.

Language Awareness

Make simple drawings to practice the directions, *across, along, around, turn left, turn right, towards, up, down, into* and *away from*. Have students open their notebooks and write down the directions and corresponding drawings. Ask them to close their book. Give individual students directions:

T: *Juan, walk across the room towards the window.*

Students must complete the action. The rest of the class can help if necessary. Have them write sentences using the directions.

5 Listen and fill in the blanks.

Have students read the incomplete sentences in their books.

Play Track 42. Tell them to write the numbers they hear. Ask them to compare their answers in pairs before checking as a class.

▶ Number the scale according to the places.

Copy the scale onto the board. Ask students which place is the closest and how close it is. Write the name or draw a picture on the board. Put students into pairs. Have them continue with the rest of the activity. Have volunteers come to the front and write or draw the places.

6 Follow and write the questions.

Ask students to follow each line of the maze to find a question.

Check answers by having volunteers write the questions on the board.

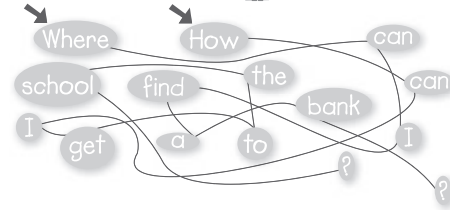
5 Listen and fill in the blanks.

1. The post office is _____ away.
2. The restaurant is _____ away.
3. The hotel is _____ away.
4. The school is _____ away.
5. The drugstore is _____ away.
6. The bus station is _____ away.

▶ Number the scale according to the places.



6 Follow and write the questions.



1. _____
2. _____

Checkpoint

Answer Yes or No.

1. Can you name buildings in your city or town? _____
2. Can you name natural spaces near your city or town? _____
3. Can you make a list of prepositions of place and of movement? _____
4. Can you name the cardinal points? _____
5. Can you understand and follow directions? _____

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Unit 5b

Identify words that indicate distance to be covered in order to reach a point.
Ask questions to get to a place.

Value


Talk to students about the importance of not trusting strangers. Explain that only people that they know really well can be trusted.

Checkpoint

Put students in pairs or small groups. Have them read and answer the questions. When they have finished, discuss how they feel about the unit so far. Review what needs to be reinforced.

Routine

Choose a game or activity from page X and do it with the class.


7 Read and mark the places on the map. 

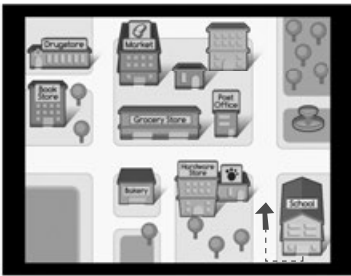
Where did she start? Where did she finish?




Go out of the school and turn right.
Walk straight for three blocks, past the park. Turn right.
The grocery store is on your left, across the street from the park.




8 Look and complete the directions to get from the school to the drugstore. 




Go out of the school and turn _____. Walk to the corner and turn _____. Walk _____ blocks, past the pet shop, the _____ and the bakery. Turn right, walk one _____ and the drugstore is on your _____ in _____ of the _____.

▶ Ask your partner directions from the grocery store to the park. 

Offer directions to move to a different place. Identify the place where one starts and the place where one is going to. Complete sentences that give directions to follow a route to move from one place to another.

8 Look and complete the directions to get from the school to the drugstore. 

Ask students to read the text and use the expressions from the previous text in order to complete the directions. Have them compare their answers in pairs when they have finished.

▶ Ask your partner directions from the grocery store to the park. 

Put students into pairs. Have them take turns describing the route they would take in order to get from the grocery store to the park.

Have them write the directions in their notebooks. Monitor and help.

Routine

Choose a game or activity from page X and do it with the class.

Objectives


Offer directions to move to a different place.

Identify the place where one starts and the place where one is going to.

Complete sentences that give directions to follow a route to move from one place to another.

Before the Book

Elicit the questions from the previous lesson and write them on the board. Put the class into small groups. Have students practice the pronunciation of the question in different ways (happy, rude, extremely polite, stuttering, with a hoarse voice, etc.).

7 Read and mark the places on the map. 

Read the questions out loud. Ask students to read the text in silence and to find both places on the map.

Check the answers as a class.

Objectives

Write directions to go from one place to another.

Describe immediate surroundings as a point of reference to move from.

Verify directions by tracing the route in a map or sketch.

Complete model sentences to indicate how to walk from one place to another.

Suggested Materials 1 slip of paper per student, 2 sheets of paper per student

Before the Book

On each slip of paper, write the name of a place in or near school. Put students into pairs. Give out the slips of paper. Have students ask for and give directions to get to the place on their papers. Have them switch partners as often as possible.

9 Game: Choose your own directions!

Have students open their book to page 82. Tell them to read the text. Have them choose the place they want to go to and the way they want to get there.

- **Exchange and draw the route on a map. Add the reference places.**

Put students into pairs. Give each student a sheet of paper. Have them exchange and read their partner's directions. Encourage them to draw a map, adding the buildings and natural spaces mentioned.

When they have finished, ask them to discuss their maps in pairs. Check the accuracy of the drawings.

10 Draw a route and write directions for map A.

Ask students to draw a route and to write the directions for map A.

- **Role-play: Giving and asking for directions.**

Elicit from students the way to ask for directions politely. Allow them to look back at previous lessons. Write the dialogue on the board and erase the parts that can be substituted.

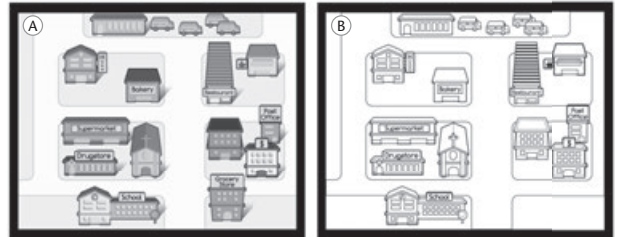
Put students into pairs. Ask them to use map A in order to tell their partner where they are going before starting the role-play. Have their partner draw the route on map B. Swap roles. The person giving the directions now draws the route.

9 Game: Choose your own directions!

Go out of the house/school/market. Turn left/right. Walk straight for about 50/100/200 meters. Then turn left/right again. You are in front of a bank/drugstore/hardware store. Walk behind this place and cross a bridge/river/street. Walk for one block/two blocks/three blocks and turn left/right. Walk up a hill/mountain and then down. Turn left/right and walk across a park/forest/soccer field. Finally, cross the street/road/railway tracks and walk for about 50/100/200 meters. The shopping mall/waterfall/pet shop is right there.

- Exchange and draw the route on a map. Add the reference places.

10 Draw a route and write directions for map A.



- Role-play: Giving and asking for directions.

11 Draw a map and give directions to a place near your house.

Write directions to go from one place to another. Describe immediate surroundings as a point of reference to move from. Verify directions by tracing the route in a map or sketch. Complete model sentences to indicate how to walk from one place to another.

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11 Draw a map and give directions to a place near your house.

Give each student a piece of paper. Tell them to make a map of their house and the surrounding area. Ask them to write the directions from their house to another place on their maps.

Put the maps in the students' portfolio.

Routine

Choose a game or activity from page X and do it with the class.

The Presentation

1 Make a guide to walk from one place to another.

1. Work in pairs. Draw a map of the area around your school.
2. Draw and label the buildings in the area. Draw the natural spaces in the area.
3. Choose a place you want to go to, starting at the school. Trace a route to get there.
4. Write the directions in order to follow the route.
5. Use your Picture Dictionary to check spelling.
6. Check that the directions are clear and complete. Ask your teacher for assistance.
7. Together with other pairs, assemble a guide with directions.
8. Present your guide to other classes and read out the directions.



The End

Group Reflection

- Was it easy to draw a map of the area around your school?
- Was it easy to choose a place to go to?
- Did you help in writing the directions?
- Did you ask for help to check your directions?
- Who did you present the guide to? What did you do?
- Did you like the end product?

Self-evaluation

Go back to page 76 and mark (✓) the objectives for this part of the unit.

The product: a quick guide to give directions to walk from one place to another.
Graphic resources: maps and sketches. Group reflection and self-evaluation.

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Self-evaluation

Have students open their book to page 76. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

Routine

Choose a game or activity from page X and do it with the class.

Objectives

The product: a quick guide to give directions to walk from one place to another.

Graphic resources: maps and sketches.

Group reflection and self-evaluation.

Before the Book

The Presentation

1 Make a guide to walk from one place to another.

Read and explain the steps for designing a guide to give directions. Have students decide on the place they want to go to, and how to present their maps and directions.

Monitor and provide help when needed.

The End

Group Reflection

Read and explain the questions. Have groups from the previous activity discuss them together.

Elicit their opinions about their work.

Review

Unit 5

Students' Achievements

In this unit, students participate in the creation of a questionnaire and a quick guide to give directions.

Observe your students as they are working and as they present their work to the class.

Check that:

- the topic students choose for their questionnaire is interesting to those who answer it.
- the questions are written correctly.
- all students have a chance to exchange their questionnaires.
- the locations students include on the map are adequate.
- directions are complete, clear and easy to follow.

Help students by suggesting different topics for their questionnaire. This is a good opportunity to make students aware of important issues such as healthy habits, exercising, recycling, etc. As for the guide, suggest places they can include on the map such as fire or police stations, museums, and nearby shops, for example. Monitor and give feedback after the presentation of their final products.

Games and Activities

Good and Bad Areas

Do this game in the school yard or on a sports field. Identify two areas (two opposite walls, or goals on a soccer field, etc.). One area represents "good habits," and the other "bad habits." Tell the students a good or bad habit, and have them run to the corresponding area. Make sure to include dubious habits, so students don't always react in the same way. For example, "You should have breakfast every day." (good). "You should take a shower once a month." (bad). "You should watch TV every day." (dubious).

A Treasure Hunt

Preparation: You need sticky notes for this (e.g., Post It™ notes). Draw a treasure (a trunk, or "gold" coins) on a sticky note. Before the class, put the note in a place where students cannot see it, for example, under a student's chair.

In class, tell students that there is a treasure hidden in the room. It is a piece of paper (show a sticky note). Tell a strong student to get up and give him/her instructions in order to find it. After the example, ask a student to leave the room. The others can hide the "treasure" and give instructions.

Example of instructions: "Walk to the left. Stop. Two chairs to the right. Good. Now it's under the chair!"

The Ten-sentence Guessing Game

Arrange the class into groups of three and ask them to write down the name of a place (pet shop, market, a school, or any other public place). To start the activity, ask them to play against another team and take turns asking questions to guess the place. Tell students they are allowed to ask *Yes/No*-questions only. The team that guesses the place is the winner.

Examples of questions:

1. Is it an outside place?
2. Can you buy food there?
3. Do you have to pay to get in?

Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves

Cross-curricular Activities

Language Arts: Class Magazine

Materials Magazines, paper (11 sheets), construction paper, glue, stapler

Preparation Cut construction paper into three sheets (28 x 43 cm).

Directions Divide the class into ten groups. Distribute magazines and give each group a sheet of paper. Tell students they are going to make a class magazine. Have four groups write profiles of famous people for their pages of the magazine. Tell them to find pictures of the corresponding people and to include information about nationality, where the person lives, family, physical appearance, likes, dislikes and hobbies. Have three groups make fashion pages, cutting out pictures of models from the magazines and describing what they are wearing. Have the remaining three groups make games pages with puzzles (crosswords, word searches) to review vocabulary from the unit.

Ask groups who finish early to design a cover. Then have the class suggest names for the magazine and vote on the best one.

Place sheets one on top of the other, with the cover on the bottom. Fold sheets in the middle to make a magazine and staple in the center.

Art: Vacation Picture Frame

Materials For each student: 8 popsicle sticks, paint, white glue, vacation photo, lightweight cardboard, yarn, small items (sequins, buttons, stickers, ribbons, tiny flowers, lace, stamps)

Directions Lead students in the following directions:

1. Put a photo on the table. Cover the right-hand edge with two popsicle sticks laid side by side. Do the same with the left-hand edge.
2. Next, place two sticks side by side across the top of the photo. Do the same across the bottom of the photo. Mark where the frame will be glued. Remove the photo and trim it if necessary.
3. Glue the frame together. Let it dry.
4. Place the photo on a piece of cardboard and trace around it. Trim the cardboard to be just a little larger than the photo. Then glue the photo to the center of the cardboard.
5. Paint the frame. Let the paint dry and glue stickers, buttons, sequins or other items onto the frame.
6. Glue the cardboard to the frame.
7. Glue a piece of yarn to the back of the frame.



Cooking: No-bake Hieroglyphic Cookies

Materials Reference books on Egyptian hieroglyphs; 2 cups sugar, $\frac{1}{4}$ stick softened margarine, $\frac{1}{2}$ cup milk, $\frac{1}{4}$ cup cocoa, 1 teaspoon vanilla, 3 cups uncooked oatmeal, $\frac{1}{2}$ cup peanut butter (optional), saucepans, wax paper, large spoons

Directions Have students mix the sugar, margarine, milk and cocoa in a saucepan. Supervise students as they bring the mixture to a boil. Tell them to allow it to boil for about a minute, stirring carefully. Next, have students remove the mixture from the heat and add the vanilla, oatmeal and peanut butter (optional). Tell them to mix well and then drop the mixture in spoonfuls onto the wax paper.

Distribute reference books. Have students choose hieroglyphs they like and mold their cookie mixture into the corresponding shapes. Allow the cookies to cool. Have students compare hieroglyphs and explain what they represent. Then tell them they can eat the cookies.

Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.

TRACK 1

Listen and mark.

GIRL: My plant doesn't grow!
 MOM: Give it some Gro-Green Plant Vitamins.
 ANNOUNCER: Make your plants grow bigger and bigger with Gro-Green Plant Vitamins!

TRACK 2

Listen and complete.

WOMAN: Hello?
 BOY: Hello, my name is Robert. Are you selling a bicycle?
 WOMAN: Yes, I am.
 BOY: Is it in good condition?
 WOMAN: Yes, it is. It's one year old. The price is 45 dollars.
 BOY: Can I see it?
 WOMAN: Sure. My address is 144 High Street. Can you come this afternoon?
 BOY: Yes, is 5 o'clock okay?
 WOMAN: Fine. See you then, Robert.

TRACK 3

Listen and repeat.

a time, an address
 mall, call
 a.m., playful

TRACK 4

Listen and write the order.

I'm going shopping, oh yeah!
 The mall isn't far away.
 The mall is where I belong
 Would you like to come along?
 We're going bowling, yes we are!
 That's where I meet my friends.
 In the bowling alley I feel strong.
 Would you like to come along?
 I'm going to a concert, yippee,
 hurry!
 The auditorium is brand new.
 The band is going to sing my song,
 Would you like to come along?

TRACK 5

Listen and draw the problem. Then match.

WOMAN: Johnny's clothes always look dirty!
 WOMAN: Why don't you use Dazzle

detergent? It always gets Norman's clothes dazzling clean!

ANNOUNCER: New, improved Dazzle makes your clothes cleaner than ever!
 BOY: Hamburgers again, Mom! They're so boring!
 MOM: They're not boring today. I put new Yummy Ketchup on them!
 ANNOUNCER: Yummy Ketchup makes your hot dogs and hamburgers more delicious.
 GIRL 1: My hair always looks terrible! I want to look beautiful for the dance tonight. What can I do?
 GIRL 2: I use Shiny Life Shampoo. Why don't you try it?
 ANNOUNCER: Shiny Life Shampoo makes your hair more beautiful every day!

TRACK 6

Listen and circle the words.

Once upon a time, there was a town named Hamelin. The town was prosperous. The people of Hamelin were happy.
 But one year, Hamelin had a problem. There were many rats. The rats brought sickness to the town: diarrhea, fever and the plague. The people of Hamelin were desperate.
 The town council met to discuss the problem. They asked Wilhelm, the firefighter, for a solution. Wilhelm said, "The problem is simple. Rats eat garbage. There is garbage in your streets. I will clean your streets, and the rats will go away."
 Wilhelm cleaned the streets with a hose. The streets were now clean. The town council paid Wilhelm good money. The people of Hamelin were happy.
 But the rats stayed and not only were they on the street, they also started to get into the houses, too. The people said, "Wilhelm is not helping! His solution is terrible. Now the rats are eating all our food!"

TRACK 7

Listen and follow along.

The town council of Hamelin met again. They decided to ask Lena, the town chemist, for a solution. Lena said, "The problem is simple. Rats eat food. There is no food in our streets. We should put food in the streets – food with poison. I will put poisoned food in the streets, and the rats will go away."
 The town paid Lena good money and so she put poisoned food in the streets. The streets were now dirty again and the people of Hamelin were more upset than ever. Their dogs ate the food and died. Their cats ate the food and died. The people said, "Lena is not helping! Her food is killing our animals!"
 And still the rats stayed. Nobody knows why, but the rats did not die.

TRACK 8

Listen and write the words in Spanish.

One day a musician came to Hamelin. He walked around the town and played his flute. A few rats appeared and followed the musician. The musician played and walked more, and more rats followed him. Then the man walked out of the town. And all the rats of Hamelin followed him. The people were fascinated.
 "The rats have gone away!" they said. They called the mysterious musician the Pied Piper. "The Pied Piper has saved our town!" the people said.
 Later the Pied Piper came back. He went to see the town council. "I have taken away your rats, now please pay me," he said.
 The people of the council considered this and said, "We are sorry. We have paid Wilhelm the fireman. We have paid Lena the chemist. Now there is no more money left."

The Pied Piper was furious. He said, "I will be back next week. If you don't pay me, I will take your children." And the Pied Piper left.

TRACK 9

Listen and number.

Wind instruments
flute
recorder
clarinet

TRACK 10

Listen and fill in the blanks.

A week later, the Pied Piper came back. The town council didn't pay him. The Pied Piper went to the town square and said to the men and women, "I have taken the rats from this town. I have waited one week for payment but the town council isn't paying me. Now, I will take your children."

The Pied Piper started playing his flute. After a while, a window opened in one of the houses and a boy jumped to the street and ran to the Pied Piper. More children escaped from their homes and came to the Piper. The Pied Piper started walking and more children came. After a while, all the children of Hamelin were with the Piper. Fathers and mothers tried to stop their children, but they couldn't prevent them from following the Piper. The musician then walked out of the town.

And all the children followed him, and they too left the town. Nobody from Hamelin has seen the children since then and nobody has seen the Piper. They disappeared. And the people of Hamelin cried in the streets. Hamelin – a town without rats, a town without children.

Track 11

Listen and number the magical objects in order.

Witches and wizards in the classroom, pay attention! I will tell you about five magic objects.

The first one is a magic lamp. In the story of Aladdin, a boy in Arabia finds a magic oil lamp. The lamp has a genie inside. The genie gives Aladdin magic powers.

Our second object is magical potion. People say that a potion is a magic drink. When a person drinks the potion, he or she gets magical powers, like the ability to fly.

The next magical object is a magic wand. According to legend, there are witches who use magic wands. A wand is a wooden stick. A witch points the stick to a person or thing, and then she can do magic.

Next, magic books. A magic book contains spells and incantations, magical sentences and rhymes. The spells can make the magician do magical things such as changing form.

Finally, let's talk about broomsticks. A broomstick is a long wooden stick with a lot of twigs at one end. According to legend, witches fly on broomsticks.

TRACK 12

Listen and circle the words using the color code.

Dino Rap

Oviraptor is my name,
Being an egg thief is my game.
I'm the fastest of them all,
Under things I have to crawl.
I run away with the eggs
On my very fast two legs.
Centrosaurus is my name,
Lizard with horns is my game.
See, I have the strongest beak.
The toughest plants I do seek.
My one thousand kilograms
Protect me with just one slam.
Deinonychus is my name,

Terrible claws is my game.
Though I'm not the tallest,
I find meals in the forest.
Eating away at the forage,
I take my victims for porridge.

TRACK 13

Listen and circle the TV program.

And now... amazing news from the town of Naica, Chihuahua. An incredible crystal cave was discovered inside a mine. It has the largest crystals in the world! It was found by accident by two miners, Eloy and Javier Delgado.

The crystals are about 274 meters below the surface and the temperature inside the mine is 46 degrees Celsius. They are 10 meters long and weigh about 55 tons.

Some people say that being there is like being on another planet or like being at Superman's fortress of solitude!

For security reasons, the cave is not open to the public.

TRACK 14

Listen, cut and glue the symbols.

And here's today's weather. The north of the country will be cold and windy. There is a high probability of rain in the afternoon so make sure you take an umbrella with you.

Good news for people in the south. It's going to be a sunny day with just a few clouds in the sky. A very nice day for a picnic perhaps, or for flying your kite in the park.

For those of you in the center of the country, it's another hot day. Temperatures will reach 32° C.

TRACK 15

Listen and mark the correct picture.

This morning the weather is foggy. Drive carefully and don't forget to use your headlights. Visibility is very low.

TRACK 16

Listen and complete the information.

Good morning. Scientists in the Brazilian Rainforest have discovered a new species of ant. It's about 3 millimeters long, white and blind. That's right, it has no eyes and its "mouth" is like a pair of long forceps. Its name is *Martialis Eureka*, because it looks like it has come from Mars. The scientist that discovered this ant is a German entomologist, Christian Rabeling.

It is said to be more than 120 million years old. Scientists are hoping to find more in the rainforest.

TRACK 17

Listen and check your predictions.

ALICE: Now, some funny news with Tim! Tim... Can you hear me?

TIM: Yes, Alice.

ALICE: Err... What do you have for us this time?

TIM: Well, I'm outside this new restaurant, "Wow-Wow," where you can bring your pet.

ALICE: Oh, yes, the new um... restaurant for pets. What happened?

TIM: Well, errr... This time they had a very naughty visitor, Wilbi. Wilbi is a very special schnauzer. But let's ask the owner what exactly Wilbi did. What happened?

MIKI: Well, I was talking to some clients and err... when I came back to the kitchen Wilbi was on the table eating all the cakes and cookies I had prepared!

TIM: What? Did he eat all of the cakes?

MIKI: Yes, I had spent all morning making them.

TIM: And who is Wilbi's owner?

MIKI: The owner is a young woman. She went to the bathroom and Wilby ran into the kitchen. Nobody saw him!

ELLA: I'm so sorry. I will pay for everything.

MIKI: Oh, yes, you will! And you will help me make 100 cakes today!

ELLA: Ok, I will, I will.

TIM: Well, if you bring your pet here, make sure he doesn't go into the kitchen or you will spend the rest of the day making cakes for dogs! Ha, ha, ha. Back to the studio, Alice...

TRACK 18

Listen and answer.

RADIO PRESENTER: There was an earthquake this morning. According to early reports, it measured 6.2 on the Richter scale. There was very little damage but some people in schools panicked. Let's now hear from Mary Ann, our reporter on the street.

MARY ANN: We are outside a school in the south of the city. Let's hear from some of the teachers and students. What were you doing when the earthquake began?

TEACHER: I was in the library with some of my students. They panicked at first because the books began to fall off the shelves and it was impossible to walk through the aisles.

REPORTER: Were you in the library?

BOY: Yes, and we were really scared. The books were falling all around us and we couldn't go out! There was like a huge mountain of books in front of us when the earthquake ended!

REPORTER: What did you do?

BOY: We stayed there for about three hours! Nobody could get in there to rescue us! Finally, a firefighter found a way to get in and took us to a safe place.

REPORTER: Fortunately nothing serious happened and school authorities just have to wait till they can restart activities. Well, this is my report.

TRACK 19

Listen and read. Then explain the rhyme.

Letters

A is a letter and a is a word,
I is a letter and I is me,
U is a letter, but it's you that I heard,
And E is just the letter E,
Oh, said Miss O.
It's confusing me so!

TRACK 20

Listen and number the pictures.

BOY: What do our ears do?

ADULT: They help us to hear sounds, like music, and conversations! Without our ears, we can't hear.

BOY: What else do our ears do?

ADULT: They help you to keep your balance. When your balance system doesn't work, you get dizzy. For example, when you have motion sickness!

BOY: Like when my little brother is sick in the car?

ADULT: Uh, yes. That is motion sickness.

BOY: Do we have to do anything to protect our ears?

ADULT: Not much. You have to protect your ears from loud noises, like loud music. And you should not put things in your ear.

BOY: Okay, that's easy.

TRACK 21

Make the words plural. Then listen and check.

1. atlas, atlases
2. book, books
3. box, boxes
4. computer, computers
5. cross, crosses
6. sound, sounds

TRACK 22

Listen and number the pictures.

Roger's Pirate Song

When I was only twenty-three,
I sailed on a pirate ship at sea.

I traveled North, South, East and West,
 And I sailed the ocean blue!
 Those pirates were a lazy bunch,
 They always shouted for their lunch.
 I traveled...
 The captain wanted rum and meat,
 I cooked his food and I washed his feet.
 I traveled...
 I cleaned the cabins and I painted the doors,
 I climbed the ropes and I washed the floors.
 I traveled...

TRACK 23

Listen and complete the dialogue.

PIRATE 1: (*yawns*)

PIRATE 2: Hey, matey. You're sleepy!

PIRATE 1: Aye. I worked a lot last night.

PIRATE 2: Why? What did you do?

PIRATE 1: I cleaned the ship,
 I cooked dinner for the cap'n,
 I washed all the dishes. It was terrible. I wanted to sleep!

PIRATE 2: Well, why don't you sleep right now? I'll do your work this morning.

PIRATE 1: Thanks, matey. You're a real pal!

TRACK 24

Listen and answer.

worked, shouted, cleaned, cooked, climbed, traveled, painted, sailed, washed, wanted

TRACK 25

Listen and read.

Oh When the Class Comes Marching In

Oh when the class comes *marching* in,
 Oh when the class comes *marching* in,
 I want to be in that number
 When the class comes *marching* in.
 Oh when the class comes *running* in,

Oh when the class comes *running* in,
 I want to be in that number
 When the class comes *running* in.
 Oh when the class comes *dancing* in,
 Oh when the class comes *dancing* in,
 I want to be in that number
 When the class comes *dancing* in.
 Oh when the class comes ... in,
 Oh when the class comes ... in,
 I want to be in that number
 When the class comes ... in.

TRACK 26

Listen and circle.

running, dancing, writing,
 drawing, listening

TRACK 27

Order the sentences. Then listen and check.

GIRL: Please sit down... Hold your head forward... Good... Can you close your nose with your fingers, like this?

BOY: Yes, I can do that.

GIRL: Is there blood in your mouth?

BOY: A little.

GIRL: Please spit it out. Here is a napkin... Good... Is it still bleeding?

BOY: No, it stopped.

GIRL: Good. Please don't blow your nose for several hours, okay?

BOY: Okay. Hey...

GIRL: Yes?

BOY: Thanks!

GIRL: You're welcome.

TRACK 28

Listen and mark the correct picture.

MAN: My hand hurts terribly. It might be broken.

WOMAN: I'll give you a sling to immobilize your arm.

MAN: Do you know how to do that?

WOMAN: Yes, I think so. First, this triangular bandage goes over your arm... No, *under* your arm. No, it's like this, I think. Why doesn't it work?

MAN: Ouch! You're hurting me!
 WOMAN: Sorry... Let me think. This part goes over your arm, but where does this part go?

MAN: I don't know... *you* are the expert, supposedly.

WOMAN: I remember. First, this end goes under your arm, and then *this* end goes *over* your arm, like this.

And then I make a knot... there.

MAN: Yes, that's better. Thanks.

WOMAN: You're welcome. Now, let's walk back to town and get you a doctor.

TRACK 29

Listen and mark the items in the first-aid kit.

MAN: Hello, Sam.

WOMAN: Hi, Leo.

MAN: Can you help me for a minute?

WOMAN: Sure. What's up?

MAN: This is our first-aid kit for emergencies. I have a list of the materials that we need in the kit. Can we check if we have everything?

WOMAN: Sure. Why don't you read the list?

MAN: Okay. Do we have a first-aid manual?

WOMAN: Yes. And a list of emergency phone numbers.

MAN: Good. Gauze?

WOMAN: Yes, there are four packs of gauze here. And adhesive tape.

MAN: Band-Aids in different sizes?

WOMAN: Hmm... no.

MAN: Okay. I'll buy Band-Aids. Do we have antiseptic wipes?

WOMAN: Yes. Here they are.

MAN: Regular bandages in several sizes?

WOMAN: Yes, you have four.

MAN: Tweezers?

WOMAN: Tweezers? No, I don't see them.

MAN: Okay, I'll buy new tweezers. Scissors?

WOMAN: Yes, here are the scissors.

MAN: Safety pins?

WOMAN: Yep.

MAN: A thermometer?

WOMAN: A thermometer? No, we don't have a thermometer.

MAN: Plastic gloves?

WOMAN: There are three pairs of plastic gloves right here.

MAN: Excellent. So I only need

Band-Aids, tweezers, and a thermometer. Thanks for your help.

WOMAN: Any time.

TRACK 30

Listen and circle the correct option.

1. May eleventh
2. September thirtieth
3. July first
4. Quarter past four
5. Half past twelve
6. Eight o'clock

TRACK 31

Listen and check.

Hello Ray,

Mom says you have a dentist's appointment today at four thirty.

Sue will take you there.

And don't forget to brush your teeth.

Bye,

Peter

TRACK 32

Listen and read along with the travelogue.

Traveling in England by Brian Fernandez

July 18th

York, England

We left rainy London yesterday.

We are in the wonderful city of York, in Northeast England. It's a small medieval city with a wall around it, a 13th century castle, and the ruins of an abbey.

The castle was awesome! But the best was the dungeon. This is where they tortured prisoners in the past. It was dark and scary. The legend says there is a ghost, and I think I felt something touch my back... (Maybe it was my little sister teasing me.)

Tomorrow on the train again.

My parents want to visit Oxford, which is a very important university city. I hope we don't walk a lot, my feet hurt and I'm tired. That's all for tonight.

TRACK 33

The Island of Phoo

When did you go to the island of Phoo?

How did you travel?

What did you do?

I went last year. I made a boat.

I sailed across the ocean with a frog and a goat.

We arrived at Phoo in the middle of June.

And we danced all night under the moon.

TRACK 34

Listen and underline the correct answer.

BOY: What's your favorite subject at school?

GIRL: P.E.

BOY: What's the most difficult subject for you?

GIRL: Social studies.

BOY: What...?

TRACK 35

Listen and repeat.

1. What do you do during recess?
2. How do you come to school?
3. Which snack do you prefer?
4. Which is your favorite P.E. activity?
5. What is your favorite after-school activity?

TRACK 36

Listen and circle the answers.

1. You need to shower every day.
2. When you shower use soap for the hair and body.
3. Wash your ears carefully.
4. Children don't need to use deodorants.
5. Brush your teeth at least twice a day.
6. You need to floss between your teeth.

7. Scrub your nails to avoid germs.

8. You only need to wash your hands after going to the bathroom.

9. You don't need to comb your hair.

10. If you have lice, use a special shampoo.

TRACK 37

Listen and color.

MAN: Excuse me. Where can I find a restaurant?

WOMAN: A restaurant? Hmm...

Let's see... O.K. Walk along for two blocks and turn right. Then walk three blocks more. It's on the left.

MAN: So, it's two blocks, turn right, then three blocks. Right?

WOMAN: That's right!

MAN: Thank you very much.

WOMAN: You're welcome.

TRACK 38

Listen and write where they want to go.

1. Mark

BOY 1: Excuse me, where can I find a supermarket?

MAN: Turn left on the corner and walk two blocks.

BOY 1: It's open on Sundays, isn't it?

MAN: Yes, it is.

BOY 1: Thank you.

MAN: You're welcome.

2. Clara

GIRL 1: Excuse me, where can I find a pet store?

WOMAN: Turn around and walk straight for 10 minutes. It's next to a hardware store.

GIRL 1: Ten minutes! That's far, isn't it?

3. Kelly

GIRL 2: Excuse me, where can I find a park?

MAN: A park? Cross the street in the corner and go behind that building. There's a park on your right.

GIRL 2: I can take my dog, can't I?

MAN: Yes, I think you can.

GIRL 2: Thank you. Good-bye.

4. Tom

BOY 2: Excuse me, where can I find a bus station?

WOMAN: Walk three blocks and turn right. Then walk three blocks more.

BOY 2: It's not too far, is it?

TRACK 39

Listen, point and repeat.

North
South
East
West

TRACK 40

Listen and draw the people on the map.

1. Where is Pamela?

She's on the pedestrian bridge.

2. Where is Tim?

He's at the bank.

3. Where is David?

He's at the park, sleeping under a tree.

4. Where is Karen?

She's in front of the post office.

5. Where is Olga?

She's behind the hospital.

6. Where is Charlie?

He's behind the bakery.

TRACK 41

Listen and follow the route on the map.

1. Start at the square. Walk across the square towards the church. Turn right, then left again. Walk about 50 meters and get out of the town. Walk up the hill and down the hill. Jump over the river and walk into the cave. Write number 1.

2. Start at the square again. Walk towards the church and turn left. Walk 20 meters and turn right. Write number 2.

3. Start outside the town. Walk to the river. Follow the river to the east for 100 m. Turn toward the hills and walk up the hills. Turn to the west and walk towards the village. Write number 3.

TRACK 42

Listen and fill in the blanks.

1. Where's the post office?

It's 200 meters away.

2. Where's the restaurant?

It's 50 meters away.

3. Where's the hotel?

It's 1 kilometer away.

4. Where's the school?

It's 350 meters away.

5. Where's the drugstore?

It's 100 meters away.

6. Where's the bus station?

It's 2 kilometers away.

Name: _____



1 Plan a *For Sale* ad. Use your imagination.

Product: _____	Price: _____
Brand: _____	Contact: _____
Age: _____	Phone: _____
Extra info: _____	




2 Make the ad. Use lots of colors.

3 Read the legend and complete the chart.

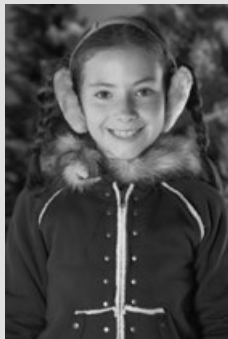
Aladdin and the Lamp

Aladdin was a poor boy from Arabia. One day, he found a lamp. He cleaned the lamp and a genie appeared. The genie said, "You can make three wishes." Aladdin made his three wishes and had many adventures. In the end, he became rich, and married a beautiful princess!



Narrator	storyteller
Audience (children, adults)	
Protagonist	
Setting (city, country)	
Magical / fantastical content	
Climax of the story	



1 Number the sentences in order.

earmuffs

- ___ He went home and made a structure with metal wire. He asked his grandmother to put some fur over it.
- ___ Earmuffs were invented in 1858 by 15-year-old Chester Greenwood.
- ___ One day, he was ice-skating and his ears got very cold.
- ___ Many years later, American soldiers used earmuffs in World War 1, and Greenwood became rich!

2 Listen to your teacher read the text, then answer the questions.

This is Mike Wallaby with the news. Last night, an earthquake hit 20 kilometers north of the city of Bramba. No people were killed, but the earthquake destroyed over 100 houses.

The earthquake may be related to the Bramba volcano, which erupted last May. Scientists say that another eruption might happen any day. The area around the volcano has been evacuated. Over 2,000 people have been moved.



1. The news is about...
 - a. a tourist attraction.
 - b. an earthquake.
 - c. people's houses.
2. What happened after the earthquake?
 - a. Houses were destroyed.
 - b. 2,000 people were killed.
 - c. A volcano erupted.
3. Who is the news reader?
 - a. Bramba.
 - b. May.
 - c. Mike Wallaby.
4. Where did the earthquake happen?
 - a. On the volcano.
 - b. North of Bramba.
 - c. In the city of Bramba.
5. Why has the area been evacuated?
 - a. Because the area near the volcano is dangerous.
 - b. The earthquake happened north of the city of Bramba.
 - c. It was last May.





Name: _____

1 Make plurals.

book _____ box _____ sandwich _____
 product _____ cross _____ house _____

2 Listen and write the words from the box in the blanks. 22

cleaned his North on climbed painted rum shouted wanted

When I was only twenty-three,
 I sailed _____ a pirate ship at sea.
 I traveled _____, South, East and West,
 And I sailed the ocean blue!
 Those pirates were a lazy bunch,
 They always _____ for their lunch.
 I traveled...

My captain _____ and meat,
 I cooked his food and washed _____
 feet.
 I traveled...
 I _____ the cabins and I _____
 the doors,
 I _____ the ropes and I washed the
 floors.
 I traveled...

3 Read the letters in bold above in order.

Where did the pirates hide the treasure?



4 Number the instructions in order.

- ___ Open out the canvas completely.
- ___ Put in the poles.
- ___ First, find a flat place for your tent and clear any rocks.
- ___ The tent is ready. Now you can sleep in it!
- ___ Put the stakes in the ground.



1 Read and write the letter.

- A = this person needs to borrow something
- B = this person is inviting someone
- C = this person wants to have a meeting
- D = this person is asking for a favor

Carlos,
Please buy some milk. There's money on the kitchen table.
Love,
Mom

Dear Mr. and Mrs. Parsons,
We're having a meeting about the garbage on the street, this Thursday at 8 pm, at my place. Please attend.
Yours,
Laura Smith

Hey Martin!
I need to borrow your English book.
Meet me in front of my locker after math class.
R

Georgie,
Let's watch the soccer game together at my house on Saturday. See you at 3?
Tom

2 Look at the situation and write a note in your notebook.

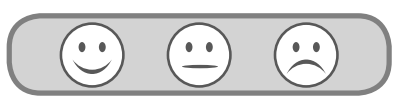
It's your brother's / sister's birthday party tomorrow. You want to invite a friend.

3 Unscramble the words to complete the travelogue.

Saturday
Day three in Seattle. Today, Uncle Harry took me fishing. They have a small _____ (obat), and we went out on the lake. The weather was cloudy, but it didn't _____ (iarn). Uncle Harry is _____ (unnfy). We caught five fish, and Aunt Mary _____ (ookdec) them. Delicious!

Sunday
My cousin Sally took me to the waterfront by _____ (sbu). We went to the aquarium and lots of souvenir stores on the waterfront. I _____ (outhgb) presents for my parents and my sister. It rained, but we wore raincoats. For _____ (unlch), we ate fish and fries. People eat a lot of _____ (ifsh) in this part of the country!

4 Write a travelogue about your region of Mexico in your notebooks.



1 Answer the questionnaire.

1. Circle the correct answer(s). Why do we sleep?
 a. To rest our mind. b. To grow. c. To rest our bodies.

2. Circle *True* or *False*. Lack of sleep causes:

1. sleepiness (you feel tired and sleepy during the day).	True	False
2. concentration problems (you cannot concentrate well).	True	False
3. a bad temper (you feel irritable).	True	False

3. Circle *Yes* or *No*.

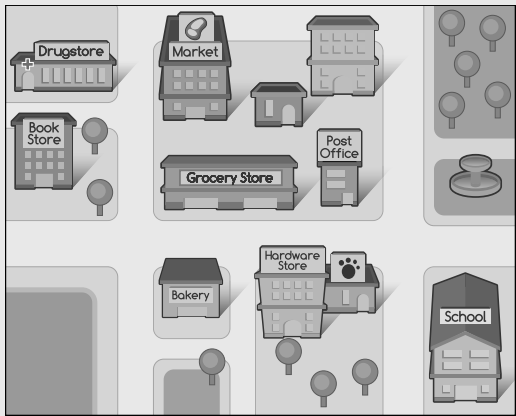
1. Do you feel tired in the morning and want to stay in bed?	Yes	No
2. Are you irritable or bad tempered when you get up?	Yes	No
3. Do you find it difficult to concentrate at school?	Yes	No
4. Do you make mistakes doing simple work?	Yes	No
5. Does it take you a long time to learn something new?	Yes	No
6. Do you want to sleep during the day?	Yes	No

► **Check your answers!**

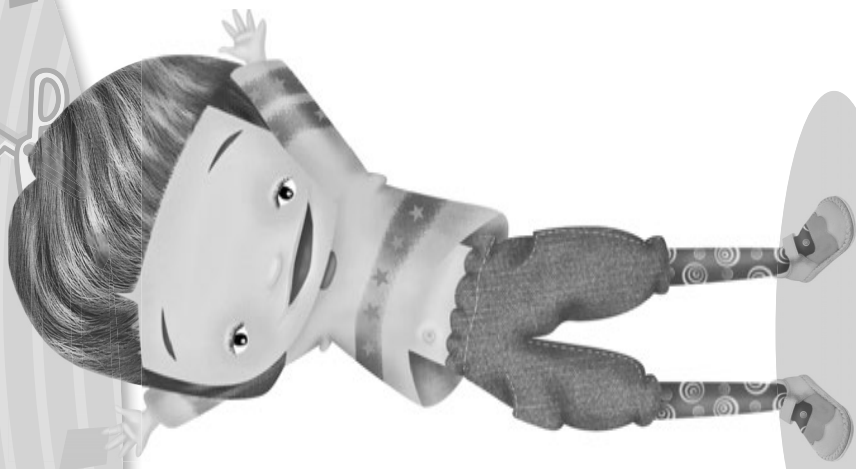
- All answers are correct.
- They are all true.
- If you answer YES to 3 or more questions, you should sleep more!

2 Complete the directions from the school to the drugstore.

Go out of the school and turn _____.
 Walk _____ block(s) to your left.
 Turn _____ at the corner of the grocery store.
 Walk about _____ meters.
 The drugstore is on your _____, in front of the _____.




• + DIPLOMA



completed **Yes! we can!** level 5
Congratulations!

Teacher:

Classmate:





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<http://www.britishcouncil.org/kids-stories.htm>
3. To learn about health
<http://kidshealth.org/kid/>
4. For lots of fun crafts
<http://www.enchantedlearning.com/Home.html>
5. To learn about animals
<http://kids.nationalgeographic.com/Animals/>
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Websites for Teachers

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<http://www.teachingenglish.org.uk/>
2. For ideas on games and fun activities
<http://www.funandgames.org/>
3. For lots of teaching ideas
<http://www2.scholastic.com/browse/home.jsp>
4. For competency
<http://www.oei.es/noticias/spip.php?article2307>
5. For stories in English
<http://www.britishcouncil.org/kids-stories.htm>



Conveying meaning: making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, simple drawings on the board or showing learners real objects.

Elicitation: having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. To elicit the word “cow,” for example, the teacher could draw a picture of the cow on the board and ask students for its name, or act like a cow and say “moo” and ask students to name the animal being acted out. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

Miming: using body language to convey the meaning of words and phrases. Acting out a verb or posing as the object designated by a noun are two examples of miming. (Note that in miming, exaggerated movements will make the activity more stimulating and the meaning clearer.) Miming is a way of conveying meaning; see “conveying meaning,” above.

Monitoring: watching and listening without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems the students are having so as to be able to give them feedback.

Realia: real objects used in the classroom. The main advantage of using realia is that it can make the learning experience more memorable. An example of realia is flowers or fruit that are brought into the classroom when related vocabulary is being taught. A great advantage of realia is that students are able to touch, smell and see the objects at the same time as they are hearing the new words.

Self-evaluation: having students reflect on and judge their own progress. Students can be encouraged into self-evaluation through techniques such as asking them to draw a happy face next to what they feel confident about and a sad face next to what they are unsure of. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.

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Yes, we can!

5

Yes, We Can! is designed for the twenty-first century elementary school teacher, using a child-friendly approach and modern methodology. The course is made up of four components that interact fully for optimum results:

- The **Activity Book** is attractively illustrated for the students. In each unit, students explore two different social practices within fun and meaningful environments. Children are encouraged to participate actively, which ensures language learning in a playful and natural way. The **Activity Book** includes a wide variety of activities: songs and rhymes, readings, riddles, games, arts and crafts and worksheets.
- For each student, the series includes a **Reader**, which is divided into fiction and nonfiction sections. Using authentic literature is an excellent source of real language and general knowledge.
- The **CD** includes all the songs and rhymes, stories, pronunciation and listening activities, as well as some of the texts from the **Readers**. The children and adults on the **CD** are all native speakers of English, which helps learners acquire natural pronunciation and stress patterns.
- Last but not least, the **Teacher's Guide** provides clear, step-by-step instructions for exploiting the program, as well as tips for promoting student independence. In addition, the **Teacher's Guide** gives valuable support material, such as routine activities, assessments, review ideas and much more!

All in all, *Yes, We Can!* is a complete and balanced course that young learners and their teachers will enjoy.

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