

yes, we can!

Teacher's Guide

6



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can!**

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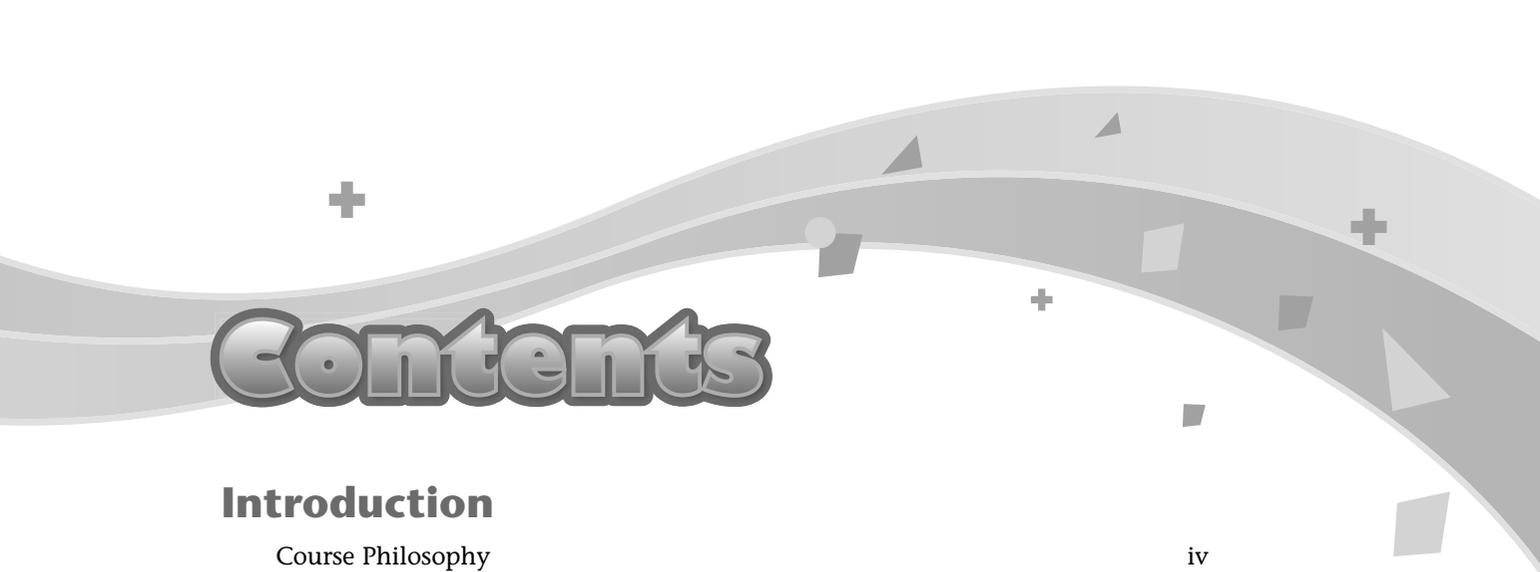
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Course Philosophy

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.

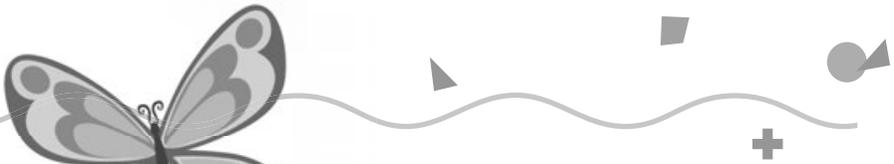
The core idea behind this program is that learning is a process. Therefore, you should not expect your students to master an aspect of language the first time they explore it. Keep in mind this same aspect will be explored again many times throughout the program.

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

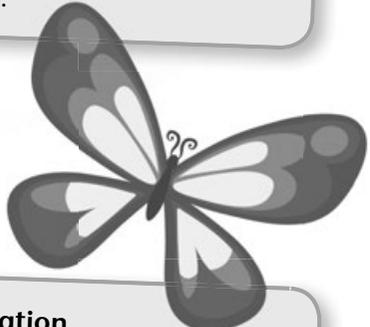


The Whole Child

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.

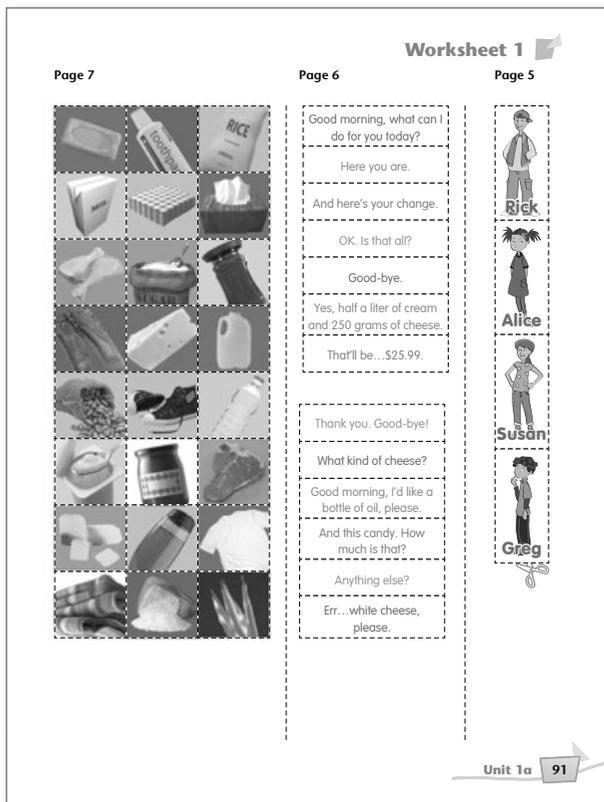
Picture Dictionary

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.



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 Role-play!

Social practice Participate in commercial transactions.
Environment Familiar and community.

Objectives
Anticipate the general sense of a dialogue based on prior knowledge and familiar words.
Distinguish speakers and the way they address each other.

Suggested Materials a soft ball

Before the Book
Introduce yourself by saying your name and something that you like. Throw a ball to a student and have him/her do the same. Continue until all students have participated.

The Beginning
1 Look and predict what they are talking about.
Put the class into small groups. Tell them to look at the picture and discuss what the people might be saying. Elicit their ideas and write them on the board. Do not confirm or reject their ideas.
▶ **Listen and check your predictions.**
Play Track 1. Have students check if their predictions on the board were correct.
▶ **Listen again and fill in the blanks.**
Play Track 1 again and have students write the missing words.
▶ **Discuss the question in groups.**
Ask students to discuss the question in the same groups as before. Elicit their ideas and give immediate feedback: the expression *Mr.* tells us that we are talking about a man and that the kids don't know him very well; the expression *kids* is an informal way of saying children.

Language Awareness
Divide the board into two sections. Label one section *Formal* and the other *Informal*. Elicit formal and informal greetings and write them on the

Formal	Informal
Good morning	Hi
Good afternoon	Hello
Good evening	Hiya
Good-bye	Bye
Mr.	kids
Mrs.	you guys
Miss	kiddo

The Plan
Read and explain each of the objectives. Encourage students 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.

Review Unit 1

Students' Achievements
In this unit, students participate in the creation of a bullet point sheet and a fantastic family tree. Observe your students as they are working and as they present their work to the class.
Check that:
• they all participate actively in their teams.
• they use the target language effectively.
• they have all the necessary material at their disposal.
• the information is clearly organized before they present it.
Help by suggesting ideas to organize the information included in both activities. Monitor and give feedback after the presentation of their final products.

Have a Fair!
This activity takes considerable preparation: tell the students that they are going to have a fair, where they can buy and sell items. Each student should bring three items from home and put a price tag on it: 1 dollar, 2 dollars, and 3 dollars. The items can be candy or fruit, a plant, an old toy, etc. In class, have students make the price tags and six one-dollar bills. On the day of the fair, invite students to buy and sell in English and using the expressions from the book.
Variation: If you want to add an element of competition, you can have a prize for the student that makes the most money. Students are allowed to buy cheaply (for 1 dollar) and sell more expensively (for 2 or 3 dollars).

Make a Comic Strip
Students work in groups and illustrate part of a fantasy story. First, the class as a whole decides what story they will work with. Then, each group decides on a specific scene they want to show. Finally, each group works together to divide up the scene (there should be one picture for each student). Each picture should be done on a letter-sized sheet of paper. Speech bubbles should be included. When the groups are done, post all the comic strips in order somewhere in school for all students to see.

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 this assessment, 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

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.

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.

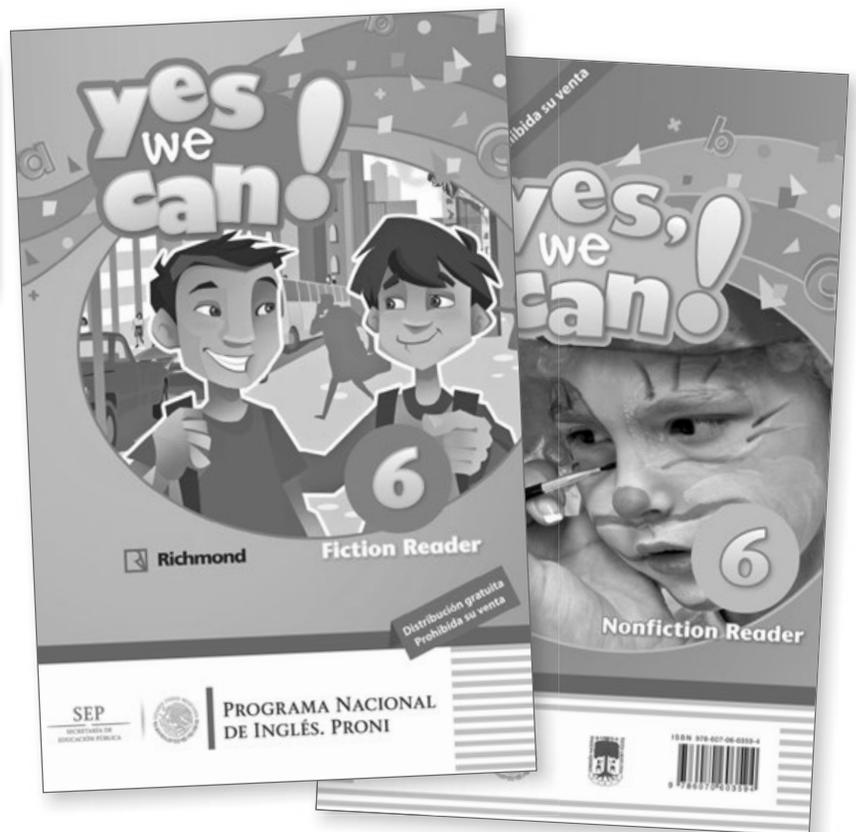


- The following procedure is suggested for song/chant presentations:
 - Write the lyrics on the board or on chart paper.
 - Play the song or chant.
 - Present any new words through pictures, gestures, or actions.
 - Play the song a second time, assigning a listening activity to students. You can have 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 Go Shopping!

Social practice Participate in commercial transactions.

Environment Familiar and community.

Product Make a bullet point sheet for shopping

Nonfiction Reader *Shopping for Staple Foods*

Objectives

Predict general sense.

Identify speakers and the way they address each other.

Identify places where items are purchased and sold.

Perceive the differences in tone, pauses and intonation of each speaker's discourse.

While listening, understand expressions used by speakers in dialogues.

Compare content of the expressions.

Identify expressions to ask for or indicate prices and characteristics of items.

Identify products based on the description of their characteristics.

Distinguish questions from answers, based on intonation.

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

Assume the role of a speaker to practice pronunciation in dialogues.

Select expressions used to ask for diverse products and their prices.

Write questions to obtain information about the characteristics and prices of products.

Write expressions used to ask for or offer information about different products.

Complete sentences used to close a transaction.

Write expressions for a dialogue.

Read sentences aloud.

The product: A "bullet point sheet" for buying and selling transactions of basic need items.

Play the role of a speaker. Group reflection and self-evaluation.

b Let's Make a Fantastic Family Tree!

Social practice Read aloud stories and legends.

Environment Literary and ludic.

Product Make a fantastic family tree

Fiction Reader *The Nixie in the Pond*

Objectives

Activate previous knowledge to predict topic.

Explore fantasy stories.

Relate a story to personal experiences.

Identify purpose and intended audience.

Identify narrator, main character and supporting characters.

Distinguish direct from indirect speech.

Identify dialogues between main and supporting characters.

Identify and define new phrases and words.

Locate parts of a story.

Participate in a guided reading.

Identify the use of punctuation to indicate dialogues.

Structure of fantasy stories.

Establish similarities between the behavior and values of characters in the stories, with those of familiar people, and one's own.

Determine differences between the settings in the story and familiar settings.

Answer questions about family and friendship relationships between characters.

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

The product: Fantastic-family tree.

Group reflection and self-evaluation.

Unit 2

a Let's Make a Report!

Social Practice Participate in formal communicative events.

Environment Educational and academic

Product Write a report

Nonfiction Reader *Vacation Options*

Objectives

Classify and interpret information about a topic of interest to present a report.

Predict topic.

Determine function, purpose and intended audience.

Identify parts of the text and its organization.

Structure: introduction, body, and conclusions.

Read information on sources.

Abbreviations.

Textual components.

Topic, purpose and intended audience.

Define criteria to select information sources.

Verb forms: passive.

Select topics.

Select information that answers previously formulated questions.

Clarify the meaning of words.

Read information on sources.

Establish correspondences between main and supporting information by using connectors.

Identify main ideas by answering questions such as who, what and why.

Identify information that broadens, exemplifies or complements main ideas.

Complete bibliographical cards from sources, based on a model.

Make reports on a topic of interest based on previously gathered information.

Select suitable titles for the report from a list.

Formulate questions about a selected topic.

Organize information in mind maps.

Add information that complements, broadens, or exemplifies main ideas.

Check spelling and punctuation conventions.

Group and self-evaluation.

b Let's Write News!

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

Environment Familiar and community

Product Write a newspaper article

Fiction Reader *Aesop's News*

Objectives

Predict topic.

Identify purpose and intended audience.

Identify purpose of the text.

Explore distribution of graphic and textual components.

Identify the section where they are located.

Identify the influence of the media in community life.

Distinguish direct from indirect speech.

Paraphrase main ideas.

Locate information that answers critical questions: who, what, when, where, how and why.

Identify and read word contractions aloud (he's, I'm, don't, etc.).

Identify main ideas and the information which complements, broadens, or exemplifies them.

Understand the topic and general idea.

Explore sentences that express opinion about the news.

Recognize the parts of the news.

Clarify the meaning of words.

Identify the relationship between pronouns and words they replace.

Complete sentences that express opinion about news.

Write news reports.

Write sentences to express opinions on news reports.

Group and self evaluation.

Unit 3

a Let's Play Word Games!

Social Practice Participate in language games with expressive and aesthetic purposes.

Environment Literary and ludic

Product Organize a spelling bee

Nonfiction Reader *World Records!*

Objectives

Identify names of games.

Explore suitable word games for practicing stress and pronunciation of specific English words.

Purpose and intended audience.

Determine the number of players and their turns of participation.

Purpose of a word game.

Identify participants and the roles they play (e.g. coordinator, players).

Identify steps followed by players.

Set game rules and procedure.

Read a list of words aloud.

Identify words with one, two, three, or more syllables.

Classify words according to the number of syllables in them.

Divide words into syllables to identify stress patterns.

Use language as a means and goal for entertainment.

Learn to compete against others with dedication and respect.

Activate previous knowledge to predict purpose.

Identify number of words involved.

Identify the stressed syllable in the word.

Conventional letter-sound correspondences.

Exchange activities of common interest amongst students.

Distribute among teams the actions to organize a word game contest.

Spell, pronounce, and stress previously selected words.

Set rules of participation and contest mechanics.

Self and group evaluation.

b Let's Solve a Problem at School!

Social Practice Read and record information to solve a problem.

Environment Educational and academic

Product Make a poster

Fiction Reader *Adventure on the Island*

Objectives

Identify school-related problems of interest to students.

Explore written questions.

Question words.

Record in a chart information that answers questions about solving a problem.

Identify words to ask questions.

Clarify the meanings of words.

Identify the pronunciation of questions.

Clarify meanings of words.

Read and select information.

Examine the written form of questions.

Use language as a means of solving problems.

Verb form: auxiliaries.

Formulate questions about a problem and how to solve it.

Type of sentences.

Use a table of contents and titles from sources to find information.

Select a school problem.

Cooperate to provide a solution to problems.

Respect the participation of others.

Name school-related problems.

Select a school problem.

Distribute among teams the actions in order to elaborate printed spots.

Self and group evaluation.

Unit 4

a Let's Read Invitations!

Social practice Read and write notes and letters.

Environment Familiar and community

Product Write a letter or a card

Nonfiction Reader *Letters and Mail*

Objectives

Explore invitation letters.

Practice the writing of dates.

Infer purpose.

Identify situations in which letters are used.

Find out the meaning of unknown words or expressions.

Identify addressee.

Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.).

Classify invitations based on formality or informality of the event. Identify register.

Answer questions about an event.

Nouns: possessive forms (a friend of mine, a partner of yours, etc.).

Select a suitable addressee for an invitation.

Identify elements in which a reply is expected (e.g. confirm attendance, bring something to the event, etc.).

Unscramble a letter.

Check that all aspects in the writing of invitations are complete and include a reply.

Quantifiers (few, many, little, etc.).

Select the most suitable closing formula for a letter.

Infer purpose.

Register.

Structure: greeting, message, closing.

Punctuation.

Abbreviations.

Write on an envelope information regarding the sender and the addressee.

Textual components of letters: place and date, addressee, signature, etc.

Modal verbs (need, could, would, etc.).

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

The product: invitation letters. Self and group evaluation.

b Let's Read Historical Stories!

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

Environment Literary and ludic

Product Draw a comic strip

Fiction Reader *Two Poet Kings*

Objectives

Activate previous knowledge to predict the topic.

Topic and purpose.

Identify differences between actions in the chronicle and contemporary actions.

Structure of chronicles.

Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English speaking countries.

Verb tenses: past.

Identify aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing and eating codes in different events, etc.) from the historical period mentioned in the chronicle.

Elements of chronicles: narrator, main characters, settings.

Write questions and answers about the described historical period, geographic location, people, vegetation, climate, etc.

Answer questions, orally and in written form, about different aspects mentioned in chronicles.

Read questions and answers in collaboration to compare information.

Write (in a chart) natural, historical and cultural aspects which are meaningful to the chronicle.

Adapt natural, historical and cultural aspects of a chronicle to Mexico's context.

Read adapted information aloud.

Check the adapted information to make sure it is adequate.

Check spelling and punctuation conventions.

Self and group evaluation.

Unit 5

a Let's Make an Illustrated Report!

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

Environment Educational and academic

Product Make an illustrated report

Nonfiction Reader *Under the Big Top: Life at the Circus*

Objectives

Activate previous knowledge in the mother tongue to predict the content of images.

Explore sequence of images of activities related to a job or occupation.

Ask and answer questions about activities of a job or occupation represented in images.

Identify a sequence of activities based on illustrations.

Identify purpose and intended audience.

Read title and predict content. Read informative texts that describe activities of jobs or occupations aloud.

Relate information to activities of a job or occupation represented in a sequence of images.

Distinguish main from supporting ideas in a paragraph.

Underline main ideas.

Mention situations in which reports on activities are made.

Identify the parts of a report.

Read title and predict content. Identify main ideas and the order in which they are presented.

Choose suitable connectors to link sentences together.

Classify information.

Complete model sentences with known information about activities of jobs or occupations (e.g. seamstresses make patterns of clothes they make; farmers clear the land, etc.).

Order sentences based on a sequence of images.

Write titles for reports.

Check spelling and punctuation conventions.

The product: Illustrated report. Group reflection and self-evaluation.

b Let's Make a Brochure!

Social practice Follow and give directions to go to places.

Environment Familiar and community

Product Make a brochure

Fiction Reader *Rajesh in NYC*

Objectives

Anticipate topic and establish the needs of tourists in foreign countries.

Explore pamphlets showing how to get to a place using public transport.

Point out purpose and intended audience.

Identify visual aids to indicate location (sketches, maps, etc.).

Identify, while listening and reading, the name, place, or means of transport included in instructions.

Identify names of destinations in timetables.

Read departure and arrival times.

Express present location using another point of reference.

Complete written sentences to indicate the location of a place or community with respect to another.

Identify words that indicate movement from one place to another.

Identify expressions that indicate the destination and the means of transport to get to it.

Ask for the trip fare to a destination.

Identify words that indicate the distance between different locations.

Offer directions to use public transport.

Identify names of places of departure and arrival.

Complete sentences that offer information about going from one place to another by public transport.

Write directions to get from a place to another using public transport.

Identify how many and what means of transport must be used to get to a final destination.

Write sentences to move from one place to another.

Trace a route on a map to verify that directions are correct.

Acoustic characteristics: intonation, volume, and diction. Check spelling and punctuation conventions.

The product: Brochure on how to use means of transport. Group reflection and self-evaluation.

Unit 1a

Let's Go Shopping!

Social practice Participate in commercial transactions.

Environment Familiar and community.

Objectives

Predict general sense.

Identify speakers and the way they address each other.

Suggested Materials a soft ball

Before the Book

Introduce yourself by saying your name and something that you like. Throw a ball to a student and have him/her do the same. Continue until all students have participated.

The Beginning

1 Look and predict what they are talking about.

Put the class into small groups. Tell them to look at the picture and discuss what the people might be saying. Elicit their ideas and write them on the board. Do not confirm or reject their ideas.

▶ Listen and check your predictions.

Play Track 1. Have students check if their predictions on the board were correct.

▶ Listen again and fill in the blanks.

Play Track 1 again and have students write the missing words.

▶ Discuss the question in groups.

Ask students to discuss the question in the same groups as before. Elicit their ideas and give immediate feedback: the expression *Mr.* tells us that we are talking about a man and that the kids don't know him very well; the expression *kids* is an informal way of saying *children*.

Language Awareness

Divide the board into two sections. Label one section *Formal* and the other *Informal*. Elicit formal and informal greetings and write them on the

Unit 1a

Let's Go Shopping!

The Beginning

1 Look and predict what they are talking about.



▶ Listen and check your predictions.

▶ Listen again and fill in the blanks.

Good morning, _____ López.

Good morning, _____.

▶ Discuss the question in groups.

What do the expressions tell you about the speakers?

The Plan

In this unit you will:

- learn the names of places where you can buy things
- learn to ask for things in a store and to say prices
- learn to ask about characteristics
- role-play buying a product
- make a list with expressions for buying and selling

correct side of the board. Elicit other formal and informal expressions and add them to the board:

Formal

Good morning
Good afternoon
Good evening
Good-bye
Mr.
Mrs.
Miss

Informal

Hi
Hello
Hiya
Bye
kids
you guys
kiddo

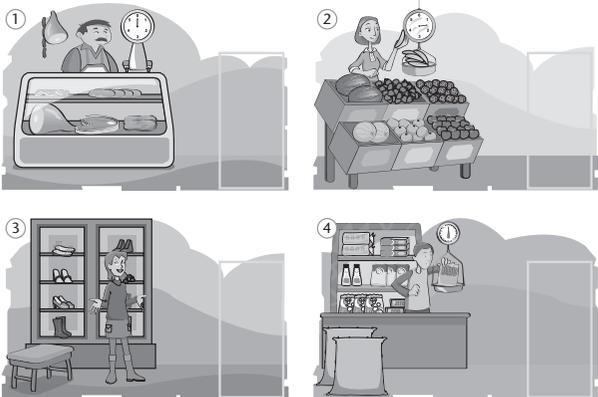
The Plan

Read and explain each of the objectives. Encourage students 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.

1 Listen, cut and glue. 2 1



► Fill in the blanks. Use your Picture Dictionary.

- Alice is buying _____. She is at the _____.
- Susan is buying _____. She is at the _____.
- Rick is buying _____. He is at the _____.
- Greg is buying _____. He is at the _____.

2 Do research, draw or cut out pictures.

What can you buy in these places?

- a butcher's
- a clothing store
- a bakery
- a shoe store
- a market
- a corner store

Identify places where items are purchased and sold.

The Steps

1 Listen, cut and glue. 2 1

Have students name anything they can in the pictures. Write the words on the board: *boy, girl, store, banana, shoe.*

Write the following words on the board: *beans, sneakers, steaks.* Have students look them up in their Picture Dictionary.

Ask them to cut out the characters on Worksheet 1.

Play Track 2 and have students place the characters in the corresponding situation. Pause and play the track when necessary. Check answers with the whole class:

T: *Who is buying steaks?*

Ss: *Greg.*

Finally, have students glue the characters in place.

► Fill in the blanks. Use your Picture Dictionary.

Put students into pairs. Tell them to use their Picture Dictionary to fill in the blanks in the sentences. Check answers on the board.

2 Do research, draw or cut out pictures.

Read the question. Elicit the kind of items you can buy in each store. Give out the paper and magazines, or allow students to draw different items on a separate sheet of paper. Do the activity in class or assign it for homework.

Collect students' work and put it in their portfolio.

Routine

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

Objectives

Identify places where items are purchased and sold.

Suggested Materials construction paper, scissors, glue, magazines, colored pencils, 1 sheet of paper per student, slips of paper

Before the Book

So that students can get to know each other, do the following activity:

Divide a piece of construction paper into three sections. Label the columns: *What's your name? How old are you? What's your favorite animal?*

Ask all students their name, age and favorite animal, and have them come up one at a time to fill in the chart with their information.

What's your name?	How old are you?	What's your favorite animal?

Objectives

Perceive the differences in tone, pauses and intonation of each speaker's discourse.

While listening, understand expressions used by speakers in dialogues.

Compare content of the expressions.

Suggested Materials 6 slips of paper, glue, scissors

Before the Book

Write the following names of stores on separate slips of paper: *butcher's, bakery, market, clothing store, shoe store, corner store.*

Have two volunteers come up, take a slip and mime buying something in that store. Encourage the class to guess the store. Continue with other volunteers.

3 Cut, listen and classify. 3 1

Have students cut out the phrases from Worksheet 1. Ask them to place the phrases face-up on their desks. Play Track 3. Have students decide if the phrases are said by the adult or the child. Have them place the adult phrases on the left and the child phrases on the right.

▶ Listen and glue in order. 4

Play Track 4. Have students order the phrases according to the conversation. Have them compare the order in pairs before gluing them into their book.

▶ Role-play the situation.

Play Track 4 again without pausing. Play the track once more and this time, pause the CD after each exchange. Have students repeat out loud and imitate the speaker's pronunciation.

Put the class into pairs and have them role-play the situation by taking roles and reading the lines.

4 Read and write C (Customer) or A (Assistant).

Tell students to read the lines and discuss who might be saying each. Check as a class.

Routine

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

3 Cut, listen and classify. 3 1



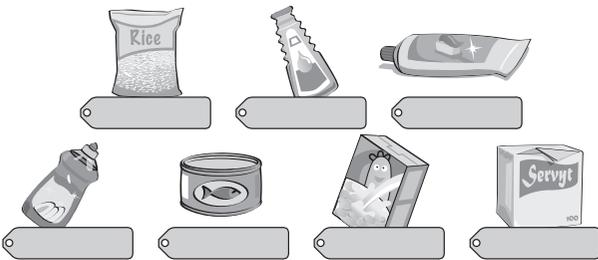
▶ Listen and glue in order. 4

▶ Role-play the situation.

4 Read and write C (Customer) or A (Assistant).

- | | |
|---|--|
| 1 Can I help you? <input type="checkbox"/> | 6 I'm looking for a green sweater for me. <input type="checkbox"/> |
| 2 One kilo or 500 grams? <input type="checkbox"/> | 7 Good morning, miss. <input type="checkbox"/> |
| 3 Good morning, ma'am. <input type="checkbox"/> | 8 What size are you? <input type="checkbox"/> |
| 4 Do you need a bag? <input type="checkbox"/> | 9 Do you have brown rice? <input type="checkbox"/> |
| 5 I need three bars of soap, please. <input type="checkbox"/> | 10 I have my own bag, thank you. <input type="checkbox"/> |

5 Listen and write the prices.   5



► Write the prices.

1. \$2.50 _____
2. \$12.90 _____
3. \$59.70 _____
4. \$38.40 _____
5. \$18.80 _____
6. \$5.50 _____

6 Cut and classify the products.   1

 Weight					
 Volume					
 Size					
 Quantity					

Identify expressions to ask for or indicate prices and characteristics of items.
Identify products based on the description of their characteristics.

Unit 1a 7

5 Listen and write the prices.   5

Elicit the names of the products in the picture. Play Track 5 and have students write the prices using numbers. Play and pause the track when necessary. Check by having volunteers write the answers on the board.

► Write the prices.

Ask students to write the prices using words. Have volunteers come to the board and write the answers.

6 Cut and classify the products.   1

Ask students to cut out the products from Worksheet 1. Look at the table on page 7, and elicit examples of weight (two kilos), volume (half a liter), size (medium) and quantity (four).

Put the class into small groups. Ask them to consider how each product is presented in a store, and to classify it in the corresponding category.

Elicit answers and write them on the board. Then ask students to glue the products onto the table according to their category.

Routine

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

Objectives

Identify expressions to ask for or indicate prices and characteristics of items.

Identify products based on the description of their characteristics.

Suggested Materials scissors, glue, play money (including coins), envelopes

Preparation Draw some bills and coins on paper and cut them out. Include 20, 50, 100 and 200-peso bills, plus 10, 20 and 50-cent coins. Make sure there is enough for each team.

Before the Book

Put some play money in each envelope and seal them. Prepare as many as there are teams in the class.

Put the class into teams. Give each team an envelope. Name a price. Students must put that amount of money on the table:

T: *Forty pesos and fifty cents.*

Walk around to check each team, and award one point for every correct amount.

Repeat with different prices.

Objectives

Distinguish questions from answers, based on intonation.

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

Assume the role of a speaker to practice pronunciation in dialogues.

Before the Book

On the board, write as many blanks as the word *chocolate* has letters. Play *Hangman*. Tell them it is something they can buy at the corner store.

If a student guesses a letter, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when students guess the word, or when the whole hangman has been drawn. Repeat with other words from the page.

7 Listen and circle the correct options.

 6

Ask students to read the conversations in silence and then say where each one takes place (1. corner store, 2. drugstore, 3. shoe store, 4. corner store).

Play Track 6. Have students follow the conversations in their book and circle the correct options. Check by having pairs read each dialogue out loud.

► Role-play the situations.

Put students into pairs. Ask students to read each dialogue together. Encourage them to memorize at least one. Have volunteers come to the front and perform their dialogue.

Routine

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

7 Listen and circle the correct options. 6

1 GIRL: Good morning, sir. Can I have two kilos / a kilo of beans?
ASSISTANT: Black or pinto beans?
GIRL: Black beans. And I also need rice.
ASSISTANT: How much / many?
GIRL: Three / Two kilos, please.
ASSISTANT: Anything else?
GIRL: No, that's all.
How much / many is that?
ASSISTANT: That'll be \$37.50 / \$27.50, please.
GIRL: Here you are.
ASSISTANT: Thank you. Good-bye.
GIRL: Good-bye.



2 BOY: Good morning. I'd like soap, please?
ASSISTANT: How much / many bars?
BOY: Two / Three bars.
ASSISTANT: Anything else?
BOY: One bottle / Two bottles of shampoo, three / two tubes of toothpaste...
ASSISTANT: Here you are. What else?
BOY: ...and one toothbrush / three toothbrushes.
ASSISTANT: O.K. That'll be \$63.70 / \$73.60.
BOY: Here you are.
ASSISTANT: And here's your change.
BOY: Thank you.



3 ASSISTANT: Can I help you?
GIRL: Yes, can I try these shoes, please?
ASSISTANT: What size are you?
GIRL: Three / Four and a half.
ASSISTANT: Just a second.
[PAUSE]
ASSISTANT: Here you are.
GIRL: Thank you.
How many / much are they?
ASSISTANT: They're \$135 / \$175.
GIRL: O.K. I'll take them.



4 BOY: Hi! One liter / Two liters of milk, please.
ASSISTANT: One liter / Two liters, here you are. Anything else?
BOY: Do you have milk chocolate today?
ASSISTANT: Yes. How much / many do you want?
BOY: Three / Five liters.
ASSISTANT: Here you are. Anything else?
BOY: No, that's all. How much / many is that?
ASSISTANT: \$63 / \$73, please.
BOY: Here you are. Thank you. Bye.
ASSISTANT: Bye.



► Role-play the situations.

Distinguish questions from answers, based on intonation. Repertoire of words necessary for this social practice of the language. Assume the role of a speaker to practice pronunciation in dialogues.

8 Unit 1a

Checkpoint

1. Can you name places to buy everyday products?
2. Can you ask for things in a store?
3. Can you say prices?
4. Can you ask about the characteristics of products?

8 Fill in the blanks and role-play the dialogues.



In a clothing store

Assistant: Hi! _____
 Sure! _____
 O.K. _____
 Here you are.
 Of course. Here's a mirror.
 It's \$189.

Girl: Hi! I need to see the sweaters.
 Green.
 I'm a medium.

 Oh! Thank you. Good-bye.

- How much is it?
- What size?
- Can I try it on?
- What can I do for you today?
- What color?



In a grocery store

Assistant: _____

 O.K. _____

 O.K. That'll be \$83.25.

Boy: Hi, a jar of coffee, please.
 Large, please.
 I also need a bag of sugar.
 500 grams.
 Yes. Dishwashing liquid.
 One liter. And that's all.

- Anything else?
- What else?
- Half a liter or one liter?
- What can I do for you today?
- Small or large?
- 500 grams or 1 kilo?

Select expressions used to ask for diverse products and their prices. Write questions to obtain information about the characteristics and prices of products.

Objectives

Select expressions used to ask for diverse products and their prices.
 Write questions to obtain information about the characteristics and prices of products.

Before the Book

Prepare a series of questions and answers the students are familiar with. For example:

- How much is it? Ten pesos and fifty cents.*
- How old are you? I'm twelve years old.*
- Do you like beans? No, I don't like beans.*
- How much are they? They are 100 pesos.*
- What color is it? It's red.*
- Where is it? It's under the table.*

Put the class into two teams. Have a representative of each team come to the board. Say one of the answers that you prepared. The first student to write the correct corresponding question gets a point for his/her team.

Continue with other students until all the questions have been used.

Checkpoint

Read the questions aloud and have students answer them in their book. Make pairs and ask them to compare and discuss their answers.

Put the class into teams and have students copy the following table:

Places	
Things	
Characteristics	

Set a three-minute time limit. Have students think of and write as many words as they can for each category. After three minutes tell students to stop writing. The pair with the longest list of words is the winner.

8 Fill in the blanks and role-play the dialogues.



Put students into pairs. Ask them to read the incomplete dialogues. Have them fill in the blanks with the expressions on the right-hand side of the page.

Check by having volunteers perform the conversations.

Tell students to practice acting out the dialogues. Encourage volunteers to perform it in front of the class, without looking at the book.

Value

Take the opportunity to talk with students about the importance of being honest when buying things in a store.

Routine

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

Objectives

Write expressions used to ask for or offer information about different products.

Complete sentences used to close a transaction.

Write expressions for a dialogue.

Read sentences aloud.

Suggested Materials magazines, paper, scissors, glue

Before the Book

Write the following phrases on the board:

one kilo of

two bottles of

four

a pair of

a box of

Put the class into pairs or small groups. Distribute magazines, paper, scissors and glue. Have students copy the phrases from the board and look through the magazines for things that can go with each phrase, for example, *four cars, one kilo of bananas, two bottles of milk.*

Have students cut out and glue the pictures under the corresponding phrases.

Have them compare their work with another pair or group.

9 Game: Expression Market

Put students into pairs. Read the instructions and check comprehension by having students rephrase them.

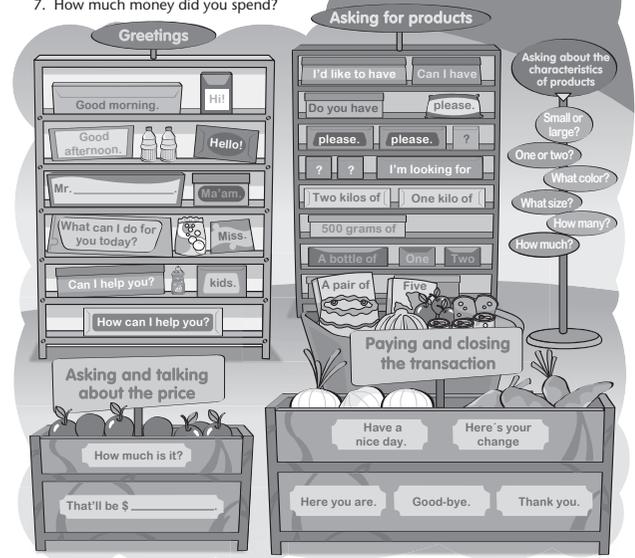
Start the game and monitor and help.

Routine

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

9 Game: Expression Market

1. Work in pairs.
2. Each student has \$5.
3. Buy expressions to use in a role play.
4. Copy the expressions that you buy in your notebook.
5. Work together to write the role play.
6. Perform in front of your class.
7. How much money did you spend?

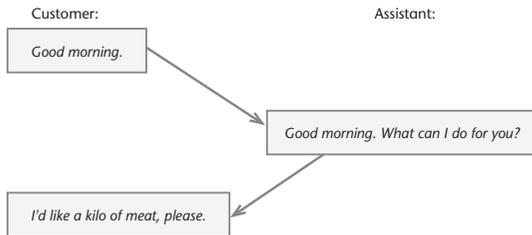


Write expressions used to ask for or offer information about different products.
Complete sentences used to close a transaction. Write expressions for a dialogue. Read sentences aloud.

The Presentation

1 Make a "bullet point sheet" for shopping.

1. Work in teams.
2. Choose a secretary: the person that will write the expressions.
3. Revise questions and expressions for buying and selling products.
4. Revise the way to say prices.
5. Choose a store and a situation.
6. Write fixed patterns for the transactions:



7. Check the spelling and punctuation of all statements.
8. Use your sheet to role-play a situation where you buy and sell different products.

The End

Group Reflection

1. Was it easy to think of a situation?
2. Did you cooperate or did one person or two do all the work?
3. Who role-played the situation in front of the class?
4. Was the sheet useful? Was the conversation easy to follow?
5. Did you like the end product?

Self-evaluation

Go back to page 4 and mark (✓) the objectives for this part of the unit.

The product: A "bullet point sheet" for buying and selling transactions of basic need items. Play the role of a speaker. Group reflection and self-evaluation.

Objectives

The product: A "bullet point sheet" for buying and selling transactions of basic need items.
 Play the role of a speaker.
 Group reflection and self-evaluation.

Before the Book

Language Awareness

Write the following on the board:

rice, shoes, pencils, shampoo, bananas, cheese, sweaters, pants, soap, T-shirts, meat

Help students decide which items can be counted and which cannot.

Write the expressions *How much...?* and *How many...?* on the board and help students deduce how they are used (*How many* with countable items, *How much* with uncountable items).

Have students classify the words:

How Many...?

shoes
 pencils
 bananas
 sweaters
 pants
 t-shirts

How Much...?

rice
 soap
 shampoo
 meat
 cheese

The Presentation

1 Make a "bullet point sheet" for shopping.

Read the instructions out loud and clarify meaning. Put students into teams and have them organize their work on their own.

When students have finished, have a performance of all the transactions for the class.

The End

Group Reflection

Read and explain the questions. Have students discuss their opinion and feelings in their teams. Elicit their ideas on what they learned, what they could improve upon, what they didn't enjoy, and so on.

Self-evaluation

Have students open their book to page 4. Read the objectives and ask students to mark them according to their own opinion.

Put students into pairs or small groups to compare and discuss their answers.

Unit 1b

Let's Make a Fantastic Family Tree!

Social practice Read aloud stories and legends.

Environment Literary and ludic.

Objectives

Activate previous knowledge to predict topic.

Explore fantasy stories.

Relate a story to personal experiences.

Identify purpose and intended audience.

Before the Book

Play *Hangman* with students to guess the words *The Brothers Grimm* (see page T8). Ask students if they know who the two brothers were (the two brothers were born in Germany at the end of the 17th century and wrote many famous fairytales). Elicit some of their most famous stories. *The Frog Prince*, *Cinderella*, *Rapunzel* and *Snow White* are some examples.

The Beginning

1 Look and answer the questions.



Put the class into groups of four. Read and explain the questions. Give students a few minutes to discuss them. Elicit their ideas.

Discuss with students what they are afraid of. Encourage them to suggest why they think a boy their age would want to learn to feel fear.

The Plan

Read and explain the objectives for this part of the unit. Encourage the students to predict what they will be doing in the unit.

Routine

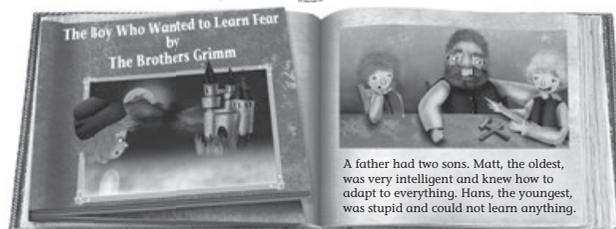
Choose a routine game or activity from page X and do it with the class.

Unit 1b

Let's Make a Fantastic Family Tree!

The Beginning

1 Look and answer the questions.



1. What type of text is it? How do you know?
2. What's the title? Who is the author? Who is the book for?
3. Read the text. What do we know about this family?
4. What do you think the story is about?
5. What things make you feel afraid?

The Plan

In this unit you will:

- read a tale by The Brothers Grimm
- understand new words based on pictures
- identify parts of a story
- tell the difference between dialogue and text
- understand the relationships between characters
- make a family tree

1 Read and label the characters. 

The Boy Who Wanted to Learn Fear

Part 1

A father had two sons. Matt, the oldest, was very intelligent and knew how to adapt to everything. Hans, the youngest, was stupid and could not learn anything.

When the father needed help, he asked Matt to do it. But there were two things Matt did not want to do: going out at night, or walking past the cemetery. Matt always said, "Oh no, Father, I'm not going there, it's scary!" Matt was scared of everything. He was even scared of ghost stories. Hans, however, couldn't understand that feeling. He thought, "I'm not scared. That must be a skill that I know nothing about."

One day, the father told Hans, "You're getting big and strong, you have to learn something so that you can earn money."

"Oh, Father," Hans said, "I would like to learn something. I would like to learn to be scared."

His brother laughed and said, "How stupid my brother is!" The father sighed and said, "You'll learn to be scared, all right, but you won't earn money with that!"

The Steps



► **Write M (Matt) or H (Hans).**

- | | |
|---|--|
| 1. He's the oldest son. <input type="checkbox"/> | 5. He's intelligent. <input type="checkbox"/> |
| 2. He's the youngest son. <input type="checkbox"/> | 6. He's not scared. <input type="checkbox"/> |
| 3. He's stupid. <input type="checkbox"/> | 7. He usually helps his father. <input type="checkbox"/> |
| 4. He's scared of the night. <input type="checkbox"/> | 8. He wants to learn something. <input type="checkbox"/> |

► **Circle T (True) or F (False).**

- | | | |
|---|---|---|
| 1. Hans thinks being scared is a skill. | T | F |
| 2. Matt admires his brother. | T | F |
| 3. The father wants Matt to earn money. | T | F |
| 4. The father is disappointed with Hans's decision. | T | F |

► **Choose roles and read the story aloud.** 

Student A → narrator, Student B → Father, Student C → Matt, Student D → Hans

Identify narrator, main character and supporting characters.

Unit 1b 13

Objectives

Identify narrator, main character and supporting characters.

Before the Book

Write the following adjectives on the board: *intelligent, oldest, stupid, youngest, scary, big, strong.*

Ask students to look at the words and decide which ones sound similar to Spanish words (*intelligent, stupid*). Clarify the meaning of the other words. Ask students to give you examples of nouns that go with each adjective. Write students' ideas on the board: *intelligent: scientists, dolphins; oldest: your grandfather*
Explain that in English *stupid* is not as strong as it is in Spanish.

The Steps

1 Read and label the characters. 

Read Part 1 of the story out loud or play Track 7 and have students follow along in their books.

Put students into pairs and have them label the characters.

Encourage students to notice that the mother is not mentioned in the story. Ask them to imagine what could have happened to her. Discuss with students if it is common in their community to have single fathers.

Vocabulary

Have students underline the following words in the text: *adapt, cemetery, ghost stories, feeling, skill, nothing, money, be scared.*

Put the class into pairs. Have students decide which words sound similar to Spanish words (*adapt, cemetery*).

Encourage students to guess the meaning of the other words. Have them read the text to help them guess. Go over the meaning of all the words with the class.

► **Write M (Matt) or H (Hans).**

Have pairs read the statements and decide which describe *Matt* and which describe *Hans*.

Ask students who they identify with. Explain that being called "stupid" might imply that you have special needs.

Value

Take the opportunity to talk to students about the special needs of some people, and their rights in society.

► **Circle T (True) or F (False).**

Have pairs read and answer the *True/False* statements. Check in class.

► **Choose roles and read the story aloud.** 

Have pairs join to make groups of four. Tell students to identify the part of the narrator in the text. Have them distribute the roles for each character.

Play Track 7. Allow students to listen to the correct pronunciation.

Monitor while students practice reading the text out loud and provide help where needed.

Routine

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

Objectives

Distinguish direct from indirect speech.

Identify dialogues between main and supporting characters.

Suggested Materials red and blue colored pencils

Preparation Write the following sentences on a piece of paper (make 1 copy for each student):

"I can run very fast," said Lisa.

"Sit down," John told me.

"I like tomatoes," said my brother.

"Be quiet," they told the dog.

"He lives in a big city," she said.

"Come here," he told the giant.

Before the Book

Elicit the meaning of *sacristan* or explain that he is the person that looks after a church.

Write the following words on the board: *bell, church, tower, rope, figure, stairs, stone.*

Have students look for the words in the text on page 14 of their books. Then discuss their meaning and invite students to make a picture for each word on the board.

Have students copy the words and the pictures in their notebook.

2 Read and underline the parts of the text.

8

Have students look at the illustrations and describe what is happening. Read part 2 of the story out loud or play Track 8 for students to follow in their book.

Go over the two underlined sentences and help students tell the difference between them.

Put students into pairs. Have students read the text again and underline the types of speech.

► Classify the sentences.

When students finish, ask them to classify the type of underlined sentences in the table.

Have volunteers write the answers on the board and ask the rest of the class to correct any mistakes.

Language Awareness

Distribute quotes (see Preparation). Together with students change the quotes into indirect speech on the board:

Lisa said she could run very fast.

John told me to sit down.

My brother said he liked tomatoes.

2 Read and underline the parts of the text. 8

direct speech = 

indirect speech = 

Part 2

A short time later, the sacristan came to visit, and the father told him about his youngest son. The sacristan said he could teach Hans to be scared. The father liked the idea, and so the sacristan took Hans into his home and told him his job was to ring the bell of the church.

One day, the sacristan woke Hans up at midnight, told him to get up, climb to the church tower, and ring the bell. Hans reached the top of the stairs, and was about to take the rope to ring the bell when he saw a white figure on the stairs.

"Who's there?" he shouted. But the figure didn't move. "Answer me," shouted Hans, "or

get out of here!" But the sacristan didn't move so that the boy would think he was a ghost.

Hans shouted once again, "What do you want here? Speak or I'll throw you down the stairs." The sacristan didn't make a sound, and he stood there as if he were made of stone.

Hans shouted at him a third time. And then he ran towards the "ghost" and pushed him down the stairs. The boy then rang the bell, went home, got into bed and fell asleep.



► Classify the sentences.

Direct speech	Indirect speech

3 Look and predict what happened next.



► Read Worksheet 2 and check your predictions. 9 2

14

Unit 1b

Distinguish direct from indirect speech. Identify dialogues between main and supporting characters.

They told the dog to be quiet.
She said he lived in a big city.
He told the giant to come here.

Help students see that in the sentences you change the verb to past tense, and in the commands you use the word *to*.

3 Look and predict what happened next.

Focus on the pictures. Have pairs discuss what is happening in each. Elicit their ideas as to what happens in the next part of the story.

► Read Worksheet 2 and check your predictions. 9 2

Have students go to Worksheet 2. Play Track 9 for students to follow along in their book.

Ask students their opinion about what the sacristan and the father did.

Routine

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

4 Fill in the blanks, listen and check.  10

The king looked at him _____ A man heard the boy and asked him to come with him.
at night He only needed to spend three nights in the castle

Part 4

In the morning, Hans took his fifty gold pieces, went out to the road, and kept saying to himself, "I want to be scared! I want to be scared!"

They went to an **inn** where they spent the night. When the **innkeeper** heard of the boy's wish, he laughed and said, "If that's what you want, you'll have your opportunity here." He told Hans about a **enchanted castle** where he could learn to be afraid.

and the **king** would give him his daughter for marriage.

The next morning Hans said to the **king**, "I'd like to spend three nights in the enchanted castle." _____ and said, "You can ask for three things." Hans replied, "I would like a **fire**, a **stool** and a **carving board** with a **knife**."

The king gave him the objects and _____, the boy went into the castle, made a fire, put the carving board and the knife next to the fire, and sat down on the stool. "Ah, I want to be scared!" he said. "But I won't learn it here."

► Label the pictures.



5 Answer the questions. 

1. What happens in an enchanted castle?
2. What do you think Hans will use each object for?
3. Why does Hans say: "I want to be scared, but I won't learn it here"?

Identify and define new phrases and words.

Unit 1b 15

► Label the pictures.

Ask students to work with their partner and label the objects from this part of the story.

Have volunteers say the sentence where the person or object is mentioned, and give a simple explanation of its meaning or role in the story.

5 Answer the questions. 

Put the class into groups. Read and explain the questions. Have teams discuss the answers.

After a few minutes, lead the class in discussing the answers together. Encourage students to talk about the hidden intentions of the king (if there are any). Have them also predict what will happen in the castle, and if Hans will finally learn fear.

Routine

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

Objectives

Identify and define new phrases and words.

Before the Book

Write the title of the story on the board (*The Boy Who Wanted to Learn Fear*). Ask students who the main character is (Hans). Ask students questions to help them recall the story so far:

T: *Why did Hans go with the sacristan?*

What did the sacristan ask him to do?

Did Hans ring the bell?

What happened to the sacristan?

Play Tracks 7, 8 and 9 and have students listen to the story.

4 Fill in the blanks, listen and check.  10

Read part 4 out loud and pause for the blank spaces. Tell students to underline the unfamiliar words, and to look up the words in their Picture Dictionary.

Put students into pairs. Have them read and discuss where the sentences from the box go. Have them fill in the blanks.

Play Track 10 to check their answers.

Objectives

Locate parts of a story.

Participate in a guided reading.

Identify the use of punctuation to indicate dialogues.

Before the Book

Draw a cat on the board and present the words *neck*, *claws*, *nails*.

Draw a room with a bed and present the words *corner*, *bed*, *covers*, *pillow*.

6 Read and number the paragraphs.

 11

Have students look at the scenes and describe what they see. Encourage them to express how the pictures make them feel.

Put students into pairs. Read part 5 of the story out loud or play Track 11. Have students write the number of each scene at the end of each paragraph.

Check by having volunteers explain what the paragraph says about those characters.

Value

Take the opportunity to talk to students about ghosts, monsters and other imaginary beings. Discuss why these creatures do not exist in reality and talk about superstitions. Make sure to show respect for your students' beliefs.

Language Awareness

Write the following sentences on the board:

Hans said, "I want to be scared."

Hans said he wanted to be scared.

Ask students to tell you the difference between the two sentences (the first is direct speech and the second is indirect speech).

Highlight the use of quotation marks in direct speech.

7 Read Part 6 and add the quotation marks.

 12  2

Put students into pairs. Have students look at Worksheet 2. Read part 6 of the story out loud or play Track 12 as students follow along. Have them recognize the difference in intonation when the narrator is telling the story and when one of the characters is talking.

6 Read and number the paragraphs. 11

Part 5

Around midnight Hans heard a scream: "Oh, meow, we're freezing!" "You fools!" Hans shouted. "Why are you screaming? If you're cold, sit by the fire." Two huge black cats came and sat next to Hans. They looked at him with their fiery eyes. Then they said, "Why don't we play cards?" "Why not?" replied Hans. "But first show me your claws." So the cats showed Hans their claws. "Oh!" he said. "Your nails are long! I have to cut them first." So he took the cats by the neck, put them on the carving board and killed them.

Hans was about to sit down next to the fire again, when black cats and dogs came out of every corner of the room. He watched them calmly for a while, but then he took his carving knife and shouted, "Get out of here!" And they all ran out of the castle. He went back and sat next to the fire, and relaxed.

After a while Hans was sleepy. He saw a bed and went to sleep. But as soon as he closed his eyes, the bed began moving by itself, and it moved through the entire castle. It went faster and faster, until it turned over and fell on top of him. Hans was not scared. He climbed out, took the covers and the pillows and went to sleep next to the fire.



7 Read Part 6 and add the quotation marks. 12 2

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Locate parts of a story. Participate in a guided reading. Identify the use of punctuation to indicate dialogues.

Have students add the quotation marks. Check answers on the board.

Have volunteers read part 6 out loud, encouraging them to change the intonation for the different types of speech.

Routine

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

8 Look, cut and classify the paragraphs.  



► Put the paragraphs in order.

► Listen and check.  13

► Match the beginnings with the endings.

- | | |
|---|--------------------------------------|
| 1. Hans thought his cousin was in the coffin because... | he didn't want to give him the gold. |
| 2. The dead man wanted to kill Hans because... | he died recently. |
| 3. The old man wanted to kill Hans because... | he wanted to win the competition. |
| 4. Hans trapped the old man because... | he woke him up. |

9 Read the end of the story.   14 

Participate in a guided reading. Identify and define new phrases and words.

Unit 1b 17

Objectives

Participate in a guided reading.
Identify and define new phrases and words.

Before the Book

Write the following cues on the board:

two sons, Matt and Hans
sacristan
midnight, church tower, ring bell
white figure, pushed down the stairs
50 gold pieces
enchanted castle
black cats, carving board, killed them
sleepy, bed, moved faster and faster

Use the cues to help students retell the story so far.

8 Look, cut and classify the paragraphs. 

3

Have students look at the pictures. Explain that they show Hans's third night in the castle. Encourage students to describe what they see.

Put students into pairs. Have students go to Worksheet 3 and cut out the paragraphs for part 7 of the story. Ask them to read them and decide which belongs to which scene.

Check answers by having students mention the words that correspond to each scene.

► Put the paragraphs in order.

Ask students to decide with their partner on the correct order of the paragraphs. When they have finished, encourage them to compare their answers with another pair of students.

► Listen and check.  13

Play Track 13 and have students listen and check the order of the paragraphs. If needed, play the track again and ask general comprehension questions about what happened on the third night.

Ask students to glue the paragraphs in order in their notebook.

► Match the beginnings with the endings.

Ask students to work individually to match the beginnings with the endings of the sentences.

Check answers on the board.

9 Read the end of the story.   14 

Elicit students' ideas on what will happen at the end of the story. Have them go to Worksheet 3 and read the end to confirm their ideas.

Put the class into small groups. Have them discuss whether they liked the ending or not.

Routine

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

Objectives

Structure of fantasy stories.

Establish similarities between the behavior and values of characters in the stories, with those of familiar people, and one's own.

Determine differences between the settings in the story and familiar settings.

Suggested Materials 1 sheet of paper per student

Before the Book

Write the following headings on the board:

Title:

Setting:

Characters:

Conflict:

Plot:

Put the students into pairs. Have students think of ways to complete the headings to make an outline for the most exciting story ever. If you want, first do an example with the class on the board:

Title: Danger in Africa

Setting: The grasslands at night

Characters: Expedition leader, children, hunter

Conflict: A lion is trapped

Plot: Deadly ants are trying to stop the expedition from saving the lion

Encourage students to share their ideas with the rest of the class.

Checkpoint

Have students open their book to page 18. Tell them to mark the elements of a story they can identify. Have them discuss their answers in pairs or small groups.

10 Make a story report.

Point to the story report outline. Go through the titles and questions together with the class. Put students into groups of four. Ask them to discuss the questions together and write them in note form.

When they have finished, distribute paper. Encourage them to design their own way of presenting the report. Have volunteers come to the front to present their report to the rest of the class.

Collect students' work and put it in their portfolio.

11 Discuss and complete the table.

Ask students to discuss the personality of each of the supporting characters and to write one or two words under the *Personality* heading. Tell them to think of people they know or characters from another

Checkpoint

Mark (✓ or X) the elements of a story that you can identify.

- | | |
|--|--|
| <input type="checkbox"/> the title | <input type="checkbox"/> dialogues (direct speech) |
| <input type="checkbox"/> the author | <input type="checkbox"/> indirect speech |
| <input type="checkbox"/> the main character(s) | <input type="checkbox"/> visual elements |
| <input type="checkbox"/> supporting characters | |

10 Make a story report.

Title What's the name of the story?	Conflict What was the problem that the character had to solve?
Author Who wrote it?	Plot What were the main events of the story?
Setting Where did the story take place?	Conclusion How did the story end?
Characters Who was the main character? What was he like? Who were the supporting characters?	Opinion Did you like the story? Why? Why not?

11 Discuss and complete the table.

Describe each character. Then compare them with other people.

Supporting characters	Personality	People I know	Me
His father			
The sacristan			
The innkeeper			
The king			

Structure of fantasy stories. Establish similarities between the behavior and values of characters in the stories, with those of familiar people, and one's own. Determine differences between the settings in the story and familiar settings.

18 Unit 1b

book, movie or TV program who share the same characteristics.

Finally, have them write in the last column in what way they are different or similar to those characters.

Routine

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

1 Make a fantastic-family tree.

The Presentation

1. Work in teams.
2. Use the tale *The Boy Who Wanted to Learn Fear* or think of another tale you are all familiar with.
3. Write the names of all the characters, main or supporting.
4. Establish the relationships between them: family, friends, enemies, etc. For example: Who is related to Hans? Who are the other characters? Is the sacristan married? Is the king married? Who are the ghosts? What's their connection to the castle? and so on.
5. Design a family tree or mental map to show the different type of relationships.
6. Draw and illustrate your family tree.
7. Write the names and important information about each of the characters.
8. Check writing and spelling.
9. Display your fantastic family tree in the classroom.



The End

Group Reflection

1. Was it easy to establish all the relationships? If not, how did you solve it?
2. What role did you play in your team?
3. Did you ask for help when you needed it?
4. Did you like the end result?
5. Where did you display your family tree?

Self-evaluation

Go back to page 12 and mark (✓ or X) the objectives for this part of the unit.

Answer questions about family and friendship relationships between characters. Repertoire of words necessary for this social practice of the language. The product: Fantastic-family tree. Group reflection and self-evaluation.

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The Presentation

1 Make a fantastic-family tree.

Go over the instructions with the students. Put the class into groups and have them organize themselves to produce the fantastic family tree.

Monitor and give help where necessary.

When all the groups have finished, display of all the family trees in the classroom.

The End

Group Reflection

Read the questions out loud. Have teams discuss them together. Then have a class discussion. Encourage students to reflect on the way they worked, more than on the product they achieved.

Self-evaluation

Have students open their book to page 12. Go over the objectives for this part of the unit again and have them mark them according to their own opinion.

Put students into pairs or small groups for students to compare their answers.

Objectives

Answer questions about family and friendship relationships between characters.

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

The product: Fantastic-family tree. Group reflection and self-evaluation.

Suggested Materials paper, colored pencils

Before the Book

Ask students what they think the moral of the story, *The Boy Who Wanted to Learn Fear*, is.

Discuss what messages the story conveys (perhaps that if you confront fear it disappears, that people who seem stupid might not be that stupid after all).

Distribute paper and colored pencils and have students make a picture to illustrate the moral of the story.

Display pictures in the classroom.

Review

Unit 1

Students' Achievements

In this unit, students participate in the creation of a bullet point sheet and a fantastic-family tree.

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

Check that:

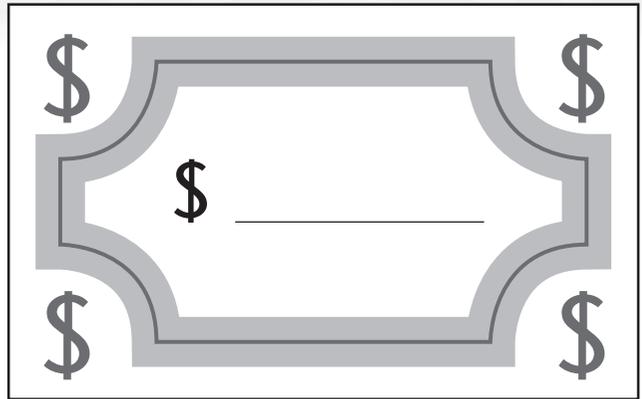
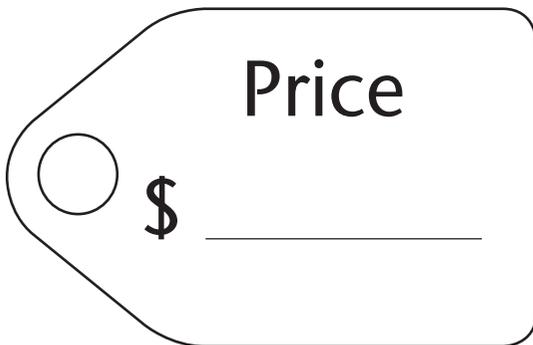
- they all participate actively in their teams.
- they use the target language effectively.
- they have all the necessary material at their disposal.
- the information is clearly organized before they present it.

Help by suggesting ideas to organize the information included in both activities. Monitor and give feedback after the presentation of their final products.

Have a Fair

This activity takes considerable preparation: tell the students that they are going to have a fair, where they can buy and sell items. Each student should bring three items from home and put a price tag on it: 1 dollar, 2 dollars, and 3 dollars. The items can be candy or fruit, a plant, an old toy, etc. In class, have students make the price tags and six one-dollar bills. On the day of the fair, invite students to buy and sell – in English and using the expressions from the book.

Variation: If you want to add an element of competition, you can have a prize for the student that makes the most money. Students are allowed to buy cheaply (for 1 dollar) and sell more expensively (for 2 or 3 dollars).



Make a Comic Strip

Students work in groups and illustrate part of a fantasy story. First, the class as a whole decides what story they will work with. Then, each group decides on a specific scene they want to show. Finally, each group works together to divide up the scene (there should be one picture for each student). Each picture should be done on a letter-sized sheet of paper. Speech bubbles should be included. When the groups are done, post all the comic strips in order somewhere in school for all students to see.

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: The Market

Materials Paper, beans, blankets or pieces of cloth, colored markers

Directions Divide the class into groups. Distribute materials. Have students organize a stall in the marketplace of Tenochtitlan. Ask them to draw the products and make signs with symbols to show what they are selling. Explain that in Tenochtitlan they used cacao beans and other products to exchange goods: *I'll give you half a kilo of fish for six tamales*. Have students walk around the classroom and barter for things, using the beans as currency.



Language Arts: Chain Story Writing

Materials Paper

Directions Divide the class into groups of ten students. Give each student a sheet of paper. Assign a literary genre to each group: horror, romance, science fiction... Ask each group to sit in a circle. Have each student write a sentence at the top of his or her paper to begin a story, in the style of the assigned literary genre. Then have students pass their paper to the student on the left. That student then continues the story by writing another sentence. Continue around the circle until students get their original papers back. Then have them finish the story. Invite individual students to read their stories aloud and have the class guess the literary genre.

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 a Report!

Social Practice Participate in formal communicative events.

Environment Academic and educational

Objectives

Classify and interpret information about a topic of interest to present a report.

Predict topic.

Determine function, purpose and intended audience.

Suggested Materials magazine reports with pictures or graphics, for example from National Geographic (1 per group)

Before the Book

Have students work in small groups. Distribute magazine reports (see Suggested Materials) and ask students to look at the pictures. Have them say what they think each report is about. Encourage students to talk about the layout: title, graphics, conclusions, etc. Collect and save the reports for the next class.

The Beginning

1 Answer the questions.

Put students into small groups. Read the questions out loud. Encourage students to talk about what they like doing in their free time.

Have a volunteer from each group say what he/she likes and what his/her classmates like to do.

2 Look at the title and the picture. What do you think the text is about?

In their groups, have students look at the title and the picture. Ask them what they think the text is about.

► Read the report and answer.

Have students read and confirm what the text is about. Have volunteers say whether they found the information in the report useful. Ask them if the text was written for kids, adults, or both.

Explain that the text is an informative report, and that informative reports provide information by stating facts. Ask them what facts this report is stating.

Unit 2a

Let's Make a Report!

The Beginning

1 Answer the questions.

1. What do you like doing in your free time?
2. What do your classmates like to do?

2 Look at the title and the picture. What do you think the text is about?

Video Games vs. Sports!

Do you spend more than two hours a day playing video games? Do you forget to do other things because you are playing video games? You are not the only one! We did a survey at a primary school, and here are the results:

- 48% of students prefer to play video games because there are no playgrounds in the city.
- 15% explained that video games are more practical because they do not have to buy or carry sports equipment.
- 37% of students said they prefer to play at home for security reasons.

It looks like video games are winning the entertainment battle.

As a matter of fact, did you know that video games can be beneficial? They can help you develop spatial ability skills.

However, experts suggest that we should balance the use of video games and physical activities in order to keep fit and have fun at the same time.



► Read the report and answer.

1. What is the text about?
2. Is the report useful? Why?
3. Who is the report for?

Kids Adults
 

The Plan

In this unit you will:

- explore reports
- search for information to write a report
- read information sources
- write a report

The Plan

Have students read the objectives and clarify their meaning if necessary. Ask them to say how they think they are going to achieve each objective.

Routine

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

1 Read and label the parts of the report.

The Steps

1. Title
2. Introduction
3. Development
4. Conclusion



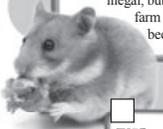
Finally, if you want to adopt a pet, remember that you are responsible for it. You are your pet's family and he or she needs you for love, food and protection. For more information, visit: www.pets.com

There are many advantages to having a pet. Pets are playful, loyal, beautiful and funny. Pets also help keep their owners healthy; for example: walking a dog gives both the owner and the dog exercise, fresh air, and social interaction. Pets also help their owners relax and relieve stress.



In the U.S., the most popular pets are dogs, and then cats. Here are the numbers: 40% have dogs, 31% have cats, 14% own fish, 5% own birds, 4% own small pets (i.e. rabbits, hamsters, ferrets, etc.), 3% have horses and 2% have reptiles.

However, not all animals can be pets. Wild animals (e.g. tropical birds or wild cats) should never be kept in the home. Having an endangered animal (e.g. a monkey or a crocodile) is not only illegal, but very cruel. In many places you cannot keep farm animals like horses, pigs, chicken, etc., because of the smells and noise they make.



What Is the Most Popular Pet in the United States?

► Read the report in the correct order and answer the questions.

1. What is the report about?
2. Do you think the report is interesting? Why?
3. Who is this report for?

► Circle the abbreviations. What do they mean?

Identify parts of the text and its organization. Structure: introduction, body, and conclusions. Read information on sources. Abbreviations.

Unit 2a 21

Objectives

Identify parts of the text and its organization.
Structure: introduction, body, and conclusions.
Read information on sources. Abbreviations.
Suggested Materials magazine reports from the previous class (see page T20)

Before the Book

Have students work in small groups. Give each group a magazine report. Ask them to circle the title and the conclusion.

Encourage students to read their report. Help students understand their text by clarifying the meaning of unknown vocabulary. Have them say which facts their report is stating. Encourage students to tell the class what they learned from their report.

The Steps

1 Read and label the parts of the report.



Have a volunteer read the instructions and say what they have to do. Encourage students to read all the paragraphs before they decide which is which. Tell

them to ignore the lines in color for this activity. Have a volunteer say the answers out loud.

► Read the report in the correct order and answer the questions.

Have students read the report in order. Ask them to answer the questions in their groups. Go over the answers with the whole class.

Ask students if they think the report is interesting, and to give a reason for their opinion. Ask them who they think wrote the report.

Language Awareness

Write the following words on the board:

Introduction *Development* *Conclusion*

Discuss with students what information is usually included in the introduction of a report. Explain that the introduction usually includes a definition or fact, or a very brief summary of what the report is about.

Repeat the procedure with the development (it includes the most important facts about the topic) and the conclusion (a summary of the report, a comment or an opinion).

► Circle the abbreviations. What do they mean?

Tell students that there are four abbreviations in the text. Have them find the abbreviations and write them on the board: *U.S.*, *i.e.*, *etc.*, *e.g.*

Go over the meaning of the abbreviations with the class, eliciting as much information as possible:

U.S. = *United States*

i.e. = *that is*

etc. = *etcetera*

e.g. = *for example*

Routine

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

Objectives

Textual components.
Topic, purpose and intended audience.
Define criteria to select information sources.

Before the Book

Write the following quotes on the board:

If an alien saw a human walking his dog in the park, and observed the human "cleaning up" after the dog, who do you think the alien would assume was in charge? Maybe pets keep humans.

Alasdair Patrick, USA

Anyone who has had a cat will know cats don't have owners; they have staff!

G. Baker, Ockendon

Why do people keep pets but eat animals? Is there really a difference between "pets" and other animals?

Ali, UK

Tell students that these are real quotes from a newspaper article called "Why Do Human Beings Keep Pets?" (See <http://www.guardian.co.uk>.)

Read and discuss the quotes with the whole class. Ask students why they think people keep pets.

2 Look at the introduction to the report on page 21.

Have students go back to the introduction of the report on page 21. Ask how many main ideas there are in this part of the text. Remind them that there usually is only one main idea in each paragraph.

Have students discuss the first question in pairs.

Have students mark the main and secondary ideas in the rest of the report. Have them compare answers with a partner when they have finished.

3 Read the report again and answer the questions.

Ask students where else they could find factual information about pets. Have them mark the options they choose. Discuss answers as a class.

Discuss the second questions with the whole class. Elicit factual and fictional information about pets, and write it on the board:

Facts: Pets are animals. Many families have pets.

Opinions: Animals are great. Cats are ugly.

2 Look at the introduction to the report on page 21.

- main ideas ● secondary ideas

1. What is the difference between a main idea and a secondary idea?
2. Circle the main ideas in blue and underline the secondary ideas in green in the rest of the report.

3 Read the report again and answer the questions.

1. Where can you find similar information?
 - a) in a story
 - b) on the Internet
 - c) in a dictionary
 - d) on television
2. Does the report have real or imaginary information?

4 Mark (✓) the questions that were asked in order to write the report.

- | | |
|--|--|
| <input type="checkbox"/> Do you have a pet? | <input type="checkbox"/> What's your grandfather's name? |
| <input type="checkbox"/> Do you go to school by bus? | <input type="checkbox"/> What pet do you have? |
| <input type="checkbox"/> Do you walk your pet? | <input type="checkbox"/> Where do you live? |
| <input type="checkbox"/> What do you study? | <input type="checkbox"/> Why do you have a pet? |

5 Complete the chart for you.

	Names			
	You			
Do you have a pet?				
What animal is it?				
Who takes care of your pet?				
Why do you have a pet?				



▶ Ask three classmates questions to complete the chart.

22

Unit 2a

Textual components. Topic, purpose and intended audience. Define criteria to select information sources.

4 Mark (✓) the questions that were asked in order to write the report.

Read the questions out loud. Explain that the person who wrote the report on page 21 asked people some of these questions. Put students into pairs. Have students mark the questions that were asked to write the report (*Do you have a pet? What pet do you have? Why do you have a pet?*).

Discuss answers with the whole class.

5 Complete the chart for you.

Have students answer the questions about themselves.

▶ Ask three classmates questions to complete the chart.

Read the questions out loud. Put students into small groups. Have students interview three of their classmates and complete the chart. Encourage students to share their findings with the rest of the class.

Routine

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

6 Match.

1. More dogs are kept as pets... a) as a means of transportation.
2. In the countryside, horses are used... b) than any other animal.
3. Small pets are preferred... c) in some apartment buildings.
4. Large pets are not accepted... d) by only a few people.

► Change into passive.

1. People keep pets for many reasons. → Pets are kept for many reasons.
2. Many families keep dogs. → _____
3. City governments limit the number of pets. → _____
4. Apartment buildings don't accept large animals. → _____

7 Cut out the report and glue it in order.

Dogs are...



Verb forms: passive. Select topics.

Unit 2a 23

Objectives

Verb forms: passive. Select topics.

Suggested Materials blindfolds for half the class

Before the Book

Language Awareness

Write the following sentence on the board:

Stores sell many video games around the world.

Babies play special video games.

Underline the subject, verb and direct object in each sentence. Work with students to make the sentence passive:

Many video games are sold around the world.

Special video games are played by babies.

Remind students that the passive is used when you choose to start a sentence with *what* is done, not *who* does it.

6 Match.

Read the first half of the sentences out loud. Have students work in pairs to match the sentence halves. Check answers on the board.

► Change into passive.

Go over the sentences with students. Have them underline the words that will become the subjects of the sentences (1. pets, 2. dogs, 3. the number of pets, 4. large animals).

Have students work in pairs and change the sentences into passive. Monitor and help.

7 Cut out the report and glue it in order.



Have students cut out the text strips from Worksheet 4. Have them work in pairs to put the text in order. Check answers orally. Have students glue the text in the space provided on page 23.

Write the following comprehension questions on the board:

Who trains guide dogs?

How long are they trained for?

Why do blind people receive training with the dogs?

Have students answer the questions in pairs.

Discuss the text with students:

T: *Did you like it? What did you learn about guide dogs?*

Have you ever seen a guide dog?

I'm Blind!

Put the class into pairs. Talk with students about visually impaired people. Ask them if they have ever met a blind person.

Have a volunteer come up and blindfold him/her. Show the class the correct way of leading a blind person:

Bend your arm at the elbow and offer it to the blind person, who then places her hand above your elbow with her fingers on the inside of your arm, and the thumb on the outside. This position places the blind person slightly behind you, so he/she can detect any change in your movements.



Put the class into pairs and distribute blindfolds.

Have students take turns blindfolding their partner and leading them around the classroom, giving them instructions using the phrases, *Turn right* and *Turn left*.

Routine

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

Objectives

Select information that answers previously formulated questions.

Clarify the meaning of words.

Suggested Materials colored pencils, 1 sheet of paper per person

Before the Book

Tell students they are going to find out about their classmates' eating habits. Elicit questions they could ask and write them on the board:

Do you prefer eating at home or in restaurants?

Do you eat a lot for breakfast?

What's your favorite dessert?

Do you prefer hamburgers or tacos?

Give out paper. Have students choose five questions from the board, and interview 10 classmates.

Have them write sentences summarizing the results of the survey (e.g., *Most students prefer eating in restaurants*). Invite students to share their results with the class.

8 How often do you eat in fast-food restaurants? Do you like them?

Have students discuss the question in pairs. Talk with the whole class about the advantages and disadvantages of eating in fast-food restaurants.

► Read the report and underline the answers to the questions below.

Have students look at the picture and say what they think the text is about. Write the following statements on the board:

This text is about fast-food restaurants.

The author thinks it's a good idea to eat in these places.

Have students skim the text and decide if the statements are true or false.

Put the class into pairs and have students underline the answers in the text.

Routine

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

8 How often do you eat in fast-food restaurants? Do you like them?

► Read the report and underline the answers to the questions below.

1. What are the advantages of eating in fast-food restaurants?
2. What are the disadvantages?
3. Why is fast food dangerous for your health?



Fast Food:
A Healthy Option for Your Diet?

Eating in fast-food restaurants is convenient; however, it is not always a good idea. There are advantages: The food is tasty, the service is quick, there is no cooking involved and you don't have to clean up afterwards.

According to recent research, however, eating fast food can be dangerous for your health. The results of investigations show that fast food is high in fat, salt and sugar, and low in fiber and vitamins. Fast food also contains chemicals and artificial substances that can make you seriously ill.

When we eat in fast-food restaurants we are also damaging the environment. Lots of trees are cut down to make space for cows, for example, and trees are made into paper to make packaging that is not always recycled.

Fast food may be tasty but it is not always the best option. Next time, think of your health and the environment before you decide to eat fast food.

9 Fill in the blanks with adjectives from the report. 

1. not natural: _____
2. can cause harm or pain: _____
3. tastes good: _____

10 Match the sentences with the connectors. 



Kids can eat fast food,	and	it is not always good for your health.
Fast food is high in sugar, salt	but	saturated fat.
Fast food is delicious;	however	only in moderation.
You don't have to cook		there are no dishes to wash.
Recycling is necessary;		some fast-food restaurants don't recycle their trash.

11 Listen, read and answer the questions.   15

1. Who is the report for?
2. What is the general idea of the report?

Checkpoint

Answer Yes or No.

1. Can you anticipate the topic of a text? _____
2. Can you recognize parts of a report and its organization? _____
3. Can you link two sentences with connectors? _____

Read information on sources. Establish correspondences between main and supporting information by using connectors. Identify main ideas by answering questions such as who, what and why.

Unit 2a 25

Objectives

Read information on sources.

Establish correspondences between main and supporting information by using connectors.

Identify main ideas by answering questions such as who, what and why.

Before the Book

Write the words *and* and *but* on the board. Remind students that they are used to join two ideas together; *and* is used to add extra information; *but* is used when the two ideas contrast.

Write the following sentences on the board:

I have a bike, _____ I never ride it.

I like meat _____ fish, _____ I don't like eggs.

Mary can speak French _____ Russian.

I have to read the book _____ not write a report.

There is a clock _____ a plant on my table.

A snake can move quickly, _____ it can't run.

Put students into pairs. Have them fill in the blanks with *and* or *but*. Check answers on the board.

9 Fill in the blanks with adjectives from the report.

Ask students what an adjective is. Remind them that an adjective tells us what something or someone is like, i.e. it describes a noun. Elicit examples of adjectives and write them on the board: *red, small, interesting, cold, intelligent, long*.

Have students look at the report on page 24 and the adjectives. Write them on the board: *convenient, good, quick, dangerous, tasty, best*.

Have students work in pairs to find the adjectives defined in Activity 9.

10 Match the sentences with the connectors.

Have students go back to the report on page 24. Have them find the word *however* in the text and discuss with them how it is used (to contrast two ideas). Talk about how *but* and *however* are used differently: *but* can be used to contrast words or phrases; *however* is used to contrast two complete sentences or ideas.

Have students match each beginning with a connector and an ending to make logical sentences.

Check answers on the board. Elicit more examples using *and, but* and *however*.

11 Listen, read and answer the questions. 15

Tell students that they are now going to listen to a very different kind of report. Read the questions out loud and clarify meaning where necessary. Play Track 15 and have students answer the questions.

Checkpoint

Put students into pairs. Ask students to answer the questions together. Discuss with students how they feel they are doing so far in the unit.

Routine

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

Objectives

Identify information that broadens, exemplifies or complements main ideas.

Complete bibliographical cards from sources, based on a model.

Before the Book

Write the words *glass*, *paper*, *cardboard*, *plastic* and *metal* on the board. Clarify the meaning of the words.

Put students into pairs and have them think of as many objects as they can that are made from these materials. If students need to know the name of something in English whisper it to them. The pair with the longest list wins the game.

Elicit answers and write one long list on the board:

Glass: glasses, window...

Paper: newspaper, book, notebook, toilet paper...

Cardboard: boxes, milk cartons...

Plastic: toys, pen, bag...

Metal: keys, computer, fork, knife, spoon, ring...

12 Read the report and complete the diagram.



Have students look at the report. Ask them where it's from (a book or magazine) and what it's about (trash). Ask them to skim the text and complete the data.

► Match.

Have students read the report again. Ask them to focus on the sentences in color and decide what their function is. Have them draw lines to match the sentences with their purpose.

13 Label the bibliographical card.



Make pairs. Have students label the parts of the bibliographical card.

Routine

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

12 Read the report and complete the diagram.



Trash Avalanche

Everybody makes trash. Babies, children, teenagers, adults—even pets! The average family throws away different kinds of garbage. Every week they put into the garbage can: 4 glass bottles or jars, 13 cans, 3 plastic bottles and 5 kilos of paper.

Our world is suffocating in garbage. Imagine putting together the garbage that each family makes—you end up with 8,000 tons of garbage EVERY DAY, and that is only in one city. That is the same as 1,600 elephants!

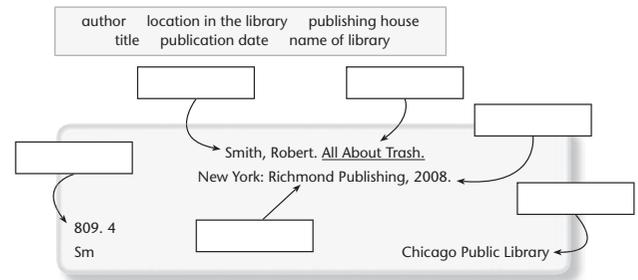
What can you do? **Reduce** the amount of garbage you produce. Use less plastic bags, less paper, less packages. **Reuse** things. Use paper plates and plastic glasses many times. **Recycle** your garbage. Take your glass jars, plastic bottles and cartons to recycling centers. Together we can save our planet.

glass = _____
cans = _____
plastic = _____
paper = _____

► Match.

- | | |
|--------------------|-----------------------------------|
| 1. Blue sentences | give the main idea. |
| 2. Red sentences | give examples. |
| 3. Green sentences | explain or support the main idea. |

13 Label the bibliographical card.



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Unit 2a

Identify information that broadens, exemplifies or complements main ideas.
Complete bibliographical cards from sources, based on a model.

The Presentation

1 Order the topics according to your preference.

- ___ Great places for a vacation ___ Crafts with recycled materials
___ Unusual pets ___ The most popular foods

Write two other topics you are interested in.

1. _____ 2. _____

2 Choose a topic to investigate. Discuss.

1. What do you want to know about the topic?
2. Where can you get information?
3. What specific questions can you ask?

3 Write a report.

1. Search for information in different sources.
2. Use Worksheet 5 to help you organize your ideas.
3. Write a draft. Include the main and secondary ideas.
4. Make sure the report has an introduction, development and conclusion. Check spelling and punctuation.
5. Think of a good title for your report.
6. Write a final version and illustrate it.
7. Display your report in the classroom.

Tips:
Use the reports in this unit as an example.
Remember to expand and complement the main ideas.
To help you organize the information from different sources, make bibliographical cards.

The End

Group Reflection

- Was it easy to choose a topic and get information about it?
- Did you share the tasks for this activity? Did you like working together?
- Was your report interesting for other students?

Self-evaluation

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

Make reports on a topic of interest based on previously gathered information. Select suitable titles for the report from a list. Formulate questions about a selected topic. Organize information in mind maps. Add information that complements, broadens, or exemplifies main ideas. Check spelling and punctuation conventions. Group and self evaluation.

Unit 2a 27

Objectives

Make reports on a topic of interest based on previously gathered information.
Select suitable titles for the report from a list.
Formulate questions about a selected topic.
Organize information in mind maps.
Add information that complements, broadens, or exemplifies main ideas.
Check spelling and punctuation conventions.
Group and self evaluation.
Suggested Materials paper

Before the Book

Value

Ask students to find someone in the class who they don't know very well. Have them spend a few minutes with that person talking about respect: *What does it mean to show respect? What does it mean to be respected?*
Ask students to return to their seats, and open the

discussion. Responses might include looking somebody in the eye, being honest and listening to somebody's ideas even when you do not agree with them.

Talk about why respect is crucial in the classroom, and that the point is to learn from our differences. Another important part of respect is knowing each other's names, and how to pronounce them.

This activity helps build a community of respect, and is the first step in maintaining a constructive atmosphere in the classroom.

The Presentation

1 Order the topics according to your preference.

Read the list of topics out loud and have each student number them according to their own preferences, with 1 being the favorite, and 4 the one they like the least.

Write two other topics you are interested in.

Have students write two more topics they are interested in.

2 Choose a topic to investigate. Discuss.

Have students work in groups and choose a topic they all want to investigate. Have them discuss the questions together.

3 Write a report.

Go over the instructions and make sure students understand what they have to do. Put the class into groups. Have students plan their work together, but have them write their reports individually.

The End

Group Reflection

Have students work in the same teams as before. Read the questions out loud and have groups discuss the answers together.

Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-evaluation

Have students open their book to page 20. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion.

Put students into pairs or small groups and have them compare their answers together.

Unit 2b

Let's Write News!

Social Practice Participate in formal communicative events.

Environment Academic and educational

Objectives

Predict topic.

Identify purpose and intended audience.

Suggested Materials newspapers in English (if possible)

Before the Book

Put the class into small groups and give each group some newspapers. Discuss the different aspects of newspapers. Have students locate the different sections of the paper: national news, international news, sports, culture, etc.

Ask them where the most important articles go (on the front page) and discuss if they get more space than less important articles.

Have students look at a specific article and locate the headline, the author and the section.

Briefly discuss what the purpose of a newspaper is (to inform and to entertain). Ask them if they have ever read a newspaper.

The Beginning

1 Look and answer.

Have students look at the newspaper article and discuss the questions with the whole class.

► Read and check your predictions.

Have students read the article in silence. Discuss what the text is about, and then ask students the following questions:

T: *Who won the competition?*

What did she win?

Where was the ceremony?

Who was the sculpture dedicated to?

Explain that newspaper articles say what, when, where, how and why things happened.

► Circle the newspaper section.

Ask students to find the name of the section of the newspaper that the article is in, and draw a circle

Unit 2b

Let's Write News!

The Beginning

1 Look and answer.

1. Where is this text from?
2. Read the headline. What do you think the text is about? How do you know?

► Read and check your predictions.

Culture

By Clive Powers

Trash Art: Top Award Goes to Grandmother

Sarah Acevedo, a 73 year-old grandmother from Texas, was this year's winner of the famous Trash Art competition. The award ceremony took place in the garden of the Vert Museum (a museum of recycled art) in San Francisco yesterday evening. The ceremony is now in its 5th year, and the first prize is 50,000 dollars for the best work of art made from trash.

A shocked Mrs. Acevedo, who didn't study art, said, "I just didn't know what to do with all those empty cans. And now I can buy a house by the beach!" Mrs. Acevedo's winning piece is a three-meter high sculpture of her late husband, Joe Acevedo. The sculpture is made out of soda cans. "Joe loved soda. He would be really proud," Mrs. Acevedo said after the ceremony.

Mrs. Acevedo dedicated her award to her husband, and gave half of the prize money to *Manos*

Verdes, an organization that plants trees.



Sarah Acevedo

► Circle the newspaper section.

2 Answer.

1. Do you recycle?
2. Would you like to take a course on recycled art?
3. Who do you think the article is for?



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Unit 2b

The Plan

In this unit you will:

- understand news from the newspaper
- understand the topic and main idea of a news piece
- write your opinion of the news
- write a newspaper article about an event in your community

Predict topic. Identify purpose and intended audience.

around it.

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

2 Answer.

Discuss the questions with students.

The Plan

Have students read the objectives and clarify their meaning if necessary. Ask them to say how they think they are going to achieve each objective.

Routine

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

- 1 Read and write questions with *What, Who, Where* and *When*. 

The Steps

Environment

One Million Trees, Five Years and a Lot of Hands!

By Mary Heisenberg



The environmental organization, *Manos Verdes*, has achieved the impossible. It has planted more than one million trees in only five years. And it's all thanks to a group of volunteers dedicated to saving the planet. The trees were all planted on the west coast of Guatemala.

"This has only been possible with the help of volunteers," said the founder of *Manos Verdes* in an interview. *Manos Verdes* was founded by Steve Branch five years ago, after he was fired from a publishing house because he complained that they wasted too much paper.

Mr. Branch said, "When we began, it was just me and my wife. Now there are more than a thousand of us." Branch plans to plant 100,000 trees in the next two months. "Everyone is welcome," said Martha, a child volunteer. You don't need to be an expert, just have lots of energy. So, put this newspaper in the recycling can and go help *Manos Verdes* now!

- 2 Look at the article again and do the tasks. 

1. Underline the headline.
2. Circle the main part.
3. Mark (✓) the image.
4. What is the purpose of this article: to entertain or inform?

Identify purpose of the text. Explore distribution of graphic and textual components. Identify the section where they are located.

Objectives

Identify purpose of the text.
 Explore distribution of graphic and textual components.
 Identify the section where they are located.

Suggested Materials magazines, blank paper, glue, scissors

Before the Book

Put the class into pairs. Distribute magazines and paper. Have students look through the magazines for pictures of things that are good for the environment. Have them cut out their pictures and glue them onto a piece of blank paper.

Help students write a title on their posters:

Let's Take Care of Our Planet.

Call on volunteers to come to the front of the class and describe their posters.

The Steps

- 1 Read and write questions with *What, Who, Where* and *When*. 

Have students read the text in silence. Ask them to underline any words they don't understand. Elicit the words and write them on the board. Go over their meaning with the whole class.

Put students into pairs. Have them write comprehension questions about the text using *What, Who, Where* and *When*. As students are working, walk around the class and give help where needed. Have students exchange questions with another pair and then answer them.

When students have finished the activity, elicit some questions and have the class answer them.

- 2 Look at the article again and do the tasks. 

Have students work in pairs to complete the activity. Monitor and provide help where needed. Check the answers as a class.

Value

Use this opportunity to talk with students about why it is important to recycle. Write the word *recycling* on the board. Elicit what kind of things can be recycled (bottles, paper, construction paper, cardboard boxes, cans, glass, plastic). Explain to students that for garbage to be more easily recycled, it should be separated. Ask if they separate garbage at home. Encourage them to suggest how the garbage at school could be more efficiently separated.

Routine

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

Objectives

Identify the influence of the media in community life.
Distinguish direct from indirect speech.
Paraphrase main ideas.

Suggested Materials slips of paper

Preparation: Write questions and answers on separate slips of paper (1 per student):

Questions:

*Where do you live / watch TV / sleep / play / eat?
What do you eat / drink / like / play / watch / read?
When do you eat lunch / sleep / watch TV / play / read / study?*

Answers:

In Madrid / in the living room / in my bedroom / in the park / in the dining room. Cookies / milk / music / soccer / TV / comics. / At lunchtime / at night / in the afternoon / on weekends / in the evening / after school.

Before the Book

Draw the following word search on the board.

w	y	w	e	w
o	h		h	r
a	w	n	e	h
h	t	h	w	e

Tell students that they have to find letters to make five question words. Have them copy the word search and find the question words.

Hand out the questions to half the class and answers to the other half (see Preparation). Have students with the questions ask students with the answers. Once they have found a partner, ask them to stand together. Encourage pairs to read out their questions and answers.

3 Choose the correct answer.

Have students work with their partners to complete the activity. Check answers on the board.

► Is the article convincing? Would you participate in this project?

Discuss the question with the whole class. Discuss how newspaper articles can influence people positively or negatively. Exaggerated reports, for example, can cause panic and make people worry unnecessarily. On the other hand, informing people objectively about a topic can help people make more informed choices.

4 Find sentences in the text that mean the same.

Have students find the sentences in the text that have similar meanings. Talk about the differences between direct and indirect speech.

3 Choose the correct answer.

- The text is about:
 - healthy eating
 - recycling
 - reforestation
- The goal for the next two months is:
 - 1,000,000 trees
 - 100,000 trees
 - 10,000 trees
- What does the journalist want the readers to do?
 - Participate in the campaign.
 - Cut down trees.
 - Donate money.

► Is the article convincing? Would you participate in this project?

4 Find sentences in the text that mean the same.

- Without volunteers, this project would be impossible.

- No experience is required, just a positive attitude.

- Your family, friends and neighbors can come, too.

► Who said what? Number the pictures.



Journalist



Director of Manos Verdes



Martha

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Unit 2b

Identify the influence of the media in community life. Distinguish direct from indirect speech. Paraphrase main ideas.

Language Awareness

Write the following sentences on the board:

*John said that it had been the most amazing show.
The police said that they had seen the thief go into a restaurant.
The reporter asked if this was her/his best painting.*

Together with students, change them into direct speech. Help them notice how the verbs change tense – past to present and past perfect to past.

*"It was the most amazing show," said John.
"We saw the thief go into a restaurant," the police said.
"Is this your best painting?" asked the reporter.*

► Who said what? Number the pictures.

Have students number the pictures according to who said each sentence.

Routine

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

6 Look at the headline and the picture. Predict what the text is about.

The Doggython: Charity and Lots of Fun! THE WEEKLY INTERVIEW
by Robert Zavala

On Sunday, July the 10th, the City Council organized the second marathon for dogs, or "Doggython" as it's known. There were hundreds of people and their dogs in attendance. I interviewed the organizers, Wendy López and Alberta Lee:

- R:** How was the event organized?
W: With the help of many people. The police closed down Park Avenue where the event took place.
R: The winner was an old lady whose dog's a Chihuahua, right?
A: That's right! It was unbelievable. It's such a pretty little thing!
R: Why did you organize the event?
W: To raise money for a school that trains dogs for blind people. Don't forget to come next year!



► Read the article. Were your predictions correct?

7 Find the answers in the article.

Check with a partner.

1. What is the name of the event?

2. Who organized the event?

3. When was the event?

4. Where did it take place?

5. Why was the event organized?

8 Listen and underline the contractions in the text.

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► Read the text out loud.

Checkpoint

Answer Yes or No.

1. Can you predict the topic of news by looking at the headline? _____
2. Can you recognize the parts of journalistic news? _____
3. Can you identify which news is more important than others? _____
4. Can you identify direct speech in a text? _____

Locate information that answers critical questions: who, what, when, where, how and why. Identify and read word contractions aloud (he's, I'm, don't, etc.).

Unit 2b 31

Objectives

Locate information that answers critical questions: who, what, when, where, how and why.
 Identify and read word contractions aloud (he's, I'm, don't, etc.).

Before the Book

Write the following sentence on the board:
In the summer we wear shorts, we eat lots of ice cream at home and we play soccer in the park at night.
 Write the following prompts next to the sentence:
when, what, where.
 Have students write as many questions about the sentence as they can, using the prompts:
When do they play soccer?
When do they wear shorts?
What do they wear in the summer?
What do they eat? What do they play?
Where do they play soccer?
Where do they eat ice cream?
 Elicit questions and write them on the board.

6 Look at the headline and the picture. Predict what the text is about.

Have students look at the title and the illustration, and encourage them to predict, with as much detail as possible, what the text is about. Ask them questions if necessary:

- T: *What kind of race is it?*
Do the dogs participate?
Who are the women?
Why are they interviewing them?

► Read the article. Were your predictions correct?

Have students read the article in silence and check their predictions.

7 Find the answers in the article. Check with a partner.

Read the questions out loud and check that students understand them. Have students find the answers in the text in Activity 6.

8 Listen and underline the contractions in the text.

16
 Play Track 16. Have students find and underline the contractions.

► Read the text out loud.

Encourage students to practice reading the text out loud, imitating the stress and intonation of the speakers on the CD.

Language Awareness

Contractions

Write the following contractions on the board:

- I'm you're he's it's*
I've they've she's
can't won't don't/doesn't
isn't aren't that's

Put students into pairs. Have them work together to write out the full form of the words. Monitor and help. Check answers on the board.

Checkpoint

Put students into pairs. Ask them to answer the questions together. Discuss with students how they are doing so far in the unit.

Routine

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

Objectives

Identify main ideas and the information which complements, broadens, or exemplifies them.

Understand the topic and general idea.

Explore sentences that express opinion about the news.

Before the Book

Write the following words on the board:

famous, accused, corruption, police, million, passports, innocent, strange, generous, person, popular, cancelled, decide.

Put the class into pairs. Tell students that these words appear in the text that they are going to read. Ask them what they notice about the words (they are similar to the Spanish words). Tell them these words are called *cognates*. Have students work together to guess the meaning of the words. Elicit and write the meanings on the board:

famoso/a, acusó, corrupción, policía, millón, pasaportes, inocente, extraño, generoso/a, persona, popular, canceló, decidir.

Tell students that identifying cognates in a text can help them understand the general idea.

9 Read the text.

Have students read the text and underline all the cognates. Have them underline the headline and circle the name of the author. Encourage students to say what the general content of the text is (a woman is accused of corruption).

10 Underline the main ideas in the first three paragraphs.

Have students read the text in silence. Encourage them to look up any words they don't understand in their picture dictionaries. If some of the words are not in the dictionary, explain their meaning.

Have students identify and underline the main ideas in the first three paragraphs:

1. Ms. Astoria Walnut, the famous host of TV show, "Shake a Leg!" was arrested yesterday at her home in Beverly Hills.
2. Many people suspect Ms. Walnut.
3. Ms. Walnut does have supporters, however, who say that she is innocent.

9 Read the text.

1. Underline the headline.
2. Circle the author.

"Shake A Leg!" Host Arrested Again by Elena Hogg

Ms. Astoria Walnut, the famous host of MTV show, "Shake a Leg!" was arrested yesterday at her home in Beverly Hills. She is accused of corruption. Police found over two million dollars under her mattress. This is not the first time that Ms. Walnut has been in trouble. Two years ago she was accused of kidnapping her husband, Wally Walnut.

Many people suspect Ms. Walnut. Julian Cross worked for Walnut for 15 years and he gave his point of view: "People say she has an altruistic attitude but the only person she helps is herself. Once, I found some fake passports in her desk. Get rid of that woman!" Ms. Walnut has many enemies, including her ex-husband, Wally. "Everyone knows the money goes to her pockets," Mr. Walnut said.

Ms. Walnut does have supporters, however, who say that she is innocent. Her biggest supporter is her boyfriend, Clay Powers. "It's

all very strange. Astoria is a kind and generous woman," said Powers. "OK, so she has a lot of houses and cars but that doesn't mean she's a bad person."

Ms. Walnut has donated a lot of money to poor people and she is popular in Beverly Hills where she lives.

"Shake a Leg!" will be cancelled for the moment. Personally, I don't know what to think. We should let the law decide.



10 Underline the main ideas in the first three paragraphs.

11 Classify the supporting ideas. Write O (opinion) or NO (not opinion).

► What does the author want her readers to know?

- a) The competition was cancelled because students do not want to dance.
- b) The competition was cancelled because of corruption.

Identify main ideas and the information which complements, broadens, or exemplifies them. Understand the topic and general idea. Explore sentences that express opinion about the news.

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11 Classify the supporting ideas. Write O (opinion) or NO (not opinion).

Remind students that a supporting idea expands or compliments a main idea. Write the following main idea on the board:

Dogs are intelligent.

Elicit supporting ideas:

They can learn tricks quickly.

They can understand some words.

They can detect drugs.

There are dogs that look for lost people.

They are really beautiful.

Ask students which of these supporting ideas is an opinion (the last one).

Finally, have students decide which supporting ideas in the text are opinions, and which are not. Have them classify the sentences.

► What does the author want her readers to know?

Have students discuss the question in pairs and choose the correct answer.

Routine

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

12 Complete and answer the questions. 

Who What Where Why When

- _____ did the police find under her mattress?
- _____ does she live?
- _____ was she accused of kidnapping her husband?
- _____ is Ms. Walnut's biggest supporter?
- _____ does Julian Cross think she is guilty?

► **Circle who or what the sentences refer to.**

- Police found over two million dollars under her mattress.
a) Elena Hogg b) Ms. Astoria Walnut
- He gave his point of view.
a) many people b) Julian Cross
- "Everyone knows the money goes to her pockets."
a) the money b) Ms. Walnut's pockets
- We should let the law decide.
a) Ms. Astoria Walnut b) Elena Hogg

13 Match the expressions with similar meanings. 

- The money goes to her pockets! a) It's not very common.
- An altruistic attitude. b) He said his opinion.
- Get rid of that woman! c) She keeps the money for herself.
- He gave his point of view. d) Something you do unselfishly to help others.
- It's all very strange. e) Be free of that woman.

► **Listen and check.**  17

Recognize the parts of the news. Clarify the meaning of words. Identify the relationship between pronouns and words they replace. Explore sentences that express opinions about news.

Unit 2b 33

Objectives

Recognize the parts of the news.
Clarify the meaning of words.
Identify the relationship between pronouns and words they replace.
Explore sentences that express opinions about news.

Suggested Materials CD with classical music (Vivaldi or Beethoven), watercolors, white paper, paintbrushes, plastic cups with water

Before the Book

Distribute paint and paper. Tell students they will hear a piece of music. Play some classical music. As students listen to the music, have them paint how it makes them feel. Play the piece several times if students need more time to paint.

At the end of the activity, talk about the music with students. Ask them if they liked it. Why or why not?

12 Complete and answer the questions. 

Put students into pairs. Have them work together to complete and answer the questions about the article. Check answers as a class.

► **Circle who or what the sentences refer to.**

Have students go back to the text and decide who or what the sentences refer to.

13 Match the expressions with similar meanings. 

Have students find the expressions in the text. Have them match them to their meaning. Encourage them to guess meaning from context.

► **Listen and check.**  17

Play Track 17. Have students check their answers.

Language Awareness

Write the following pairs of sentences on the board.

- Carlos is reading a story. It is about a dragon.*
- Kim and I went to the movies. We ate popcorn.*
- The teacher gave Anna a test. Then she corrected it.*
- Robert went swimming with Greg. He and Greg had fun.*
- Susan listened to music on the radio. After an hour, it ran out of batteries.*
- Grandma and Grandpa went on a trip to Mexico. They will be back next week.*
- The baby's bottle is in the bag. His toy is next to it.*
- I can't find my book. It disappeared this morning.*
- My mom lost her purse. Her keys were inside.*

Have students read each pair of sentences and circle the pronoun in the second sentence. Do the first example together as a class. Have them circle the words from the first sentence that the pronoun replaces. Have students continue the activity in pairs.

Routine

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

Objectives

Complete sentences that express opinion about news.

Suggested Materials a small prize e.g. candy, stationery, etc.

Before the Book

Discuss with students the difference between a fact and an opinion. Write the following on the board:

- Write fact or opinion:
 - Mexican Independence began in 1810.
 - The movie was not as good as the book.
 - It would be more fun to be a bird than a fish.
 - The police found a baby in El Valle park.
 - Emma had the best birthday party ever!
 - The farmer planted the corn last week.
- Write a fact using the word spider.
- Write an opinion using the word interesting.
- Write a fact using the word table.
- Write an opinion using the word difficult.

Put students into pairs. Have students work together to complete the tasks. Check answers as a class.

13 Read the texts and write your opinion. You can choose an expression from the box.

Read the news extracts out loud and have students follow along in their books. Clarify unknown vocabulary. Have students express their opinion about each text. They can use an expression from the box or write their own ideas. Elicit opinions and discuss them as a class.

14 Complete the table.

Organize this as a game. Put students into pairs and have them compete to finish the task first. The first pair to complete the table correctly wins the game and gets a small prize. Check answers on the board.

► Write (" ") (?) and (!) in the paragraph.

Write the following on the board:

"A hamburger, please."

What's your name?

This is wonderful!

Discuss the use of punctuation in the sentences. Elicit when they are used. Put students into pairs and have them do the activity in the book. Check answers on the board.

Routine

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

13 Read the texts and write your opinion. You can choose an expression from the box.

How amazing! That's good news!
He should be more organized! That's not a nice thing to say!

Mexican soccer player, Javier "Chicharito" Hernández, is going to play for Manchester United.

The international meeting with the president started 40 minutes late because his secretary had left the report in the car!

The author of the Harry Potter books, J. K. Rowling, is the richest woman in the United Kingdom.

"Our football coach should talk less and think more," said American football quarterback Venus Vaughn.

14 Complete the table.

page 28	Write a phrase that starts and ends with quotation marks ("").	
page 29	Write a phrase that ends with an exclamation mark (!).	
page 31	Write a phrase that ends with a question mark (?).	
page 32	Write a word that has an apostrophe (').	

► Write ("") (?) and (!) in the paragraph.

Mexican scientists have discovered life on Mars Dr. Ernesto Valenzuela said, We've been observing the planet for years. Life was there, right under our noses. The question is, are the Martians observing us

Write news reports.

The Presentation

- Use Worksheet 6 to help you write your article.
 1. Select an interesting piece of recent news.
 2. Identify the topic of the news.
 3. Make sure your article answers *who, what, when, where, why* and *how*.
 4. Write your article.
 5. Write a headline that summarizes the news.
 6. Check spelling and punctuation.
 7. Decide on the format for the news report (poster, bulletin, etc.)
 8. Make a final version of the article.
 9. Display your article on mural paper.

The End

Group Reflection

- Was it easy to write journalistic news?
- Did you like what you wrote about?
- Was your article interesting for other people?

Self-evaluation

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

Write news reports. Write sentences to express opinions on news reports.
Group and self evaluation.

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Objectives

Write news reports.

Write sentences to express opinions on news reports.

Group and self evaluation.

Suggested Materials 1 strip of paper per student, bag

Before the Book

Ask students:

T: What could you do in your community to be a special person?

What could you do to make a difference to society?

Tell students to write down an idea on a strip of paper. For example, collect dry leaves and trash from parks, clean graffiti off walls, repair broken fences or doors from buildings, etc.

Collect strips and put them in a bag. Take out five and read them out loud. Have students vote on which idea would be the most beneficial to their community. After students have chosen the idea, put them into groups of 3 or 4 members. Have them brainstorm ideas on how to organize the activity so that people in

the community (children and grown-ups) cooperate together.

Monitor and elicit their ideas. After a few minutes, let them decide which are the most practical suggestions.

The Presentation

1 Write news reports.

Go over the instructions and clarify any doubts. Put the class into groups. Encourage them to find their own way of organizing themselves and solving any problems.

The End

Group Reflection

Have students work in the same teams as before. Read the questions out loud and have groups discuss the answers together. Lead the class into a discussion to evaluate how they worked together, and what they would like to focus on in later classes.

Self-evaluation

Have students open their book to page 28. Read the objectives for this part of the unit again, and ask students to mark them according to their own opinion. Remind them that there are no right or wrong answers.

Put students into pairs or small groups and have them compare their answers together.

Review

Unit 2

Students' Achievements

In this unit, students participate in the creation of a report and a journalistic note about an event in their community.

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

Check that:

- the topic of the report is appropriate.
- the information is taken from reliable sources and is clearly organized.
- the images students include on the report are relevant to the content.
- the piece of news students choose is appropriate and interesting to the community.
- the information of the journalistic note is clear and that the headline summarizes the content.
- spelling and punctuation are correct.

Help students organize themselves so everybody has a task to do. Monitor and give feedback after the presentation of their final products.

Games and Activities

Basta!

Divide the class into small groups. Write a letter on the board and give students two minutes to write down all the words they know that begin with that letter. When the time is up, shout *Basta!* Ask each group how many words they wrote. The group with the most words is the winner.

Basketball Questions

You need a paper ball and a clean wastepaper basket. Put students into three groups. Tell students they should practice question words: *who, why, where, what*. The first student in Group 1 asks the first student in Group 2 a question. If the question is correct, the player gets a chance to throw the paper ball into the basket. If he/she scores, Group 1 receives a point. Then, the player in Group 2 answers. If the answer is correct, that player also gets a chance to throw the ball into the basket. Next, the second student of group 2 asks a question to the first student in Group 3, and so on. Remember, the points are for scoring a basket, not for asking or answering questions.

Evaluation

Use the photocopyable 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



Cooking: A Healthy TV Snack

Materials 1 cup each of: crunchy natural peanut butter, honey, raw oatmeal, sesame seeds, wheat germ, unsweetened grated coconut

Directions Put the ingredients on a table and have students name them. Ask students to guess how many bite-size balls the ingredients will make when they are mixed together. Combine the ingredients, except the coconut, in a large bowl and form bite-size balls from the mixture. Roll the balls in the coconut. Count the balls and see which student's guess was closest. Refrigerate balls for half an hour to make them even more delicious.



Social Studies: Dress-up Day

Directions Organize a dress-up day. Send a note home to explain to parents that students should come to school dressed as a community worker and bring in tools and hats. Ask a volunteer to stand at the front of the class. Say *We have a special visitor today. Who is (she)?* Have students respond (*She's a (firefighter).*) Allow students a minute to observe the student and then ask the volunteer to leave the room. Tell students to write a description of what the volunteer is wearing and what he or she is carrying. Ask the volunteer to come back to the room. Compare students' descriptions with the volunteer. Repeat with other students.

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 Word Games!

Social Practice Participate in language games.

Environment Literary and ludic

Objectives

Identify names of games.

Explore suitable word games for practicing stress and pronunciation of specific English words.

Purpose and intended audience.

Suggested Materials chalk

Before the Book

Go with your students to the schoolyard. Draw two parallel lines about 10 meters apart (a starting line and a finish line).

Have a volunteer stand on the finish line with his/her back to the class. Ask the rest of the class to stand on the starting line, side by side, facing the volunteer.

Ask the volunteer to call out *Green light!* Have students run to the volunteer until he/she says *Red light!* Students should stop immediately.

Ask the volunteer at the finish line to spin around quickly to see if anyone is still moving. If he/she catches anyone moving, that student has to sit out the rest of the game. The game continues until there is one student remaining. That student becomes the next one to call out.

The Beginning

1 Name the games. Then mark (✓) the word games.

Have students describe what they see on the page. Help students identify each game:

T: Point to the game where you have to go up and down/ guess words based on pictures/remember names and pictures that match/go from box to box on a board/guess the word letter by letter.

Have students discuss their names (*Snakes and Ladders, Pictionary, Memory, Goose Game, Hangman*).

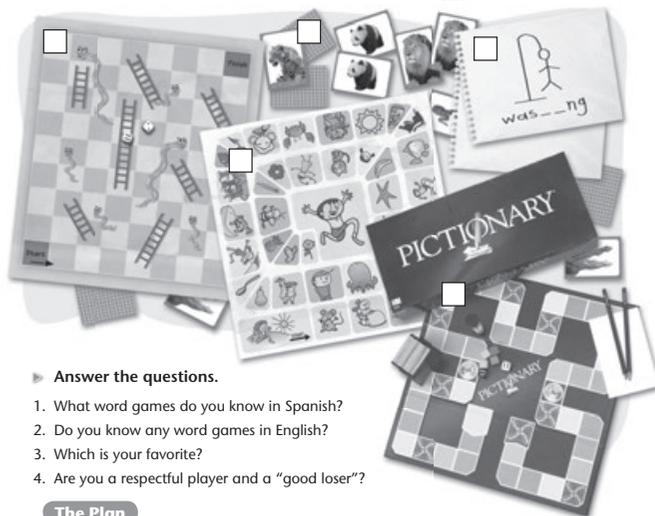
Elicit the games in which you play with words, and ask students to mark them. Check as a class.

Unit 3a

Let's Play Word Games!

The Beginning

1 Name the games. Then mark (✓) the word games.



► Answer the questions.

1. What word games do you know in Spanish?
2. Do you know any word games in English?
3. Which is your favorite?
4. Are you a respectful player and a "good loser"?

The Plan

In this unit you will:

- review different vocabulary areas
- understand the rules of various games
- learn to play and compete with dedication and respect

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Unit 3a

Identify names of games. Explore suitable word games for practicing stress and pronunciation of specific English words. Purpose and intended audience.

► Answer the questions.

Read and explain the questions and have students answer in pairs. Discuss the answers 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.

1 Match the abbreviations with the pictures.

Dr.

NASA

UK (GB)

US



▶ Spell the longest abbreviation in the world!

2 Play a game!

Materials:

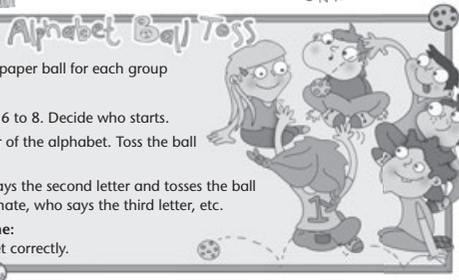
soft ball/beanbag/paper ball for each group

Instructions:

- Play in groups of 6 to 8. Decide who starts.
- Say the first letter of the alphabet. Toss the ball to a classmate.
- Your classmate says the second letter and tosses the ball to another classmate, who says the third letter, etc.

Object of the game:

To say the alphabet correctly.



▶ Play a competitive version.

Materials: The same

Instructions:

Play the same game, but fast.

Aim of the game:

To be the first group to say the alphabet correctly.

▶ Discuss and answer.

1. What version of the game did you prefer? Why?

Determine the number of players and their turns of participation. Purpose of a word game.

Unit 3a

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class name the letters. Put the class into pairs. Stick the letters onto the board in any order. Have students take turns to name each letter.

Ask students what the snake word is (the longest abbreviation in the world from Russian). Go around the class and have students say a letter each.

Have students spell the new abbreviation to their partner.

2 Play a game!

Put the class into small groups. Read the instructions out loud and make sure students understand them. Ask students what the objective of the game is (to say the alphabet correctly). Let students organize themselves to play *Alphabet Ball Toss*.

▶ Play a competitive version.

Point out to students that the objective now is to say the alphabet as fast as they can (correctly).

Make sure students understand the objective:

T: *Are you going to say the alphabet correctly? Are you going to say it very fast?*

▶ Discuss and answer.

Have students discuss in their groups which of the two games they preferred. Ask students what other purposes games like this have.

Objectives

Determine the number of players and their turns of participation.

Purpose of a word game.

Suggested Materials soft ball/beanbag/paper ball (1 per group), 26 index cards, tape

Preparation Write a letter of the alphabet on each index card

The Steps

1 Match the abbreviations with the pictures.



Put the class into pairs. Have students match the pictures with their corresponding abbreviation. Ask them to give reasons for their choices before checking as a class.

▶ Spell the longest abbreviation in the world!

Review the alphabet by holding up each letter (see Preparation) and saying its name out loud. Ask students to repeat the letter after you. Invite a student to come up to the front. Ask him/her to hold up the letters of the alphabet in a different order. Have the

Value

Ask students if they are impatient when their classmates make mistakes. Ask them if their classmates are impatient when they make mistakes. Take this opportunity to help students reflect on the value of tolerance, and how it's good to show others the patience you in turn would like to receive.

Routine

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

Objectives

Identify participants and the roles they play (e.g. coordinator, players).

Identify steps followed by players.

Set game rules and procedure.

Suggested Materials 1 index card

Preparation Write the word *Don't* on an index card.

Before the Book

Put the class into pairs. Explain that one is a zombie and the other his master. Have "masters" give commands to the "zombies":

M: *Walk to the right.*

Have zombies carry out the actions. Ask students to change roles and continue the activity.

Ask zombies to do the opposite of the command given:

T: *Walk to the right.* (Zombies walk to the left.)

3 Match the opposites.

Put the class into pairs. Read the commands out loud. Have students draw a line from each command on the left to its opposite on the right. Have students compare their answers with another pair.

► Write an additional command and its opposite.

Have students write a different command and its opposite. Have each student read his/her command and its opposite out loud. Have the class carry them out.

Language Awareness

Write the following words on the board: *door, the, open*. Ask students to put these words in the correct order (*Open the door*).

Ask students how you can give the opposite of an affirmative command. Ask a student to put the card (see Suggested Materials) in the correct place: *Don't + open the door*.

4 Play a game!

Point to the following parts of your body (*head, arm, hand, leg, foot, knee, elbow, shoulder*) as you name them. Ask students to repeat them and encourage them to imitate you.

Read the instructions out loud and make sure students understand them. Let students organize themselves to play *Follow the Leader! Don't Follow the Leader!* Point

3 Match the opposites.

Be quiet, please.

Eat a sandwich.

Open your book!

Let's start!

Stand up!

Touch your shoes!

Write your name on the board.

Please sit down.

Erase your name.

Let's sing a song. All together!

Please stop!

Don't touch your shoes!

Don't eat in class!

Please close your book.

► Write an additional command and its opposite.

4 Play a game!

Follow the leader! Don't follow the leader!

Instructions:

- Take turns being the "leader."
- One student stands in front of the group, says an action, and does the action. The class does the action too.
- After several actions, the leader says an action ("Touch your head!") but does another action (touches his knees). The class does the action that the leader says, not the action that the leader does!

Aim of the game:

To listen carefully and not be distracted by the action that the leader does.

► Discuss and answer.

1. Were you a leader? Yes No
2. Were you a follower? Yes No
3. Did you like the game? Yes No
4. Why, or why not? _____

5 Play Simon Says!

Identify participants and the roles they play (e.g. coordinator, players).
Identify steps followed by players. Set game rules and procedure.

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Unit 3a

out that the objective is to follow instructions but not always do what the leader does.

► Discuss and answer.

Put the class into pairs. Have students discuss the questions. Ask them to write the answers in their book.

5 Play Simon Says!

Ask students if they have played *Simon Says!* Elicit the instructions to play the game. Allow students to organize themselves to play *Simon Says!*

Ask students to identify the leader and the followers:

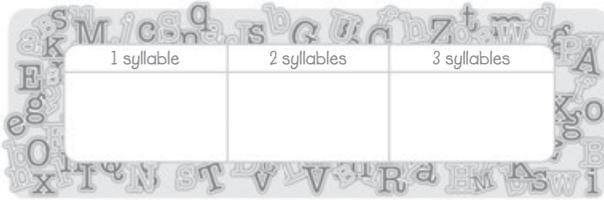
T: *Raise your hand if you are a follower.*

Routine

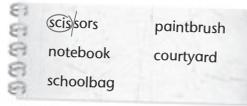
Choose a game or activity from page X and do it with the class.

6 Make word cards.  7

► Classify the word cards. Then listen and check.   18



7 Separate the syllables. Circle the stressed syllable. 



8 Play a game! 

Give Me an A! Give Me an L!

Instructions:

- Play in four teams.
- Your teacher will mention a letter.
- Your team needs to give the teacher an object that begins with that letter. The first correct object gets the team a point.

Aim of the game:
To get more points than the other teams.



► Discuss and answer. 

1. Which do you prefer: card games or action games?
2. Why? _____

Read a list of words aloud. Identify words with one, two, three, or more syllables. Classify words according to the number of syllables in them. Divide words into syllables to identify stress patterns.

Unit 3a 39

Ask students to write the word under the correct heading in their book. Have students continue individually. Play Track 18 to check answers.

Ask students to put their cards in the center of the class on a table and take turns to read each one. Ask them to read their cards out loud.

7 Separate the syllables. Circle the stressed syllable. 

Ask students to go back to their previous pairs. Read the first word out loud, marking the stress by clapping your hands. Ask a student to read the first syllable (it is circled). Ask students if this is the stressed syllable (it is). Have students continue in the same way.

8 Play a game! 

Review the names of school objects (see Suggested Materials) by holding up each one and eliciting their names:

T: *Is this a pencil or a pencil sharpener?*

Read the instructions out loud and make sure students understand them. Let students organize themselves to play *Give Me an A! Give Me an L!* Elicit the aim of the game.

► Discuss and answer. 

Put the class into pairs. Have students discuss the questions. Check answers as a class.

Routine

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

Objectives

- Read a list of words aloud.
- Identify words with one, two, three, or more syllables.
- Classify words according to the number of syllables in them.
- Divide words into syllables to identify stress patterns.

Suggested Materials school objects

6 Make word cards.  7

Have students cut out the cards on Worksheet 7. Have them complete the information on the cards. Ask them to compare their cards with a classmate. Read each card out loud. Have the class hold up the corresponding picture.

► Classify the word cards. Then listen and check.   18

Put the class into pairs. Ask a student to read out a card:

S: *Notebook.*

Ask the number of syllables it has:

T: *How many syllables?*

Objectives

Use language as a means and goal for entertainment.

Learn to compete against others with dedication and respect.

Suggested Materials markers or chalk

Before the Book

Show your hands and say *feet*. Have students repeat the word *only* if what you say is true. Have them say the correct word if it isn't true. Elicit the word *hands*.

Continue in the same way with other parts of your body (*head, arm, leg, knee, elbow, ankle, hip, wrist, neck, shoulder*).

9 Listen and touch the parts of your body.



Play Track 19. Touch the body parts as they are mentioned. Ask students to imitate you. Repeat the activity without the CD by saying the first part of each line. Encourage students to finish it.

► Listen again and color.

Review the colors in the key with your students:

T: *What is the color for knees?*

Play Track 19 again and ask students to color the body parts with the colors indicated in the key. Stop the recording after each verse to allow students time to color their pictures.

10 Play a game!

Read the instructions out loud and make sure students understand them. Let students organize themselves to play *Draw the Teacher!*

Elicit the aim of the game.

► Discuss and mark (✓).

Put the class into pairs. Have students discuss the questions. Ask them to check the answers in their book.

Value

Take this opportunity to help students reflect on the value of justice. Discuss the importance of fair play during a game and explain that sometimes games aren't fair, but that we have to accept this and move on.

Routine

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

9 Listen and touch the parts of your body. 19

The Puppet Song

I move my feet to the left and right,
And I dance and I dance and I dance all night!
Because....

My shoulder is connected to my arm,
And my arm is connected to my elbow,
And my arm is connected to my wrist.

My hip is connected to my leg,
And my leg is connected to my knee,
And my leg is connected to my ankle,
And I dance and I dance and I dance all night!



► Listen again and color.

Key

knees ankles hips
elbows neck shoulders wrists

10 Play a game!

Draw the Teacher!



Materials:

board, markers or chalk (or use chalk on the ground in the courtyard)

Instructions:

- Play in three teams. Each team makes a drawing of the teacher!
- Your teacher will tell you a body part. Take turns with your teammates to draw a body part each.

Aim of the game:

To make the best drawing of your teacher!

► Discuss and mark (✓).

1. Who won the game? our team their team everybody
2. Did you like that? yes no

Checkpoint

Answer Yes or No.

1. Can you understand instructions for a game? _____
2. Can you play a word game in class? _____
3. Can you identify the stressed syllables in words? _____

11 Complete with your favorite fruits and vegetables.

Fruits		Vegetables	
Type	Color	Type	Color
apple	red	spinach	green

► Find someone who likes what you like.

Do you like red fruits?

12 Listen and cut the words.

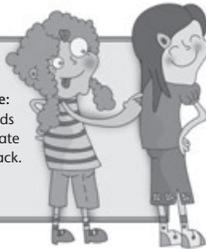
13 Play a game.

Back Writing

Instructions:

- Play in pairs.
- A student "writes" with his finger the name of a fruit or vegetable on the back of another student. That student guesses the word.
- Take turns to "write" and guess the words.

Aim of the game:
To guess the words that your classmate writes on your back.



► Discuss and mark (✓).

1. Do you prefer to play... in pairs? in groups? as a class?
2. Who should be in charge? Me Another child The teacher

Activate previous knowledge to predict purpose. Identify number of words involved. Identify the stressed syllable in the word.

Unit 3a 41

Objectives

Activate previous knowledge to predict purpose.

Identify number of words involved.

Identify the stressed syllable in the word.

Suggested Materials 1 piece of paper per student, glue

Checkpoint

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

11 Complete with your favorite fruits and vegetables.

Review the names of fruits and vegetables. Say the name of a fruit you like:

T: *I like oranges.*

Have a student repeat what you said and add a different fruit he/she likes:

S: *I like oranges and guavas.*

Continue in the same way until all students have participated. When a student makes a mistake, start

again in a different order. Do the same to review the names of vegetables.

Put the class into pairs. Read the headings and the examples out loud. Have students write their favorite fruits and vegetables under the corresponding heading. When they have finished ask them to add the color of the fruit or vegetable.

Language Awareness

Write the following on the board, *green, like, I, vegetables*. Ask students how you can use these words in the correct order. Elicit *I like green vegetables*.

Ask a student to underline the color. Point out the position of the color (before the noun).

► Find someone who likes what you like.

Read the question out loud and have a strong student say it after you and add his own preference. Have him/her walk around the classroom and ask different classmates the question until he/she finds another student with the same preference. Repeat with other students.

12 Listen and cut the words.

Have students read the letters on Worksheet 7. Have them cut out each row of letters. Play Track 20. Have students cut the words they hear.

Put the class into pairs and have students compare their words. Have students divide the words into syllables and put them on a piece of paper to form the words. Play Track 20 again and ask students to glue the stressed syllable a bit higher than the other syllables.

Ask them to check that there aren't extra or missing letters in their words. Have them put their work into their portfolio.

13 Play a game.

Read the instructions out loud and make sure students understand them. Let students organize themselves to play *Back Writing!* Elicit the objective of the game (to recognize the names of fruits and vegetables being "written" on backs).

► Discuss and mark (✓).

Have students discuss the questions in pairs and then mark the option that applies to them individually.

Routine

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

Objectives

Conventional letter-sound correspondences.

Exchange activities of common interest amongst students.

Suggested Materials glue, tape, small pieces of paper (4 per student)

Before the Book

Have students stand up and walk around the class. Say the name of an animal and have students act like that animal.

14 Look and write a list in 60 seconds.

Review the names of animals. Put the class into three teams. Have a representative from each come up to the front at the same time and draw an animal. Ask the members of each team to name the animal his/her teammate is drawing. Ask students to continue drawing until their teammates have guessed the name of the animal. Write the names on the board.

Put students into pairs. Have students look at the animals in the picture and write their names onto the list. Encourage them to check the names of the animals they don't know in their Picture Dictionary.

Give them 60 seconds before you ask them to stop writing. Check as a class.

► Write more animals. Then compare with the Spanish names of animals.

Imitate a bird flapping its wings. Say the verb *fly* and ask students to say the verb after you. Have them act out the action. Write the verb on the board. Elicit the name of an animal that can fly and write it under the verb. Do the same with *run* and *swim*.

Have students work in the same pairs. Ask them to write the names of other animals they know that can swim, run and fly under the corresponding heading. Have students join another pair to compare their lists.

Have students read the names of the animals out loud and then say their name in Spanish. Ask them to decide if they are similar.

15 Play a game!

Read the instructions out loud and make sure students understand them. Let students organize themselves to play *Back Reading!*

Elicit the aim of the game (to read the word on a classmate's back and to keep the word on your back out of your classmates' sight).

14 Look and write a list in 60 seconds.



► Write more animals. Then compare with the Spanish names of animals.

Animals that swim	Animals that run	Animals that fly

15 Play a game!

Back Reading!

Materials:
small pieces of paper, tape

Instructions:

- Write the name of an animal on a piece of paper. Put it on the back of a classmate.
- Walk around the classroom. Try to read the word on a classmate's back before he or she reads the word on your back. Say the word out loud when you see it.
- Then read the word on another classmate's back.

Aim of the game:

To read the words on your classmates' backs, and not to show the word on your back.

► Discuss and circle or answer. 

1. Do you and your classmate prefer to play noisy games / quiet games?
2. What is the favorite action game of you and your classmate? _____

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Unit 3a

Conventional letter-sound correspondences. Exchange activities of common interest amongst students.

Make sure students walk and do not run in the classroom. If possible, play the game in the schoolyard.

► Discuss and circle or answer.

Put the class into pairs. Have students discuss the questions. Ask them to write the answers in their book.

Routine

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

1 Organize a word game contest.

The Presentation

Materials:

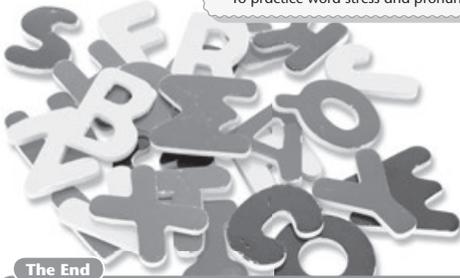
- Small white cards

Instructions:

1. Choose words from this unit to play with.
2. Write each word on a small card.
3. Make a drawing at the back of each card describing the words.
4. Put the cards on your desk with the drawings facing up.
5. In pairs choose one card and say the word.
6. If you get the correct stress and pronunciation you win a point.

Aim of the game:

To practice word stress and pronunciation.



The End

Group Reflection

- Which games did you play in groups? Which games in pairs?
- Did you improve your pronunciation?
- Did your classmates do well when pronouncing the words?

Self-evaluation

Go back to page 36 and mark (✓) your progress.

Distribute among teams the actions to organize a word game contest. Spell, pronounce, and stress previously selected words. Set rules of participation and contest mechanics. Self and group evaluation.

Unit 3a 43

Read the instructions out loud and make sure students understand them.

Work with the class. Let students organize themselves to play *Spelling Bee!* with their lists of words. Elicit the aim of the game (to be the last remaining student).

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 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.

Objectives

Distribute among teams the actions to organize a word game contest.

Spell, pronounce, and stress previously selected words.

Set rules of participation and contest mechanics.

Self and group evaluation.

Before the Book

Have students stand in a circle. Tell them they are going to practice the alphabet. Have one student say A, the student standing next to him/her say B, and so on. If a student makes a mistake he/she must sit down. Encourage them to do it as quickly as possible. The final student left standing is the winner.

The Presentation

1 Organize a word game contest.

Put students into four groups. Assign a group of words to each group (parts of the body, school objects, fruits and vegetables, animals). Have students write a list of words to spell.

Unit 3b

Let's Solve a Problem at School!

Social Practice Read and record information to solve a problem.

Environment Academic and educational

Objectives

Identify school-related problems of interest to students.

Before the Book

Draw a happy face on the board and elicit the feeling. Write the word *happy* underneath it. Continue with the activity to elicit *nervous*, *bored*, *angry*, *sad*, *scared* and *sleepy*. Delete the faces from the board (but leave the words) and have different students come up and draw a face for each of the feelings. Encourage the class to say whether the face is correct or not.

The Beginning

1 Look and match the adjective with the face.



Read each adjective out loud and have students point to the word on the page. Ask students to repeat them. Have students identify where the children are in the picture:

T: *Is this a park?*

Have students describe what the people are doing in the pictures:

T: *He is laughing.*

Say each adjective and have students match the adjective with the corresponding person.

► Give a possible reason for each child's feeling.



Put students into pairs. Have students go over each picture and identify the feeling. Ask them to discuss a possible reason for why they are feeling this way. Have students compare with other pairs.

► Answer the questions.

Read and explain the questions and have students answer. Discuss the questions with the whole class afterwards.

Unit 3b

Let's Solve a Problem at School!

The Beginning

1 Look and match the adjective with the face.

1. nervous 2. bored 3. angry 4. sad 5. happy 6. scared 7. sleepy



► Give a possible reason for each child's feeling.

► Answer the questions.

1. What makes you happy?
2. What makes you sad?
3. Are there occasional problems at school?
4. Who solves the problems?

The Plan

In this unit you will:

- identify and name school problems
- give appropriate solutions to problems
- distinguish different kinds of questions
- respect others in and outside school

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.

The Steps

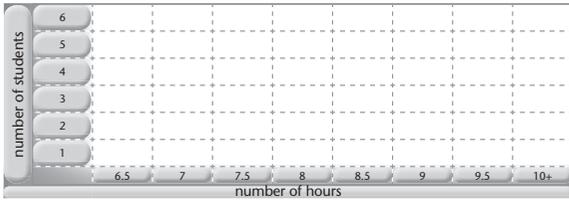
1 Read and answer the questions. Then compare your answers. 

Do you get enough sleep?

1. What time do you go to bed? _____ p.m.
2. What time do you get up? _____ a.m.
3. How many hours do you sleep? _____ hours
4. Do you feel fresh and awake in the morning? Yes / No
5. Do you take a nap in the afternoon? Yes / No

2 Carry out a survey and complete the graph. 

How many hours do you sleep?



3 Read and discuss. 



► **Circle the question word.**

Explore written questions. Question words. Record in a chart information that answers questions about solving a problem. Identify words to ask questions.

Ask students to answer the questions individually. Put them into pairs and have them ask each other the questions and compare answers.

2 Carry out a survey and complete the graph.



Read the question out loud and have students say it after you. Have two strong students ask and answer the question. Give out the paper. Tell students they are going to make a note of the number of hours each student sleeps. Have all students stand up and ask each one of their classmates the question. Ask students to tally the number of hours each student sleeps.

Copy the graph onto the board. Give students an example of how to fill in a column.

Have students complete the graph according to their own results. Encourage them to color the bars different colors. Monitor and help.

Check by having volunteers draw the columns on the board.

Ask students how many hours the average person needs to sleep. Ask them if they sleep the same amount of hours.

3 Read and discuss. 

Put students into pairs and ask them to describe the picture:

T: *Is this a bear or a mouse? What's he doing? What does he have under his arm?*

Ask them to read the cartoon and discuss why it is funny. Explain the double meaning of *How long* (to measure time and to measure a distance). Explain that the bear wants to measure time with a ruler.

► **Circle the question word.**

Have students identify the question and the answer in the cartoon. Ask them to find the question word and circle it. Have students check with another pair before checking as a class.

Routine

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

Objectives

Explore written questions.

Question words.

Record in a chart information that answers questions about solving a problem.

Identify words to ask questions.

Suggested Materials colors, 1 piece of paper per student

Before the Book

Draw a sleeping mouse on the board (with his eyes closed). Have students identify the animal first, and then the action:

T: *Is he running or sleeping?*

S: *He's sleeping.*

The Steps

1 Read and answer the questions. Then compare your answers. 

Read each question out loud and make sure students understand them. Ask them to find the question word in each one.

Objectives

Clarify the meanings of words.
Identify the pronunciation of questions.

Before the Book

Play *Hangman* with the words *happy*, *sleepy*, *angry* and *hungry*. Elicit their meanings or explain them. Have volunteers act out the feelings.

4 Read and number the pictures.

Read the consequences of not sleeping enough out loud, and make sure students understand them. Have students write the number in the corresponding picture. Have students compare with another student before checking as a class.

► Read the question. Mark (✓) the consequences for you.

Put students into pairs. Have students read the question and go through the pictures again. Ask them to mark the picture that shows what happens to them if they don't get enough sleep.

5 Complete the questions.

Have students join the parts to make questions.

Language Awareness

Call students' attention to the first words of each question. Write the following on the board:
Information question, Yes/No question.

Ask students which words in the questions ask for information (*What, How*), and write them under the corresponding heading. Ask them which word gives only a *Yes/No* answer (*Do*). Write it under the correct heading.

Have students go back to page 45 and find other question words.

► Listen and check. Then listen and repeat.



Play Track 21 and have students check their answers. Play the track again, pausing after each question. Have students repeat.

► Answer the questions. Then ask your partner.

Have students read the questions again and answer them for themselves. Use the prompts to help.

4 Read and number the pictures.

What can happen if you don't sleep enough?

1. I get angry with my friends.

2. I am sleepy in class and I can't pay attention.

3. I am hungry in class.

4. I get low grades on my tests and exams.



► Read the question. Mark (✓) the consequences for you.

5 Complete the questions.

1. What time do you normally _____ fresh and awake in the morning?
2. Do you feel _____ get sleepy in class?
3. How many hours do you _____ go to bed?
4. Do you _____ sleep a night?

► Listen and check. Then listen and repeat.

► Answer the questions. Then ask your partner.

1. I normally go to bed at _____.
2. Yes, I do. / No, I don't feel _____.
3. I normally sleep for _____.
4. Yes / No.

Have students ask their partner the questions and then compare answers.

Routine

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

6 Number the story in order. Then listen and read along. 22

A NEW STUDENT HAS A DIFFICULT TIME

Mark said to Roger, "Why are you participating in the play? Your clothes are old. Go away!" The other classmates said nothing. Roger said nothing. He left the group and sat on a bench. He started to cry.

Roger is a new boy at school. He started in January. Roger's father brought him to school every day, and picked him up in the afternoons. They walked together all the way to school and the way back home.

Roger's classmates asked him, "Why are there holes in the soles of your shoes, Roger?" "I don't have money," said Roger.

"Oh, we're sorry," said Roger's classmates. Mark, one of his classmates, said nothing.

"It's okay," said Roger. "Let's play."

In May, Roger and his class prepared a play for Mother's Day. The class was working in groups to practice a song and dance for the play, and Roger had a very important role in it.

► Match the questions with the answers.

- | | |
|---|----------------------------------|
| 1. What is the problem? | At school. |
| 2. Who caused the problem? | He said something ugly to Roger. |
| 3. What did Mark do? | Mark. |
| 4. What did the other children do? | No. |
| 5. Where did it happen? | Roger feels bad. |
| 6. Does Mark consider Roger's feelings? | Nothing. |

► Discuss and answer.

- Roger can do nothing / talk to the teacher / fight with Mark.
- The teacher can _____.
- The other children can _____.

Clarify meanings of words. Read and select information. Identify the words used to ask questions. Examine the written form of questions. Use language as a means of solving problems.

Objectives

- Clarify meanings of words.
 - Read and select information.
 - Identify the words used to ask questions.
 - Examine the written form of questions.
 - Use language as a means of solving problems.
- Suggested Materials** string or yarn (measure a length to go around the inside of a circle made by students), a ring, music for children

Before the Book

Have students sit close together in a circle. Have a volunteer stand in the center of the circle. Measure a length of string to go around the inside of the circle. Thread a ring on the string and tie the ends together. Have students all hold onto the string with both hands.

Have the volunteer close his eyes. The other students pass the ring along the string from hand to hand. Ask the volunteer to open his eyes. Have students move their hands back and forth as if they were all passing the ring. Give the volunteer three guesses to see who has it.

6 Number the story in order. Then listen and read along. 22

Ask students if Tom Sawyer from the Reader is rich or poor. Ask them if he is happy or sad.

Put the class into small groups. Tell students that they are going to read a story, but that the pages are not in the correct order. Ask them to read the story silently. Encourage students to use the Picture Dictionary to find the words they don't know.

Have students discuss the correct order and number the pages from 1 to 3.

Play Track 22 and have students listen and follow along in their books. Ask them which part is the beginning of the story, and so on.

► Match the questions with the answers.

Go over the questions one by one and make sure students understand them. Have students match the questions and the answers. Do the first example together with the class by reading all the possible answers after reading the question. Have students do the rest of the activity.

Finally, have students find the question words. Ask students to compare their answers before checking as a class.

► Discuss and answer.

Have students discuss the possible solutions to Roger's problem in small groups. Ask them to write their solutions for Roger, the teacher and the children. Have groups come up and write them on the board. Have the class vote for the best solution.

Routine

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

Objectives

Record in a chart information that answers questions about solving a problem.

Verb form: auxiliaries.

Before the Book

Invite a volunteer to come up to the front. Whisper an adjective to him/her (*nervous, bored, angry, sad, happy, scared, or sleepy*). Ask the volunteer to act out the feeling. Have students name the adjective. The first student to guess comes up to the front to act out another feeling.

7 Look and mark (✓).

Point to the problems and help students describe each picture:

T: *What's Roger doing?*

Is Liliانا teasing Elsa?

Go over each problem and make sure students understand the part each child plays in the situations. Have students mark the victim in each situation.

Elicit some conclusions from students and discuss them as a class.

► Discuss with your classmates.

Read the questions out loud and make sure students understand them.

Put the class into small groups and ask students to discuss the questions. Have groups join other groups and compare their conclusions. Discuss them as a class.

Value

Take this opportunity to help students reflect on the value of respect, and how it is good manners to listen to others while they are speaking.

8 Listen and complete the dialogue. 23

Elicit some common problems in school. Go over the dialogue, line by line, and have students give you some possible answers.

Play Track 23 and have students listen and complete the dialogue in pairs. Play the track again to check.

► Practice with a classmate.

Play Track 23 again, pausing the CD after each exchange. Have students repeat.

Have two strong students come up to the front and act out the dialogue in front of the class. Have students do the same in their pairs.

7 Look and mark (✓).

Whose problem is it?	Mark <input type="checkbox"/>	Liliana <input type="checkbox"/>	Pedro <input type="checkbox"/>	Laura <input type="checkbox"/>
	Roger <input type="checkbox"/>	Elsa <input type="checkbox"/>	the other children <input type="checkbox"/>	the other children <input type="checkbox"/>

► Discuss with your classmates.

1. What can you do if you have a problem?
2. What can you do if a friend has a problem?
3. What can you do if a child causes a problem for other children at school?

8 Listen and complete the dialogue. 23

GIRL: What's the matter? Are you sad?

BOY: Yes, I have a problem. _____ . What can I do?

GIRL: You could talk to _____ .

BOY: Okay, I will. Thanks.

► Practice with a classmate.

Checkpoint

1. Can you identify one or more problems at school? _____
2. Can you give solutions to problems at school? _____
3. Can you distinguish different question words? _____

Checkpoint

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

Routine

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

9 Read and circle.

Discrimination

Discrimination is making a person feel different in a bad way. When you discriminate, you do not treat all people equally.



Discrimination is fair / not fair.

10 Write Fair or Not fair!

1. Patricia is a pretty girl. She always gets good parts in school plays and school events.

2. Lisa is from Chiapas. She can't read well. The teacher pays extra attention to her in class. Lisa gets more time to complete exams.

3. Lalo's parents don't have a lot of money. Lalo walks to school every day. His classmates laugh at his old uniform and his old shoes.

4. Juan speaks Zapotec at home. Juan's Spanish and English are not good. The teacher ignores him in class.

► Ask your classmates.

What can Patricia's teacher do?

► Answer the questions.

11 Write the question word. Then answer the questions.

Where What Who Why

1. _____ can speak three languages? 3. _____ does the teacher ignore Lalo in the classroom?
2. _____ is Lisa from? 4. _____ does Patricia always get?

Formulate questions about a problem and how to solve it. Identify used words to ask questions. Type of sentences.

Unit 3b 49

Objectives

Formulate questions about a problem and how to solve it.

Identify used words to ask questions.

Type of sentences.

Suggested Materials 1 piece of paper per student, string (3 meters in length)

Before the Book

Teach the meaning of the words *fair*, and *not fair*. Have two volunteers hold a string, one student at each end. Ask them to hold the string a few centimeters off the floor. Have the rest of the class stand in a line, facing the rope.

Have students jump over the rope, one by one. Ask the volunteers to raise the string and have students jump again. Keep raising the string. The student who can't make the jump has to sit down. The game continues until one child is left. Encourage students to use the words *fair* and *not fair* during the game.

S: *That's not fair!*
That was fair!

9 Read and circle.

Point to the picture and have students identify the animal. Ask students if all the fish are alike. Elicit what makes some of the fish different (*the color*).

Have students discuss in pairs what is going on. Write the word *Discrimination* on the board. Then have students read the text and discuss it in pairs. Encourage students to use the Picture Dictionary to find the words they don't know. Ask a few questions to make sure students understand the concept:

T: *Are people happy when others discriminate against them?*

Ask them to circle what they think is the correct answer. Discuss as a class.

10 Write Fair or Not fair!

Have students work in the same pairs. Have them read the situations and mark whether they are fair or not fair. Have students compare their answers with another pair.

► Ask your classmates.

Tell students they are going to ask questions about the previous situations. Elicit the first situation. Go over the question and make sure students understand it. Ask students to stand up and ask two classmates about Patricia's situation. Have students continue in the same way with the other situations.

► Answer the questions.

Have a student write his/her personal answer on the board. Have students continue individually. Check answers as a class.

11 Write the question word. Then answer the questions.

Have students complete the questions using the question words from the box. Do the first one with students:

T: *Where/What/Who/Why can speak three languages?*

Ask the class which question word is the only possible answer. Put the class into small groups and have students continue in the same way. Check as a class.

Routine

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

Objectives

Use a table of contents and titles from sources to find information.

Select a school problem.

Cooperate to provide a solution to problems.

Respect the participation of others.

Suggested Materials markers, chalk

Before the Book

Put the class into two teams. Invite a volunteer from each to come to the front. Give them an adjective (*nervous, bored, angry, sad, happy, scared, or sleepy*), and have them both draw it on the board at the same time. The team to guess first wins a point. You may give students other words to draw from the unit.

12 Listen and follow along. Then write the child's name.

Tell students they are going to listen to a song. Write the title on the board ("The Anti-Bullying Song"), and read it out loud. Ask students to guess what the song is about. Write their ideas on the board.

Have students identify what is happening in each picture:

T: *Point to the girl teasing a boy. Point to the boy teasing the girl.*

Write the word *tease* on the board and elicit the meaning in Spanish (*molestar*).

Play Track 24. Have students listen and follow along. Ask students to write the child's name under the corresponding picture. Encourage students to look up words they don't understand in the Picture Dictionary. Play the track again and invite students to sing along.

As an option, students can discuss with a partner if there are similar problems in their school. Discuss their responses as a class.

13 Find the answers.

Do a recap of the topics from the unit by asking students to identify the problems seen on different pages. Read the questions out loud and have students answer individually. Check as a class.

Value

Ask students if it is good to work together to solve problems. Take this opportunity to help students reflect on the value of cooperation, and how it is good to work together, and to also offer your help.

12 Listen and follow along. Then write the child's name.

The Anti-Bullying Song

Her name was Ann and she was fun.
She could walk slowly, but she couldn't run.
A boy teased her every day, but not for long.
We stopped him, because bullying is wrong.

Bullying is wrong, bullying isn't fair
It doesn't matter who you are or what you wear.

We all care about you, we all care.
Bullying isn't fair.

There was this boy, his name was Scott.
He was timid, he didn't speak a lot.
A girl teased him every day, but not for long.
We stopped her 'cause bullying is wrong.

Bullying is wrong, bullying isn't fair
It doesn't matter who you are or what you wear.

We all care about you, we all care.
Bullying isn't fair.



13 Find the answers.

1. On what page can we read about discrimination? On page ____.
2. On what page can we read about bullying? On page ____.
3. On what page can we read about not sleeping enough? On page ____.

14 Circle and discuss.

If someone bullies you,...

1. keep silent / talk to a friend, a parent or a teacher.
2. stay alone / stay in a group.
3. fight / don't fight.

Use a table of contents and titles from sources to find information. Select a school problem. Cooperate to provide a solution to problems. Respect the participation of others.

50

Unit 3b

14 Circle and discuss.

Put the class into small groups.

Write on the board the following words: *If someone bullies you,...*

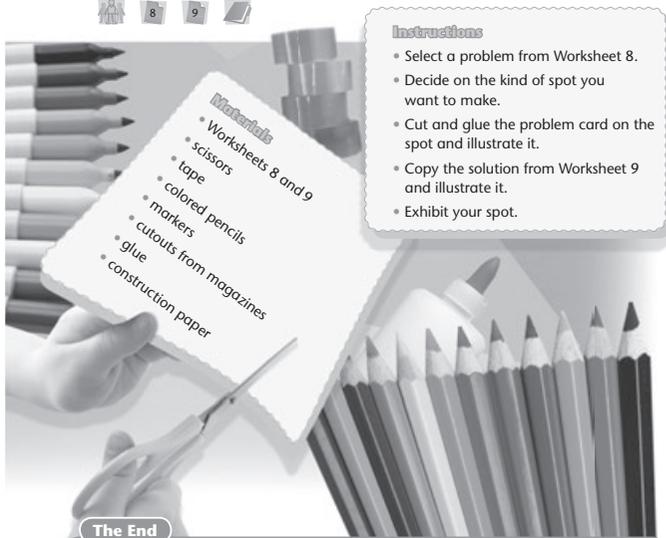
Ask groups to find the best alternative in each situation. Discuss the answers as a class and have students propose other alternatives.

Routine

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

1 Make a printed spot about solving a problem.

The Presentation



Instructions

- Select a problem from Worksheet 8.
- Decide on the kind of spot you want to make.
- Cut and glue the problem card on the spot and illustrate it.
- Copy the solution from Worksheet 9 and illustrate it.
- Exhibit your spot.

The End

Group Reflection

1. Do you feel happy with your classmates?
2. Are all classmates included in the activities of the class?
3. What can you do to help the group?

Self-evaluation

Go back to page 44 and mark (✓) your progress.

Name school-related problems. Select a school problem. Record in a chart information that answers to questions about solving a problem. Distribute among teams the actions in order to elaborate printed spots. Self and group evaluation.

Unit 3b 51

After they have exhibited their spots, ask the class to vote for their favorite. Finally, ask students to put their worksheets in their portfolio.

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 44. 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

Name school-related problems.

Select a school problem.

Record in a chart information that answers to questions about solving a problem.

Distribute among teams the actions in order to elaborate printed spots.

Self and group evaluation.

Suggested Materials scissors, tape, colored pencils, markers, cutouts from magazines, glue, construction paper (1 per group of students)

The Presentation

1 Make a printed spot about solving a problem.



Put the class into small groups. Go over the cards on Worksheet 8 and make sure students understand the vocabulary and the concepts.

Read the questions on Worksheet 9 out loud, and make sure students understand them. Ask students to answer the questions.

Read and explain the instructions.

Review

Unit 3

Students' Achievements

In this unit, students participate in the creation of a word game contest (spelling bee) and a printed spot to solve a problem.

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

Check that:

- they know the rules and contest mechanics.
- they choose an appropriate day and time for the contest.
- they formally invite other students and/or groups to participate.
- the worksheets are used effectively.
- the information on the poster is useful and relevant.
- the place where the posters will be displayed is suitable.

Help students prepare for the spelling bee by providing them with a list of words so they can study. As for the posters, make sure they communicate relevant information to the school community. Monitor and give feedback after the presentation of their final products.

Games and Activities

Opposites

Write on the board or dictate six words with clear opposites. In pairs or groups, students help each other to think of and write the opposites. Check and provide any words that students do not know. Examples: *hard* ≠ *soft*, *cold* ≠ *hot*, *father* ≠ *mother*, *ugly* ≠ *beautiful*, *old* ≠ *new*, *short* ≠ *tall*, *white* ≠ *black*, *begin* ≠ *end*, *buy* ≠ *sell*, *summer* ≠ *winter*. If there is time, ask students to come up with additional opposites.

Make New Words

Write a long word on the board, for example, *information* or *solution*. Ask students to make as many shorter words from it as possible. For example, if the word is *solution*, some of the words could be: *son*, *sun*, *tool*, *not*, *sit*, and so on.

Say the Question!

Put the class into two or three teams. Say the answer to a question, and have the students say the corresponding question. The first student to give you a logical question wins a point for his/her team. For example, if the answer is, *In the classroom*, logical questions are: *Where are we?* or *Where is Karen?*

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



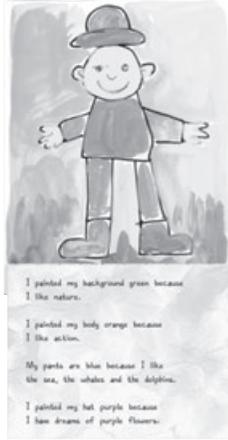
Art: My Colorful Portrait

Materials Paper, paint, paintbrushes, index cards (1 per student)

Directions Distribute materials. Tell students to paint a picture of themselves using colors that say something about them. Then have them write a description on an index card saying why they chose those colors.

I painted the background green because I love nature. I painted my body orange because it is a happy, warm color. I painted my pants blue because that's the color of my favorite pants.

Display the paintings around the classroom. Collect and redistribute index cards. Have students match the index card with the corresponding painting.



Art: Circus Poster

Materials Colored paper, construction paper

Directions Divide the class into groups. Have students design a poster to advertise a circus. Tell them to draw and cut out circus figures and glue them onto a sheet of construction paper. Have them include relevant information on their posters: the circus's name, opening hours, ticket prices, special acts and so on. Display students' work around the classroom.

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 Read Invitations!

Social practice Read and write notes and letters.

Environment Familiar and community

Objectives

Explore invitation letters.

Suggested Materials slips of paper

Preparation On each slip of paper write one of the following sentences: *You are all invited to a party. It's for my brother's birthday. He's going to be 13. You need to bring a funny hat and an umbrella. The party starts at 8 p.m.*

Before the Book

Tell students that you have a secret message for them, but that they need to guess it. Ask a volunteer to come to the front. Give him/her the first slip of paper (see Suggested Materials). Tell the student to mime the sentence for the group to guess.

Continue with different volunteers until the whole message has been deciphered. Ask them what type of message it was (an invitation).

The Beginning

1 Look and answer.

Have students open their book to page 52. Put them into pairs. Ask them to look at the images and discuss the questions. Check as a class.

Read the questions and elicit different answers from the 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 routine game or activity from page X and do it with the class. Use the same game or activity for the next few classes.

Unit
4a

Let's Read Invitations!

The Beginning

1 Look and answer.

What are the cards for?
What are the events about?



Do you sometimes receive invitations for similar events?

What kind of events do you like to be invited to?

The Plan

In this unit you will:

- distinguish different kinds of invitations
- understand the parts of a card and an envelope
- write expected responses to invitations
- understand that responding is common courtesy

52

Unit 4a

Explore invitation letters.

The Steps

1 Order the months.

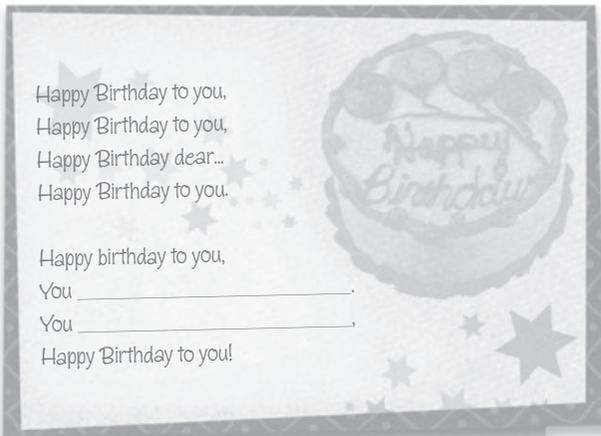
___ October ___ February ___ August ___ November
1 January ___ December 6 June ___ March
___ May ___ September ___ April ___ July

▶ Listen and check your answers. 25

▶ Answer the question.

When is your birthday? On _____

2 Listen and complete the second verse. 26



Happy Birthday to you,
Happy Birthday to you,
Happy Birthday dear...
Happy Birthday to you.

Happy birthday to you,
You _____
You _____
Happy Birthday to you!

▶ Sing the song.

Practice the writing of dates.

Unit 4a 53

Objectives

Practice the writing of dates.

Suggested Materials a calendar

Before the Book

Using a calendar to help students know the answers, ask them the following questions:

T: *What's today's date? What date is tomorrow? What date was yesterday? What date will it be in three days? What date will it be one week from yesterday?* and so on.

The Steps

1 Order the months.

Have students open their book to page 53. Put students into pairs. Ask them to number the months in order.

▶ Listen and check your answers. 25

Play Track 25 for students to check their answers.

▶ Answer the question.

Say when your birthday is and write the date on the board. Ask students to answer the question for themselves. Have volunteers say their birth date.

Language Awareness

Review the ordinal numbers quickly by doing one of these activities:

1. Have students repeat the ordinal numbers in order chorally.
2. On the board, write the ordinal numbers from 1st to 31st at random. Divide the class in half. Choose a representative from one of the teams and ask him/her to stand up. Point to a number and have him/her read it out loud. Continue with other students from the same team until all numbers have been covered. Count the correct responses. Repeat the procedure with the other team.

2 Listen and complete the second verse. 26

Ask students what songs they sing for someone's birthday. Encourage them to sing the song(s). Put the class into small groups. Ask them to think of a different version for the second verse. After a few minutes, elicit their ideas.

Play Track 26 and ask students to compare that version with their ideas. Elicit the information in the track. Play it again and have them write the answers.

▶ Sing the song.

Invite students to sing the song out loud with or without the track.

Routine

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

Objectives

Infer purpose.

Identify situations in which letters are used.

Find out the meaning of unknown words or expressions.

Suggested Materials index cards

Preparation On each of the cards, write the following events: *birthday, concert, wedding, picnic, field trip, fair, baby shower, etc.*

Before the Book

Put the class into two teams. Hold up the cards (see Suggested Materials) but don't show the words written on them to students. Tell the first team to name an event. If the event is on one of the cards, give a point to that team. If it isn't, the other team has the chance to guess. The team with the most points is the winner. Give clues to students if necessary.

3 Read and answer.

Have students open their book to page 54. Point to each of the invitations and tell students to say what event they are for. Do not confirm or reject their ideas.

Put the class into small groups. Ask them to read each invitation, using their Picture Dictionary to look up new vocabulary. Have them answer the questions in their teams.

Finally, elicit their answers. Encourage them to give reasons for their choice, as well as talking about the events that they don't like.

Value

Take the opportunity to talk to students about politeness and good manners when attending different types of events. Encourage them to give anecdotes about experiences they have had.

Routine

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

3 Read and answer.

Which event would you like to go to? Why?



54

Unit 4a

Infer purpose. Identify situations in which letters are used. Find out the meaning of unknown words or expressions.

4 Write the numbers of the invitations from page 54. 

1. These are private invitations: ____ and ____
2. This is a public invitation: ____
3. These are two parties: ____ and ____
4. This is a community event: ____
5. To attend this event you have to pay: ____
6. This event is for children: ____
7. This event is mainly for adults: ____

► Identify the events from the invitations.



5 Listen and identify the invitation.   27

► Practice the dialogue with a classmate. 

Checkpoint

Answer Yes or No.

1. Can you distinguish different kinds of invitations? _____
2. Can you write months and dates? _____
3. Can you talk about invitations? _____

Identify addressee. Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.). Classify invitations based on formality or informality of the event. Identify register. Answer questions about an event. Nouns: possessive forms (a friend of mine, a partner of yours, etc.).

Unit 4a 55

Objectives

Identify addressee.

Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.).

Classify invitations based on formality or informality of the event. Identify register.

Answer questions about an event.

Nouns: possessive forms (a friend of mine, a partner of yours, etc.).

Before the Book

On the board write the following words, without the answers: *e n d i w g* (wedding), *a r f i* (fair), *a y r t p* (party), *r c c n e o t* (concert).

Put the class into four groups. Give them three minutes to unscramble the words and check. Ask teams to make true sentences about the types of events: *You need to pay to see a concert.*

Give a point for each correct answer.

4 Write the numbers of the invitations from page 54.

Have students open their book to page 54. Review the invitations from the previous lesson. Ask them to look at the activity on page 55, and solve it with a partner. Check the answers as a class.

► Identify the events from the invitations.

Ask students to number the events according to each of the invitations on page 54. Check as a class. Encourage them to describe the scenes. Help with vocabulary.

5 Listen and identify the invitation. 27

Tell students to take out their notebook and open it to a clean page. On the board write:

What event is it? Who gave him the invitation?

Where is the event?

When is it?

What activities will there be?

Does the boy want to go?

Play Track 27. Have students take notes in order to answer the questions.

Tell them to compare their answers in pairs or small groups. Play the track again, pausing when needed. Ask volunteers to read the answers.

► Practice the dialogue with a classmate. 

Dictate or copy the dialogue from Track 27. Model pronunciation and intonation. Put students into pairs and have them take roles and perform the dialogue. Have them exchange roles when they finish.

Checkpoint

Ask students to read and answer the questions individually. Have them give you feedback on their progress so far in the unit.

Routine

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

Objectives

Select a suitable addressee for an invitation.
Identify elements in which a reply is expected (e.g. confirm attendance, bring something to the event, etc.).

Before the Book

On the board write: *My ideal birthday party.*

Ask students to write a sentence or a list of events and things they would like to have or do for their next birthday. Tell them to stand up and find at least one person with the same things on his/her list.

Stop the activity after a few minutes and ask students to report whether they found someone with the same. Ask the class as a whole to describe their ideal party.

6 Read and say which of the parties you would like to go to.

Have students open their book to page 56. Put students into pairs. Have them read the invitations and decide which one they would like to go to. Encourage them to give a reason for their choice.

When pairs have finished, point to or mention each of the parties, and have a show of hands to count the number of students that have chosen it. Elicit their reasons for choosing the most and least popular.

► Match the columns.

Have pairs match the columns. Ask volunteers for the answers.

► Answer the questions.

Tell students to answer the questions orally. Check as a class.

Routine

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

6 Read and say which of the parties you would like to go to.



► Match the columns.

A time	Friday, April 11
A place	303-3555
A date	Bingo Burgers
Respond to an invitation	5:00 p.m.
An address	1264 Orange Drive, Boulder, CO
A telephone number	RSVP

► Answer the questions.

1. Which of the events do you think is for 12 year-olds?
2. Which one is for girls?
3. Who is inviting friends to spend a night at his/her house?
4. To which invitation is a response expected?

7 Mark (✓) the formal response and answer the question. 

Diana,

I'd love to come to your party. Thanks for the invitation. See you on Saturday!
Ciao,
Sally

Dear Mrs. Taylor,

Thank you very much for inviting my daughter Sally to your daughter's tea party. Unfortunately, we have a previous arrangement for that day, so Sally won't be able to attend.

Regards,
Trudy Connor

Whose response needs to go in an envelope? _____'s.

8 Do Worksheet 10.  

9 Read the e-mail and circle the kind of party. 

a party at a restaurant a surprise party a pajama party

Hi Gwen,

We are organizing a surprise party for Teresa this Friday at 6. Lots of people are coming. There will be pizza and drinks! Can you come?

I just have a little salad and we need more. @ Could you bring some? Also, I only have a few CDs, so bring some if you want to dance all night.

I hope to see you at the party!

Grace

► Look and circle.

- | | |
|--|---|
| 1. many people =  | 3. a little salad =  |
| 2. lots of pizza =  | 4. a few CDs =  |

10 Write an e-mail.  

1. Include the following information to invite people to your party:
event date place time food and drinks extra details
2. Remember to include quantifiers.

Unscramble a letter. Check that all aspects in the writing of invitations are complete and include a reply. Quantifiers (few, many, little, etc.).

Objectives

Unscramble a letter.

Check that all aspects in the writing of invitations are complete and include a reply.

Quantifiers (few, many, little, etc.).

Suggested Materials half a sheet of paper per student, scissors, glue

Before the Book

Elicit from students a way to invite someone to a party or event. Encourage them to look back at previous lessons, and dictate the sentences to you. Make any changes or additions needed.

Distribute paper (see Suggested Materials). Have students write an invitation using the invitations from the previous page as models. Collect and redistribute the invitations.

Tell students to read them. Elicit what type of invitations they received, and what they would like to do with it, e.g. ask their parents for permission, call their friend, write a reply, nothing, and so on.

Value

Take the opportunity to talk to students about the importance of replying to invitations even if it is to say that you cannot go.

7 Mark (✓) the formal response and answer the question.



Have students open their book to page 57. Ask volunteers to read each of the responses to the invitations. Tell students to mark the one that is formal and to underline the words or phrases that show this. Ask them to compare their answers in small groups before checking as a class.

Finally, have them answer the question. Encourage them to give reasons.

8 Do Worksheet 10.

Have students go to page 109. Tell them to read the instructions and explain what they have to do. Ask them to compare their invitations when they have finished.

9 Read the e-mail and circle the kind of party.



Put students into pairs. Have students read the e-mail and choose the type of party it is. Check as a class.

► Look and circle.

Have students circle the correct meaning of the phrases. Check as a class.

Language Awareness

On the board draw two columns and write *Countable* and *Uncountable*. Explain the meaning to students. Elicit examples from the e-mail and help students classify them in the corresponding column. Add to each category: *many, a few, much, a little*. Explain to students that these words imply quantity or amount.

Dictate countable and uncountable nouns and have students add a quantifier and make drawings to represent them.

10 Write an e-mail.

Ask students to read the instructions and write an e-mail. Remind them to check punctuation and spelling before handing it in. Put their work in their portfolio.

Routine

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

Objectives

Select the most suitable closing formula for a letter.
Infer purpose.

Register. Structure: greeting, message, closing.

Punctuation.

Suggested Materials half a sheet of paper per student

Before the Book

Language Awareness

Dictate or copy the following sentences to students.
Put students into pairs. Have them correct them.

1. *We need many water.*
2. *There is a few salad.*
3. *Bring many cheese.*
4. *There is going to be a little sandwiches.*
5. *I have much CDs.*
6. *Could you bring a little chairs?*
7. *Please lend me a few sodas.*
8. *There are much people in the party.*

11 Read your classmate's e-mail and write a reply.



Have students open their book to page 58. Ask a volunteer to read out the instructions. Distribute the e-mails from the previous lesson and the paper (see Suggested Materials).

Have students write a response. Remind them to revise spelling and punctuation. Collect both papers and give them to the original owner for him/her to read the reply. Collect and put them in each student's portfolio.

12 Read the letter and answer the questions.



Tell students to read the letter in silence. Ask the questions out loud and have them tell a partner the answers before telling you.

► Identify and number the parts of the letter.



Put students into pairs. Have students read and number the parts of the letter. Check as a class.

Routine

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

11 Read your classmate's e-mail and write a reply.



1. Write your answer on a different sheet of paper.
2. Use an appropriate expression for the closing.

Formal	Informal
Best regards,	Love,
Yours truly,	Best,
Regards,	See you soon,

12 Read the letter and answer the questions.

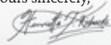


- 246 Denver Road,
Boulder, CO 8049
- November 5, 2010

1 Dear Mr. and Mrs. Wilson,

As the parents of the bride, we would like to take this opportunity to invite you to the wedding of our daughter, Noemi Diana, to her fiancé, William Brock. On this occasion, we wish to share the day with our closest friends and family members.

The formal event will be held at Union Church on the twentieth of December at three o'clock. We hope to see you there to share this special day with us.

- Yours sincerely,
-  
- Please RSVP by the fifteenth of December to ensure attendance.

1. What is the purpose of the letter?
2. Is it formal or informal? How do you know?

► Identify and number the parts of the letter.



1. Salutation and the name of the receivers of the letter.
2. Street address of the senders, Mr. and Mrs. Richards.
3. Closing.
4. Date when Mr. and Mrs. Richards wrote the letter.
5. Asking the receivers to respond and confirm attendance.
6. Signatures of the senders.

13 Match the abbreviations.



- | | |
|-----------|--------------------------------|
| 1. Mr. | /miz/ (a woman) |
| 2. Mrs. | /mis-tar/ (a man) |
| 3. Miss | The United States (of America) |
| 4. Ms. | /mi-saz/ (a married woman) |
| 5. UK/GB | United Kingdom/Great Britain |
| 6. US/USA | /mis/ (a single woman or girl) |

14 Read and follow the instructions.



1. Write the sender's name and address in the top left corner of the envelope.
2. Write the receiver's name and address in the middle of the envelope.
3. Design a stamp to put in the top right-hand corner.



Sender: Mrs. Julie Turner 17 Dragon Drive, Dumpling, OH 65320	Receiver: Mr. John Rivers 332 Grant Street, Glasgow, IL 73554
--	--

15 Write a letter to a friend or family member.



► Put your letter in an envelope.

Abbreviations. Write on an envelope information regarding the sender and the addressee.

Unit 4a 59

Objectives

Abbreviations.

Write on an envelope information regarding the sender and the addressee.

Suggested Materials 1 envelope per student

Before the Book

Copy the following on the board: \dɪkʃənəri\. Ask students to read it (dictionary). Explain to students that monolingual dictionaries have the phonetic transcription of words to help with pronunciation. Tell them to read them as they would read Spanish.

Put students into pairs. Copy the following words (without their English language spelling) and have students read them together. Check as a class.

- | | |
|----------------|----------------|
| \bai\ (buy) | \ʃɪp\ (ship) |
| \bed\ (bed) | \tɔɪz\ (toys) |
| \sei\ (say) | \wɒtʃ\ (watch) |
| \ðiz\ (these) | \wɪθ\ (with) |
| \dʒus\ (juice) | \bɒks\ (box) |

13 Match the abbreviations.



Have students open their books to page 59. Put students into pairs. Tell them to work together in order to match the abbreviations to their pronunciation and meaning. Check as a class.

Ask them what your title would be. Do the same for other people in the school that students know.

14 Read and follow the instructions.



Display the activity and elicit the name of the object (*envelope*). Ask students to read the instructions and fill in the parts of the envelope. Have them compare their answers with a partner when they have finished.

15 Write a letter to a friend or family member.



Ask students to say which letters need an envelope. Ask them to write a short letter inviting a friend or family member to an event. Remind them to use abbreviations and formal language.

► Put your letter in an envelope.

Distribute envelopes. Ask students to put the letter in the envelope and to write the sender and receiver information.

Tell students to give the letters to the person they wrote to, if possible.

Routine

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

Objectives

Textual components of letters: place and date, addressee, signature, etc.

Modal verbs (need, could, would, etc.).

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

The product: invitation letters. Self and group evaluation.

Before the Book

Language Awareness

Tell students you are having a party at your house and that they can come if they bring the right thing. Ask a student:

T: *Juan, what will you bring?*

S1: *I'll bring some sodas.*

T: *No, sorry. But could you bring some jeans?*

Continue until students understand the rules of the game. (They need to bring something that starts with the same letter of their name.)

16 Listen, complete the note and answer.



Have students open their book to page 60. Point to the note, and ask students to read out the names of the children. Tell them to listen to a conversation and write what each child is bringing, next to his/her name.

Play Track 28. Ask students to check their answers with a partner. Focus on the questions. Play the track again and have students write their answers.

Check by having volunteers talk about the details of the party.

17 Match the columns.

Read the first item on the left and have the students say which sentence implies a future action. Tell them to draw a line to connect them. Repeat the procedure for the following items.

► Complete the conversation.

Ask students to use the expressions to complete the conversation. Check by having a boy and a girl act out the dialogue. Put students into pairs (preferably boy/girl pairs), and ask students to practice reading the parts.

16 Listen, complete the note and answer.

Ellen - _____
Carl - _____
Peter - _____ and _____

1. When is the party? _____
2. Where is it? _____

17 Match the columns.

- | | |
|-------------------------|------------------------------|
| 1. A future action | Could you bring some snacks? |
| 2. An invitation | Ellen will bring sodas. |
| 3. Asking for something | Would you like to come? |

► Complete the conversation.

Would you like to I will Could you

A: Hey, Karen. How are you? B: Great. Listen, we are organizing a party on Saturday. _____ come?
A: Sure! B: _____ bring drinks?
A: Sure. _____ bring sodas. B: That would be great. See you tomorrow.
No problem.

The Presentation

1 Write an invitation letter.

1. Work in teams. Select an event to invite people to.
2. List the information you need: date, place, time, additional details.
3. Write the letter or card. Decorate it if appropriate. Then check spelling and punctuation.

The End

Group Reflection

- Did all team members participate?
- Did you write and respond to a classmate's invitation?

Self-evaluation

Go back to page 52 and mark (✓) your progress.

Textual components of letters: place and date, addressee, signature, etc. Modal verbs (need, could, would, etc.). Repertoire of words necessary for this social practice of the language. The product: invitation letters. Self and group evaluation.

60

Unit 4a

The Presentation

1 Write an invitation letter.

Read the instructions out loud. Put the class into teams and have them discuss the way to work together. Encourage them to each write their own invitation but to help each other by reading the information or by revising spelling and punctuation.

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 to the group.

Self-evaluation

Have students go back to page 52. 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.

Unit 4b **Let's Read Historical Stories!**

The Beginning

1 Talk about these people's lives in the past.

Were their lives similar to yours? Why? Why not?

Do people tell you stories about the past?

Do you have photographs at home of family members from the past?

The Plan

In this unit you will:

- read and compare aspects of Mexico and English-speaking countries in chronicles
- understand that chronicles express emotions and history
- read chronicles for general information and enjoyment
- adapt a chronicle to your Mexican context
- appreciate the cultural expressions of English-speaking countries

Activate previous knowledge to predict topic.

Unit 4b 61

T: *My grandfather was born in 1902. True or false?*

Ss: *True!*

T: *Yes, it's true. He was a child when he met Emiliano Zapata. True or false?*

Ss: *False.*

T: *No, it's true! He met him when he was on his horse. True or false?*

And so on.

The Beginning

1 Talk about these people's lives in the past.

Put the class into small groups. Ask students to discuss the questions above the pictures. After a few minutes, elicit their ideas.

Read the questions below the picture and ask students to discuss them in the same teams. Check as a 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 routine game or activity from page X and do it with the class.

Unit 4b

Let's Read Historical Stories!

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

Environment Literary and ludic

Objectives

Activate previous knowledge to predict topic.

Before the Book

Think of a real or invented story about a grandparent or great grandparent. Say a mixture of true and false sentences. Tell it to students pausing after each sentence. Have them guess if the sentence is true or false. Continue like that until the end of the story. For example:

Objectives

Activate previous knowledge to predict the topic. Topic and purpose.

Before the Book

Value

Ask students if they know about children's rights. Ask if they know when they were created (1989) and why (in order to protect children under the age of 18 against abuse and exploitation).

Go over the rights with students, eliciting as much information as possible from them:

All children have the right to the following, no matter their race, color, sex or religion:

1. The right to grow and to develop physically and spiritually.
2. The right to a name and a country.
3. The right to be cared for and protected.
4. The right to eat well and to have a good home.
5. The right to special care if handicapped.
6. The right to receive love and understanding from your family and also from the government.
7. The right to education and equal opportunities in order to develop and learn to be responsible and beneficial to society.
8. The right to medical care.
9. The right to be protected against exploitation. You should not work before a minimum age.
10. To be taught peace, understanding, tolerance and friendship.

The Steps

1 Look at the picture and answer the questions.

Ask students to look at the picture and talk to the person next to them to answer the questions.

Elicit their ideas. Explain that the text is about child labor in England in the 19th century.

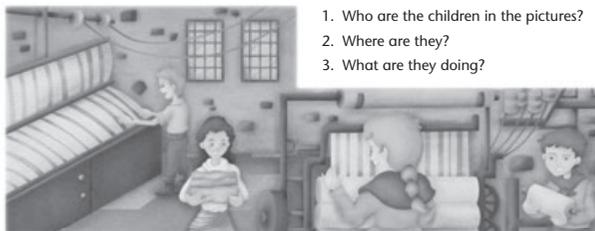
2 Read and listen to the chronicle from *Factory Life* by Ellen Miller. 29

Play Track 29. Ask students to listen and follow the chronicle in their book. Have them look up the words in red in their Picture Dictionary.

Dictate the following comprehension questions:

Who wrote the chronicle? What happened to her mother?

1 Look at the picture and answer the questions.



1. Who are the children in the pictures?
2. Where are they?
3. What are they doing?

2 Read and listen to the chronicle from *Factory Life* by Ellen Miller. 29

Ellen's Story

¹ When I was born, my mother died. My father couldn't take care of me, so he sent me to an orphanage. When I was eight, the orphanage sold me and my friend Elizabeth to a factory owner, and I had to work in a textile factory. Here is my story:

² Elizabeth and I became 'scavengers.' Pieces of wool and cotton would fly in the air and obstruct the machines. We had to pick up the pieces of wool and cotton to keep the machines clean. This was very dangerous work. Some children lost a hand or an arm. We had to stand up all the time, because sitting down was dangerous for our hands. We worked up to 10 or 12 hours every day, so we were always tired, making the work even more dangerous!

³ Elizabeth had beautiful long hair. One day, Elizabeth's hair got stuck in the machine. The machine pulled a big lock of hair out of her head! Elizabeth cried terribly. There was no doctor, and she had to continue her work. After the accident, Elizabeth always cut her hair short.

⁴ Our main food was oatmeal with water and milk. We ate potato pie with boiled bacon in it for dinner. It had so much fat we could barely eat it, but we were hungry enough to eat anything. We never got tea, and we had cheese and brown bread only once a year.

⁵ Life in the factory was terrible. We got up at five in the morning and worked till nine at night. We were always hungry, tired and scared.

► Circle the main topic of the story.

Elizabeth's hair.

Children's lives in factories and how they felt.

Why didn't she stay with her father? What did the orphanage do? What kind of factory was it? Did she have a friend? What was her name? What did Ellen and Elizabeth do in the factory? Why was it dangerous work? How long did they work? What happened to Elizabeth's hair? What did she do after the accident? What did they eat? What didn't they eat? What did they occasionally eat?

Put students into pairs or small groups and have them answer the questions in their notebook. Monitor and check. Check as a class.

► Circle the main topic of the story.

Have students read and circle the main topic. Check as a class.

Routine

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

3 Mark (✓) the topics you find in the text. 

- nature food music
 schedule clothes legal information

► Write the paragraph number.

introduction ____ body ____ conclusion ____

► Find these verbs in past in the text.

eat **get** **have** **is** **lose** **sell**

► Use the verbs in the past to fill in the blanks.

Ellen was a poor girl who was sold to a factory owner. Life in the factory _____ (is) very hard. The children _____ (have) to work up to 12 hours every day. Some children's hair _____ (get) stuck in the machine; others _____ (lose) a hand or an arm. The children _____ (eat) terrible food, too. They suffered a lot.

4 Investigate and compare. 

1. What do you know about child labor in Mexico in the past?
2. Ask your teachers, your parents and grandparents about today's child labor situation.

► Match the pictures with the actions.



working in the fields



cleaning



carrying

5 Make a poster against child labor. 

Work in groups. Decide on the text and illustrations.

Identify differences between actions in the chronicle and contemporary actions. Structure of chronicles. Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries. Verb tenses: past.

Unit 4b 63

Objectives

Identify differences between actions in the chronicle and contemporary actions. Structure of chronicles. Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries. Verb tenses: past.

Before the Book

Write the following words on the board: *orphanage, factory, machine, cotton, wool, oatmeal, bacon* and *hungry*.

Put the class into small teams. Ask students to think about the chronicle, *Ellen's Story*, and elicit sentences from each of the words:

Orphanage: Her mother died and her father sent her to an orphanage.

After a few minutes, say each of the words and have students report their sentences.

3 Mark (✓) the topics you find in the text.

Ask students to mark the topics in *Ellen's Story*.

Choose volunteers to name a topic and read out the lines in the text that refer to that topic.

► Write the paragraph number.

Tell students to look at the chronicle on the previous page and number the paragraphs according to their structure. Check that students have understood by asking which sentences imply an introduction and a conclusion.

► Find these verbs in past in the text.

Ask a volunteer to read the first verb. Elicit the sentence in the chronicle that has it in the past (*We ate potato pie with boiled bacon in it for dinner*).

Have pairs look at the remaining verbs and circle them in the chronicle. Check as a class.

► Use the verbs in the past to fill in the blanks.

Tell students to continue working in pairs to complete the summary with the verbs in the past.

Ask volunteers to write the answers on the board.

4 Investigate and compare.

Ask a volunteer to read the first question out loud. Put students into groups. Tell students to discuss what they know about the topic. Elicit their ideas.

Read the second question and tell students to investigate the topic for homework and to report their findings in the following class.

► Match the pictures with the actions.

Focus students' attention on the pictures. Have them draw lines to a verb or phrase that best defines them.

Check as a class. Ask students if they know or have seen any child that has to work instead of going to school. Discuss the problems that these children might have because of not having an education.

5 Make a poster against child labor.

Put the class into groups. Ask them to use the ideas from the previous activity to design a poster against child labor.

Routine

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

Objectives

Identify aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing and eating codes in different events, etc.) from the historical period mentioned in the chronicle.

Elements of chronicles: narrator, main characters, settings.

Before the Book

Play Hangman with the following words: *farm, trail, land, prairie, wagon, cholera, buffalo, convoy* and *ox*. Explain any words they don't know.

6 Read and number the chronicle in order.

Have students look at the illustration and describe what they see. Put the class into small groups. Tell students to read the paragraphs and number them in order. Monitor and check. Help students with unknown vocabulary.

► Listen and check. 30

Play Track 30. Have students follow along in their book to check their answers.

Ask students how they came to decide which was the introduction, the body and conclusion.

► Answer the questions.

Tell groups to answer the questions orally. Elicit the answers and have students write them down.

Routine

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

6 Read and number the chronicle in order.

The Oregon Trail

- My parents bought a wagon, and filled it with food, food, and more food! "What about the furniture?" asked my mother. "No space!" answered my Dad. "What about our toys?" we children asked, but his reply was the same. We traveled in a convoy of 40 wagons. My dad had bought an ox to pull the wagon. Oxen are strong but very, very slow. The days were very long. 5 a.m. - We got up, ate breakfast, and got ready to go. 7 a.m. - We traveled till noon, had dinner and rested. 1 p.m. - We continued on our way. 5 p.m. - We made camp, and ate dinner. 9 p.m. - We went to bed.
- We left in May. The first weeks were easy. The food was fresh, the animals were healthy and the land was flat. Then we got to the prairie. When it rained, the wheels of the wagon got stuck in the mud. The food wasn't fresh anymore. People got ill. A few adults died from cholera and typhoid. Occasionally, the men shot a buffalo and we had meat. That was delicious!
- My name is Oliver. Let me tell you what happened in the year 1844, when I was 10 years old. My family and I lived in Boston. My father wanted to be a farmer, but there was no land available. At that time, people told my parents about new land in the west of America. So one day my parents told my sister, my brothers and me that we were going to California, 2,000 miles away.
- 
- We arrived in Oregon in November and continued south to California, in Mexico. My parents built a homestead. My dad finally had the farm he wanted.

► Listen and check. 30

► Answer the questions.

1. What's the chronicle about?
2. Who narrates it?
3. Who are the main characters?
4. Where does the story take place?
5. Do you know a similar story?

Identify aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing and eating codes in different events, etc.) from the historical period mentioned in the chronicle. Elements of chronicles: narrator, main characters, settings.

7 Mark (✓) the topics from the previous text. 

- | | | |
|-----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> nature | <input type="checkbox"/> food | <input type="checkbox"/> music |
| <input type="checkbox"/> schedule | <input type="checkbox"/> clothes | <input type="checkbox"/> climate |

► Match the questions with the answers.

- | | |
|------------------------------|-----------------------------------|
| Where was Oliver from? | His father wanted to be a farmer. |
| Where did he go? | Boston. |
| Why did his family go there? | California. |

► Unscramble the questions. Then answer them.

1. did/Oliver's father/What/?/want _____

2. the children/What/?/did/want to take _____

3. get up/did/What time/they/? _____

4. did/leave/When/?/they _____

8 Investigate, compare and discuss. 

Do people in Mexico move from the city to the country, or from the country to the city? Why?

Checkpoint

Answer Yes or No.

1. Can you read a chronicle? _____
2. Can you distinguish the parts of a chronicle? _____
3. Can you compare events in other countries with Mexico? _____

Write questions and answers about the described historical period, geographic location, people, vegetation, climate, etc.

Unit 4b 65

► Match the questions with the answers.

Have pairs read the questions and draw lines to their corresponding answer.

Ask volunteers to read the question and the answer to check the activity.

► Unscramble the questions. Then answer them.

Tell students to unscramble the questions and write them on the first line. Ask them to check with another pair of students. Have them write the answers. Check as a class.

8 Investigate, compare and discuss. 

Read the question out loud. Ask students where they can investigate and research this. Encourage them to ask their parents or grandparents. Have them bring their research for next class.

Checkpoint

Read the questions and have students answer them. Get feedback on how students feel they are progressing.

Routine

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

Objectives

Write questions and answers about the described historical period, geographic location, people, vegetation, climate, etc.

Before the Book

Language Awareness

Draw a table on the board with two columns. Write *Present Simple* in one, and *Simple Past* in the other. Copy the following verbs in the first column: *live, want, tell, buy, answer, ask, travel, leave, get, die, eat, have, arrive, build*.

Have students copy the table in their notebook and complete the second column. Tell them to use the text from page 64 if they need to. Monitor and check.

7 Mark (✓) the topics from the previous text. 

Put students into pairs. Have students read the topics and mark the ones that appear in the text on page 64.

Check by having students give you examples of the topics.

Objectives

Answer questions, orally and in written form, about different aspects mentioned in chronicles.

Read questions and answers in collaboration to compare information.

Before the Book

Draw your family on the board. Teach or elicit the vocabulary needed to describe them.

9 Read and listen to an extract from a chronicle. 31

Play Track 31. Ask students to follow along in their book. Encourage them to guess the meaning of unfamiliar vocabulary using context.

Ask general comprehension questions:

T: *Who wrote the chronicle?*

Who is the man in the picture?

What's her relationship to him?

Why is he important?

Did he have any children?

Why is his name important?

► Number the parts in the extract.

Ask students to number the parts in the extract. Have them check in pairs before checking as a class.

► Write questions.

Put students into pairs. Tell them to write questions about each of the categories. If needed, do the first one together. Tell them that there might be more than one possible question. Check as a class.

► Exchange books and answer another pair's questions.

Have students exchange their books with another pair. Tell them to read and answer their questions in their notebook. Put pairs together and ask them to give feedback on their answers. Elicit some of the questions and answers in class.

10 Talk in groups.

Put the class into groups. Tell them to discuss the questions together. Monitor and encourage them to make notes of their answers.

Read each of the questions out loud and elicit answers.

9 Read and listen to an extract from a chronicle. 31

"Chronicles of Early Canada" by Henrietta Tupper

My maiden name is Henrietta Tupper. I am a descendant of Sir Isaac Brock. I compiled a history of the family from 1729-1828. The earliest direct line that we traced is John Brock, my great-grandfather, who was born in 1729. He married Elizabeth, and they had fourteen children, one of whom was my grandmother and another was Isaac.

Isaac was born in 1769 and died in 1812. He was an officer in Upper Canada (Ontario). Isaac loved the nature of Upper Canada. It was, and still is, a place with beautiful forests and rivers.

He defended Canada in the war with the United States, and he won many battles.



Sir Isaac Brock

He died at the Battle of Queenston Heights. His actions earned him the name, "The Hero of Upper Canada."

My great-uncle Isaac never got married and never had children. His name will never die, however, because Brock University is named in his honor.

► Number the parts in the extract.

1. title
2. author
3. text
4. image

► Write questions.

1. Birth dates _____?
2. Number of children _____?
3. "The Hero of Upper Canada" _____?

► Exchange books and answer another pair's questions.

10 Talk in groups.

Do you know anything about your (great) grandparents?

Are there any schools or streets named in honor of an important Mexican hero or heroine?

Answer questions, orally and in written form, about different aspects mentioned in chronicles. Read questions and answers in collaboration to compare information.

Routine

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

Review

Unit 4

Students' Achievements

In this unit, students participate in the creation of an invitation and a comic.

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

Check that:

- they have the necessary material to produce the invitation. They do not need to spend money. This is a good opportunity to promote recycling.
- the chronicle they choose can be adapted into a comic.
- the comic strip is interesting and has a positive message.
- spelling and punctuation are correct.

Help students adapt the chronicle so that the information is reliable. Monitor and give feedback after the presentation of their final products.

Games and Activities

Word Review Race

Preparation Prepare a list of the vocabulary words from units 1 to 4 that you want to review. Write each word on two small pieces of paper. That means writing the word twice, once on each piece. Organize the pieces into two identical sets. There should be one piece of paper for each student, i.e., if there are 30 students, you need 15 words.

Arrange class into two teams. Distribute the sets of paper: one per student (both teams should have the same words).

When you call a word, two students should stand up, one from each team. The students must then run to the board and write a sentence using their word. The winner is the one with a correct and clearly written sentence. (You can give both teams a point, too.)

Musical Dictation

Preparation Choose a song that students will enjoy. Write down some words, phrases and short sentences that you want to dictate to students.

Form teams of about four students each. Explain the rules of the game:

Take a pen/pencil and quickly pass it to each other as the music plays.

When the music stops, the student who has just received the pen/pencil writes down on a piece of paper what you say.

Students get a point for each correct word or sentence.

The team with the most points at the end of the dictation wins.

Start with single words to keep the dictation simple. Then dictate short phrases, and finally expand to full sentences.

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: Class Mailbox

Materials Large box, blue construction paper, paper, markers, stamps, envelopes

Directions Cover a large box with blue construction paper. Have students decorate the box to represent a mailbox. Set up an area with paper, markers, stamps and envelopes. Tell students to write letters and draw pictures to send to their classmates. Make sure every student will receive at least one letter. Then have students put their letters in the mailbox. Next make a list of students' first and last names on the board. At the end of the day, choose a student to be the mail carrier and deliver the mail to the students in the class.



Social Studies: Around the Americas

Materials Atlases (1 per group), butterfly clips, string, map of the Americas (1 per group)

Preparation Provide maps of the Americas (1 per group).

Directions Divide the class into small groups. Tell students that they have won an 18-day trip to eight countries of their choice in the Americas. Distribute materials and maps, and have groups plan their trips. Tell groups to use the atlases as a reference. Ask them to mark their maps to show the cities they are going to visit. Then have them insert a butterfly clip into the map beside each city. Show students how to tie a piece of string around the first clip and wind it around the remaining clips to show the route. Finally, have groups decide what means of transportation they are going to use to travel between each city.

Language Links Invite groups to come up one at a time. Have each group display their map and describe their trip: First, we're going to visit Santiago in Chile. Then we're going to visit Lima in Peru. We're going to travel by bus...

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 Make an Illustrated Report!

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

Environment Academic and educational

Objectives

Activate previous knowledge in the mother tongue to predict the content of images.

Suggested Materials pictures of people with different occupations: chef, teacher, vet, driver, farmer, secretary, etc.

Before the Book

Display the pictures (see Suggested Materials) and encourage students to name them. Elicit any professions they don't know.

Write the names of the professions on the board. Have students copy the list in their notebook and draw a small picture next to each one.

The Beginning

1 Look and answer the questions.

Have students open their book to page 68. Put the class into small groups. Read the questions out loud and have the students discuss them in their teams. After a while, elicit their ideas and write the answers on the board.

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

Unit
5a

Let's Make an Illustrated Report!

The Beginning

1 Look and answer the questions.



1. What's their job?
2. What are they doing?
3. What do you know about this job?
4. Do you know anyone who has this job?

The Plan

In this unit you will:

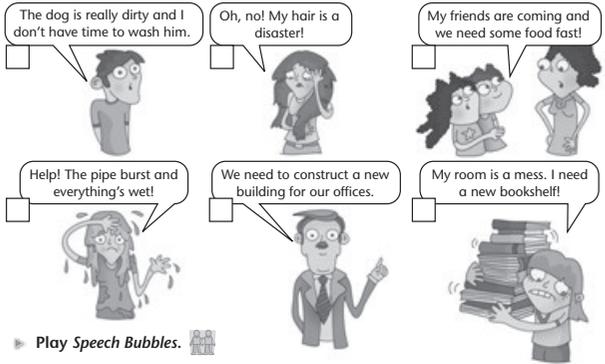
- learn about different occupations
- explore activities related to occupations
- read informative texts
- read and understand reports
- write a report about occupations

68

Unit 5a

Activate previous knowledge in the mother tongue to predict the content of images.

1 Listen, look and number the speech bubbles. 32



► **Play Speech Bubbles.**

1. Make up three more speech bubbles.
2. Solve another pair's speech bubbles.

Explore sequence of images of activities related to a job or occupation. Ask and answer questions about activities of a job or occupation represented in images.

Unit 5a 69

The Steps

1 Listen, look and number the speech bubbles.



Have students open their book to page 69 and look at the pictures. Have them say what they are of (jobs/occupations).

Point to and read the names of each job. Elicit from students what each person does.

Draw pictures of the following on the board: a dog, some hair, friends, food, a pipe, a building and a bookshelf. Make sure that students understand what the words mean.

Ask students to read the speech bubbles individually. Check the meaning of words they don't know. Play Track 32. Ask students to write the numbers of the occupations for the corresponding speech bubble. Explain that two of the numbers are not used (2 and 4).

► Play Speech Bubbles.

Put students into pairs. Have students make up three more speech bubbles. Provide help, supplying any vocabulary that students need.

Have pairs trade speech bubbles and see if they can guess who might have said them.

Objectives

Explore sequence of images of activities related to a job or occupation.

Ask and answer questions about activities of a job or occupation represented in images.

Suggested Materials strips of paper

Preparation Write the jobs from page 69 onto strips of paper.

Before the Book

Write the names of the jobs from page 69 onto the board and elicit their meanings. Have the students repeat them as a class.

Put the class into two teams. Have one person from each team come up and choose a strip of paper. They both share the same paper and shouldn't let their teams see it. When you say *go*, the students both act out that job for their teammates. The first team to guess correctly gets a point. The team with the most points is the winner.

Value

Encourage students to talk about people in their community that have any of the jobs pictured on the page. Make them aware of the importance of these jobs, and the respect that these people deserve.

Routine

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

Objectives

Explore sequence of images of activities related to an occupation.

Identify a sequence of activities based on illustrations.

Identify purpose and intended audience.

Suggested Materials paper

Preparation *Verb Sheets*: Copy the script from Track 33 onto a piece of paper. Delete the following verbs and make a copy for each student:

A librarian can help you find the books you need. She _____ to your needs and then _____ on her computer to find the right book. She _____ you the materials you need or _____ a different book. She also _____ you how to find information on the computer.

Her job is to arrange the books on the shelves and also to read about new materials and buy them. She then _____ and _____ the new books for the library.

Before the Book

Play *Hangman* with the word *library*.

Write *library* in the center of the board and draw a circle around it. Draw several lines coming out of the circle. Explain to students what a mind map is and how it's used to organize ideas. Invite students to say phrases associated with the library: *books, shelves, read, investigate, students*, etc. Write them at the end of each line.

2 Look at the pictures and discuss.

Have students look at the pictures. Read the questions out loud and have each student confer quickly with the persons around him/her before giving the answer. Do the same for all the questions.

► Listen and check your answers.

Play Track 33 and have students look at the pictures as they listen. Ask simple comprehension questions:

T: *Does a librarian use a computer?*

Can she recommend different books?

Does she buy new books for the library?

► Label the pictures.

Read the phrases out loud and then check any unknown vocabulary with students. Have students copy the text from the boxes under the corresponding pictures.

Ask them what the text is for.

T: *Is it to inform or entertain?*

Ask who would normally read a text like this.

2 Look at the pictures and discuss.

1. What is she? a) a dog groomer b) a librarian c) a teacher
2. Where does she work? What does she use a computer for?
3. Look at picture 5. What is she doing? What for?
4. Look at picture 6. What do you think she is doing? Why?
5. Look at picture 7. Is she classifying the books? How can she do this?



► Listen and check your answers.

► Label the pictures.

shows you how to find information on the computer	classifies new books for the library	checks on her computer	gives you the materials you need
buys new books	recommends books	listens to your needs	arranges books on the shelves

Explore sequence of images of activities related to a job or occupation. Identify a sequence of activities based on illustrations. Identify purpose and intended audience.

Language Awareness

Distribute *Verb Sheets* (see Preparation). Play Track 33 several times and have students write in the verbs. Check answers on the board.

Discuss the use and form of the present simple with students (it is used to talk about routines or habits; in third person - *he, she, it* - you add an "s" to the verb).

Elicit true sentences about students' routines in the present simple third person:

Claudia lives near the school. Carlos plays soccer.

Have students come up to the board and write sentences in the present simple. Ask the rest of the class to correct if necessary.

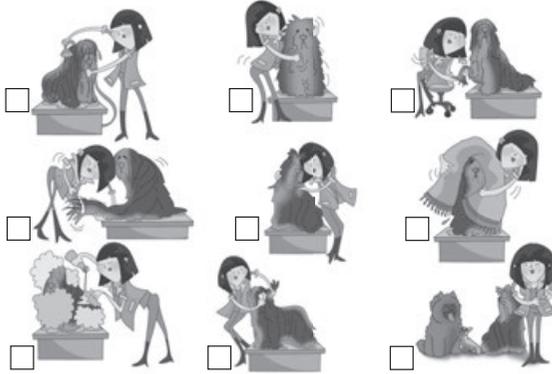
Routine

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

3 Look. What job is the text about?

Hello! I'm a dog groomer. I keep dogs clean and beautiful. This is what I do: First, I prepare the dog for his bath. I pet him and calm him down. I carefully brush his hair with a special brush. I put a cotton ball in each of his ears to prevent water from getting in. Then, I shampoo his coat by hand. I rinse it well, especially the ears and paws.

I put on some conditioner and soak up excess water with a soft towel. Then, I put the dog on a drying table and fluff-dry it by hand. Next, I inspect the dog's nails and clip them if necessary. Most dogs need to have their nails clipped every month. Finally, I give the dog a yummy treat to make him happy. I love my job!



▶ Listen, read and number the pictures. 34

▶ Play Read It Out Loud!

1. Read a colored sentence. Have your partner guess the picture.
2. Switch roles.

Read title and predict content. Read informative texts that describe activities of jobs or occupations aloud. Relate information to activities of a job or occupation represented in a sequence of images. Ask and answer questions about activities of a job or occupation represented in images.

Objectives

- Read title and predict content.
- Read informative texts that describe activities of jobs or occupations aloud.
- Relate information to activities of a job or occupation represented in a sequence of images.
- Ask and answer questions about activities of a job or occupation represented in images.

Before the Book

On the board draw three columns and write the titles: *Animals, Animal Body Parts, Animal Actions.*

Elicit different animals and write a list on the board. Put the class into pairs and have students make a list of body parts and actions to go with each animal, for example:

Cat
 Body parts: *paws, ears, tail, fur, eyes, teeth*
 Actions: *run, jump, sleep, eat, meow*

Monitor the activity and provide new vocabulary where needed.

3 Look. What job is the text about?

Read the question out loud and have students look at the pictures below and the title. Have students answer the question orally.

▶ Listen, read and number the pictures.



Play Track 34 or read the text out loud for students to follow along in their book.

Put students into pairs. Have them decide on the correct order of the activities, and then number the pictures. Remind them to use their Picture Dictionary for any unknown vocabulary. Check answers orally.

▶ Play Read It Out Loud!

Put the class into different pairs and have them practice reading the text. Ask volunteer pairs to come to the front. One of the students reads a colored sentence, while the other points to the picture that represents the activity. Have them alternate reading and pointing to the picture.

Language Awareness

Write the question words *What* and *How* on the board. Put the class into pairs and have students make a question about the text using a question word, i.e., *What does she put in each of the ears?*

How does she shampoo his coat?

Note: If your students need help, write the following cues on the board:

What does she...?

How does she...?

Explain that we use the same question words, but only change the ending to find out about the different activities that a person does.

Have pairs ask each other their questions.

Routine

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

Objectives

Distinguish main from supporting ideas in a paragraph.

Underline main ideas.

Suggested Materials red and blue colored pencils, scissors, glue

Before the Book

Write the seasons of the year on the board:

Spring, Summer, Autumn, Winter

Tell students to copy the words into their notebook as headings for four columns.

Dictate the following words:

T: vacation, school, snow, flowers, baby, red leaves, coat, bathing suit, rain, Christmas, bees, scarf, Easter, snowman.

Have students decide which word goes with which season, and write it in the corresponding column.

Go over the answers with the class. Encourage students to give reasons for their choices. Explain that the words can go in more than one column.

4 Read and underline.

Ask students to read the title and tell you what they know about bees. Have them underline the main and supporting ideas using the key. Ask them to compare their answers with another student, and then check as a class.

Discuss with students the difference between main and supporting ideas (main ideas state the general idea of a paragraph and supporting ideas give details about that idea). Remind them that when writing, they should use one paragraph for each main idea.

► Find and write the words that are similar in English.

Remind students that some words in English sound similar in Spanish. Discuss the idea that these words can help us understand the general content of a text. Have students go through the text and find words that are similar in English. Talk about how these words helped them understand the text.

► Listen and imitate the speaker's pronunciation. 35

Play Track 35 and have students listen and follow along in their book. Play the track again and ask them to read out loud along with the narrator.

4 Read and underline.

main ideas = 

supporting ideas = 

A Beekeeper's Job

A beekeeper has many different things to do all year round.

In the spring, he checks the bee colony. He makes sure that the queen bee is present and that she is laying eggs. He examines the bees to see if they are healthy and gives them medicine to prevent disease.

In the summer, the beekeeper makes sure there is space in the colony for the honey. He installs extra frames to the colony to hold the honey. He inspects the hive every week to make sure it is healthy and that the queen is present.

In the autumn, the beekeeper harvests the honey. After taking away the honey, he feeds the bees sugar and water to ensure they will have enough food to survive the winter. Towards the end of October, he takes the bee colony indoors or wraps it to protect the bees from the cold.

In the winter, the beekeeper waits. If the bees are outside he can't help them. They will survive even if they are completely covered by snow. It is normal for bees to leave the hive during the winter and die.

► Find and write the words that are similar in English.

- | | | |
|---------------------|--------------------|--------------------------|
| 1. presente = _____ | 4. colonia = _____ | 7. preventivo/a = _____ |
| 2. medicina = _____ | 5. espacio = _____ | 8. diferente = _____ |
| 3. instala = _____ | 6. normal = _____ | 9. completamente = _____ |

► Listen and imitate the speaker's pronunciation. 35

5 Read about bees and do the tasks. 13

Checkpoint

Answer Yes or No.

1. Can you name six different occupations? _____
2. Can you name one activity for each of these professions? _____
3. Can you ask questions to know about a person's activities? _____
4. Can you identify the main and supporting ideas of a text? _____

72 Unit 5a

Distinguish main from supporting ideas in a paragraph.
Underline main ideas.

5 Read about bees and do the tasks. 13

Tell students to go to Worksheet 13 and read the text about bees. First, have them label each paragraph with the main ideas. Then, have them choose the best title for the text (the one that best summarizes the text as a whole). Go over the answers with the whole class. Ask students if they liked the text.

Checkpoint

Put students into pairs or small groups. Read the questions. Have students "try out" each question to see if they can answer it.

When most teams have finished, lead the class into discussing what they know so far, and what needs clarifying or reinforcing.

Routine

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

6 Look at the text and answer the questions. 

The Job of a Construction Worker
by Sofia Martinez



My neighbor Pedro is a construction worker. I asked him some questions to find out what he does in his job.

Construction workers work on a variety of constructions. **For example**, they can help to build houses, office buildings, highways, roads and tunnels. **First**, they have to clean and prepare the construction site (a site is the piece of land where they are going to build). To clean it, they remove the trees, trash and rocks. **After that**, they start constructing the building one floor at a time. To do this, they take orders from an engineer or an architect.

Apart from that, construction workers have many other things to do. They unload materials from trucks, carry them, and take them to the place where they are needed. They use heavy machines, **such as** excavators, cranes and cement mixers. They **also** assist carpenters, plumbers and electricians.



In conclusion, to be a construction worker you need to be strong, patient and be able to follow orders.

1. What kind of text is it?
a. a report b. a letter c. a story
2. When do you need to write one?
a. to tell someone a story b. to provide information c. to invite somebody
3. Label the parts of the text: introduction, body, conclusion.
4. Read the text quickly. What is it about?
a. health b. building houses c. construction workers

► Read and underline the main ideas. 

► Look at the phrases in bold and fill in the blanks. 

1. To give an example: _____ and _____
2. To indicate steps in a sequence: _____ and _____
3. To give more information: _____ and _____

Mention situations in which reports on activities are made. Identify the parts of a report. Read title and predict content. Identify main ideas and the order in which they are presented. Choose suitable connectors to link sentences together.

Objectives

- Mention situations in which reports on activities are made.
- Identify the parts of a report.
- Read title and predict content. Identify main ideas and the order in which they are presented.
- Choose suitable connectors to link sentences together.

Before the Book

Write the following sentences on the board:

1. My mom work / works in a library.
2. I want / wants to be a bee keeper.
3. A dog groomer use / uses dog shampoo.
4. Carpenters make / makes tables.
5. Hair dressers have / has special scissors.

Have students copy the sentences into their notebook and have them circle the correct option. Check as a class and discuss with students if the sentences talk about routines or about past actions. Ask them why the verb takes an "s" (third person present simple: *he, she, it*).

6 Look at the text and answer the questions.

Put students into pairs. Go through the questions and have students discuss the answers with their partner. Check orally.

► Read and underline the main ideas. 

Read the text out loud for students to follow along in their book.

Have them read the text in silence and underline the words they don't understand. Then, working in small groups, have students try to work out the meaning of the words. Monitor and help.

Ask students to read the text again in silence and underline the main ideas.

When they have finished, have them check their answers in small groups. Check as a class.

► Look at the phrases in bold and fill in the blanks. 

Read the first lines of the text until you come to the first connector (*for example*). Ask students to tell you what it is connecting.

Put students into pairs and have them continue with the rest of the text. Check answers.

Finally, have them read and complete the definitions with the connecting words.

Value

Have students say the jobs and occupations they have read about so far. Write them on the board. Put the class into groups. Ask them to discuss if these jobs are usually done by a man or a woman, or both. Encourage them to justify their opinions.

Routine

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

Objectives

Classify information.

Complete model sentences with known information about activities of jobs or occupations (e.g. seamstresses make patterns of clothes they make; farmers clear the land, etc.).

Order sentences based on a sequence of images.

Choose suitable connectors to link sentences together.

Write titles for reports.

Check spelling and punctuation conventions.

Before the Book

Draw a fish on the board and ask students to guess what job it is normally associated with (a fisherman). Elicit words related to a fisherman – where he lives, what things he uses, etc. Make a list of words on the board. Make sure to include the following: *boat, shrimp, fish, net, sea, water.*

Repeat the procedure with a picture of some scissors and hair (*hairdresser*), and a hammer and nails (*carpenter*).

7 Look and color the activities.



Ask them to read the activities and color the squares according to the code. Have them work individually. Encourage them to use their Picture Dictionary to look up unknown words.

Check as a class.

► Fill in the blanks about the hairdresser.



Put students into pairs. Have them fill in the blanks in order to describe what a hairdresser does. Ask them to circle the connectors in the text.

► Write a report about a fisherman.



Read the instructions for writing a report. Distribute paper. Have students write the report individually. Tell them to use the hairdresser text as a model and the activities from Activity 7 to help them write the report. Monitor and check that students are using connectors. Collect their work and put it in their portfolio.

Routine

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

7 Look and color the activities.



hairdresser = ●	fisherman = ●	carpenter = ●
sweeps the floors <input type="checkbox"/>	welcomes clients <input type="checkbox"/>	washes the client's hair <input type="checkbox"/>
sells fish <input type="checkbox"/>	sails out to sea <input type="checkbox"/>	gives manicures <input type="checkbox"/>
repairs the nets <input type="checkbox"/>	casts nets into the water <input type="checkbox"/>	measures planks <input type="checkbox"/>
shapes wood <input type="checkbox"/>	checks the nets regularly <input type="checkbox"/>	cuts and dries hair <input type="checkbox"/>
joins the planks with nails <input type="checkbox"/>	sorts the fish from the shrimp <input type="checkbox"/>	sands planks <input type="checkbox"/>

► Fill in the blanks about the hairdresser.

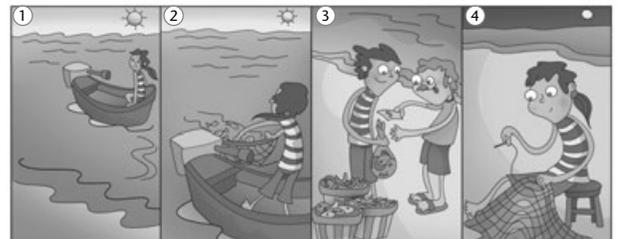


Lorena is a hairdresser. Every morning she opens the salon and she _____ the clients. First, she _____ hair. Then she _____ the client's hair. Sometimes she gives manicures. Finally, she _____ floors and cleans everything for the next day.

► Write a report about a fisherman.



1. Use the phrases from Activity 7 and the illustrations below to help you.
2. Use your imagination. Use connectors to link the sentences: *first, then, after that, finally.*
3. Add a title. Revise spelling and punctuation.



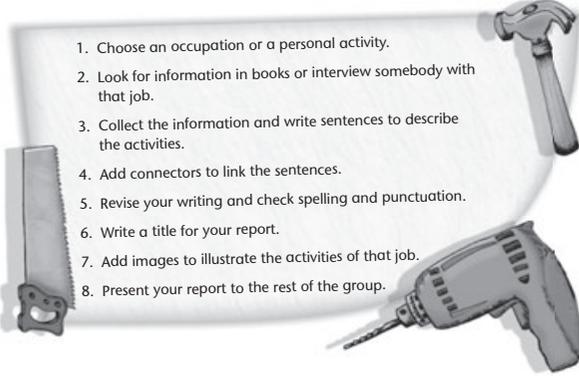
Arthur is a fisherman. He gets up at 4 a.m. every day and has a big breakfast. Then he...

Classify information. Complete model sentences with known information about activities of jobs or occupations (e.g. seamstresses make patterns of clothes they make; farmers clear the land, etc.). Order sentences based on a sequence of images. Choose suitable connectors to link sentences together. Write titles for reports. Check spelling and punctuation conventions.

1 Make an illustrated report.

The Presentation

1. Choose an occupation or a personal activity.
2. Look for information in books or interview somebody with that job.
3. Collect the information and write sentences to describe the activities.
4. Add connectors to link the sentences.
5. Revise your writing and check spelling and punctuation.
6. Write a title for your report.
7. Add images to illustrate the activities of that job.
8. Present your report to the rest of the group.



The End

Group Reflection

- What was your role in choosing the occupation?
- Was it easy to find the information? Where did you look for it?
- Who wrote the sentences in your team? What was your role?
- Did you know which connectors to use?
- Can you identify spelling and punctuation mistakes?
- Did you like the title of the report?
- What was your role in illustrating the report?
- How did you feel when presenting it to the class?
- Are you happy with the end product?

Self-evaluation

Go back to page 68 and mark (✓) the objectives for this part of the unit.

The product: Illustrated report. Group reflection and self-evaluation.

Unit 5a 75

The End

Group Reflection

Have students work in the same teams as before. Read the questions out loud and have groups discuss the answers together.

Lead the class in a discussion to evaluate how they worked and what they would like to focus on in future classes.

Self-evaluation

Have students open their book to page 68. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have students compare their answers together.

Objectives

The product: Illustrated report.
Group reflection and self-evaluation.

Before the Book

Put the class into two teams, A and B. Take turns inviting a student from each team to come to the front and mime a profession without saying anything. If their team guesses the profession, they win a point.

The Presentation

1 Make an illustrated report.

Go over the instructions and clarify any doubts as to what students have to do. Put the class into groups. Encourage them to find their own way of organizing themselves and solving any problems.

Unit 5b

Let's Make a Brochure!

Social practice Follow and give directions to go to places.

Environment Familiar and community

Objectives

Anticipate topic and establish the needs of tourists in foreign countries.

Suggested Materials tourist brochures

Before the Book

Put the class into groups. Set a time limit and have students write as many European countries as they can. Write the countries on the board:

France, England, Spain, Italy, Portugal, Germany, Holland, Switzerland

Groups give themselves a point for each country, and an extra point for each correctly spelled word.

Talk with students about the United Kingdom. Explain that the United Kingdom (also called the UK) is a country made up of four nations: England, Wales, Scotland and Northern Ireland. Brainstorm words associated with the UK and write some examples on the board: *tea, red buses, the queen, Mary Poppins, rain, soccer, etc.*

The Beginning

1 Look and answer the questions.

Read the title of the unit out loud. Explain what a brochure is. If possible, show students some real tourist brochures and look at them together. Ask students:

T: *What is each brochure advertising?*

Are the images attractive?

Is the information clear?

Have students look at the picture and then go over the questions with the whole class. Encourage students to justify their answers and ask them if they like visiting other places.

The Plan

Read and explain the objectives for this part of the unit. Encourage students to say what they already know about the topic, giving directions, and what they would like to learn.

Unit
5b

Let's Make a Brochure!

The Beginning

1 Look and answer the questions.



1. Where is the family? How do you know?
2. What are they doing? What do you think they want to do?
3. What do they need to do to solve their problem?

The Plan

In this unit you will:

- explore brochures from an English-speaking country
- learn to interpret timetables and locate places on a map
- give and follow directions
- ask questions to get somewhere
- ask questions about the time, cost of a ticket and duration of a trip
- make a brochure

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Unit 5b

Anticipate topic and establish the needs of tourists in foreign countries.

Routine

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

Objectives

Identify names of destinations in timetables.
Read departure and arrival times.

Before the Book

Write a letter code on the board:

A = 26, B = 25, C = 24, D = 23, E = 22, F = 21, and so on.

Write the following coded words on the board:

11-26-15-26-24-22

14-6-8-22-6-14

11-26-9-16

14-26-9-16-22-7

8-7-12-9-22

Explain that these words are written in secret code, and that they are all places. Have students work in pairs to "crack" the code. The first pair to finish shouts *Stop!* Check the answers on the board. The words are *palace, museum, park, market* and *store*.

3 Listen and number the means of transportation. 37

Have students look at the pictures. Ask them what they can see (means of transportation). Tell them they will hear a tourist guide talking about transportation in London. Explain that some names (*underground, light railway* and *coach*) are in British English because the unit is about London.

Play Track 37. Have students number the pictures. When they have finished, have them check in pairs. Give or elicit the equivalent words in American English.

► Write the numbers.

Have students write the numbers next to the words.

4 Read and answer the questions.

Write a list of times on the board and review with students how to read digital times.

T/S: *It's five thirty-three.*

Ask them to give you the exact time now.

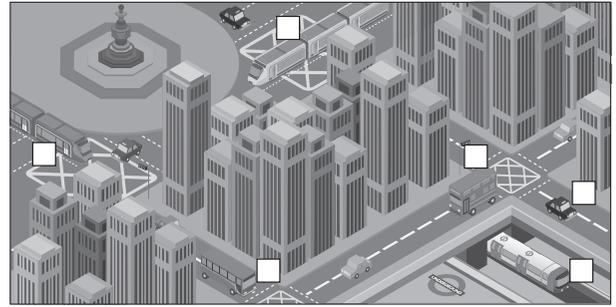
Have students look at the timetables on page 78. Read the questions out loud and answer them as a class.

► Talk about the timetables with a partner.

Demonstrate how to read timetables:

T: *Bus 8 to Riverside leaves from Richmond at seven thirty-five and arrives in Wonderland at seven forty-four. It leaves from Wonderland at seven forty-four and arrives in Hyde Park at seven forty-nine.*

3 Listen and number the means of transportation. 37



► Write the numbers.

_____ taxi _____ underground _____ light railway
_____ coach _____ double-decker bus _____ train

4 Read and answer the questions.

Bus Schedule for Route 8 Riverside				Train from London to Windsor			
Richmond	7:35	Griffith	8:02	London Paddington	3:12	West Drayton	3:36
Wonderland	7:44	Commissioners	8:06	Ealing Broadway	3:20	Iver	3:39
Hyde Park	7:49	Hyde Park	8:10	Southall	3:28	Langley	3:43
Commissioners	7:56	Wonderland	8:15	Hayes & Harlington	3:32	Slough	3:47
		Richmond	8:25			Windsor	3:56

1. What time does the bus leave Richmond?
2. When does it stop at Hyde Park?
3. Does the train stop in Hyde Park?
4. Where does the train stop at 3:39?

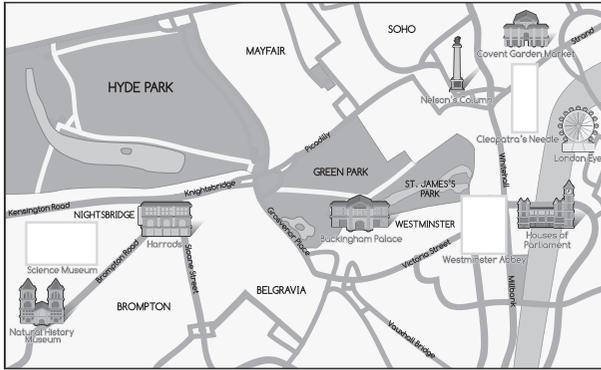
► Talk about the timetables with a partner.

Have students continue in pairs, and then have them take turns reading both timetables out loud.

Routine

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

5 Listen, cut and glue. 14 38



► Ask about these places.

Where is/are...? It's on/next to/behind/in front of/near...

The London Eye	Covent Garden Market	Buckingham Palace
Harrods	Nelson's Column	The Houses of Parliament

6 Draw a map of your community. Include important places.

Checkpoint

Answer Yes or No.

1. Can you read timetables? _____
2. Can you name means of transportation in London? _____
3. Can you identify and say where places are on a map? _____

Express present location using another point of reference. Complete written sentences to indicate the location of a place or community with respect to another.

Have students work out the answers in their groups. Check the answers on the board.

5 Listen, cut and glue. 14 38

Ask students to look at the map and identify some of the places on it. Tell them to cut out the missing pictures from Worksheet 14.

Play Track 38 and have students glue the missing places in the correct area.

► Ask about these places.

Put students into pairs. Tell them to take turns to ask and answer about the places on the list. Encourage them to use the model questions in the book.

6 Draw a map of your community. Include important places.

Distribute the sheets of paper. Ask students to draw a general map of their community, and to include the important places on it, such as historical buildings, parks, monuments, and so on.

Tell them to write where those places are, using the previous activity as a model.

Collect their work and keep it in their portfolio.

Objectives

Express present location using another point of reference.

Complete written sentences to indicate the location of a place or community with respect to another.

Suggested Materials 8 large index cards, scissors, glue, 1 sheet of paper per student

Preparation *Scene Cards*: Write the following on separate index cards: *tree, bench, fountain, wall, red flowers, yellow flowers, blue butterflies and orange butterflies.*

Language Awareness

Distribute *Scene Cards* (see Preparation), and have students stand up holding the cards. Describe a park scene:

T: *The red flowers are next to the tree, the fountain is behind the tree...*

Have the students stand in the corresponding places. Repeat with other cards, changing the preposition each time.

Checkpoint

Put students into pairs. Ask them to answer the questions together. Lead the class into discussing how they feel they are doing in the unit so far.

Routine

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

Before the Book

On the board draw a simple plan of the first two rows of desks and the names of the students occupying them. Put the class into small groups.

Write questions on the board about the position of the students in the plan, using the following prepositions: *in front of, behind, next to, and across from.* Ask students:

- T: *Who is behind (David)?*
Who is next to (Alicia)?
Who is in front of (Ernesto)?
Who is across from (Ale)?

Objectives

Identify words that indicate movement from one place to another.

Identify expressions that indicate the destination and the means of transport to get to it.

Ask for the trip fare to a destination.

Identify words that indicate the distance between different locations.

Suggested Materials scissors, glue

Before the Book

Write the following headings on the board:

Tourist

Destination

Transportation

Cost

Time

Go over the headings, eliciting what each one represents. Write the following questions after the headings:

Tourist: Who is going on the trip?

Destination: Where are they going?

Transportation: How are they going there?

Cost: How much does the ticket cost?

Time: How long does it take to get there?

Elicit examples for each heading:

Tourist: Ana

Destination: Acapulco

Transportation: by bus

Cost: \$400.00

Time: 2 hours

7 Listen, cut and glue. 39 14

Display page 80 and ask students to tell you the name of the place. Ask them to go to Worksheet 14 and cut out the pictures. Tell students to classify them in different categories.

Play Track 39. Have students choose and place the corresponding cutouts for each tourist. Pause the recording as many times as is necessary.

Check answers and have students glue the cutouts in place.

► Talk about the tourists' plans.

Put students into pairs. Have them use the information to talk about the tourists' plans. Have volunteers talk about each tourist in front of the class.

7 Listen, cut and glue. 39 14

London Travel Information Center Piccadilly Circus Station

tourist			
destination			
transportation			
time			
cost			

► Talk about the tourists' plans.

Identify words that indicate movement from one place to another. Identify expressions that indicate the destination and the means of transport to get to it. Ask for the trip fare to a destination. Identify words that indicate the distance between different locations.

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Unit 5b

Routine

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

8 Use the words to write questions.

How Where How far How much How long	can is does	I (name of place) it the ticket	get take to get cost	to (name of place) there
---	-------------------	--	----------------------------	-----------------------------

Types of Questions

Location of a place	
Directions	
Time it takes to get somewhere	
Cost of a ticket	
Distance	

9 Look at the map on Worksheet 15 and fill in the blanks.

- How can I get from the Sherlock Holmes Museum to London Zoo?
Take bus 274 to Islington Station. Get off at _____.
- How can I get from The London Eye to Pollock's Toy Museum?
Cross the river and walk to the corner. Take bus ___ to Hampstead Heath. Get off at Goudge Street and Gower Street station.
- How can I get from Madame Tussaud's to the Science Museum?
Walk past the _____ Museum to the corner. _____ bus 74 to Putney. _____ at Kensington Station. _____ past the Victoria and Albert Museum. The Science Museum is right _____ it.
- How can I get from The Tower of London to Piccadilly Circus?
Walk to Tower Hill. Take bus _____ to Paddington Basin. _____ at Piccadilly Circus. It's the eighth stop.

► Role-play the dialogues.

Offer directions to use public transport. Identify names of places of departure and arrival. Complete sentences that offer information about going from one place to another by public transport.

Unit 5b 81

Objectives

- Offer directions to use public transport.
- Identify names of places of departure and arrival.
- Complete sentences that offer information about going from one place to another by public transport.

Before the Book

Write the word *stores* on the board. Ask students to name different kinds of stores. Write their suggestions in the form of a mind map on the board.

Have them name different things you can buy in each store and write them on the mind map.

Ask students to stand in a circle. Toss a ball to a student and say:

T: *I have to buy a toothbrush.*

Lead the student in responding:

T/S: *Go to the drugstore.*

Ask that student to toss the ball to another student, while mentioning something he/she has to buy. Continue until all the class has participated.

Write the following on the board:

I have to buy...

Dictate different endings to the sentence and have students write the complete sentences in their notebook. Monitor and check spelling, and then have students write sentences saying where you have to go in order to buy the items, e.g. *Go to the (grocery store).*

8 Use the words to write questions.

Write the question words from the activity on the board:

How, Where, How far, How much, How long

Together with students, make two logical questions with each question word. Write the questions on the board:

- How old are you? How can I open this box?*
- Where is my pen? Where is the nearest store?*
- How far is the museum? How far is your house?*
- How much does this book cost? How much is the ticket?*
- How long is the trip? How long does it take to get to Acapulco?*

Have students open their book to page 81. Go over the boxes, and the types of questions with the whole class. Have students work in pairs to make the corresponding questions, using words from the boxes. Explain that for some questions they do not need to use all the boxes. Check on the board.

9 Look at the map on Worksheet 15 and fill in the blanks.

Have students use the map from Worksheet 15. Put them into pairs. Ask them to first find the places on the map, and then figure out the route. Have them read and complete the directions.

Check by having students read the answers out loud.

► Role-play the dialogues.

Ask students to role-play the situations from the previous activity.

Value

Take the opportunity to talk to students about the importance of offering help to tourists.

Routine

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

Objectives

Write directions to get from a place to another using public transport.

Identify how many and what means of transport must be used to get to a final destination.

Write sentences to move from one place to another.

Trace a route on a map to verify that directions are correct.

Acoustic characteristics: intonation, volume, and diction.

Check spelling and punctuation conventions.

Suggested Materials paper, colored pencils

Before the Book

Ask students what they think is the most important building in their city/town/village. Have them draw a picture of the building.

Tell them to write the reasons why they think the building is important. Help students with ideas and vocabulary. Have students take a survey of the buildings their classmates chose:

S1: *Which building did you choose?*

S2: *The library.*

Finally, have them make a pie chart to show the results.

10 Read and follow the instructions.

Ask a volunteer to read the instructions out loud. Encourage the class to rephrase them in their own words. Monitor and help where necessary.

► Exchange your map and draw your partner's route.

Put students into pairs. Ask them to exchange books and read each other's directions. Have them draw the route in their partner's book.

When they have finished, encourage them to discuss the clarity and accuracy of the instructions.

► Read and present your maps.

Ask volunteers to present their maps to the rest of the class. Encourage them to read the directions out loud and follow the route in the book.

Routine

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

10 Read and follow the instructions.

1. Draw a map of an area of your town or city.
2. Include important buildings, monuments, parks, stores and other features. Also add public transportation routes.
3. Write instructions to get from one place to another, using public transportation.

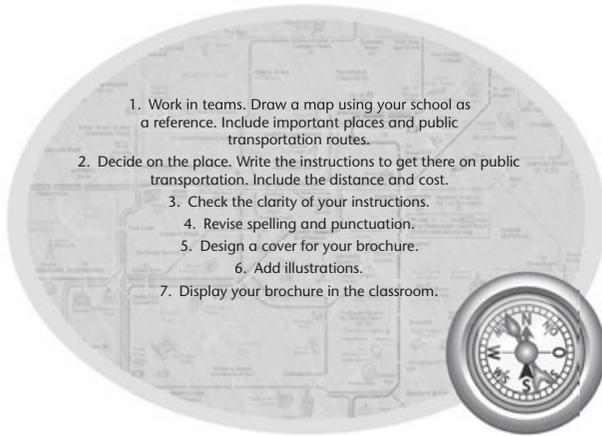
► Exchange your map and draw your partner's route. 

► Read and present your maps. 

Write directions to get from a place to another using public transport. Identify how many and what means of transport must be used to get to a final destination. Write sentences to move from one place to another. Trace a route on a map to verify that directions are correct. Acoustic characteristics: intonation, volume, and diction. Check spelling and punctuation conventions.

The Presentation

1 Make a brochure on how to use transportation.



1. Work in teams. Draw a map using your school as a reference. Include important places and public transportation routes.
2. Decide on the place. Write the instructions to get there on public transportation. Include the distance and cost.
3. Check the clarity of your instructions.
4. Revise spelling and punctuation.
5. Design a cover for your brochure.
6. Add illustrations.
7. Display your brochure in the classroom.

The End

Group Reflection

- How did you participate in making the map?
- Did you use reference material to get information?
- Do you think the brochure is useful?
- Are the instructions clear?
- Are the illustrations attractive?
- How did you feel displaying the brochure in the classroom?

Self-evaluation

Go back to page 76 and mark (✓) the objectives for this part of the unit.

The product: Brochure on how to use means of transport. Group reflection and self-evaluation.

Unit 5b 83

The Presentation

1 Make a brochure on how to use transportation.

Go over the instructions together with the class. Encourage students to decide on their own way of working. Provide help where needed.

The End

Group Reflection

Read the questions out loud and have students discuss the answers in their teams. Lead students into discussing the questions in class.

Self-evaluation

Have students open their book to page 76. Read the objectives for this part of the unit out loud and have students mark them as to whether they think they achieved the objectives or not.

Put students into pairs or small groups and ask them to share their ideas.

Objectives

The product: Brochure of means of transportation use.
Group reflection and self-evaluation.

Before the Book

Put the class into pairs. Tell students to list all the means of transportation they know (including animals). Monitor and check.

Write the following phrases on the board:

the most exciting, the most comfortable, the most uncomfortable, the most boring, the cheapest, the most expensive, the most dangerous, the safest, the cleanest and the dirtiest.

Elicit the meanings if necessary. Ask individual students to come to the board and write one of the means of transportation from their list next to the phrase that best describes it.

Go over the list with the class:

T: *Which means of transportation is the (most exciting)?*

Review

Unit 5

Students' Achievements

In this unit, students participate in the creation of an illustrated report and a brochure.

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

Check that:

- the sources students choose to get the information for their report are appropriate.
- the information they include is reliable.
- they use connectors correctly.
- the information in the brochure is real and organized.
- the places they include in the brochure are relevant to the people who will read it.
- spelling and punctuation are correct.

Suggest some useful information to include in the report. As for the brochure, propose different places people can visit so as to promote cultural awareness or for students to get to know their neighborhood or hometown. Monitor and give feedback after the presentation of their final products.

Games and Activities

Unscramble the Words

Preparation Write a list of vocabulary words you want to review. Then write them in scrambled form, e.g., write *naarbliri* instead of *librarian*.

Put students into groups of four. Write your list of scrambled words on the board. Groups unscramble the words. The first group to finish is the winner.

Question Charades

Preparation Read the game below, and write some questions for it. Each question should be on a separate sheet of paper.

Tell students to imagine that they are working at a tourist information center. People come in with their questions, but they don't speak Spanish or English, so they *mime* their questions. For example, if the question is, *Where can I take a bus to the airport?* one student can mime *where*, *bus* and *airport*. All the other students guess the question. The student that mimes the question can indicate whether the questions are correct.

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: Future School Uniforms

Materials Plastic wrap, aluminum foil, fabric scraps, tissue paper, paper

Directions Divide the class into small groups. Tell students they are going to make a small-scale design for a futuristic school uniform. First, discuss the purpose of school uniforms with the class. Then distribute materials. Have students draw a sketch of their uniform on paper before beginning. Remind students that their designs must be developed from the materials available. When students have finished designing their uniforms, appoint a spokesperson from each group to explain their design: *We used plastic wrap because in the future we think uniforms will be disposable.*



Social Studies: Safety

Directions Teach students the rhyme. Tell them that the rhyme will help keep them safe when they cross the street.

Stop, look and listen,

Before you cross the street.

First use your eyes and then your ears,

And then you use your feet.

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

BOY: Good morning, Mr. Lopez.
 MAN: Good morning, kids. What can I do for you today?
 BOY: We need some jam.
 MAN: Jam. Strawberry or pineapple?

TRACK 2

1. Alice
 GIRL 1: Good morning, can I have a kilo of beans, please?
 2. Susan
 GIRL 2: How much is a kilo of bananas?
 3. Rick
 BOY 1: I need a pair of black sneakers, size seven.
 4. Greg
 BOY 2: Good morning, seven steaks, please.

TRACK 3

1. BOY: Good morning, I'd like a bottle of oil, please.
 2. ASSISTANT: OK. Is that all?
 3. BOY: Thank you. Good-bye!
 4. BOY: Yes, half a liter of ice cream and 250 grams of cheese.
 5. ASSISTANT: Good morning, what can I do for you today?
 6. ASSISTANT: Anything else?
 7. ASSISTANT: And here's your change.
 8. BOY: Err...white cheese, please.
 9. BOY: Here you are.
 10. ASSISTANT: That'll be... \$25.99.
 11. BOY: And this candy. How much is that?
 12. ASSISTANT: What kind of cheese?
 13. ASSISTANT: Good-bye.

TRACK 4

ASSISTANT: Good morning, what can I do for you today?
 BOY: Good morning, I'd like a bottle of oil, please.
 ASSISTANT: Anything else?
 BOY: Yes, half a liter of cream and 250 grams of cheese.
 ASSISTANT: What kind of cheese?
 BOY: Err... white cheese, please.
 ASSISTANT: OK. Is that all?
 BOY: And this candy. How much is that?

ASSISTANT: That'll be... \$25.99.
 BOY: Here you are.
 ASSISTANT: And here's your change.
 BOY: Thank you. Good-bye!
 ASSISTANT: Good-bye.

TRACK 5

1. The rice is twelve fifty.
 2. The bottle of oil is thirty pesos.
 3. The toothpaste is fifteen seventy-five.
 4. The bottle of dishwashing liquid is forty-two pesos.
 5. The sardines are eight ninety.
 6. The cereal is forty-seven twenty.
 7. The napkins are nine twenty-five.

TRACK 6

1. GIRL: Good morning, sir. Can I have a kilo of beans?
 ASSISTANT: Black or pinto beans?
 GIRL: Black beans. And I also need rice.
 ASSISTANT: How much?
 GIRL: Two kilos, please.
 ASSISTANT: Anything else?
 GIRL: No, that's all. How much is that?
 ASSISTANT: That'll be \$37.50, please.
 GIRL: Here you are.
 ASSISTANT: Thank you. Good-bye.
 GIRL: Good-bye.
 2. BOY: Good morning. I'd like soap, please?
 ASSISTANT: How many bars?
 BOY: Two bars.
 ASSISTANT: Anything else?
 BOY: One bottle of shampoo, two tubes of toothpaste...
 ASSISTANT: Here you are. What else?
 BOY: ...and one toothbrush.
 ASSISTANT: O.K. That'll be \$73.60.
 BOY: Here you are.
 ASSISTANT: And here's your change.
 BOY: Thank you.
 3. ASSISTANT: Can I help you?
 GIRL: Yes, can I try these shoes, please?
 ASSISTANT: What size are you?
 GIRL: Three and a half.
 ASSISTANT: Just a second.
 ASSISTANT: Here you are.
 GIRL: Thank you.
 GIRL: How much are they?

ASSISTANT: They're \$175.
 GIRL: O.K. I'll take them.
 4. BOY: Hi! Two liters of milk, please.
 ASSISTANT: Two liters, here you are. Anything else?
 BOY: Do you have milk chocolate today?
 ASSISTANT: Yes. How much do you want?
 BOY: Three liters.
 ASSISTANT: Here you are. Anything else?
 BOY: No, that's all. How much is that?
 ASSISTANT: \$63, please.
 BOY: Here you are. Thank you. Bye.
 ASSISTANT: Bye

TRACK 7

The Boy Who Wanted to Learn Fear, Part 1

A father had two sons. Matt, the oldest, was very intelligent and knew how to adapt to everything. Hans, the youngest, was stupid and could not learn anything. When the father needed help, he asked Matt to do it. But there were two things Matt did not want to do: going out at night, or walking past the cemetery. Matt always said, "Oh no, Father, I'm not going there, it's scary!" Matt was scared of everything. He was even scared of ghost stories. Hans, however, couldn't understand that feeling. He thought, "I'm not scared. That must be a skill that I know nothing about."
 One day, the father told Hans, "You're getting big and strong, you have to learn something so that you can earn money."
 "Oh, Father," Hans said, "I would like to learn something. I would like to learn to be scared."
 His brother laughed and said, "How stupid my brother is!" The father sighed and said, "You'll learn to be scared, all right, but you won't earn money with that!"

TRACK 8

The Boy Who Wanted to Learn Fear, Part 2

A short time later, the sacristan came to visit, and the father told him about his youngest son. The sacristan said he could teach Hans to be scared. The father liked the idea, and so the sacristan took Hans into his home and told him his job was to ring the bell of the church.

One day, the sacristan woke Hans up at midnight, told him to get up, climb to the church tower and ring the bell. Hans reached the top of the stairs, and was about to take the rope to ring the bell when he saw a white figure on the stairs.

"Who's there?" he shouted. But the figure didn't move. "Answer me," shouted Hans, "or get out of here!" But the sacristan didn't move so that the boy would think he was a ghost.

Hans shouted once again, "What do you want here? Speak or I'll throw you down the stairs." The sacristan didn't make a sound, and he stood there as if he were made of stone.

Hans shouted at him a third time. And then he ran towards the "ghost" and pushed him down the stairs. The boy then rang the bell, went home, got into bed and fell asleep.

TRACK 9

The Boy Who Wanted to Learn Fear, Part 3

The sacristan's wife was worried about her husband. So she woke up Hans and asked him, "Where is my husband?"

"I don't know," Hans answered, "but someone was standing on the stairs. He didn't move or say anything so I thought he was a thief and I pushed him down the stairs."

The wife ran to the tower and found her husband. His leg was broken. She took him to the house and then ran to Hans' father.

"Your boy," she shouted, "has done something terrible. Get him out of my house!"

The father became so angry that he threw his son out of his house. "I never want to see you again," he said. Hans replied, "O.K. But give me fifty gold pieces."

TRACK 10

The Boy Who Wanted to Learn Fear, Part 4

In the morning, Hans took his fifty gold pieces, went out to the road, and kept saying to himself, *I want to be scared! I want to be scared!*

A man heard the boy and asked him to come with him. They went to an inn where they spent the night. When the innkeeper heard of the boy's wish, he laughed and said, "If that's what you want, you'll have your opportunity here." He told Hans about a enchanted castle where he could learn to be afraid. He only needed to spend three nights in the castle, and the king would give him his daughter for marriage.

The next morning Hans said to the king, "I'd like to spend three nights in the enchanted castle." The king looked at him and said, "You can ask for three things."

Hans replied, "I would like a fire, a stool and a carving board with a knife."

The king gave him the objects and at night the boy went into the castle, made a fire, put the carving board and the knife next to the fire, and sat down on the stool. "Ah, I want to be scared!" he said. "But I won't learn it here."

TRACK 11

The Boy Who Wanted to Learn Fear, Part 5

Around midnight Hans heard a scream, "Oh, meow, we're freezing!"

"You fools!" Hans shouted. "Why are you screaming? If you're cold, sit by the fire."

Two huge black cats came and sat next to Hans. They looked at him with their fiery eyes. Then they said, "Why don't we play cards?"

"Why not?" replied Hans. "But first show me your claws." So the cats showed Hans their claws.

"Oh!" he said. "Your nails are long! I have to cut them first." So he took the cats by the neck, put them on the carving board and killed them.

Hans was about to sit down next to the fire again, when black cats and dogs came out of every corner of the room. He watched them calmly for a while, but then he took his carving knife and shouted, "Get out of here!" And they all ran out of the castle.

He went back and sat next to the fire, and relaxed.

After a while Hans was sleepy. He saw a bed and went to sleep. But as soon as he closed his eyes, the bed began moving by itself, and it moved through the entire castle. It went faster and faster, until it turned over and fell on top of him. Hans was not scared. He climbed out, took the covers and the pillows and went to sleep next to the fire.

TRACK 12

The Boy Who Wanted to Learn Fear, Part 6

The next night, Hans sat down by the fire, and said, "I want to be scared!"

Then, he heard a loud noise coming from the chimney. Half a man came down the chimney, screaming loudly, and fell in front of him.

"Hey!", cried Hans, "half of you is missing!"

The noise started again and the other half of the man fell down the chimney. Then the two pieces joined together and a horrible man sat on Hans's stool.

"That stool is mine," said Hans.

He pushed the man away and sat down on his stool. But more men came down. They had ten human bones and two skulls, and they started bowling.

Hans asked, "Can I bowl, too?"

"Yes, if you have money."

"Money I have," Hans answered. "But your balls aren't round enough."

Hans took the skulls, put them on his stool, and smoothed them out until they were round. He played with the men and lost a bit of his money. At twelve o'clock, everything and everyone disappeared. Hans went to sleep.

TRACK 13

The Boy Who Wanted to Learn Fear, Part 7

On the third night, Hans said angrily, "I want to be scared, I want to be scared, I want to be scared!"

Six huge men came. They had a coffin. The boy said, "Ha, ha, that must be my little cousin. He died a few days ago."

Hans said, "Come, cousin, come."

The men put the coffin on the floor and the boy took off the lid. There was a dead man inside. Hans touched the dead man's face. It was as cold as ice.

Hans ran to the fire to warm his hands, returned and put them on the man's face, but the dead man was still cold. So the boy took the man out of the coffin, sat him by the fire and rubbed his arms to get the blood circulating. But the dead man was still cold. Then the boy took the dead man to the bed, covered him up, and lay down next to him. After a while the dead man grew warm and began to move. The boy said, "You see, cousin, now you're warm!"

But the dead man said, "Now I'm going to kill you!"

The boy got angry, picked up the dead man, threw him into his

coffin, and put the lid back on.

The six men came and carried the coffin away.

"I just can't get scared," said the boy. "I'll never learn how to do it here."

Then in came a man who was bigger than all the others, and he looked terrible. He was old and had a long white beard.

"Oh, you insect!" he shouted.

"You'll soon learn what it is to be scared, because you are going to die!"

"Not so fast," said Hans. "I'm stronger than you."

"We'll see," said the old man. "Let's have a competition."

Hans and the old man had a terrible fight, but Hans was not afraid because he was very strong. At the end of the fight he trapped the old man by his beard.

"Now I've got you," said Hans.

"Please let me go," begged the old man. "I'll give you a lot of gold."

Hans let him go. The old man gave Hans three chests of gold. "One chest is for the poor," said the old man, "the second is for the king, and the third is for you." And the ghost disappeared.

TRACK 14

The Boy Who Wanted to Learn Fear, Part 8

The next morning, the king came and said, "Now you must know what it's like to be scared."

"No," replied the boy. "My dead cousin was here, and an old man came. He showed me a lot of gold down in the cellar. But no one has told me what it's like to be scared."

The king said, "You have broken the spell on the castle, and you will marry my daughter."

"That's fine," answered the boy, "but I still don't know what it's like to be scared."

TRACK 15

Fast Food: A Healthy Option for

Your Diet?

Eating in fast-food restaurants is convenient; however, it is not always a good idea. There are advantages: The food is tasty, the service is quick, there is no cooking involved and you don't have to clean up afterwards. According to recent research, however, eating fast food can be dangerous for your health. The results of investigations show that fast food is high in fat, salt and sugar, and low in fiber and vitamins. Fast food also contains chemicals and artificial substances that can make you seriously ill. When we eat in fast-food restaurants we are also damaging the environment. Lots of trees are cut down to make space for cows, for example, and trees are made into paper to make packaging that is not always recycled. Fast food may be tasty but it is not always the best option. Next time, think of your health and the environment before you decide to eat fast food.

TRACK 16

The Weekly Interview

The Doggython: charity and lots of fun!
By Robert Zavala

On Sunday, July the 10th, the City Council organized the second marathon for dogs, or "Doggython" as it's known. There were hundreds of people and their dogs in attendance. I interviewed the organizers, Wendy López and Alberta Lee:

R: How was the event organized?

W: With the help of many people. The police closed down Park Avenue where the event took place.

R: The winner was an old lady whose dog's a Chihuahua, right?

A: That's right! It was unbelievable. It's such a pretty little thing!

R: Why did you organize the event?

W: To raise money for a school that trains dogs for blind people. Don't forget to come next year!

TRACK 17

1. The money goes to her pockets!
c) She keeps the money for herself.
2. An altruistic attitude.
d) Something you do unselfishly to help others.
3. Get rid of that woman.
e) Be free of that woman.
4. He gave his point of view.
b) He said his opinion.
5. It's all very strange.
a) It's not very common.

TRACK 18

door	notebook
computer	window
pencil	pen
board	crayon
eraser	gluestick

TRACK 19

The Puppet Song

I move my feet to the left and right,
And I dance and I dance and I dance all night!
Because...

My shoulder is connected to my arm,
And my arm is connected to my elbow,
And my arm is connected to my wrist.

My hip is connected to my leg,
And my leg is connected to my knee,
And my leg is connected to my ankle,
And I dance and I dance and I dance all night!

TRACK 20

tomato, potato, carrot, spinach,
lettuce, onion, zucchini, corn,
mushrooms, peas.
apple, pear, orange, pineapple,
papaya, guava, banana, melon,
watermelon, strawberry, grapes.

TRACK 21

1. What time do you normally go to bed?

2. Do you feel fresh and awake in the morning?
3. How many hours do you sleep a night?
4. Do you get sleepy in class?

TRACK 22

A New Student Has a Difficult Time

Roger is a new boy at school. He started in January. Roger's father brought him to school every day, and picked him up in the afternoons. They walked together all the way to school and the way back home.

Roger's classmates asked him, "Why are there holes in the soles of your shoes, Roger?"

"I don't have money," said Roger.

"Oh, we're sorry," said Roger's classmates. Mark, one of his classmates, said nothing.

"It's okay," said Roger. "Let's play."

In May, Roger and his class prepared a play for Mother's Day. The class was working in groups to practice a song and dance for the play and Roger had a very important role in it.

Mark said to Roger, "Why are you participating in the play? Your clothes are old. Go away!" The other classmates said nothing. Roger said nothing. He left the group and sat on a bench. He started to cry.

TRACK 23

GIRL: What's the matter? Are you sad?

BOY: Yes, I have a problem. A group of boys are always laughing at me in class. What can I do?

GIRL: You could talk to a teacher.

BOY: Okay, I will. Thanks.

TRACK 24

The Anti-Bullying Song

Her name was Ann and she was fun,
She could walk slowly, but she couldn't run.

A boy teased her every day, but not for long,

We stopped him, because bullying is wrong.

Bullying is wrong, bullying isn't fair,

It doesn't matter who you are or what you wear.

We all care about you, we all care, Bullying isn't fair.

There was this boy, his name was Scott,

He was timid, he didn't speak a lot.

A girl teased him every day, but not for long,

We stopped her 'cause bullying is wrong.

Bullying is wrong, bullying isn't fair,

It doesn't matter who you are or what you wear.

We all care about you, we all care, Bullying isn't fair.

TRACK 25

January	July
February	August
March	September
April	October
May	November
June	December

TRACK 26

Happy Birthday to you,
Happy Birthday to you,
Happy Birthday dear...
Happy Birthday to you!

Happy birthday to you,
You live in a zoo.

You look like a monkey,
Happy Birthday to you!

TRACK 27

BOY: Look! A friend of mine gave me an invitation!

FATHER: Nice. What's it for?

BOY: It's for the annual ecology fair at Flagstaff Day School.

FATHER: When is it?

BOY: It's on Saturday, September 22. There will be food and a band, too!

FATHER: Sounds like fun!

BOY: Yeah, I can't wait!

TRACK 28

BOY: Hello?

GIRL: Hi, Peter?

BOY: Hey, Karen. How are you?

GIRL: Great. Listen, we are organizing a party at Leo's place. Would you like to come?

BOY: Cool! When?

GIRL: Next Friday, after school. Could you bring some snacks?

BOY: Sure. I'll bring some sandwiches.

GIRL: Excellent. Ellen will bring sodas and Carl will bring CDs.

Could you bring some CDs, too?

BOY: Sure. I'll bring my collection.

GIRL: Perfect! See you at school tomorrow.

BOY: Ok, bye.

TRACK 29

Ellen's Story

When I was born, my mother died. My father couldn't take care of me, so he sent me to an orphanage. When I was eight, the orphanage sold me and my friend Elizabeth to a factory owner, and I had to work in a textile factory. Here is my story:

Elizabeth and I became 'scavengers.' Pieces of wool and cotton would fly in the air and obstruct the machines. We had to pick up the pieces of wool and cotton to keep the machines clean. This was very dangerous work. Some children lost a hand or an arm. We had to stand up all the time, because sitting down was dangerous for our hands. We worked up to 10 or 12 hours every day, so we were always tired, making the work even more dangerous!

Elizabeth had beautiful long hair. One day, Elizabeth's hair got stuck in the machine. The machine pulled a big lock of hair out of her head! Elizabeth cried terribly. There was no doctor, and she had to continue her work. After the accident, Elizabeth always cut her hair short.

Our main food was oatmeal with

water and milk. We ate potato pie with boiled bacon in it for dinner. It had so much fat we could barely eat it, but we were hungry enough to eat anything. We never got tea, and we had cheese and brown bread only once a year.

Life in the factory was terrible. We got up at five in the morning and worked till nine at night. We were always hungry, tired and scared.

TRACK 30

The Oregon Trail

My name is Oliver. Let me tell you what happened in the year 1844, when I was 10 years old. My family and I lived in Boston. My father wanted to be a farmer, but there was no land available. At that time, people told my parents about new land in the west of America. So one day my parents told my sister, my brothers and me that we were going to California, 2,000 miles away.

My parents bought a wagon, and filled it with food, food, and more food!

"What about the furniture?" asked my mother.

"No space!" answered my Dad.

"What about our toys?" we children asked, but his reply was the same.

We traveled in a convoy of 40 wagons. My dad had bought an ox to pull the wagon. Oxen are strong but very, very slow. The days were very long.

5 a.m. - We got up, ate breakfast, and got ready to go. 7 a.m. - We traveled till noon, had lunch and rested. 1 p.m. - We continued on our way. 5 p.m. - We made camp and ate dinner. 9 p.m. - We went to bed.

We left in May. The first weeks were easy. The food was fresh, the animals were healthy and the land was flat. Then we got to the prairie. When it rained, the wheels of the wagon got stuck in

the mud. The food wasn't fresh anymore. People got ill. A few adults died from cholera and typhoid. Occasionally, the men shot a buffalo and we had meat. That was delicious!

We arrived in Oregon in November and continued south to California, in Mexico. My parents built a homestead. My dad finally had the farm he wanted.

TRACK 31

Chronicles of Early Canada by Henrietta Tupper

My maiden name is Henrietta Tupper. I am a descendant of Sir Isaac Brock. I compiled a history of the family from 1729-1828. The earliest direct line that we traced is John Brock, my great-grandfather, who was born in 1729. He married Elizabeth, and they had fourteen children, one of whom was my grandmother and another was Isaac.

Isaac was born in 1769 and died in 1812. He was an officer in Upper Canada (Ontario). Isaac loved the nature of Upper Canada. It was, and still is, a place with beautiful forests and rivers.

He defended Canada in the war with the United States, and he won many battles. He died at the Battle of Queenston Heights. His actions earned him the name, "The Hero of Upper Canada."

My great-uncle Isaac never got married and never had children. His name will never die, however, because Brock University is named in his honor.

TRACK 32

MAN: The dog is really dirty and I don't have time to wash him.

WOMAN: Oh, no! My hair is a disaster!

BOY: My friends are coming and we need some food fast!

WOMAN: Help! The pipe burst and everything's wet!

MAN: We need to construct a new building for our offices.

GIRL: My room is a mess. I need a new bookshelf!

TRACK 33

A librarian can help you find the books you need. She listens to your needs and then checks on her computer to find the right book. She gives you the materials you need or recommends a different book. She also shows you how to find information on the computer. Her job is to arrange the books on the shelves and also to read about new materials and buy them. She then prepares and classifies the new books for the library.

TRACK 34

A Dog Groomer's Life

Hello! I'm a dog groomer. I keep dogs clean and beautiful. This is what I do: First, I prepare the dog for his bath. I pet him and calm him down. I carefully brush his hair with a special brush. I put a cotton ball in each of his ears to prevent water from getting in. Then, I shampoo his coat by hand. I rinse it well, especially in the ears and paws. I put on some conditioner and soak up excess water with a soft towel. Then I put the dog on a drying table and fluff-dry it by hand. Next, I inspect the dog's nails and clip them if necessary. Most dogs need to have their nails clipped every month. Finally, I give the dog a yummy treat to make him happy. I love my job!

TRACK 35

A Beekeeper's Job

A beekeeper has many different things to do all year round.

In the spring, he checks the bee colony. He makes sure that the queen bee is present and that she is laying eggs. He examines the bees to see if they are healthy and gives them medicine to prevent disease.

In the summer, the beekeeper makes sure there is space in the colony for the honey. He installs

extra frames to the colony to hold the honey. He inspects the hive every week to make sure it is healthy and that the queen is present.

In the autumn, the beekeeper harvests the honey. After taking away the honey, he feeds the bees sugar and water to ensure they will have enough food to survive the winter. Towards the end of October, he takes the bee colony indoors or wraps it to protect the bees from the cold.

In the winter, the beekeeper waits. If the bees are outside he can't help them. They will survive even if they are completely covered by snow. It is normal for bees to leave the hive during the winter and die.

TRACK 36

1. YOUNG MAN: Excuse me, how can I get to Buckingham Palace?

WOMAN: Take Bus 38.

YOUNG MAN: Thank you.

2. YOUNG WOMAN: Excuse me, how can I get to Madame Tussaud's Museum?

MAN: Take the underground.

YOUNG WOMAN: Thank you.

3. OLD MAN: Excuse me, how can we get to The London Eye?

WOMAN: You can take the ferry on the river.

OLD MAN: Thank you.

TRACK 37

Hello and welcome to our tour of London. Let's talk about public transport. Here in London taxis are black. Look you can see a taxi over there! In the city you can also take the underground. That's the subway. Or you can take a double-decker bus. If you sit on the second floor, you get a great view of the city. You can also take the light railway.

Now, if you want to go outside of the city, you can take a coach, which is like a bus, or you can take the train.

TRACK 38

1. Where is the Science Museum? It's behind the Natural History Museum.

2. Where is Westminster Abbey? It's next to the Houses of Parliament.

3. Where is Cleopatra's Needle? It's across the river from London Eye.

TRACK 39

1. John

MAN: Hi! How can I get to the Tower of London?

WOMAN: Take Bus 15 to Blackwell. Get off at Tower Hill.

MAN: How far is it?

WOMAN: It's a forty-five minute ride.

MAN: How much is the bus ticket?

WOMAN: £2.00

MAN: Thank you.

2. Susan

WOMAN 1: Hello! I need to get to the airport.

WOMAN 2: Take this line, Piccadilly Circus, to Heathrow. It's about eighteen stations to Terminal 2.

WOMAN 1: How long does it take to get there?

WOMAN 2: Half an hour.

WOMAN 1: How much is the ticket for the underground?

WOMAN 2: £4.00

WOMAN 1: Thank you.

3. Martin

MAN: Hi! How can I get to Windsor?

WOMAN: You need to take bus 23 to Westbourne Park. Get off at Paddington Station. There you take the train to Windsor.

MAN: How far is it?

WOMAN: To Paddington Station it's a twenty-minute ride. From there to Windsor is about forty-five minutes.

MAN: And how much is the ticket?

WOMAN: Buses charge you £2.00.

A single ticket to Windsor costs £8.00.

MAN: Thank you.



Name: _____

1 Match.



Client

1. Good morning. Can I have some rice, please?
2. Two kilos.
3. No, that's all. How much is it?
4. Here you are.

Shop assistant

Anything else?
It's \$5.80.
How much would you like?
Thank you.

2 Choose one of the products and complete the dialogue.



sardines (can)

SHOP ASSISTANT: Hello, can I help you?

JACK: _____.

SHOP ASSISTANT: Okay. How _____ would you like?

JACK: _____.

SHOP ASSISTANT: Here you are. Anything else?

JACK: No, thanks. _____?

SHOP ASSISTANT: It's 2.99.

JACK: _____.



toothpaste (tube)



cereal (box)

3 Read the story and mark (✓) the correct answers.

1. The main character is...
 - the king.
 - the beggar.
2. The story takes place in...
 - a castle.
 - a restaurant.
3. The problem is that the princess...
 - doesn't want to marry.
 - loves a farm boy.

King Thrushbeard

Long ago, there was a good King. His daughter, the princess, was ready to marry. Many kings from different countries all wanted to marry her, but she didn't like them. "He's too fat!" she said, or "He's too tall," or "I don't like his nose!" Her father got mad. "This is your last chance," he said. "You should marry this next king because he's a good friend." The visiting king came in, but the princess laughed and said, "His beard is too long. I will not marry this man!" Her father then said, "Well, in that case, you will marry the first man that you see tomorrow morning, even if it's a beggar!"



Name: _____

1 Match a letter with the section to identify the parts of a report.

- a. First main paragraph b. Second main paragraph c. Title
 d. Introduction e. Conclusion

When you eat it without butter or salt, it's a healthy food. If you put a lot of butter or salt on popcorn, however, it's not a healthy food anymore. But popcorn is not just a food. People also use popcorn for decoration, for example, to decorate a Christmas tree.

In conclusion, we can say that popcorn is a popular American food that has been around for many years and can be healthy or unhealthy, depending on how you prepare it.

When the English came to America in the 16th century, Native Americans taught them how to make popcorn. It became more popular in the 20th century, especially in movie theaters.

Popcorn – The story behind the food

Popcorn is a typical American food. It was invented by Native Americans thousands of years ago.

2 Circle True or False.

- | | | |
|--|------|-------|
| 1. Popcorn has a long history. | True | False |
| 2. Popcorn is only a food. | True | False |
| 3. Popcorn is popular in movie theaters. | True | False |

3 Write O (opinion) or F (fact).



Chocolate Improves Memory

 ___ Scientists at ChocoTech have published a report on the relationship between chocolate and memory.
 ___ Isn't it great? Eating a piece of chocolate can help you remember things!
 ___ Studies have shown that flavanol chemicals in chocolate are good for your memory and heart, especially when combined with physical exercise.
 ___ So let's all run to the store (that's exercise) and buy some delicious chocolate. I feel better already!





Name: _____

1 Circle the stressed syllable.

scis-sors school-bag court-yard book pi-zza a-pple U-ni-ted States

2 Write the letters to put the instructions in order.

Instructions: _____ _____ _____	Aim of the game: _____
---	----------------------------------



b A student "writes" the name of a fruit or vegetable on the back of another student with his/her finger. That student guesses the word.

a Play in pairs.

d Take turns to "write" and guess the word.

c To guess words that your classmate writes on your back.

3 Match. There is more than one solution to each problem.

Problem

I have a problem at home.

I can't concentrate and I'm sleepy at school.

A classmate says nasty things to my friend.

I have a problem at school.

Solution

You should do nothing.

You can talk to me.

You can talk to the teacher.

You should sleep more.

You can talk to your parents.

You should fight with your classmate.

4 Complete the dialogue.

A: What's the matter?
Are you sad?

B: Yes, I have a problem. _____
_____. What can I do?

A: I think you should talk to _____.

B: Okay, I will. Thanks.



Name: _____

1 Match the two parts of the invitation.

(a) **END OF YEAR PARTY**



(b) **Pirates Ahoy!**



Ahoy shipmates! 
Come have some pirate fun on Captain Mark's birthday

Saturday November 20, 3 p.m.
 329 Lincoln Street
 Philadelphia, PA

RSVP Karen (Mom) (215) 364-5032

Dear Parents and Guardians,

Every year in school we have the End of Year Party. The party will be on July 1st, from 9 a.m. to 1 p.m. You are kindly invited to attend with your son or daughter.

There will be activities, snacks and refreshments. We hope to see you there!

Kind regards,
 John B. Smith
 Principal

2 Write A or B.

1. Invitation is directed at adults.
2. Invitation is formal and is informal.
3. When you receive invitation you are supposed to respond.

3 Read the chronicle and complete the table.

Title	<i>The Plague Year</i>
Narrator / Author	
City	
Historical period	The _____ century.
Cure (Yes / No)	

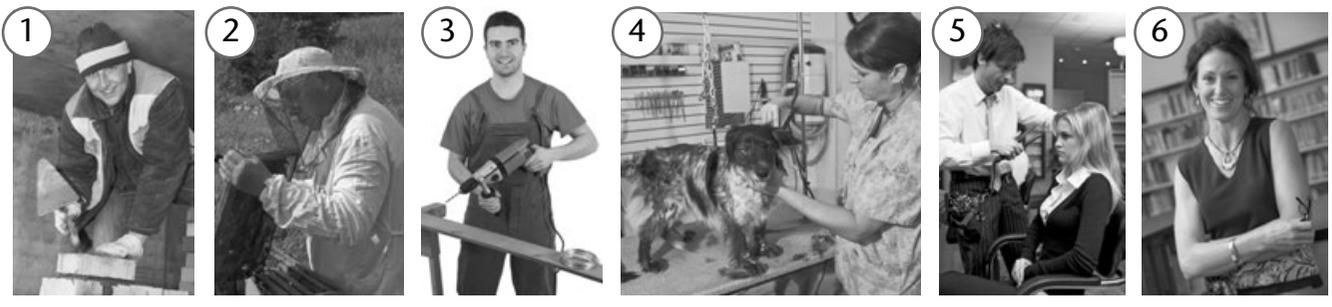
"The Plague Year" by Daniel Defoe

In the year 1665, there was a terrible, deadly epidemic in England called the plague. I lived in London at the time, and I saw terrible things. When people died, the police closed their houses so other people wouldn't get infected. Thousands of people died. If people had money, they left the city, but poor people had to stay and many of them got sick and died. Charlatans sold fake medicine that people bought, but ultimately there was no cure for the plague. Later, doctors found that insects from rats transmitted the plague. Nobody could stop it.



Name: _____

1 Number the speech bubbles.

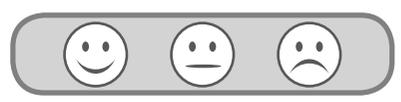


My friend and I need a book about lions. Who can help us?
 I'd like a new bookshelf in my room, please.
 Who makes honey?
 Our dog is dirty. Who can wash her?
 I'm going to a party, and I want to have beautiful hair.
 We're going to build a garage to park the car in.

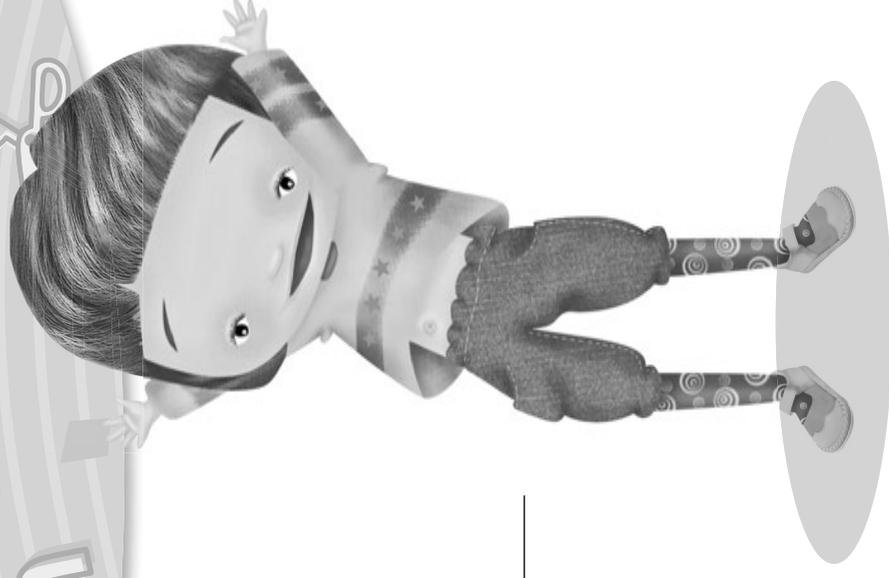
2 Write interview questions and answers for a person from the pictures.

3 Look at Worksheet 15 on page 119 and answer the questions.

- How can I get from Pollock's Toy Museum to Trafalgar Square?
Walk to Google Street. Take bus _____ to Grosvenor Road.
_____ at Trafalgar Square. It's the _____ stop.
- How can I get from Trafalgar Square to the Tower of London?
Take the Number 15 to _____. Get off at _____.
- Which bus lines take me to London Zoo?
The bus lines to the zoo are numbers _____ and _____.



•+•DIPLOMA



completed **Yes! we can!** level 6
Congratulations!

Teacher:

Classmate:



For Students

Animals and Environment

1. Castaldo, Nancy F., *Rainforests: An Activity Guide for Ages 6 – 9*, 2003, Chicago Review Press, Chicago.
2. Green, Jen, *Why Should I Recycle? (Why Should I?)*, 2005, Barron's Educational Series, Hauppauge NY.
3. Schwartz, Linda, *Earth Book for Kids*, 1990, Learning Works, Huntington Beach.
4. Thornhill, Jan, *Folktales: Animal Legends from Around the World*, 2006, Maple Tree Press, Toronto.

Arts and Crafts

1. Dickenson, Gill, *Creative Crafts for Kids*, 2009, Hamlyn, London.
2. Kuffner, Trish, *Arts and Crafts Busy Book*, 2003, Meadowbrook Press, Minnetonka.
3. Martin, Laura C., *Recycled Arts and Crafts*, 2004, Storey Publishing, North Adams.

Games and Puzzles

1. Ericsson, Jennifer A., *The Everything Kids' Puzzle Book*, 2002, Adams Media, Avon MA.
2. Lupton, Hugh, *Riddle Me This!: Riddles and Stories to Sharpen Your Wits*, 2010, Barefoot Books, Cambridge MA.
3. Moore, Dr. Gareth, *Kids' 10-Minute Brain Workout*, 2006, Buster Books, London.

Stories

1. Dahl, Roald, *Fantastic Mr. Fox*, 2007, Puffin, London.
2. Grahame, Kenneth, *The Wind in the Willows*, 1990, Yearling, New York.
3. Stevenson, Robert Louis, *Treasure Island*, 2005, Prestwick House Inc, Clayton DE.
4. Wynne Jones, Diana, *Howl's Moving Castle*, 2008, Greenwillow Books, London.

Websites for Students

1. To learn about art
<http://www.nga.gov/kids/zone/zone.htm>
2. Stories in English
<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/>
6. For online games in English
<http://kids.nationalgeographic.com/Games/IggyGames>

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1. Díaz Barriga Arceo, Frida & Hernández R. Gerardo (2000). *Estrategias docentes para un aprendizaje significativo: una interpretación Constructivista*. México: McGraw-Hill.
2. Jolibert, Josette & Jacob, Jeannette, coord. (2003). *Interrogar y producir textos auténticos: Vivencias en el aula*. Providencia: Ediciones LOM.
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4. Lightbown, Patsy M. & Spada, Nina (2006). *How Languages Are Learned*. U.K.: Oxford University Press.
5. Maley, Alan, coord. (1999). *Resource Books for Teachers: Projects with Young Learners*. Oxford: New York.
6. Pérez Esteve, P. & Zayas, F. (2007). *Competencias en Comunicación Lingüística*. Madrid: Alianza Editorial.
7. Pinter, Annamaria (2006). *Teaching Young Language Learners*. Oxford University Press, 2006.
8. Vale, David & Feunten, Anne (1995). *Teaching Children English: A Course for Teachers of English to Children*. U.K.: Cambridge University Press.
9. Zabala, A. & Arnau, L. (2007). *11 ideas clave: Cómo aprender y enseñar competencias*. Barcelona: Graó Editorial.

Websites for Teachers

1. To learn about methodology
<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.

Yes, we can!

6

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.

Yes, We Can! helps learners learn and teachers teach. It's that simple!

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