



RAINBOW of words

5

Teacher's
Edition



Kells
EDUCATION

The logo features the word "RAINBOW" in large, colorful, rounded letters (R: red, A: yellow, I: green, N: blue, B: purple, O: pink, W: teal) with a white outline, set against a light blue, bubbly cloud background. Below "RAINBOW" is the phrase "of words" in white, lowercase letters, written on a thick, orange brushstroke that extends from under the "W" in "RAINBOW".

RAINBOW
of words

5 Teacher's
Edition

GENERAL DIRECTOR
EDITORIAL DIRECTOR
PUBLISHER
EDITORIAL COORDINATORS

EDITOR
COVER DESIGNER
SERIES DESIGNER
LAYOUT

PHOTOGRAPHS AND ARTWORK

ILLUSTRATIONS
PHOTOGRAPHY
PROOFREADER
EDITORIAL ASSISTANT
PRESS COORDINATOR

Gabriel Torres Messina
Rosa María Núñez Ochoa
Jean Denise Salazar Wolfe
Luz Quetzalli Téllez Rascón, Canda Machado Garz,
Letra Cardinal
Hened Manzur Soda, Letra Cardinal
Tania Campa
Tania Campa
Sandra Gina Castañeda, Alejandra Santana,
Letra Cardinal
Cristina Anguiano, Armando Alvarado,
Hugo Hurtado
Grupo Pictograma
Shutterstock, Inc., Photospin, Inc.
Yaholi González, Letra Cardinal
Daniela Tovar Uribe
Daniel Israel González Ramírez

Rainbow of words 5 Teacher's Edition



All rights reserved:

© 2023, Editorial Esfinge, S. de R. L. de C. V.
Átomo 24
Colonia Parque Industrial Naucalpan
Naucalpan de Juárez,
Estado de México, C. P. 53489
contacto@esfinge.com.mx

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

This edition first published in 2023

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.



Dear Teacher,

Welcome to ***Rainbow of words*** a coursebook aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and enrich your daily teaching practice.

You will find the series to be well rounded, confident and easy to follow. Icons and banners make the activities easy to identify. The Constructivist Interactive approach, on which this series is based, helps students communicate meaningfully from the first day of class. The CLIL activity, found in each lesson, surrounds students with different opportunities to relate English to other subjects in the curricula, making the language more interesting and fun to acquire.

The activities included in the Student's Book are varied and foster understanding, learning, production and consolidation of the target language, as they help students develop language and life skills.

The songs, chants, hands-on activities and other word games help students acquire the language more easily as they practice pronunciation, intonation and stress of the language. The Projects at the end of every lesson foster teamwork and cooperative learning.

There is constant reinforcement of new and old structures throughout the lessons. Critical thinking skills are developed through a free-response opening question in each unit, designed to encourage students to express their opinions, preferences and experiences at their own age level. Activities with Differentiated Instruction allow students to work at their own pace and level of proficiency, helping you to increase the learning outcome of the whole group.

The *Teacher's Edition* provides you with classroom routines, step-by step lesson plans and suggestions on Differentiated Learning activities to facilitate the teaching-learning process. You will also find a comprehensive bank of *Games*, and a set of ten photocopiable Assessment Sheets, two for every unit.

We are sure you will enjoy our series as we look forward for ***Rainbow of words*** to become your daily tool to help you and your students reach your goals.

Best wishes,

The Kells Education Team

Table of Contents

Rainbow of words Methodology	v
Common European Framework of Reference	vii
Game Bank	ix
Components in the Series	xii
Scope & Sequence	xiv
Unit 1 A Glance at the Past	4
Unit 2 Being Helpful	38
Unit 3 The Importance of Friendship	72
Unit 4 Being Responsible	106
Unit 5 Honesty Speaking	140
Assessments	174
Assessments Answer Key	184
Audioscripts	185

Rainbow of words Methodology

Rainbow of words is based mainly on two approaches: **Constructive Interaction** (also known as co-discovery learning) and **Differentiated Instruction**.

Constructive Interaction

Because children are not “small adults”, they learn in very different ways since they are developing skills, abilities and self-assurance. Therefore, methodology to teach children must be very specific.

“How to engage the partner in the interaction and keep their interest up so that the speaker can either deliver the message they intend to deliver or provide rapport and affection as to create a mutual bond and an understanding relationship is fundamental to interaction. Natural language is used to exchange information, and the effective transfer of information is often taken as the main criterion for the success of interaction.” (Kristiina Jokinen and Graham Wilcock, 2012).

Based on the mentioned approaches, every unit with its corresponding tasks have been planned and should be carried out in such a way that children are encouraged to engage in conversation and problem solving. When students verbalize the object of study, they are more likely to understand, memorize, use and develop competences.

The teacher is a guide and a facilitator who provides feedback. The children’s verbalization and conversation gives the teacher a pretty good idea of the level of comprehension and interest of students. Therefore, more important than the finished product or answering the task, is the process through which children accomplish their outcome. To achieve this outcome, Constructive Interaction offers 4 moments to follow:

1. Personal: allows introspection and fosters critical thinking skills.
2. Small group work: engages discussing and exchanging points of view as students work on achieving learning goals.
3. Whole group work: fosters social practice of the language as students show their achievements.
4. Transferring: teacher guides students into building a summary of the topic. Students see their progress within the language and teachers evaluate progress.

“Constructive interaction with children mainly provides natural thinking-aloud as the students collaborate in pairs to solve tasks... children in pairs using constructive interaction have a much higher level of verbalization...” (Benedikte S. Als, Janne J. Jensen, and Mikael B. Skov).

Our society now expects graduates from school who are able to collaborate, work in teams, teach others and negotiate (Rice & Wilson, 1999). Businesses and society expect graduates to acquire, interpret, and evaluate data to learn, reason, and solve problems (Rice & Wilson, 1999). Therefore, the development and training of these skills and abilities must start during childhood.

Rainbow of words then, provides you with specific activities and tasks that will encourage children to start using English as from the very first day of class!



Differentiated Instruction

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom (mixed-ability groups). Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Extra activities and ideas for differentiated instruction are given in each lesson in the Teacher's Edition.

Some of the ways in which ***Rainbow of words*** promotes this approach is by means of:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit;
- **Learning environment** – the way the classroom works and feels.

Content

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulative or other hands-on supports for students who need them;
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

1. Giving students options of how to express required learning (E.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products;
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

(Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Now, let's start planning, guiding, sharing and enjoying every minute we have to facilitate the learning processes of our students. **Rainbow of words** is flexible, adaptable, achievable and easy-to-teach because every child in our classrooms is unique, curious and a potential user of English.

Common European Framework of Reference (CEFR)

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessments**, is a guideline used to describe achievements of learners of foreign languages across Europe and in other countries. It was put together by the Council of Europe, and its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. There are six reference levels, though in our series students will only reach the second level – A2, since it is designed for bilingual schools.

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Level group	A	
Level group name	Basic User	
Level	A1	A2
Level name	Breakthrough or beginner	Way stage or elementary
Description	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>



Listening:

- I can understand phrases and highest frequency vocabulary related to areas of most immediate personal relevance (E.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.

Reading:

- I can read very short, simple texts.
- I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

Spoken Interaction:

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken Production:

- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Writing:

- I can write short, simple notes and messages relating to matters in areas of immediate needs.
- I can write a very simple personal letter, for example thanking someone for something.

CLIL

Content and Language Integrated Learning, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In our series you will find one CLIL activity per lesson usually for subjects such as History, Geography, Science or Social Sciences.

Game Bank

Routines

We would like to include some games and routines in the **Rainbow of words** series to provide students with opportunities for meaningful language development as well as for setting a secure and enjoyable learning environment. Routines are part of the warm-up stage in every class; we suggest you use routines for younger students.

Any starting routine can include a game, a song or a chant. If you decide to include a song, play it every day throughout the first week for students to listen, repeat, identify vocabulary, understand the song, and learn it. Present the lyrics using TPR (Total Physical Response: that is, acting out and modeling words for meaningful purposes). Keep in mind that songs are aimed at working on pronunciation, and chants are meant to work on stress, rhythm and intonation. However, students have fun as they listen and practice the target language. When you want to play a new song or chant, play it once to raise awareness of the language. Then, play the tracks again inviting students to repeat and to sing or chant along.

Games


You can play the traditional games like *Bingo*, *Hangman*, *Tic-tac-toe*, *Simon Says*, etc. Now, we would like to present some new and fun games your students are going to love. Please feel free to adapt them according to their needs.

Pilots and Planes: Ask students to make some paper airplanes (allow them to test how their planes fly). Assign different classroom targets and points (E.g. table 1 point, door 5 points, trash can 10 points). Ask a student a question, and if he/she answers correctly, then that student can throw and try to hit one of the target objects to win points. This can be played individually or in teams.

Hot Potato: Have students sit in a circle. Use a potato and toss it to one student. Say one English word as you pass. The student then throws the potato to another student and says a different English word (play different categories, such as food, animals, clothes, etc.). Students can't keep the potato for more than 5 seconds or drop it. If they do, they are out. Play until you have a winner.

Art Gallery: This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student to be able to draw in. Ask students to write their names above their squares. Call out a word or phrase and have students draw it (*pencil*, *bookcase*, *a boy waking up*, *an angry dog*, *a long snake*, etc.). Say the words as quickly as possible (no more than 5 at the beginning); students should memorize the words and draw them. The first to finish "legible" drawings, without missing words is the winner.

Instructions: This is a great pair game. Make an obstacle course in your classroom (use desks, chairs, books, etc.). Blindfold a student and guide him/her through the course by giving instructions (E.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game. Just be careful students don't hurt themselves.



Buzz: Counting games are a must. Have the students sit in a circle and pass a ball around while counting (1, 2, 3, etc.). When the number reaches 7, that student must say “buzz”. Any number with a 7 in it must be buzz (7, 17, 27, 37...) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.). You can change numbers and multiples.

Elephants: Sit students in a circle with you. Say a word and the student to your right says a word that starts with the last letter of the word you said (E.g. **bus - steak - key - yellow**, etc.). Continue around the circle until someone makes a mistake or repeats a word.

Marching: Play this game in the school playground. Line up students and say, “Go!” As you all march together, call out the months in order: *January, February*, etc. Have students repeat each month. March along at a slow pace but with straight backs, and swinging arms. Say “Stop!” Everyone must stop and be **exactly** in line with you. If someone is out of line, order them back in line, and then continue marching where you left off. Once finished start again, but this time walk briskly. At the end, you can all be running.

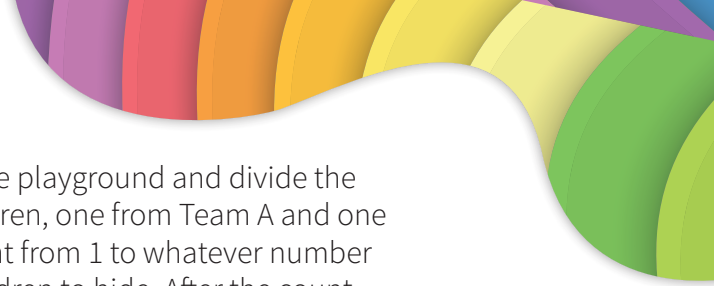
Reading, Reading: This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student must read one sentence on the beat and with correct pronunciation. When the first student finishes, the next one starts with the next sentence, and so on. If someone misses a beat or stumbles over words, they are “out.” But if a student is “out” and spots a mistake and corrects the student who made it, he/she is “in” again. You would be surprised to see your students focused and waiting to hear someone’s mistake. Vary the tempo, and make it as easy or hard as you want.

Forbidden S: Group students into two teams. Each team thinks of 3 questions. The other team tries to give answers to these questions without using a word which contains the letter S.

Stop the Train: You need pen and paper for this game. Write a letter on the board, and say, “Start the train.” Students then write down as many words beginning with that letter as they can think of. When someone shouts out: “Stop the train!” Everyone has to stop writing. Students get a point for each word. The student who has the most words wins extra points. This game can be played in teams.

What Are They? Place different objects on your desk. Give students a few moments to memorize the objects and then cover the objects with a piece of cloth. Take away one of the objects (without students looking), and then tell them to open their eyes again. The first student to guess the missing object takes away another object in the next round.

Chinese Whispers: Sit in a circle. Whisper a word or sentence in the next student’s ear. He/she then whispers what they heard in the next student’s ear and so on. The last student says out loud what he/she heard to see if it’s the same as the original message. If it is, then it’s the last student’s turn to whisper a word.



Hide and Seek: When possible, take children out to the playground and divide the group into two teams. Everyone hides except two children, one from Team A and one from Team B. These students close their eyes and count from 1 to whatever number you want them to practice, allowing the rest of the children to hide. After the count, student A looks for children in team B, and student B looks for children in Team A. The child to find the most children from the opposite team is the winner.

Find Someone Who... Tell your request to the students and have them walk around following the instruction. E.g. “*has two brothers*”. When one student says “I have two brothers”, that player steps out of the game and makes his/her request.

Quotes

Finally, a note on teaching tips can be the use of quotes (famous, popular or even written by students) to talk about everyday life activities, reflect on values or to expand the knowledge and culture. As you progress during the year, try to choose two or three that are related to the value. Write the quote on the board and have students identify or look up the words in their dictionary, then you can start a discussion or have them write or express different sentences using the words in the quote. Further in the year, you can invite students to create new quotes on their own and even have a Quotes Contest, this is always fun and extends students’ vocabulary as they work on thinking skills.

Components in the Series

Student's Book

- Provides activities, tasks, songs, chants, games, readings and hands-on activities to surround students with a variety of opportunities to learn, use, apply, transfer knowledge to their everyday life.
- Five, fully illustrated units with eight, three-page lessons each, where you and your students will find the following:
 - » **Starting question**, an open-answer question regarding the contents of the unit to engage students into working on thinking skills.
 - » **Lessons** where students work in the four language skills as well as foster thinking abilities. Tasks and activities are fun to solve, achievable, easy to follow and offer cross-curricular content, phonics and problem solving to be performed individually, in pairs, in small groups and/or as a whole group. There are 40 lessons throughout the book and each one is based on Constructive Interaction and Differentiated Learning.
 - » **Language Banners** to raise language awareness on how to build up and use English proficiently.
 - » **Magazine type reading**, engages children into enjoying reading activities.
 - » **Blog Connections** are small banners found at the bottom of every third page in the lesson that guide students to the Blog's page in the Workbook.
 - » **Project** is a hands-on activity that closes the lesson, aimed for students to apply in an enjoyable way what they've learned so far in the unit sharing and working with others in a collaborative way. There are 40 projects throughout the book that serve the purpose of Portfolio evidence as well.
 - » **Review**, a two-page spread found at the end of every unit for students to practice and reinforce what they've learned so far in the school year.
 - » **Arts & Crafts** is a section at the end of the book that offers different hands-on activities for children to learn about special celebrations and different values.



Lesson 1 **UNIT 1**

A Glance at the Past **Should we help someone in need?**

Track 2 Listen and read the following news story.

Max: Who is that man in the picture?
Peter: That is Dr. Martin Luther King Jr.
Max: Who is Dr. Martin Luther King Jr?
Max: He lived in the 1950s and 1960s.
Max: He led a civil rights protest to fight for the rights of all people including African Americans.
Peter: He was the leader of non-violent protests to fight for the rights of all people including African Americans.
Max: Why did he lead protests?
Peter: Because Black people in the United States didn't have the same rights white people had, and he wanted to live in a world where everyone had the same rights.
Max: Oh, so he is a famous person?
Peter: Yes, he is very famous. He was the youngest man to receive the Nobel Peace Prize.
Max: That is very interesting. I will read more about him.

**When do we use past tense?
 Use all the apple sentences.
 I didn't eat all the apples last day ago.
 Did you eat all the apples last weekend?**

Complete the text using the words below. Choose a title.
 made explored didn't care divided were organized found

a) Races in the Past b) Racism

In the past, people _____ about skin color. The Greeks and Romans did not have racial categories and _____ them was according to their life styles. In the medieval era, Muslims, Jews and Christians _____ people based on their religious beliefs, people _____ "believers" or "non-believers". European _____ people with different skin colour when they first arrived and they _____ them slaves. White people said that people with different skin tones were inferior, creating a racial society. Slavery is not legal anymore, but racism still exists.

Discuss the following questions.
 Do you think people should be separated because of their race or class? Do you think this is respectful behaviour? Why?


Unit 1 A Glance at the Past

Read the text and decide what the author's purpose was when he wrote the article. Write the answer in your notebook.

Racial Segregation

Racial segregation is the separation of a race, class or ethnic group in daily life. This happened in the 19th century in the United States. Black people had to use separate restaurants, drinking fountains, restrooms, schools, parks, benches, movie theatres, etc. The law prohibited marrying someone of a different race.

Rosa Parks was an African American seamstress from Montgomery, Alabama. She boarded a city bus to go home. The bus had rows of seats marked **White Only**. It was against the law for a black person to sit among the white people. She sat down in one of these seats in the bus. The bus driver told her to change seats, but she didn't move. She didn't like the segregation laws. The bus driver got angry and stopped the bus. He called the police and Rosa Parks was arrested.



Discuss the questions with your group. Then, complete the chart. Write at least three sentences in each section.

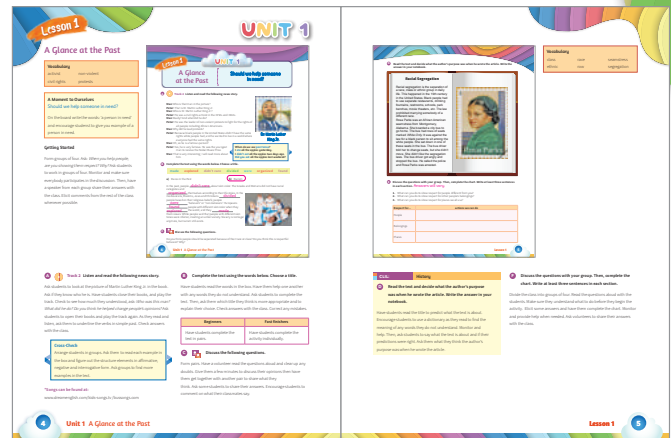
1. What can you do to show respect for people different from you?
2. What can you do to show respect for other people's belongings?
3. What can you do to show respect for places we all use?

Respect for...	actions we can do
People	
Belongings	
Places	

Lesson 1

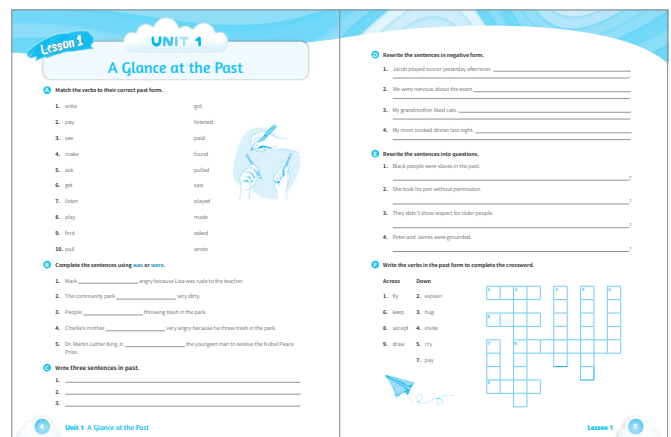
Teacher's Edition

- Teacher-centered providing all needed teaching tools to facilitate your daily practice as you guide and encourage students to develop language and thinking skills in English.
- *Step-by-step lesson plan* for each lesson with clearly stated instructions and an extra activity for differentiated learning that allow for flexibility in use and adaptability to your group's needs.
- *A miniature of the corresponding Student's Book page* with overwritten answers.
- *A Front Matter* including a brief description of the methodology being followed in **Rainbow of words**, a bank of games to give you more tools to set an enjoyable learning environment, the components that conform the series and the Scope and Sequence.
- *A Back Matter* offering ten photocopyable assessments, two per unit – Assessment 1 suggested to be used after the first four weeks in a unit and Assessment 2 for the last four weeks of work in the unit. The answer key for every assessment is found in this section as well.



Workbook

- Grammar based and in direct correlation with each unit in the Student's Book.
- Two pages of work per lesson offering extra practice on the language structure studied in the corresponding lesson in the Student's Book.
- The third page in every lesson is designed for a writing activity called Blog where students write a short entry related to the topic they've been learning in the unit and aimed at reviewing language and spelling conventions.



Tracks and songs

- In our website, you will find the link to download all the tracks in the Student's Book, including listening tasks, chants and songs, to work on developing listening comprehension strategies as well as pronunciation and stress of the language.
- All listening activities are student-centered, theme- related and fun!

<https://kells-education.co.uk/wordpress/>

Scope & Sequence 1st Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Greetings <i>Introductions</i> • School places • Numbers 1 to 10 • School objects • Verbs: <i>bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc.</i> • The alphabet 	<ul style="list-style-type: none"> • Greetings and introductions: <i>Good morning (afternoon/evening/night), How are you? What's your name? I am... My name's... Pleased to meet you...</i> • Present simple tense of <i>to be</i> • Personal Pronouns • Question words: <i>What, How: How old are you? What's this?</i> • Possessive adjectives (determiners) • Definite and indefinite articles • Imperatives: <i>Cut the picture; Color the card, etc.</i> • Instructions: <i>Stand up, Sit down, Open your... Close your... Clap three times</i> 	<ul style="list-style-type: none"> • The alphabet and beginning sounds • /p/ • /m/
2	<ul style="list-style-type: none"> • Parts of the body • Flavors • Feelings • Sports • Food • Verbs: <i>see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc.</i> • Numbers 1 to 10 • Ordinals and cardinals 	<ul style="list-style-type: none"> • Present simple tense of <i>to be</i> • Present simple tense of <i>to have</i> • Demonstratives: <i>This/These</i> • Nouns in singular and plural • Definite and indefinite articles: <i>a/an/the</i> • Quantifiers: <i>some</i> • Present simple tense • Imperatives for common actions: <i>Eat well, read a book, wash the dishes, feed the cat, make your bed, etc.</i> • <i>There is / There are</i> 	<ul style="list-style-type: none"> • /s/ • /t/ • (short) /a/, /e/, /i/, /o/, /u/ • /k/ • /b/ • /f/
3	<ul style="list-style-type: none"> • Animals: <i>mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</i> • Adjectives: <i>small, big, green, intelligent, etc.</i> • Colors: <i>red, blue, etc.</i> • Numbers • Verbs: <i>climb, bite, fly, etc.</i> 	<ul style="list-style-type: none"> • Present simple verb <i>to be</i> • Questions Demonstratives: <i>This/That/These/Those</i> • <i>Wh</i> questions: <i>Where</i> (singular and plural), <i>What, How</i> • Word order using adjectives: <i>It's a long, yellow snake.</i> • Use of adjectives in the singular and plural • Use of <i>Can:</i> <i>aff, neg, int</i> • Short answers 	<ul style="list-style-type: none"> • double consonants in a word: tt, pp, mm, ff, rr • /n/ • /h/ • Difference between /o/ and /u/ • /g/ • final /l/



Unit

Vocabulary

Structures

Phonics

4

- **People in the community, professions:** *policeman, mail carrier*
- **Objects and tools:** *hose, radio, bag, stethoscope, etc.*
- **Places in the city:** *police station, post office, etc.*
- **Means of transportation:** *fire truck, airplane, etc.*
- **Places in the mall:** *clothes store, pet store, etc.*
- **Pets:** *dog, cat, parrot, rabbit, spider, etc.*
- **Clothes:** *dress, coat, socks, pants, shoes, shirt, etc.*
- **Toys:** *ball, bat, Teddy bear, skates, etc.*
- **Verbs:** *find, drive, deliver, etc.*

- Present simple, first person singular, third person singular
- Aff, neg, int: *does/doesn't*
- Singular and plural
- Existence: *There is/There are* (aff, neg)
- Quantifiers: *some/any*
- Demonstratives: *this, that, these, those*

- initial and final **/n/**
- initial and final **/d/**
- initial and final **/l/**
- initial **/g/**
- middle **/k/**

5

- **Rooms in the house**
- **Colors**
- **Furniture:** *lamp, sink, toy box, etc.*
- **Family members**
- **Activities at home:** *brush my teeth, wake up, have dinner, etc.*
- **Meals:** *breakfast, lunch, supper, dinner, etc.*
- **Food and drinks:** *fried chicken, French fries, soda, water, eggs, etc.*
- **Countries:** *Japan, Mexico, United States, France, etc.*
- **Vegetables:** *carrots, lettuce, tomato, etc.*
- **Fruit:** *orange, apple, banana, etc.*
- **Verbs:** review

- Present simple: *It goes in the living room.*
- Singular and plural
- Demonstratives: *This goes... /That goes...*
- Possessive adjectives
- Possessives: 's
- Present simple: *like/likes doesn't like/don't like Have/Has*

- **/v/**
- **/w/**
- **/y/**
- final **/ks/**
- **/z/**
- **/c/** as in cereal

Scope & Sequence 2nd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Food: <i>healthy and unhealthy food</i> • Products from animals / vegetables: <i>sugar cane, milk, honey, etc.</i> • Seafood • Verbs: <i>wash, cut, fry, eat, etc.</i> • Numbers: 20 to 30 	<ul style="list-style-type: none"> • Present simple: <i>Like/Likes</i> <i>Don't like/Doesn't like</i> • Questions: <i>Do...?/Does...?</i> • Instructions (following a recipe): <i>Wash two potatoes...</i> • Prepositions of place: <i>in, on, under, between, next to</i> • Conjunction: <i>but</i> • <i>Wh</i> questions 	<ul style="list-style-type: none"> • /p/ • /s/ • /ch/ • /th/ • /y/ • /sh/ Vs. /s/ • /b/ • /t/ Vs. /th/
2	<ul style="list-style-type: none"> • Toys • Clothes costumes: <i>princess, Spiderman, pirate, etc.</i> • Furniture in the bedroom • Pets • Verbs 	<ul style="list-style-type: none"> • Possessives 's • Possessive adjectives • Present simple: <i>Have/Has</i> <i>Don't have/Doesn't have</i> • Existence: <i>There is/There are</i> • Questions and short answers • <i>Wh</i> question + <i>has</i> 	<ul style="list-style-type: none"> • /ə/ • Combined words • /qu/ • /f/ Vs. /p/ • /wh/ • /l/ • /s/ Vs. /z/
3	<ul style="list-style-type: none"> • Vacation: <i>beach, sandcastle, ocean, etc.</i> • Camping equipment • Adjectives • Names of sounds: <i>bang, tap, clang, etc.</i> • Equipment in a fair: <i>carousel, castle</i> • Verbs: <i>camp, play, build, cook, relax, etc.</i> • Numbers: 30 to 40 	<ul style="list-style-type: none"> • Present continuous • Question words: <i>who, what:</i> <i>What are you doing?</i> • Instructions: <i>Don't leave food in your tent</i> • Adjectives • Compound verbs • Position of adjectives in sentences • Gerunds (names of sounds): <i>banging, tapping</i> 	<ul style="list-style-type: none"> • /ng/ • long /e/ • short /i/ • /o/ Vs. /oo/ • /t/ • /sh/ • initial /ch/



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• School clothes• Musical instruments• Experiments: <i>magnet, cork, plastic lid</i>• Nature: <i>Seabirds, rock pool, sand, crabs, savanna</i>• Adjectives• Colors• Parts of the animals• Verbs: <i>cut, rub, float, etc.</i>	<ul style="list-style-type: none">• <i>Whose...?</i>• Possessive pronouns: <i>mine, yours, his, hers</i> <i>Is this... yours?</i>• Instructions and imperatives: <i>Don't touch.</i>• Countables: <i>How many?</i> <i>How many... are there?</i>• Descriptions: <i>What... like?</i>	<ul style="list-style-type: none">• /u/ as in <i>cute</i>• /z/• /o/ as in <i>brother</i>• /a/• /e/• /j/ Vs. /g/• /t/
5	<ul style="list-style-type: none">• Rooms in the house• Members of the family• Food• Days of the week• Picnic• Numbers: 40 to 50	<ul style="list-style-type: none">• <i>There is/There are</i>• Quantifiers: <i>Some/Any</i> (aff, neg and int)• Short answers: <i>Yes, I do/No, I don't.</i> <i>Like/Don't like</i>• Question words: <i>who, when, where, what</i>• Uncountable nouns• <i>What</i> questions• Dates and prepositions• <i>Who</i> questions	<ul style="list-style-type: none">• /th/• long sounds Vs. short sounds• /f/• /p/ Vs. /b/• /w/• /h/• /le/ as in <i>turtle</i>

Scope & Sequence 3rd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Chores at home • Family members • Routines at home • Ecology: <i>recycle, reuse, cans, aluminum, waste, etc.</i> • Phrasal verbs: <i>come in, hurry up, look for, turn off, keep on, etc.</i> • Numbers: 50 to 60 	<ul style="list-style-type: none"> • Rules: imperatives (aff, and neg) • Present continuous and short answers • Phrasal verbs (inseparable) verb + one or more prepositions • Usage of nouns and pronouns 	<ul style="list-style-type: none"> • /ʌ/ as in <i>sun</i> • /i/ • /æ/ as in <i>cat</i> Vs. /o/ as in <i>dog</i> • /e/ • /i/ Vs. /i:/
2	<ul style="list-style-type: none"> • Frequency words: <i>every day, often, always</i> • Spelling rule for plurals: +s, +es, +ie • Everyday activities • Leisure: <i>swimming, playing soccer, playing the violin, etc.</i> • Weather: <i>sunny, cold, rainy, etc.</i> • Countries 	<ul style="list-style-type: none"> • Present simple (aff, neg, int) • Third person singular • Short answers • Weather • Adverbs of time: <i>never, sometimes, often, always</i> • <i>Where... from?</i> • Use of <i>like</i> as in <i>What's the weather like?</i> • Present continuous 	<ul style="list-style-type: none"> • /ei/ • /u:/ as in <i>rule</i> • /s/ Vs. /iz/ • /j/ • /h/ • /le/ as in <i>kettle</i>
3	<ul style="list-style-type: none"> • Time • Prepositions of time, movement and place: <i>from, to, up, down, along, across from, in front of</i> • Places in a museum • Places and animals in a zoo • Party: <i>cake, candles, surprise</i> • Verbs 	<ul style="list-style-type: none"> • Telling the time and asking what time it is • Instructions • Prepositions of movement, time and place • Directions • Usage of <i>can/can't</i> in singular and plural • Short answers 	<ul style="list-style-type: none"> • /x/ • /m/ • /er/ as in <i>number</i> • /i/ • /ng/ • /n/

Unit	Vocabulary	Structures	Phonics
<p style="font-size: 48pt; color: #f4a460; text-align: center;">4</p>	<ul style="list-style-type: none"> • School activities • Extra activities • Activities in a schedule: <i>time</i> • Health: <i>energy, tired, exercise, stethoscope, heart, etc.</i> • Parts of the body • The dentist: <i>teeth, tooth, false tooth, brush</i> • Healthy activities: <i>run, eat, exercise, etc.</i> • Food: <i>meat, eggs, bread</i> 	<ul style="list-style-type: none"> • Present simple (aff, neg, int) • Question about frequency: <i>How often...?</i> • Adverbial phrases of frequency: <i>every day, once a week</i> • Telling the time • <i>Have/Has</i> • Frequency phrases and order of the activity: <i>I play tennis twice a week</i> 	<ul style="list-style-type: none"> • /a:/ • /o/ as in <i>cow</i> • /e:/ as in <i>bleat</i> • /b/ Vs. /v/ • Stress on syllables • /e/ • /y/ • Endings: /cle/, /ing/
<p style="font-size: 48pt; color: #9b59b6; text-align: center;">5</p>	<ul style="list-style-type: none"> • Math: <i>times tables, fraction, decimal point</i> • Sports • Pets • Leisure activities • Months of the year • The seasons • Amphibians: <i>tadpole, frogspawn</i> • Numbers 1 to 100 • Ordinals to 31st (for dates) 	<ul style="list-style-type: none"> • Past tense of verb <i>to be, was, were</i> • Aff, neg, int: <i>wasn't/weren't</i> • <i>Wh</i> questions in the past • Dates • Prepositions for dates 	<ul style="list-style-type: none"> • /u:/ as in <i>rule</i> • Endings: /tion/ • Beginning /s/ + consonant • Rhyming sounds: <i>nice, mice, rice</i> • /nd/ as in <i>second</i>

Scope & Sequence 4th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • House: <i>attic, stairs, trunk, frame</i> • Objects: <i>rag, rag doll, present, watch, sticks, clay, etc.</i> • Places • Illnesses: <i>disease, fleas, inoculations, kill sickness, spread, vaccinations, smallpox, inoculate, etc.</i> 	<ul style="list-style-type: none"> • Past tense (regular verbs) affirmative, negative, interrogative • Question words: <i>who, what, where, when, how, why</i> • Time expressions for the past: <i>yesterday, last week, the day before yesterday, two days ago, etc.</i> • Prepositions of time: <i>in, on, at</i> • Past tense: <i>irregular verbs: run, see, take, have, hear, etc.</i> 	<ul style="list-style-type: none"> • Final ending sound of irregular verbs: /t/, /d/, /id/ • /rk/ phoneme • Final 's' sound: /s/, /z/, /iz/
2	<ul style="list-style-type: none"> • Sports: <i>soccer, dance, run, skate, swim, etc.</i> • Vacation: <i>camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc.</i> 	<ul style="list-style-type: none"> • Comparative form of adjectives: <i>big/bigger, happy/happier, more important than...</i> • Gerunds name of activities after like: <i>start, love, go, enjoy</i> • Infinitives after want: <i>like, love, try, start</i> 	<ul style="list-style-type: none"> • Pronunciation negative contractions: <i>didn't, wouldn't, couldn't, don't, can't</i> • Pronunciation of contractions with will: <i>I'll, He'll, We'll, They'll</i> • Pronunciation: /ng/
3	<ul style="list-style-type: none"> • Art and art supplies: <i>sculpture, collage, paint brushes, easel clay, water colors, etc.</i> • Dances: <i>stomp, ballet, beat, garbage lids</i> • Musical instruments: <i>violin, piano, horn, chello, clarinet, flute, viola, etc.</i> • Insects: <i>ants, spiders, black widow, caterpillar, butterfly, snail, stink bug, grasshoppers, etc.</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present perfect: actions that began in the past and continue (<i>for, since</i>), indefinite time in the past (affirmative, negative, interrogative) 	<ul style="list-style-type: none"> • Phonemes: /ft/, /nt/, /st/ • /wh/ sound • /ie/ sound



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• Quantity expressions: <i>some, many, etc.</i>• Countable and uncountable nouns• Food• Food related words: <i>bowl, serve, etc.</i>• Giving directions: <i>Turn right/left, walk to, corner, etc.</i>• Prepositions: <i>up, towards, to, etc.</i>	<ul style="list-style-type: none">• Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative• Giving directions: <i>walk up, down, towards, to, turn, right, left</i>• Imperatives: <i>open, close, stand up, sit down, give me, etc.</i>	<ul style="list-style-type: none">• /ng/ sound• /θ/ sound• /sh/ sound• /ng/ sound
5	<ul style="list-style-type: none">• Geography: <i>mountain, river, waterfall, features, lake, etc.</i>• Vacation/traveling: <i>plane, fly, hot, cold, latitude, longitude, ice</i>• Seasons: <i>winter, spring, summer, fall</i>• Animals: <i>lion, rabbit, lady bug, camouflage, etc.</i>• Space travel: <i>astronaut, space ship, planet, universe, etc.</i>	<ul style="list-style-type: none">• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst</i>• Going to• Linking words: <i>and, then</i>	<ul style="list-style-type: none">• /dge/ sound• Pronunciation: <i>they're, there, their</i>• Pronunciation soft /c/, strong /c/• /wh/ sound• /sw/ sound• Tongue twisters (p, sh, s)

Scope & Sequence 5th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Racial Segregation: <i>activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation</i> • Regular verbs • Education in the past: <i>ancient, punished, skills, strict</i> • Eating well: <i>food, words related to nutrition</i> • The Olympic Games: <i>athletes, competed, fit, Olympic, training, marathon, Empire</i> 	<ul style="list-style-type: none"> • Past tense of regular/irregular verbs • Ability and opportunity in the past: <i>could / couldn't</i> • Linking words: <i>but, because</i> • Giving reasons and contrasts with <i>because</i> and <i>but</i> • Regular verbs 	<ul style="list-style-type: none"> • Pronunciation of the past of regular verbs: <i>/t/, /d/, /id/</i> • Spelling and pronunciation of <i>/ou/</i> words • Tongue twisters (k, b)
2	<ul style="list-style-type: none"> • Helping: <i>generous, donate, leftovers, volunteer, etc.</i> • Celebrations: <i>festival, celebrate, fireworks, etc;</i> in different places and times • Volunteering: <i>charity, help, stall, ambassador, etc.</i> 	<ul style="list-style-type: none"> • Preferences: <i>I prefer, I'd rather</i> • Giving reasons with <i>because</i> • Recommendations with <i>should</i> 	<ul style="list-style-type: none"> • Tongue twisters (sh, s, ch) • <i>/z/, /v/</i> sound • Identifying long vowel sounds
3	<ul style="list-style-type: none"> • Friendship: <i>friend, kind, manners, lonely, mistakes, rude, forgive, move</i> • Hobbies: <i>article, champions, chess, hobby, baked, collection, model</i> • Space exploration: <i>exploration, landed, launched, missions, orbit, samples</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present Perfect: actions that began in the past and continue <i>for, since</i>, indefinite time in the past (affirmative, negative, interrogative) • Past Participle form of irregular verbs <i>for, since, already, yet, ever, never</i> 	<ul style="list-style-type: none"> • Phonemes: ft, nt, st • <i>/wh/</i> sound • <i>/ie/</i> sound

Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none"> • Household chores: <i>chores, helping, list, clean, make the bed, water, housework, busy, sweep, vacuum, dishes, laundry, trash</i> • Pets: <i>committed, feed, pet, promise, puppy, training, cages, litter, sick, vaccines, vet</i> • Activities on vacation: <i>driving, skiing, snowboarding, beach, dolphins, reefs, sharks, snorkeling, hiking, packing, brochure, peaks, sail, journey, summit</i> • School Responsibilities: <i>assignment, consequences, fault, forgot, lying, make excuses</i> 	<ul style="list-style-type: none"> • Present Continuous for future. • While <i>for two actions occurring at the same time</i> • Gerunds: names of activities • Infinitives after: <i>promise, want, remember, forget, agree</i> • Sequence words: <i>first, then, after that, finally</i> • Simple present for plans 	<ul style="list-style-type: none"> • /ng/ sound • /θ/ sound • /sh/ sound • /ng/ sound
5	<ul style="list-style-type: none"> • Honesty: <i>lying, proud, skip, trouble, hillside, liar, shepherd, villager, humble, bragging, gossip, bullying, spread, blame, grounded</i> • Sports: <i>benefits, risk, disappointment, goals, self-esteem, strategic, bounces, rugby, scores, appearance, tournaments, cycling, helmet, pads, injuries</i> 	<ul style="list-style-type: none"> • Modals: <i>might, should, have to, can, could, must</i> • Requests with <i>could</i> and <i>should</i> • Zero conditional (<i>if, when</i>) 	<ul style="list-style-type: none"> • /dge/ sound • Pronunciation: <i>they're, there, their</i> • Pronunciation soft /c/, strong /c/ • /wh/ sound • /sw/ sound • <i>Tongue twisters (p, sh, s)</i>

Scope & Sequence 6th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Identification: <i>nickname, address, etc.</i> • Adjectives • Family/genealogy • Music: (genres, characteristics) • Sports • Hobbies • Gadgets: <i>Cellphone, tablet, etc.</i>, and the Internet • Clothes: <i>urban, preppy, etc.</i> 	<ul style="list-style-type: none"> • To be: singular and plural • Questions about subjects and objects with <i>who</i> and <i>what</i> • Gerund: <i>like + ing</i> • Order of adjectives (opinion, size, color, material, purpose) 	
2	<ul style="list-style-type: none"> • Inventions and discoveries • Nationalities • Natural disasters: <i>hurricanes, earthquakes, etc.</i> • Instructions for emergency situations • First aid kit supplies • Containers: <i>bottle, box, jar, etc.</i> 	<ul style="list-style-type: none"> • Simple Past: regular/irregular verbs • Past Continuous at a specific moment in the past (<i>at 9 o'clock</i>, and interrupted past with <i>when</i>) • Imperative form in instructions 	<ul style="list-style-type: none"> • Final /mb/ sound • Final /er/ sound • Tongue twister: /wh/ • Consonant clusters beginning with /s/ • /w/ sound • /y/ sound • /oo/ as in 'room'
3	<ul style="list-style-type: none"> • Obligations (chores) • Rules and regulations • Recycling materials • Rugby 	<ul style="list-style-type: none"> • Simple Present: routines • Must Vs. have to: necessity, obligation, prohibition 	<ul style="list-style-type: none"> • Homophones



Unit	Vocabulary	Structures	Phonics
<h1>4</h1>	<ul style="list-style-type: none">• Future technology: <i>keyboard, affordable, slim, smart</i>• Resolutions: <i>lose weight, do exercise, sunscreen, helmet, seatbelt</i>• Itineraries: <i>itinerary, arranged, privacy, seclusion, destination</i>• Future Plans: <i>catering, surrounded, ambitious, field, campus</i>	<ul style="list-style-type: none">• <i>Will/won't</i> referring to future plans, promises• <i>Going to</i> for future plans• Present Continuous for future plans• Future time expressions: <i>tomorrow, the day after tomorrow, next week, in two days</i>, etc.	<ul style="list-style-type: none">• Stress patterns in words• Pronunciation: <i>going to/gonna, want to/wanna, have to/hafta</i>• informal language
<h1>5</h1>	<ul style="list-style-type: none">• Food: <i>tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves</i>• Recipes: <i>flour, mix, stir, pinch, stomachache, choking, cockroach, grasshoppers</i>, etc.• Nationalities/Countries• Information on food labels: <i>dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber</i>• Milk process: <i>milk, harmful, harvest</i>, etc.• Health: <i>overweight, underweight, shape, genetics, unique</i>, etc.	<ul style="list-style-type: none">• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst</i>• <i>Going to</i>• Linking words: <i>and, then</i>	<ul style="list-style-type: none">• Tongue twister /b/• Stress patterns in words• Rules for soft /c/, and strong /c/ sound



A Glance at the Past

Vocabulary

activist non-violent
civil rights protests

A Moment to Ourselves

Should we help someone in need?

On the board write the words: 'a person in need' and encourage student to give you example of a person in need.

Getting Started


Form groups of four. Ask: *When you help people, are you showing them respect? Why?* Ask students to work in groups of four. Monitor and make sure everybody participates in the discussion. Then, have a speaker from each group share their answers with the class. Elicit comments from the rest of the class whenever possible.

Lesson 1


UNIT 1

A Glance at the Past

Should we help someone in need?

A  **Track 2** Listen and read the following news story.

Max: Who is that man in the picture?
Peter: That is Dr. Martin Luther King Jr.
Max: Who is Dr. Martin Luther King Jr?
Peter: He was a civil rights activist in the 1950s and 1960s.
Max: Really? And what did he do?
Peter: He was the leader of non-violent protests to fight for the rights of all people including African Americans.
Max: Why did he lead protests?
Peter: Because black people in the United States didn't have the same rights white people had, and he wanted to live in a world where everyone had the same rights.
Max: Oh, so he is a famous person?
Peter: Yes, he is very famous. He was the youngest man to receive the Nobel Peace Prize.
Max: That is very interesting; I will read more about him.



Dr. Martin Luther King Jr.


When do we use **past tense**?
I ate all the apples yesterday.
I didn't eat all the apples two days ago.
Did you eat all the apples last weekend?


B Complete the text using the words below. Choose a title.

made explored didn't care divided were organized found

a) Races in the Past **b)** Racism


In the past, people didn't care about skin color. The Greeks and Romans did not have racial categories and organized themselves according to their life styles. In the medieval era, Muslims, Jews and Christians divided people based on their religious beliefs; people were "believers" or "non-believers". Europeans found people with different skin color when they explored the world, and they made them slaves. White people said that people with different skin tones were inferior, creating an unfair society. Slavery is not legal anymore, but racism still exists.



C  **Discuss the following questions.**

Do you think people should be separated because of their race or class? Do you think this is respectful behavior? Why?

4 **Unit 1 A Glance at the Past**

A  **Track 2** Listen and read the following news story.

Ask students to look at the picture of Martin Luther King Jr. in the book. Ask if they know who he is. Have students close their books, and play the track. Check to see how much they understood, ask: *Who was this man? What did he do? Do you think he helped change people's opinions?* Ask students to open their books and play the track again. As they read and listen, ask them to underline the verbs in simple past. Check answers with the class.

Cross-Check

Arrange students in groups. Ask them to read each example in the box and figure out the structure elements in affirmative, negative and interrogative form. Ask groups to find more examples in the text.


*Songs can be found at:

www.dreamenglish.com/kids-songs.tv/bussongs.com

B Complete the text using the words below. Choose a title.

Have students read the words in the box. Have them help one another with any words they do not understand. Ask students to complete the text. Then, ask them which title they think is more appropriate and to explain their choice. Check answers with the class. Correct any mistakes.

Beginners	Fast finishers
Have students complete the text in pairs.	Have students complete the activity individually.

C  **Discuss the following questions.**


Form pairs. Have a volunteer read the questions aloud and clear up any doubts. Give them a few minutes to discuss their opinions then have them get together with another pair to share what they think. Ask some students to share their answers. Encourage students to comment on what their classmates say.

D Read the text and decide what the author's purpose was when he wrote the article. Write the answer in your notebook.

Racial Segregation

Racial segregation is the separation of a race, class or ethnic group in daily life. This happened in the 19th century in the United States. Black people had to use separate restaurants, drinking fountains, restrooms, schools, park benches, movie theaters, etc. The law prohibited marrying somebody of a different race.

Rosa Parks was an African American seamstress from Montgomery, Alabama. She boarded a city bus to go home. The bus had rows of seats marked *White Only*. It was against the law for a black person to sit among the white people. She sat down in one of these seats in the bus. The bus driver told her to change seats, but she didn't move. She didn't like the segregation laws. The bus driver got angry and stopped the bus. He called the police and Rosa Parks was arrested.



E Discuss the questions with your group. Then, complete the chart. Write at least three sentences in each section. **Answers will vary.**

1. What can you do to show respect for people different from you?
2. What can you do to show respect for other people's belongings?
3. What can you do to show respect for places we all use?

Respect for...	actions we can do
People	
Belongings	
Places	

Lesson 1

5

Vocabulary

class	race	seamstress
ethnic	row	segregation

CLIL: History

D Read the text and decide what the author's purpose was when he wrote the article. Write the answer in your notebook.

Have students read the title to predict what the text is about. Encourage students to use a dictionary as they read to find the meaning of any words they do not understand. Monitor and help. Then, ask students to say what the text is about and if their predictions were right. Ask them what they think the author's purpose was when he wrote the article.


F Discuss the questions with your group. Then, complete the chart. Write at least three sentences in each section.

Divide the class into groups of four. Read the questions aloud with the students. Make sure they understand what to do before they begin the activity. Elicit some answers and have them complete the chart. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

F  Circle the verbs in past tense. Write them in the column provided.

X	R	W	Z	V	U	Y	W	J	R	J	N
C	A	M	E	C	R	E	A	D	M	O	M
D	M	A	D	E	I	I	C	V	Z	N	N
N	B	E	D	V	N	G	A	S	W	Z	L
Q	T	O	L	D	P	G	O	T	W	F	T
E	J	J	G	B	H	A	M	B	E	F	O
W	Y	V	D	Q	V	C	M	L	F	B	M
S	P	G	N	H	D	H	A	D	I	Z	D
C	D	I	D	C	T	P	D	Z	Y	R	M
T	U	M	A	I	W	W	S	S	Z	Q	J
S	A	W	S	B	W	R	O	T	E	K	U
T	A	Y	H	U	S	A	T	X	C	K	N

- _____ made _____
- _____ told _____
- _____ had _____
- _____ sat _____
- _____ wrote _____
- _____ saw _____
- _____ came _____
- _____ got _____
- _____ read _____
- _____ did _____


G  **Track 3** Listen and repeat. Decide how the -ed sound is pronounced and complete the rules.

/t/	/d/	/ɪd/
stopped	learned	decided
looked	listened	wanted
washed	played	started
watched	enjoyed	waited
liked	lived	visited
walked	stayed	invited
helped	opened	
missed	loved	
	called	
	smiled	
After sounds like <i>p, k, f</i> and <i>s</i> the final -ed is pronounced like <u>T</u> as in the word cat.	After sounds like <i>b, g, v, z, m, n, l, r</i> and all vowels, the final -ed is pronounced like <u>D</u> as in the word good.	For verbs that end in <i>d</i> and <i>t</i> , the final -ed sound is pronounced <u>ID</u> as in the final two letters of the word did.


Go to page 6 in your workbook and write an entry in your blog.

6

Unit 1 A Glance at the Past

F  Circle the 10 verbs in past tense. Write them in the column provided.

Form pairs. Tell students to find the verbs in the word search. Then, have them check their answers with another pair. Ask volunteers to share their answers with the class.

G  **Track 3** Listen and repeat. Decide how the -ed sound is pronounced and complete the rules.

Divide the class into trios. Go over the instructions with the students. Ask them to listen and repeat the first set of words.

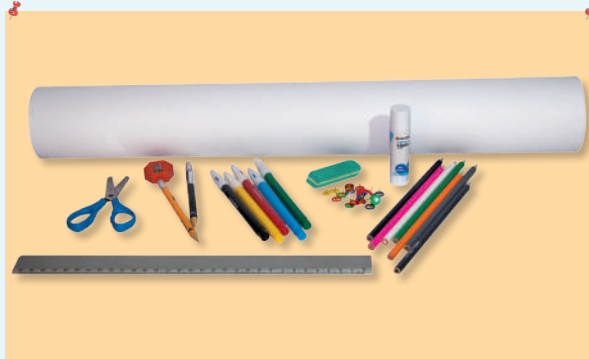
Ask them how we pronounce the final -ed sound. Have them complete the rule. Play the track again and repeat the procedure with the second and third sets of words. To check answers, ask volunteers to read the rules aloud. You can play the track again for additional practice. Help them with pronunciation.

Go to page 6 in your Workbook and write an entry in your blog.

Read the instructions aloud. Have students brainstorm answers to the question and write them on the board. Then, ask them to open their workbooks and answer the question. Monitor and help. Have students share their answers with a classmate.

PROJECT

What is Respect?



- 1 Make a bulletin board to help your school community learn about the importance of respect. Discuss with your group: **Why is it important to be respectful?**
- 2 Write down some ideas on how to show respect for others.
- 3 Search for information about respect. Ask your teacher, classmates, and family. Also look for information about respect in books, encyclopedias or on the Internet.
- 4 Keep all this information organized for you project.

Lesson 1

7

PROJECT

Material:

sheets of paper, sources of information like dictionaries and encyclopedias

- 1 **Make a bulletin board to help your school community learn about the importance of respect. Discuss with your group: Why is it important to be respectful?**

Tell students that they will be working on the first step of their project. Tell them that the project is an opportunity for them to put into practice everything they have learned, and that it is important for everyone to participate because it is a team activity.

- 2 **Write down some ideas on how to show respect for others.**

Form groups of four or five (depending on the size of the group). Ask volunteers to read the instructions on the page and clear up any doubts. Give them time to work on the project.

- 3 **Search for information about respect. Ask your teacher, classmates, and family. Also look for information about respect in books, encyclopedias or on the Internet.**

It is important that you involve your family to find out their opinion and obtain more information for your project.

- 4 **Keep all this information organized for you project.**

Agree with your classmates and your teacher the most efficient way to organize the information.

Lesson 2

Vocabulary

swings
wings

A Moment to Ourselves

Do you think school has changed since your grandparents went to school? How?


Ask students who is the oldest person in their family and what is their relationship like. Allow some volunteers to share their answers.

Getting Started

On the board, write the questions: *What do you think has changed since your parents went to school? What is the most important difference?* Ask students to work in groups of four. Have them discuss the questions. Then, have a speaker from each group share their answers with the class.

Lesson 2

Do you think school has changed since your grandparents went to school? How?

A  **Track 4** Listen and read the poem. Then, answer the questions below.

1. Who do you think the person from the poem is?
2. How old is that person?
3. What is the author talking about?

When I was young I could do a lot of things.
I could play all day long at the swings,
I even imagined I had wings.
When I was young I could run very fast,
I ran so fast I was never last.
But now that is all in the past.

Now I'm old and I can't.
I can't even catch the cat.
But I remember when I could,
And I think that is good.



What does **could** mean? When do we use **could**?
When I was young, I **could** do a lot of things.
I **could** play all day long at the swings.


B Read and circle the correct option.

1. My grandmother could (to speak **could** / **can**) four languages.
2. I **could** / **can**) play the piano when I was young.
3. Matt (can't / **couldn't**) run very fast when he was five years old.
4. I couldn't **sleep** / **could**) last night. It was too hot!
5. Linda is 64 years old now, but she **could jump** / **can**) very high when she was 18.

C  Talk about two things that you **could** and **couldn't** do when you were younger.

8

Unit 1 A Glance at the Past

A  **Track 4** Listen and read the poem. Then, answer the questions below.


Have students look at the picture and describe it. Elicit some descriptions. Play the track for students to listen to the poem. Go over the questions with the students. Ask volunteers to answer, write their answers on the board. Play the track again. Pause after each line for them to repeat. Finally, form pairs and have them read the poem aloud.

Cross-Check

On the board write the word 'COULD' and ask students to underline the examples of 'COULD' in the text. In pairs, ask students answer the questions in the box.

B Read and circle the correct option.

Read the instructions. Have students complete the activity. Monitor and help. Check answers with the class.

C  Talk about two things that you **could** and **couldn't** do when you were younger.

Form pairs. Have students discuss the things they could and couldn't do when they were younger. Then, have them get together with another pair to share what they think. Ask volunteers to share their answers with the class.


Vocabulary
 ancient skills
 punished strict

D Read the text. Decide why only boys went to school in Mesopotamia and girls didn't.

Education in Mesopotamia

The ancient Sumerians thought education was important. Parents sent their sons to school. Only boys went to school. They could learn how to read and write because these skills were very important for their life. They wrote everything down.

Schools were next to temples. Teachers were very strict and if students couldn't do a perfect job; they were usually punished. However, most boys liked to go to school because they knew it was important to read and write to find a good job.




E Read the text again. Discuss the differences in education in Mesopotamia and nowadays. Write some ideas in the table below. Possible answers:

Mesopotamia	Nowadays
only boys went to school. They learned to read and write. Schools were next to temples. Students were punished if they couldn't do a perfect job.	Boys and girls go to school. There are many subjects. Teachers are not as strict. Students are not punished if their work is not perfect.

F Discuss whether children in Mesopotamia could do the same things children do nowadays. Write what they could and couldn't do.

Answers will vary.



CLIL: History

D Read the text. Decide why only boys went to school in Mesopotamia but girls didn't.

Point to the picture and ask students if they know something about the Sumerian culture. Go over the instructions with the students. Have the boys read the first paragraph aloud and the girls the second paragraph aloud. Encourage them to find the meaning of any words they do not know. Have a class discussion about why girls did not go to school in Mesopotamia. Remind them to be respectful with their classmates' ideas.

E Read the text again. Discuss the differences in education in Mesopotamia and nowadays. Write some ideas in the table below.

Form pairs. Have students read the text and complete the table. Ask volunteers to share their information with the class.

F Discuss whether children in Mesopotamia could do the same things children do nowadays. Write what they could and couldn't do.

Form groups of three. Write an example on the board: *Children in Mesopotamia couldn't watch TV.* Have students discuss and write. Monitor and help. Have students switch their books with a classmate to correct any mistakes. Ask the groups to join another group and share their information. Elicit some answers from different groups.

G Write the words from the box in the correct group.



drink cry run sleep swim read crawl eat write jump

When I was a baby I couldn't...	When I was a baby I could...
cry	drink write
sleep	run jump
crawl	swim
	read
	eat

H Read and follow the instructions.

1. Read the following phrase and say the blue letters aloud.

O U Lucky Duck

2. Find the words that use all the **blue** letters. Listen and check.

course	court	would
could	though	dough
soul	should	bought

Use **O U Lucky Duck** to remember how to spell these words.

I Think about a person you know that is older than you. What do you think that person could do when he/she was younger?

Go to page 9 in your workbook and write an entry in your blog.

10

Unit 1 A Glance at the Past

G Write the words from the box in the correct group.

Go over the words with the students and make sure they know the meaning. Explain to students that they have to use the verbs from the box to make sentences and write them in the correct column. Then, have them compare their sentences in pairs.

H Read and follow the instructions.

Point to the phrase and have students say the blue letters aloud. Then, have students circle the words that use all the blue letters. Have students repeat the words. Help them with pronunciation.

I Think about a person you know that is older than you. What do you think that person could do when he/she was younger?

Go over the instructions with the students. Have them write some sentences. Monitor and help if necessary. Form groups of three. Taking turns, have students read their sentences aloud in their groups.

Go to page 9 in your Workbook and write an entry in your blog.

Ask students to read the questions aloud. Clear up any doubts. Give them time to write their paragraphs. Ask volunteers to share their answers. Ask if they think it is important to respect older people, and why.

PROJECT

Malina A Bulletin



- 1 Gather all the information you and your group have about respect. Now, decide on the information you want to include in your bulletin board.
- 2 Think of the following: How will you design your bulletin board? Are you going to include photographs, drawings or magazine cutouts? What else will you include? Where will you place it? What materials do you need? Make a list of the things you will need. Organize yourselves.
- 3 Write down the main ideas you will include in your bulletin board.

- 4 Check grammar, spelling and punctuation.

Lesson 2

11

PROJECT

Material:

information students gathered about respect

- 1 Gather all the information you and your group have about respect. Now, decide on the information you want to include in your bulletin board.

Tell students that they will be working on the second step of their project. Tell them to get in their project groups.

Have some students read the instructions on the page and make sure they understand what to do. Give them time to work on the project.

- 2 Think of the following: How will you design your bulletin board? Are you going to include photographs, drawings or magazine cutouts? What else will you include? Where will you place it? What materials do you need? Make a list of the things you will need. Organize yourselves.

Have students keep their information in a safe place because they will use it for the next step of their project.

- 3 Write down the main ideas you will include in your bulletin board.

Remember to include all the contributions of the team, read their ideas and write a common text.

- 4 Check grammar, spelling and punctuation.

Ask your teacher for support to help you with the revision of your project. Consult grammar and punctuation dictionaries. They can read their project aloud so they can listen to their pronunciation, the teacher will support them at all times.

Lesson 3

Vocabulary

able
grounded

A Moment to Ourselves

How did people get food and find shelter before modern technology existed?


On the board write the following question: What do you use internet for? Encourage students to brainstorm ideas and list them on the board.

Getting Started

Arrange students in groups of three or four and ask them to imagine how people did all the things in the previous activity before internet. After that, ask students to answer the question in this section. Monitor and provide help if necessary.

Lesson 3

How did people get food and find shelter before modern technology existed?

A  **Track 5** Listen and complete the conversation with words from the box.

could was able to couldn't

Paul: Hi Mike.

Mike: Hi Paul, why didn't you go to Alex's birthday party?

Paul: Oh, I was grounded so I couldn't go. Did you go to the party?

Mike: Yes, I did.

Paul: Really? I thought you were grounded.

Mike: My mom said I could go to the party if I tidied up my room.

Paul: That's great! Was the party fun?


Mike: Yes, it was a lot of fun. I'm happy I was able to go to the party.

When do we use **was able to** and **could**? Is there a difference?
I **was able to** buy the computer yesterday.
I **could** ride a bike when I was 5.



B Read and complete the sentences with **could**, **couldn't** and **was able to**.

1. She didn't study, but she was able to pass the exam.
2. I could read when I was two years old.
3. He couldn't sing until he took lessons.
4. I couldn't open the door because it was locked.
5. Linda was able to talk to Julie before she left.

C  Read and discuss the question. **Answers may vary.**


Do you think Matt was able to get the videogame? Why?

Matt wanted a new videogame. Last Sunday, he went to a mall with his family. There was a store that sold the videogame he wanted. Matt said to his dad, "Buy me that videogame!"



12

Unit 1 A Glance at the Past

A  **Track 5** Listen and complete the conversation with words from the box.

Go over the words from the box with the students. Make sure they understand the meaning. Play the track for students to complete the conversation. Play the track again pausing after each answer for students to check.

Cross-Check

Arrange students in pairs and ask them to discuss the difference between both sentences. On the board write the words: possibility and ability. Encourage students to match the sentences in the box with these words to convey meaning. Encourage students to come up with more examples.

B Read and complete the sentences with **could**, **couldn't** and **was able to**.

Have students complete the sentences. Monitor and help. Have volunteers read the answers aloud.

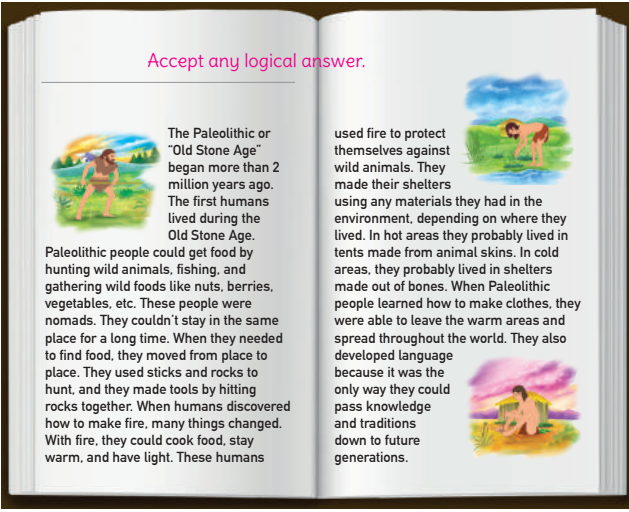
Beginners	Fast finishers
Have students complete the sentences in pairs.	Have students complete the activity individually.

C  Read and discuss the question.

Form trios. Have students discuss the question. Then, ask volunteers to share their answers with the class.

D Read the text and write a title for it.

Accept any logical answer.



The Paleolithic or "Old Stone Age" began more than 2 million years ago. The first humans lived during the Old Stone Age.

Paleolithic people could get food by hunting wild animals, fishing, and gathering wild foods like nuts, berries, vegetables, etc. These people were nomads. They couldn't stay in the same place for a long time. When they needed to find food, they moved from place to place. They used sticks and rocks to hunt, and they made tools by hitting rocks together. When humans discovered how to make fire, many things changed. With fire, they could cook food, stay warm, and have light. These humans used fire to protect themselves against wild animals. They made their shelters using any materials they had in the environment, depending on where they lived. In hot areas they probably lived in tents made from animal skins. In cold areas, they probably lived in shelters made out of bones. When Paleolithic people learned how to make clothes, they were able to leave the warm areas and spread throughout the world. They also developed language because it was the only way they could pass knowledge and traditions down to future generations.

E Discuss why you think the Paleolithic people were able to survive.

F What could or couldn't Paleolithic people do without technology? Make some notes and discuss with your classmates.

Possible answers: They could hunt and fish for food. They couldn't go shopping to stores. They couldn't stay in the same place for a long time. They could cook and stay warm with fire. They couldn't use computers or watch television. They couldn't talk on the phone.

Lesson 3 13

Vocabulary

environment	nomads
hunt	skins
knowledge	wild

CLIL: History

D Read the text and write a title for it.

Point to the pictures and have students describe them. Ask them what they think the text will be about. Have students read the text and write a title for it. Find out which is the most popular title.

E Discuss why you think the Paleolithic people were able to survive.


Divide the class into pairs. Ask students to read and discuss the question. Elicit answers from different students.

F What could or couldn't Paleolithic people do without technology? Make some notes and discuss with your classmates.

Form groups of three. Go over the instructions with the students. Have them discuss it in their groups and make some notes. Go around the classroom and help.

G Unscramble the letters to make words.

1. pnusdhe _____ **punished**
2. bltiu _____ **built**
3. lveid _____ **lived**
4. cdeblim _____ **climbed**
5. medov _____ **moved**

H  **Track 6** Say the following words aloud. Which ones have similar sounds? Listen and say them again.

cable doable climbable stable useable fable

Write the words that have similar sounds in their corresponding column.

cable	doable
stable	climbable
fable	useable




Go to page 12 in your workbook and write an entry in your blog.

14

Unit 1 A Glance at the Past

G Unscramble the letters to make words.

Have students unscramble the letters. Then, ask students to compare their words with a partner. Have volunteers write the words on the board. Have students correct any mistakes.

H  **Track 6** Say the following words aloud. Which ones have similar sounds? Listen and say them again.

Have students say the words aloud. Ask students to circle the words that have similar sound. Play the track for students to listen, read and say the words. Have students write the words with similar sounds in their corresponding column. Check answers with the class.

Go to page 12 in your Workbook and write an entry in your blog.

Read the instructions aloud and make sure students understand what to do. Elicit some ideas from students and write them on the board. Give them time to write their paragraphs. Then, form groups of three and have students share their entries.

PROJECT

Presenting A Bulletin



- 1 It's time to put all your materials for the bulletin board together.
- 2 Organize the written and visual materials.
- 3 Check the grammar, spelling, punctuation, and layout of your written materials.
- 4 Discuss how you are going to invite the school community to see your bulletin board. Decide on a plan with your classmates.

Lesson 3

15

PROJECT

Material:

written and visual materials for the bulletin board

- 1 Write down the main ideas you will include in your bulletin board.

Have students get in their project groups. Make sure everybody has their material on their tables.

- 2 Organize the written and visual materials.

Have volunteers read the instructions aloud. Clarify any doubts.

- 3 Check the grammar, spelling, punctuation, and layout of your written materials.

Review their information and consult dictionaries to solve doubts about grammar and punctuation.

- 4 Discuss how you are going to invite the school community to see your bulletin board. Decide on a plan with your classmates.

Give the students time to organize their bulletin boards and discuss how they are going to invite the school community to see them.

Lesson 4

Vocabulary

born
grow

A Moment to Ourselves

Why do you think it is important to be able to explain your thoughts?


In groups of three or four, ask students to brainstorm ideas about in which situations is difficult to understand something. List their ideas on the board.

Getting Started

On the board write the following questions: *Do you think it is important to respect other people's thoughts? Why?* Brainstorm ideas with students and write them on the board. Make sure everybody participates in the discussion. Encourage students to comment on their classmates' ideas.

Lesson 4


Why do you think it is important to be able to explain your thoughts?

A  **Track 7** Listen and decide what the poem is about. Complete the last line.


I like it.
Ask me why.
because there is more light,
because many flowers grow,
because baby animals are born,
because I can go out and run,
because ___ **spring** ___ is fun!



Why do we use the word **because** in these sentences?
Because there is more light,
Because many flowers grow...

B  Rewrite the sentences using **because**.


- Brian doesn't like school. The other students bother him.
Brian doesn't like school because the other students bother him _____.
- The children planted some trees. They want to take care of the environment.
The children planted some trees because they want to take care of the environment _____.
- Mary raised her hand. She wanted to express her opinion.
Mary raised her hand because she wanted to express her opinion _____.
- The teacher was angry. The students were making a lot of noise.
The teacher was angry because the students were making a lot of noise _____.
- His mother asked him to calm down. He was screaming.
His mother asked him to calm down because he was screaming _____.

C  Discuss the questions below.

- Is it respectful to push people in the street? Why?
- Is it respectful to shout at people? Why?

16


Unit 1 A Glance at the Past

A  **Track 7** Listen and decide what the poem is about. Complete the last line.


Have students look at the picture and have them say what they think the poem will be about. Play the track and have students read and listen. Have them say what the poem is about and confirm their original prediction. Tell them to complete the last line. Ask some volunteers to read their answers.

Cross-Check

On the board write the word 'because' and ask students to underline examples of the word in the text. Write the options: asking for a reason or giving a reason. Ask students to match the word because with one of the options.


B  Rewrite the sentences using **because**.

Form pairs. Explain the activity. Go over the first sentence with the students. Elicit the answer from students and write it on the board. Have students complete the exercise. Go around the classroom and help. Check answers with the class.

C  Discuss the questions below.

Form groups of four or five. Have them discuss the questions. Then, ask a volunteer from each group to share their answers with the class. Ask them what they would do if somebody pushes them or shouts at them on the street. Find out the group's opinion.

- D** Read the text and decide why women were not allowed to do the same things as men in those years.




Women in the 1800s

Early in the 1800s, women were not allowed to continue with their education after they finished elementary school. Why? Because people thought that women were less intelligent than men.


In those years, women didn't participate in politics because men thought that they couldn't handle the stress of politics.

Married women had to stay home all day, cook all the meals, clean the house, wash the clothes and take care of the children because they weren't allowed to work.

Single women could work as schoolteachers or maids. Others sold quilts and knits they made. Widows with children had to work, support the household and look after the children. These children started working very young because they needed to help their mother financially.

- E**  Do you think men and women should have the same opportunities? Why? Write some of your ideas before you work with a classmate. Discuss your ideas, giving reasons for your answers.

Answers will vary.

- F**  Design a poster where you explain how and why women and men can help each other live in a better world. Display your work around the classroom.

Lesson 4

17


Vocabulary

allowed	household	maids
handle	less	single

CLIL: History


- D** Read the text and decide why women were not allowed to do the same things as men in those years.

Ask students to describe the picture. Have them say what things women used to do in the past, and what things women do nowadays. Write some ideas on the board. Have students read the text and answer the question. Tell students they can use their dictionaries to find the meaning of unknown words. Elicit answers from students at random.

- E**  Do you think men and women should have the same opportunities? Why? Write some of your ideas before you work with a classmate. Discuss your ideas, giving reasons for your answers.

Go over the question with the class. Make sure everybody understands it. Have them write their answer. Monitor and provide any needed

vocabulary. Form pairs and have students discuss their answers. Ask volunteers to read their answers aloud.

- F**  Design a poster where you explain how and why women and men can help each other live in a better world. Display your work around the classroom.

Form groups of four. Go over the instructions with the students. Make sure students understand what to do. Give them time to create their posters. Then, have students display their posters in the classroom. Finally, have students go around the classrooms to see their classmates' posters. Vote for the best poster.

PROJECT

How Was It?

1 Read and follow the instructions.

1. Assemble your bulletin board. Paste your information and drawings.
2. Invite the school community to visit it.

2 Work together and answer the following questions.

1. How did you feel creating your bulletin board?
2. How was the experience working as a group?

3 Listen to your teacher's feedback. Take notes if you want.



Lesson 4

19

PROJECT

Material:

written and visual materials for the bulletin board, cardboard, colored pencils, markers, scissors and glue

1 Read and follow the instructions.

Have students get together in their project groups. Have them assemble their bulletin board. Then, have students invite the school community to visit it.

2 Work together and answer the following questions.

Discuss as a class how they felt during the project. Make sure everybody participates in the discussion.

3 Listen to your teacher's feedback. Take notes if you want.

Give a whole group feedback session. Emphasize the good aspects and give them some suggestions to improve their project work.

Lesson 5

Vocabulary

bones organs
calcium sight
nutrients

A Moment to Ourselves

Why is it important to eat a healthy diet?


On the board write the following question: What's your favorite food? Arrange students in groups of three or four and ask them to share their favorite food. Give them some time and ask them to change groups. If time allows, ask them to change again. Ask students to get together with other students who say the same favorite food. Write the most popular foods on the board and write the number of students for each dish.

Getting Started

Ask: *What is a healthy diet?* Divide the board into two columns. On one side write *Healthy diet* and on the other *Non-healthy diet* to revise vocabulary related to food. Arrange students in groups depending on their favorite food. Ask them if they consider their favorite food is healthy or unhealthy.

Lesson 5

Why is it important to eat a healthy diet?

A  **Track 9** Listen and read the text. Then, underline the food.

Our bodies need different nutrients to grow and develop. We must take care of the organs and bones in our bodies. What can you do to take care of them? It's very simple if you follow these healthy tips.

Eat the right food to protect your sight. Carrots are good for your eyes, but eating other fruits and vegetables is important for keeping your eyes healthy. Dark leafy greens like spinach, or fish like salmon and tuna, are also good for your eyes. We've all heard about the


importance of calcium and vitamin D for strong and healthy bones, teeth, and nails. But what foods contain calcium and vitamin D?

Yoghurt, milk, cheese, sardines, eggs, healthy cereals, tuna and orange juice are foods that help your bones, teeth, and nails be strong and healthy.


You might not like some of these foods, but it is important to consume them, because they will help you grow up happy and healthy.



Why do we use the word but?
You must eat all types of food, **but** not in excess.

B  **Rewrite the sentences using but.**

- I don't like fish. I like chicken.
I don't like fish, but I like chicken
- Linda wanted salad. Her mom bought pizza.
Linda wanted salad, but her mom bought pizza
- Many people like soda. Water is healthier.
Many people like soda, but water is healthier
- Chris likes vegetables. Mary doesn't like them.
Chris likes vegetables, but Mary doesn't like them
- I love candy. My mom only buys fruit.
I love candy, but my mom only buys fruit


C  **Discuss the following questions. Answers will vary.**

Read the different types of food in the box. Have you tried them all? Do you like them? Why? Which one is your favorite?

fish red meat chicken broccoli apples pears ham eggs spinach cheese milk yoghurt

20

Unit 1 A Glance at the Past


A  **Track 9** Listen and read the text. Then, underline the food.

Go over the instructions with the students. Play the track for students to listen and read. Ask students to underline the food.


Ask students at random to say the answers.

Cross-Check

Ask students to underline all the examples of the word in the text. On the board write the words: 'contrast or reason?' Ask students to go over the examples and select an option.

B  **Rewrite the sentences using but.**

Form pairs. Have students complete the exercise. Have them join another pair to compare answers. Ask students at random to read the answers aloud.

C  **Discuss the following questions.**

Go over the words from the box with the students. Make sure everybody knows the meaning. Form pairs. Have students discuss the questions. Then, have them join another pair and share their answers. Finally, have a speaker from each group share their answers with the class.

D Read the text and decide why the author wrote about food and nutrition.

Vitamins, minerals, carbohydrates...

Vitamins, minerals, carbohydrates, protein and fat are the nutrients every human needs to stay healthy. Everyone needs these different types of nutrients to stay healthy, but why?

Carbohydrates: We need them because the body turns them into energy. They give our bodies almost all the energy we need to do our daily activities, including physical activities like sports.

Fat: It is a component in food. Some foods have almost no fat. Others have a lot of fat, like nuts, oils, butter and meats like beef. Fat is an important part of a healthy diet. Kids need a certain amount of fat in their diets because it helps develop the brain and nervous system.

Minerals: they help our bodies be healthy and strong. Calcium is the most important mineral for our bones. It helps building and developing strong bones and healthy teeth. Foods like milk, cheese, yoghurt, salmon, and green vegetables are rich in calcium.

Vitamins: There are different types of vitamins and they all help our bodies in many different ways. For example: Vitamin D in milk helps our bones and vitamin A in carrots helps our sight. Vitamin C in oranges helps us heal if we get sick or get a cut.

Vitamin B in green vegetables helps our bodies make protein and energy.

We need vitamins because without them our bodies can't grow healthy and strong.

Remember to eat a varied diet that includes: meat, grains, vegetables, fruits and dairy products. Stay away from candy and fast food to grow healthy and strong.



E Discuss the following questions.

1. What types of food do you think are healthy? Why?
2. What types of food do you think are unhealthy? Why?

F Look at the pictures. Both foods are healthy, but which one is healthier? Why? Discuss with your group. Then, write a sentence. Look at the example.



apples



applesauce

1. Applesauce is healthy, but apples are healthier.



oranges



orange juice

2. Orange juice is healthy but oranges are healthier.



strawberries



strawberry jam

3. Strawberries are healthier than strawberry jam.



pineapples



canned pineapple

4. Canned pineapple is healthy, but pineapples are healthier.

Lesson 5

21

Vocabulary

carbohydrates protein
fat vitamins
minerals

CLIL: Science

D Read the text and decide why the author wrote about food and nutrition.

Ask students to read the text and tell them they can use their dictionaries to find the meaning of unknown words. Have them think about the question. Ask students at random to say the answer aloud.

E Discuss the following questions.

Form groups of four. Have students discuss the questions. Then, have students go around the classroom and share their answers with different groups. Ask some students to share their answers aloud.

F Look at the pictures. Both foods are healthy, but which one is healthier? Why? Discuss with your group. Then, write a sentence. Look at the example.


Go over the instructions with the students. Clarify any doubts. Have students complete the activity. Monitor and provide any needed help. Have volunteers at random read the answers aloud.

G Unscramble the words. Then, write them in their correct category. Add more words to the table.

1. papsle — apples —
2. sonoin — onions —
3. etoamts — tomatoes —
4. herchris — cherries —
5. scarort — carrots —
6. ncor — corn —



Fruits	Vegetables
apples	onions
tomatoes	carrots
cherries	corn

H  **Track 10** Listen and repeat. Circle the word that has a different sound.

1. kite bird bite write
2. echo eat eel feet
3. ape lake apple gate
4. oak lonely potatoes off
5. under united up ugly



Go to page 18 in your workbook and write an entry in your blog.


22

Unit 1 A Glance at the Past

G Unscramble the words. Then, write them in their correct category. Add more words to the table.

Set the activity. Monitor and provide any needed help. Ask volunteers to write the answers on the board.

Beginners	Fast finishers
Have students complete the activity in pairs.	Have students think of extra words to add to the table.

H  **Track 10** Listen and repeat. Circle the word that has a different sound.

Play the track for students to listen and repeat. Have them circle the words that have different sounds. Check answers. Have them read the words aloud again. Correct any pronunciation mistakes.

Go to page 18 in your Workbook and write an entry in your blog.

Read the instructions along with the students. Clarify any doubts. Go around the classroom and provide any needed help. Check their writing.

PROJECT

Our Menu

- 1 Make a cafeteria menu. Write down the food you would like to include in your menu.

- 2 Use books, magazines and the Internet to investigate about the food you wrote down. Are they healthy? Are they unhealthy? Why?



Lesson 5

23

PROJECT

Material:

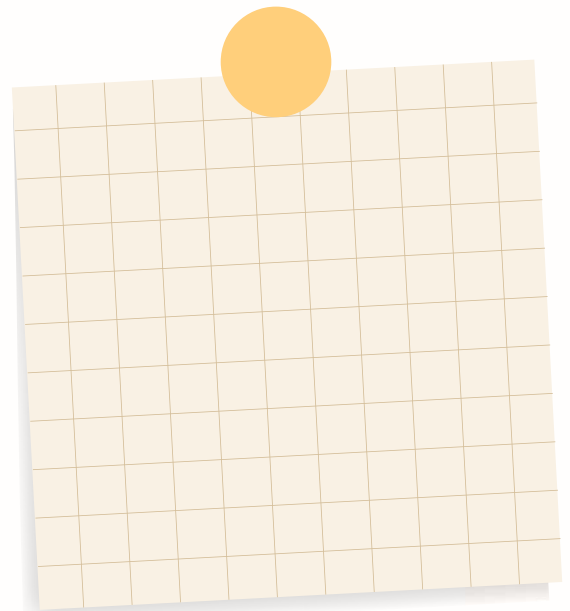
sources of information like books and magazines

- 1 Make a cafeteria menu. Write down the food you would like to include in your menu.

Tell students that they will be working on the first step of a new project. Divide the class into groups of four or five. Have volunteers read the instructions aloud and make sure students understand what they have to do. Tell them to write down the food they would like to include in their menu. Tell students to do some research about the food they included on their lists.

- 2 Use books, magazines and the Internet to investigate about the food you wrote down. Are they healthy? Are they unhealthy? Why?

Ask them to find out if it is healthy or unhealthy and why. Have students use a folder to make a portfolio and keep their information in a safe place because they will use it for the next step of their project.



Lesson 6

Vocabulary

dairy
grain
sweets

A Moment to Ourselves

Should we eat sugary snacks like cake, candy and ice cream?

On the board write the words: 'sweet snacks', and ask students to brainstorm their favorite sweet snacks. List their ideas on the board.

Getting Started

Form pairs. Have students share what they had for breakfast and discuss if it is healthy or unhealthy. Ask students at random to describe their classmate's breakfast aloud.

Lesson 6

Should we eat sugary snacks like cake, candy and ice cream?

A Track 11 Listen and read.

Presenter: Do you know the food groups?

Children: Yes!

Presenter: What are the five food groups? Can you tell me one by one?

Boy 1: The dairy group includes food like milk and cheese. It gives us the calcium we need to have strong bones.

Girl 2: The grain group! Rice and cereals are part of this group. They give us carbohydrates that our bodies turn into energy.

Boy 3: The fruits and vegetables group! Mmm...all fruits and vegetables are part of this group. They give us fiber and important vitamins and minerals.

Girl 4: The meat and protein group. Food like chicken, fish, red meat, eggs and nuts are part of this group. They give us proteins, iron and zinc.

Girl 5: The fat and sweets group. Butter and candy are part of this group. They don't give us a lot of nutrition, so we should eat very little from this food group.

Presenter: Excellent! Remember these food groups because they can help you make healthy eating choices.



When do we use **but** and **because**? Are they the same? All foods groups are important, **but** don't eat too much fat and sweets. Eat fresh fruits for snacks **because** they are good for your health.

B Read and circle the correct option.

- You should eat two to four servings from the dairy group every day (but, **because**) it is the best source of calcium.
- The grains group gives us the energy that our bodies need (**but**, because) you shouldn't eat a lot of cookies or cake.
- Vegetables are a healthy snack between meals (but, **because**) they are low in fat and calories.
- You should avoid drinking soda (but, **because**) it has a lot of sugar.
- Nuts and peanuts are good sources of protein (**but**, because) you shouldn't eat too many.

C Discuss the following questions.

- What food do you like? Why? What food do you dislike? Why?
- Do you think that you have a healthy diet?

24

Unit 1 A Glance at the Past

A Track 11 Listen and read.

Ask students if they know the food groups. Elicit answers from students. Play the track for students to listen and read the dialog from the TV program. Have them say if their previous answer was right or wrong.

Cross-Check

On the board write the words: reason or contrast. Nominate students to read the information and examples on the box. As a whole class ask students to find more examples in the text, circle the reasons and underline contrasts.

B Read and circle the correct option.

Have students complete the activity. Check answers with the class. Correct any mistakes.

C Discuss the following questions.

Form pairs. Go over the questions with the students. Have them discuss with their classmate. Ask students at random to share their answers. Find out which is the students' favorite food.

Vocabulary
 concerned
 syrup
 topping

D Read and circle the foods that are bad for you.

Things You Can Do to Eat Healthier



A lot of people are concerned about their diet. Eating healthy doesn't have to be difficult. Here are some examples of food you can eat to replace other less healthy options.

You could eat pancakes made with bananas, eggs and peanut butter instead of eating sugar-filled pancakes made with flour. They are full of protein and delicious.

Instead of topping your pancakes with unhealthy syrup, you could try topping them with fruit. This will make them sweet and healthy but don't forget that you must eat a small portion.

Instead of adding mayonnaise to your sandwiches, you could try spreading avocado. Avocados have a lot of fat, but their fat is healthier than the fat in mayonnaise.

Ask your mom to bake some zucchini sticks. They will be crunchy and crispy and a lot healthier than French fries.

Place grapes inside a plastic bag and freeze some grapes. It's like eating a tiny sweet popsicle.

You could freeze a banana and then put it in a blender. It will turn soft and creamy, just like ice cream, but it will be healthier because it is not full of sugar.

These are only some ideas, but there are many other things that you could do to add healthy food to your diet.




E Read and discuss the following questions with a classmate.

1. Do you have a healthy diet?
2. What can you do to have a healthier diet?

F Read about Kurt. Then, discuss and write. Follow the example.

Kurt doesn't have a very healthy diet. He eats some healthy food but he also eats some unhealthy food. Help him make some healthier choices. What could he replace his unhealthy food with?

Breakfast	Lunch	Dinner
sugared cereal a glass of milk a piece of fruit	a hamburger French fries a glass of soda strawberry jello	a slice of toast with a lot of butter chicken salad
He could replace the sugared cereal with... because...	He could replace the hamburger, French fries and soda with... because...	He could replace the toast and butter with... because...

Lesson 6

25

CLIL: Health

D Read and circle the foods that are bad for you.

Have students read the text. Tell students they can use their dictionary to find the meaning of any words they do not understand. Elicit the answers from the class. Also, ask students to give you some examples of healthy food.

E Read and discuss the following questions with a classmate.

Form pairs. Go over the questions with the students. Have them discuss the answer. Monitor and make sure everybody is discussing in English.

F Read about Kurt. Then, discuss and write. Follow the example.

Form groups of three. Ask students to read and discuss the information. Have them write some suggestions about Kurt's diet. Go around the classroom and provide any needed help. Ask volunteers to write their sentences on the board.

G Find the words in the box in the word search.

chicken shrimp fish watermelon pepper mushrooms blueberry yoghurt chocolate wheat

E	T	A	L	O	C	O	H	C	D
N	O	L	E	M	R	E	T	A	W
S	M	O	O	R	H	S	U	M	D
R	E	P	P	E	P	I	L	P	Y
S	Y	C	H	I	C	K	E	N	O
Y	R	R	E	B	E	U	L	B	G
S	H	R	I	M	P	V	Z	H	H
W	N	H	W	H	E	A	T	S	U
J	Y	A	U	E	R	I	J	I	R
A	T	N	T	D	S	A	O	F	T

H **Track 12** Can you say these tongue twisters? Listen and say them.

1. How many cookies could a good cook cook if a good cook could cook cookies?
A good cook could cook as many cookies as a good cook cook could cook cookies.
2. How much pot roast, could a pot roast roast, if a pot roast could roast pot roast?
3. How many berries could a bare berry carry, if a bare berry could carry berries?

Go to page 21 in your workbook and write an entry in your blog.

26

Unit 1 A Glance at the Past

G Find the words in the box in the word search.

Have students find the words from the box in the word search. Ask them to check with a partner.

H **Track 12** Can you say these tongue twisters? Listen and say them.

Play the track for students to read and say the tongue twisters. Then, divide the group in pairs. With their classmate, students take turns saying the tongue twisters. Find out who says them faster and without any pronunciation mistakes.

Go to page 21 in your Workbook and write an entry in your blog.

Go over the questions with the students. Have them answer them and write an entry in their blog. Monitor and provide any vocabulary needed. Have them compare their ideas with a partner.

PROJECT

Planning The Menu

1 What healthy salty snacks will you include in your menu? Why?

2 What healthy sweet snacks will you include in your menu? Why?



Lesson 6

27

PROJECT

Material:

information that students gathered in the first step

1 What healthy salty snacks will you include in your menu?
Why?

Tell students to get in their project groups to work on the second step of their project. Have volunteers read the questions aloud. Give groups time to discuss what healthy snacks they will include in their menu.

2 What healthy sweet snacks will you include in your menu?
Why?

Have them write down the list of snacks and the reasons to include them. Go around the classroom and provide any needed help. Tell students to keep their material in a safe place because they will use it for the next step of their project.

NOTES : _____

Lesson 7

Vocabulary

dinner
broccoli
piece

A Moment to Ourselves

How eating habits have changed over time.


Ask students what they know about their grandparents' diet. Arrange them in groups to share their answers.

Getting Started

Ask students if they know what people eat in other countries, and if they think it is important to respect other people's eating habits. Have them discuss their ideas in groups. Then, ask students at random to share their answers.

Lesson 7

How eating habits have changed over time.

A  **Track 13** Listen and complete the conversation with words from the box.

because but could

Mom: Leo, please eat your dinner.

Leo: I don't want to eat broccoli.

Mom: Why don't you want to eat broccoli?

Leo: I don't want to eat it **because** I don't like it.

Mom: You can't know that you don't like it **because** you haven't tried it yet!

Leo: I don't want to try it **because** it is green.

Mom: You **could** try to eat a small piece of broccoli and decide if you like it or not.

Leo: OK, I will try it, **but** just a very small piece.



Do **could**, **couldn't** and **was able** mean the same?
You **could** try to eat a small piece of broccoli.
She **was able** to make a fresh salad for lunch.
He **couldn't** enjoy his cake. It was too sweet.

B Read and complete the sentences with **could**, **couldn't** or **was able to**.


- Karl **was able to** eat dessert yesterday because he finished his dinner.
- Mary got sick and **couldn't** come to school today because she ate too much chocolate cake.
- Mike **couldn't** concentrate at school because he didn't eat breakfast.
- Mom said we **could** eat some cookies if we ate all the vegetables.
- He **could** drink less soda. He's a bit overweight.

C  Read and discuss the following questions with a classmate.

- Do you think the way we eat has changed?
- What things do you think you can eat now that your parents or grandparents couldn't?

28

Unit 1 A Glance at the Past

A  **Track 13** Listen and complete the conversation with words from the box.

Go over the instructions with the students. Have them read the text and guess the answers. Play the track for students to complete the text. Check answers with the class by playing the track again and pausing after each answer.


Cross-Check

Ask students to read and discuss the information with a partner. Have volunteers share their answers with the class. Clarify any doubts.

B Read and complete the sentences with **could**, **couldn't** or **was able to**.

Have students complete the sentences. Ask volunteers to read the answers aloud. Correct any mistakes.

Beginners	Fast finishers
Have students complete the sentences in pairs.	Have students complete the activity individually. Have them write about some things they could or couldn't do in the past.

C  Read and discuss the following questions with a classmate.

Form pairs. Have students discuss the questions. Then, ask students to go around the classroom and share their answers with other pairs.


D Read the text then, decide why maize was important for the Aztecs.




The Aztec Diet

The Aztec people were a very important group of people of central Mexico. They spoke the Nahuatl language and they lived in Tenochtitlan. The Aztecs main source of food was maize, which is a type of corn. Maize was so important in the Aztec culture that it was even part of their religion. They also ate tomatoes, avocados, *atole*, *tortillas* made from maize, *pozole*, beans and *tamales*. They also ate turkey and dog meat. You could find many different things in Aztec markets like fruits, vegetables, spices, flowers, dog meat and birds. Aztecs ate chocolate, but it was for warriors and nobility only. It was a drink for the elite.

A very common Aztec drink was *octli*, which was made from *maguey* juice. They commonly drank *octli* with their meals. Aztecs ate twice a day and the main meal was eaten during the hottest part of the day.

E  Read and discuss the following questions with a classmate.

1. Compare the Aztec diet to our diets nowadays. Are they similar or different?
2. What things are similar? What things are different?
3. Why do you think our diets have changed? Do you think Aztecs had a healthy diet?

F  Read and answer the questions. Take some notes. Share them with another group.

1. What food can we find in Mexico nowadays that couldn't be found before?
2. How do you think food from other countries has changed our diets?

Answers will vary.

Lesson 7 29


Vocabulary

diet
market
meal


CLIL: History

D Read the text then, decide why maize was important for the Aztecs.

Write on the board the word *AZTECS*. Have students say what they know about that civilization. Have students read the text and answer the question. Ask volunteers to share their answers with the class.

F  Read and answer the questions. Take some notes. Share them with another group.

Form groups of four. Have students read and discuss the questions. Tell them to write some notes. Then, ask the groups to join another group and share their answers.

E  Read and discuss the following questions with a classmate.

Form pairs. Go over the questions with the students. Divide the board into two columns, on one side write *Similar* and on the other *Different*. Have some students share their answers and fill the columns with their ideas.

G Unscramble the letters.

1. adoesavoc avocados
2. snaeb beans
3. tkeyur turkey
4. cochoalte chocolate
5. pisces spices



H Choose four words. Scramble them and give your book to a classmate.

1. Answers will vary.
2. _____
3. _____
4. _____

I **Track 14** Listen and repeat the words. Which have similar vowel sounds? Write the words that have similar sounds in the boxes.

food suit fruit too root sun nut soon roof mud

Group 1	Group 2
food	sun
suit	nut
fruit	mud
too	
root	
soon	
roof	

Go to page 24 in your workbook and write an entry in your blog.

G Unscramble the letters.

Have students unscramble the letters. Ask volunteers to write the answers on the board.

Beginners	Fast finishers
Have students unscramble the letters in pairs.	Have students complete the activity individually.

H Choose four words. Scramble them and give your book to a classmate.

Have students choose four food words. Tell them to scramble and write them in their book. Then, ask students to exchange their book with a classmate and have them unscramble the words.

I **Track 14** Listen and repeat the words.

Which have similar vowel sounds? Write the words that have similar sounds in the boxes.

Form pairs. Play the track for students to repeat the words. Have students write the words that have similar sounds in the boxes. Play the track again for students to check their answers.

You can play the track again for students to repeat the words. Help them with pronunciation.

Go to page 24 in your Workbook and write an entry in your blog.

Ask a volunteer to read the questions aloud. Have students write the answers to the questions in their blog. Monitor and provide any needed vocabulary.

PROJECT

Designing your Menu

- 1 Decide how you will design your menu. Will it have pictures or drawings? Will you write any information about the food in your menu? Will you write the prices?

- 2 Draw or cut out the pictures or drawings you will include in your menu. Keep all the information and drawings in a safe place.



Lesson 7

31

PROJECT

Material:

magazines with food pictures, scissors

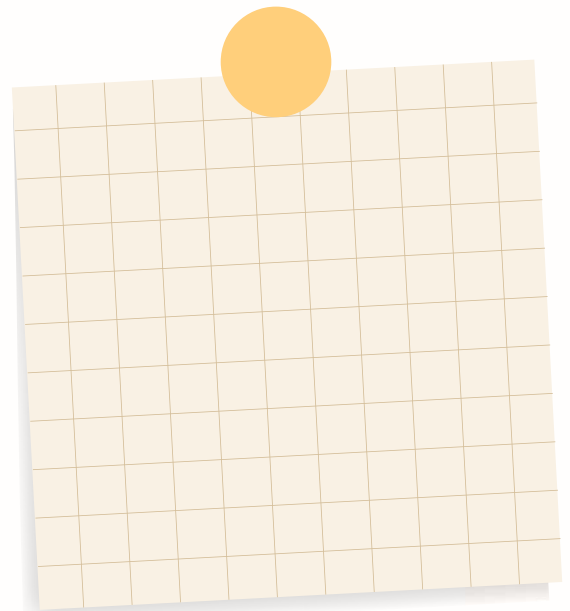
Ask students to get in their project groups. Have a volunteer read the instructions aloud. Give students time to work on their projects. Tell students to keep their material in a safe place because they will use it for the next step of their project.

- 1 Decide how you will design your menu. Will it have pictures or drawings? Will you write any information about the food in your menu? Will you write the prices?

Go through several magazines, ask your classmates to bring some to class to get ideas about their design. Remember that it must be attractive and illustrate your menu.

- 2 Draw or cut out the pictures or drawings you will include in your menu. Keep all the information and drawings in a safe place.

You can cut out the magazines they brought, include drawings and photographs. It is important that you include all the information of your menu and the foods that you want to show to your public.



Lesson 8

Vocabulary

athletes Olympic
 competed training
 fit

A Moment to Ourselves

Why is it important to exercise and eat healthy?


Have students answer the question in their notebooks. Then, ask them to go around the classroom and find three students who have a similar answer to theirs. Find out students' answers.

Getting Started

On the board write the following questions: *How many Olympic sports do you know?* Have students discuss the question in groups of four and write a list of sports in their notebooks. Provide any needed vocabulary. Finally, ask students at random to share their answers and write them on the board.

Lesson 8

Why is it important to exercise and eat healthy?

A  **Track 15** Listen and read the text. Circle **but** and **because**.

The Olympic Games


The first modern Olympic Games took place in 1896. Only 241 men from 14 countries competed at the first Olympics. The Olympic Games in the past were less sophisticated than the Olympics nowadays. Swimming competitions were held out in the sea and a yachting event had to be cancelled **because** no one thought they needed to bring their own boats. The motivation for competing in the Olympics was the glory. **But** there were also some games that awarded cash prizes or valuable objects. Training for the Olympics was tough **because** the athletes would hire professional trainers to get them fit. Sports were also about prestige. In the past, successful athletes could use their prestige from games to start a political career.



Can you explain to a classmate when do you use **but** and **because**?
 Some athletes look for glory **but** also cash prizes.
 Olympic Games were less sophisticated

B Complete the sentences with **but** or **because**.


- Exercise is important **because** it reduces the risk of heart disease, cancer, high blood pressure, diabetes and other diseases.
- With exercise you don't only feel better ____, **but** ____ you look better too!
- It is important to stretch **because** it develops your muscles, bones and ligaments.
- Exercise is key to weight control. **because** it burns calories.
- Some people don't like to exercise ____, **but** ____ it is important because it improves your quality of life.

C  Read and discuss the question below.

- Do you think exercise is important? Why?
 Yes/no... because...

32

Unit 1 A Glance at the Past

A  **Track 15** Listen and read the text. Circle **but** and **because**.


Have students read the title and predict what the text will be about. Play the track for students to listen and read the text. Ask them if their predictions were right. Have them circle the words *but* and *because*.

Cross-Check

Arrange students in pairs, student A and student B. Student A will explain BUT and student B will explain BECAUSE. Tell students they can use explanation, drawings, signs and examples to convey meaning. If time allows, ask them to exchange partner either A or B, and explain their word again.

B Complete the sentences with **but** or **because**.

Have students complete the sentences. Monitor and provide any needed help. Ask students at random to read the answers aloud.

C  Read and discuss the question below.

Form pairs. Find out the group's opinion about the importance of exercising.

D Read the text and decide what the main idea of the text is.



History of The Marathon

The first two decades of the fifth century were the years of the Persian and Greek wars. The Persian Empire extended from Asia to Egypt including to what is now Turkey. The Greek were only some small independent *polis* or cities. The Persian Empire expanded to the Mediterranean Sea and some Greek settlements were conquered. Cities tried to revolt against the Persian Empire, but the powerful empire constantly destroyed them. By 490 B.C., the Persian Empire was ready to expand their territory and invade Europe.

A large force of soldiers was placed just outside of Athens on the plains of Marathon and prepared an attack. The Greek were outnumbered, but they sent Phidippides, a professional runner, to Sparta asking for help. He ran to Sparta where they told him they would help, but only until the moon was full because that is what their law said. Athens had to start the fight with the Persians alone and they won. They asked Phidippides to run to Sparta, and tell them about their victory. He ran to Sparta but he died from exhaustion. Sparta and other Greek *polis* eventually helped Athens and they were able to stop the Persian Empire.

E Discuss the following question.

Why do you think The Marathon became an Olympic sport?

F Discuss the following questions. Then, write why you think some sports are Olympic sports and others are not. Share with other groups.

What Olympic sports do you know? Why do you think they are Olympic sports?

Answers will vary.

Lesson 8

33

Vocabulary

conquered invade
Empire revolt
exhaustion

CLIL: History

D Read the text and decide what the main idea of the text is.

Have students look at the map. Have them say what they know about Greece. Encourage students to participate. Clear up any doubts. Ask students to read the text. Have them say what the main idea of the text is.

E Discuss the following question.

Form pairs. Have students discuss the question. Ask volunteers to share their answer with the class. Remind students that there is no correct or wrong answer, but it is important for them to express their opinion and respect the opinion of others.

F Discuss the following questions. Then, write why you think some sports are Olympic sports and others are not. Share with other groups.

Form groups of three or four. Go over the questions with the students. Have them discuss the questions and write down their answers. Go around the classroom and provide any needed help. Ask a speaker from each group to share their answers with the class.

PROJECT

Meal Time

- 1 Make your menu. Write the names of the foods in your menu and paste or draw the pictures it will have.
- 2 Share your menu with the other groups and discuss if the foods are healthy or unhealthy.
- 3 Evaluate your performance and your group's performance.



Lesson 8

35

PROJECT

Material:

information and material that students gathered for their menu, glue, colored pencils and markers

- 1 Make your menu. Write the names of the foods in your menu and paste or draw the pictures it will have.

Prepare your menu to present it, it is important that all the names of your team are spelled correctly, check that the photographs or drawings of the food match the information of each one of them.

- 2 Share your menu with the other groups and discuss if the foods are healthy or unhealthy.

Ask students to get in their project groups. Have volunteers read the instructions aloud. Give them plenty of time to make their menu, share it and discuss if the foods they included are healthy or unhealthy.

- 3 Evaluate your performance and your group's performance.


Tell students to make some notes about some of the aspects they think they did good and the ones they have to improve. Go around the classroom and find out about the group's performance.

NOTES : _____

Review 1

A Go around the classroom and find someone who can do the following things. Write his / her name next to what he/she can do. Ask questions: *Can you...? / Could you...?* **Answers will vary.**

	Names
1. Someone who can play yoyo.	
2. Someone who can cook.	
3. Someone who does his/her homework after watching TV.	
4. Someone who could lend you 5 pesos.	
5. Someone who can do a headstand.	
6. Someone who can play a musical instrument.	
7. Someone who could do you a favor.	
8. Someone who can sing.	
9. Someone who can whistle.	
10. Someone who could share his / her lunch with you.	


B  Read the following situations and give some advice. **You could..., They could...**

1. A new family just moved upstairs. They are making too much noise. What can I do?
2. There is too much garbage on the streets. What can we do?
3. Susan's family car is broken. She has to go to school. What can she do?
4. I left my wallet at home. There's no money for a snack. What can I do?
5. You wanted to visit your grandparents, but you have too much homework. What can you do?
6. You feel too nervous before the exam. What can you do?


36

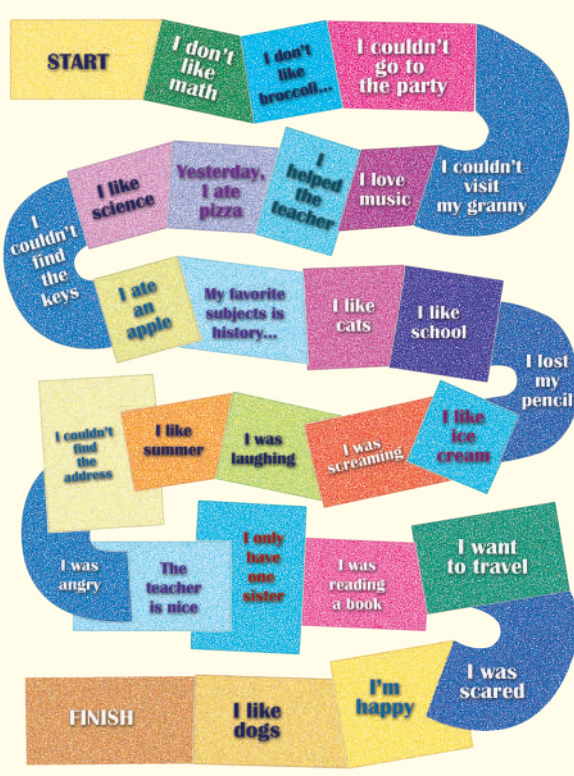
Unit 1 A Glance at the Past

A Go around the classroom and find someone who can do the following things. Write his/her name next to what he / she can do. Ask questions: *Can you...? Could you...?*

B  Read the following situations and give some advice. **You could..., They could...**

The review section is an opportunity for your students and for you to find out what are some of your students' strengths and weaknesses. You can have students answer this activity as homework, or you can also have them answer it as an exercise in class or even as a pop quiz. Have a feedback session for students to check the answers.


C  Play the board game. Roll the die. Use a small object as your game piece. Make a sentence with the phrase in the square you land using **but** or **because**. Watch out for the tenses!

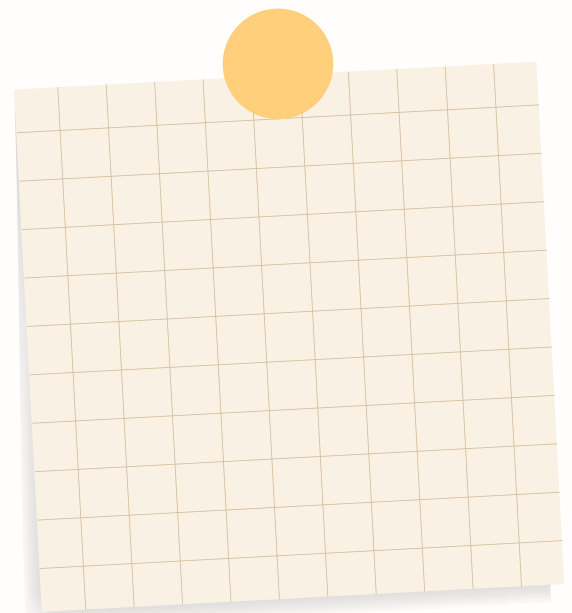


The board game board features a winding path with the following phrases on the squares:

- START** (Yellow)
- I don't like math (Green)
- I don't like broccoli... (Blue)
- I couldn't go to the party (Pink)
- I like science (Purple)
- Yesterday, I ate pizza (Light Blue)
- I helped the teacher (Light Green)
- I love music (Light Purple)
- I couldn't visit my granny (Dark Blue)
- I ate an apple (Light Yellow)
- My favorite subjects is history... (Light Blue)
- I like cats (Pink)
- I like school (Dark Purple)
- I lost my pencil (Dark Blue)
- I couldn't find the address (Light Yellow)
- I like summer (Orange)
- I was laughing (Light Green)
- I was screaming (Red)
- I like ice cream (Light Blue)
- I was angry (Dark Blue)
- The teacher is nice (Light Blue)
- I only have one sister (Light Green)
- I was reading a book (Pink)
- I want to travel (Dark Green)
- FINISH** (Brown)
- I like dogs (Light Yellow)
- I'm happy (Yellow)
- I was scared (Dark Blue)

Review 1 37

C  Play the board game. Roll the die. Use a small object as your game piece. Make a sentence with the phrase in the square you land using **but** or **because**. Watch out for the tenses!



Being Helpful

Vocabulary

agenerosity present
kind selfish

A Moment to Ourselves

Should we help someone in need?

Have a volunteer read the question aloud. Give students time to think their answers. Elicit some ideas.

Getting Started


Write *SHARE* on the board. Ask students to write as many words as they know that start with each of the letters. Have them compare their words with a classmate. Find out who has written more words.

Lesson 1

UNIT 2

Being Helpful


Should we help someone in need?

A  **Track 17 Listen and read the news story.**

Joshua is an 11-year-old boy from Mississippi who made eleven children very happy on his birthday. Let's listen to Joshua's story.

"This year, I thought I should do something different for my birthday. I didn't ask my parents for presents. Instead, I decided to give something to someone in need. Suddenly, I knew it: children in the hospital. I asked my mom if she could buy eleven teddy bears. On my birthday, we went to the local children's hospital. We spent some time with the kids and we gave the eleven teddy bears away. They were very happy and I was very happy, too.


I think I'm a lucky kid because I'm healthy so I shouldn't be selfish. I don't need any more toys. I think people should make an effort to be kind and generous to others. You shouldn't worry about the things you don't have. You should be happy with the things you have. Giving the teddy bears to children in the hospital and seeing them smile was the best birthday gift!"




B **Read and complete the sentences with *should* and *shouldn't*.**

- You should smile every day.
- You shouldn't be rude to your parents.
- You should be nice to elderly people.
- You should share with others.
- You shouldn't hurt animals.

**When do you use *should*?
What does it mean?
I should do something different for my birthday.
I shouldn't be selfish.**

C  **Read and discuss the following question.**

- What do you think generosity is?
- What can people do to be generous?



38 **Unit 2 Being Helpful**

A  **Track 17 Listen and read the news story.**

Have students look at the picture. Have them describe it and predict what the text will be about. Play the track for students to listen and read the story. Ask different questions to check students' comprehension. Also, have students share their opinion about the story.

B **Read and complete the sentences with *should* and *shouldn't*.**

Ask students to complete the sentences. Have them compare their answers with a classmate. Then, check answers with the class. Clarify any doubts.

Cross-Check


Have students look at the information in the box and say what the words *should* and *shouldn't* mean. Elicit other examples from students. On the board write the words: suggestion or obligation? and ask students to look over the examples in the box and in the text to come up with the best answer.

C  **Read and discuss the following question.**

Go over the questions with the students. Have them discuss them in pairs. Ask volunteers to share their answers with the class.

D Read the text and decide what lesson the author wants you to learn from the story.

The Silver Coins




Two boys walked down a road near a field. One of them saw a man working in the field. The man was wearing old and dirty clothes, but they could see his clean clothes and shoes in a bag, on the side of the road. Joe looked at his friend Jim, and said, 'We should hide his shoes so when he comes to look for them; he won't find them. He will be surprised!'

Jim thought about what his friend said and told him, 'The man looks poor and he is working. I think we should hide a silver coin in each shoe. We should hide in these bushes and see his reaction.' They placed a silver coin in each shoe and hid in the bushes. When the farmer came from the field he put on a shoe. He felt the coin under his foot! He took out the coin and looked around, but no one was there. He was confused. Then, he put on his other shoe and felt the other coin. The man looked very surprised when he took out the coin. Then, the boys heard the farmer crying

happy tears of gratitude. He spoke of his sick wife and his children who needed food. He was thankful for this mysterious gift.

After a while, the boys came out of the bushes and walked home. They felt good and happy inside because they helped someone. Joe said, 'I think that from now on we should try to do good things for other people.' Jim smiled and agreed.



E Read and discuss the following with your classmates. What should you do in those situations? Why?

1. A very old lady is having trouble crossing the street.
2. A kid in your class didn't bring lunch to school and he is very hungry.
3. It is a very hot day and you have a bottle of water. You see a very thirsty dog in the park.

Lesson 1

39

Vocabulary

bushes	farmer	gratitude
coin	field	silver

CLIL: Literature

D Read the text and decide what lesson the author wants you to learn from the story.

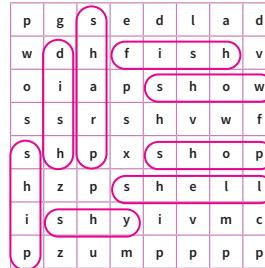
Ask students to read the text. Tell them they can use the dictionary to clarify the meaning of unknown words. Ask: *What do you think about what the boys did?* Ask students to answer the question. Then, form pairs and have them discuss what lesson the author wants them to learn from the story. Elicit answers from different students.


E Read and discuss the following with your classmates. What should you do in these situations? Why?.

Form groups of three. Have students discuss the questions. Then, ask the groups to join another group and share their answers. Tell groups to choose the best answer for each of the situations. Ask a speaker from each group to share their answers with the class.


F Unscramble the words. Then, find them in the word search.

- | | |
|----------------|----------------|
| 1. wosh _____ | 5. sifh _____ |
| 2. eshll _____ | 6. hsid _____ |
| 3. yhs _____ | 7. sarph _____ |
| 4. sohp _____ | 8. ipsh _____ |



G  **Track 18** Read and listen to the tongue twisters. Practice saying the tongue twisters to each other. Who can say them the fastest?

1. She sells seashells by the seashore.
2. Should six shaking soldiers share the shattered shield?
3. Shy sheep shouldn't sleep in a shack. Shy sheep should sleep in a shed.

H  Think about the following question, write some ideas and share your thoughts with a classmate.


What good things can you do for other people without expecting something in return?

Answers will vary.


Go to page 30 in your workbook and write an entry in your blog.

F Unscramble the words. Then, find them in the word search.

Ask students to complete the activity. Monitor while they work. Then, have students complete the word search with a partner. Check answers with the class by asking volunteers to write the words on the board.

G  **Track 18** Read and listen to the tongue twisters. Practice saying the tongue twisters to each other. Who can say them the fastest?

Play the CD for students to say the tongue twisters. Have students repeat them several times. Correct any pronunciation mistakes. Then, form pairs, taking turns, have students say the tongue twisters. Find out who says them faster.

H  Think about the following question, write some ideas and share your thoughts with a classmate.

Have students think about the question and write down their ideas. Then, have students discuss their answer with a partner. Elicit answers from students at random.

Go to page 30 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Ask students what kind of problems you can have at school. Give students time to write on their blog. Monitor and help them to check spelling, grammar and punctuation.

PROJECT

Make a 'Giving Tree' poster.

- 1 You will make different kinds of "fruit" for this tree. Write things or actions you can give to others or do for others that you don't need to buy on each fruit.

First, decide how you will make your tree poster. What type of tree will you make? What materials will you need? Write your ideas.

- 2 Discuss with your classmates and write.

1. What can you give to make others happy without necessarily buying it?
2. When do you think you can give these things to people?



Lesson 1

41

PROJECT

Material:

pencils and paper

- 1 You will make different kinds of "fruit" for this tree. Write things or actions you can give to others or do for others that you don't need to buy on each fruit.

Form groups of four. Have volunteers read the instructions aloud. Clarify any doubts. Give students time to decide how they will make their tree poster and what materials they will need.

- 1 Discuss with your classmates and write.

Have them think about things or actions they can do or give to other people that they do not need to buy. Tell them to write their ideas. Go around the classroom and make sure everybody participates in the discussion.

NOTES : _____

Lesson 2

Vocabulary

donate
expecting
leftovers

A Moment to Ourselves

Who do you affect by the way you behave?

On the board write the phrases: behave well and behave badly. As a whole class, ask students to brainstorm examples and consequences of both types of behaviour.

Getting Started

Form groups of four. Ask students: *What have you done lately to help other people?* Have students discuss in their groups. Ask volunteers to share their answers with the class.

Lesson 2

Who do you affect by the way you behave?

A Track 19 Listen and read.



One day Emily and her mother went out for dinner. Emily ordered a big plate full of pasta. Emily couldn't eat all the pasta, so her mother decided to take the leftovers home. When Emily and her mom left the restaurant, they saw a man sitting on the street. He looked cold and lonely. Emily's mother got close to the man and gave him Emily's leftovers. The man smiled and thanked them. When Emily and her mother were walking home they had this conversation:

Emily: Mom, why did you give that man my leftovers?

Mom: The man looked hungry and we weren't going to eat any more pasta tonight. I thought he would like eating some warm pasta.

Emily: But he didn't give you any money for the pasta.

Mom: Money is not important, Emily. We should be generous to other people. If we can, we should help people without expecting something in return.

Emily: Why should I be generous?

Mom: You should be generous because you never know when you might need someone to help you. You also feel good when you help someone. If you can help someone you should do it.

Emily: So, should I give money to other people?

Mom: It's not money. You can be generous in many different ways. You can give someone your leftover food, you can donate a book to a library, help someone cross the street, or help someone fix a garden. The most important thing when you give someone something is that you should do it from the heart.

Emily: Oh! Thank you Mom! Next time I can help someone, I will do it!



Why do we use **should** in these sentences?
You **should** give someone your leftover food.
You **should** donate a book to a library.
You **should** help someone cross the street.

B Read and circle the verb that best completes each sentence.

1. You should (helps / **help**) other people when you can.
2. He shouldn't (**be** / was) rude to the new student.
3. I should (**tell** / tells) the teacher the truth.
4. People should (worries / **worry**) more about other people and less about things.
5. I should (**give** / gave) that stray cat some food.

C Talk about a time when you did something nice for someone else.

42

Unit 2 Being Helpful

A Track 19 Listen and read.

Have students look at the pictures and describe them. Play the track for students to listen and read. Clear up any doubts. Then, ask students what they think about what Emily's mother did. Ask them if they have ever been in a similar situation.

Cross-Check

Ask students to look at the information in the box and have them explain the use of *should* in these sentences. Clarify any doubts. Elicit more examples from students.

B Read and circle the verb that best completes each sentence.

Have students complete the exercise. Ask students at random to read the answers. Correct any mistakes.

Beginners	Fast finishers
Have students complete the activity in pairs. Then, ask them to think of two more things we should do to help others.	Have students complete the activity individually. Ask them to write a few sentences on how to help others.

C Talk about a time when you did something nice for someone else.

Form pairs. Ask a volunteer to read the instruction aloud. Give students time to talk with their classmate. Then, ask students to go around the classroom and share their answers with different students. Monitor and make sure everybody participates in the activity.

Vocabulary

- elderly
- nurses
- savings

D Read the text and give the story a title.

Accept any logical answer.

Mike Brown an 86-year-old man from Oklahoma donated his house and most of his life savings to a group of nurses who take care of sick elderly people.

'I'm old and I have lived a good life. I am not sick and I feel good, but you never know what can happen', Mr. Brown said.

When our news reporter asked Mr. Brown why he donated his house and all his money he answered, 'I am a very lucky guy because my children are always taking care of me. I just thought I should do something good for the elderly people who don't have children or anyone else to take care of them. Now, I live with my eldest son, so I don't need the house. I decided to donate most of my life savings because I already have a bank account with enough money to live comfortably, so I should share the rest with the people who need it. I thought my money should be used to make other people's lives better. I won't need money when I'm dead.'

Mr. Brown said that he felt really good about what he did. 'People with good lives, should help less fortunate people to enjoy a good life too. Maybe what I did will inspire others to donate things they don't need.'



E Read and discuss.

1. Do you think people should donate or give away things they don't need? Why?

F Discuss and make a list of things children should do to help others.

1. parents
2. people in your community
3. classmates

Answers will vary.

CLIL: History

D Read the text and give the story a title.


Have students read the text. Tell them that they can use their dictionary to find the meaning of unknown words. Ask students to write a title for the story and have volunteers share their titles. Vote for the best title.

E Read and discuss.

Go over the question with the class. Have them discuss it with a partner. Ask volunteers to share their answer with the class.

F Discuss and make a list of things children should do to help others.

Form groups of three. Have students discuss the question and write their answers. Then, ask the groups to join another group and share their lists. Divide the board in three columns and write: *parents / people in your community / classmates*. Have volunteers write their ideas on the board.

G  Look at the pictures and complete the words. Check your answers with a classmate. Practice saying the words. Then, make a tongue twister with all the words. Write it in your notebooks.

1. ch_e_rry



2. ch_i_ldren



3. ch_a_in





4. ch_o_colate





5. ch_u_rch



H   **Track 20** Listen to the tongue twisters and circle the *ch* and *sh* sounds. Then, repeat.


1. If two witches should watch two watches, which witch should watch which watch?
2. A cheap sheep is cheaper than a cheap ship.
3. If Charlie chews shoes, should Charlie choose the shoes he chews?





 Go to page 33 in your workbook and write an entry in your blog. 

44



Unit 2 Being Helpful

G  Look at the pictures and complete the words. Check your answers with a classmate. Practice saying the words. Then, make a tongue twister with all the words. Write it in your notebooks.

Elicit examples of tongue twisters from students. Form pairs. Have students complete the words and make a tongue twister with all of them. Tell them to say their tongue twister several times. Help them with pronunciation. Have each pair say their tongue twister in front of the class.

H   **Track 20** Listen to the tongue twisters and circle the *ch* and *sh* sounds. Then, repeat.

Play the track to listen and circle the *ch* and *sh* sounds. Check answers with the class. Play the track again for students to repeat the tongue twisters. Have them repeat several times.

 Go to page 33 in your Workbook and write an entry in your blog. 

Divide the board into two columns. On one side write *Home* and on the other *School*. Elicit from students what responsibilities they have in these places and write them on the right column. Give students time to write in their blog. Go around the classroom and help.

PROJECT

Hands on!

- 1 Make the fruit you will put on your tree.
- 2 What fruit will you use? Apples, oranges, pears...?
- 3 Discuss with your classmates.
- 4 Will your tree have leaves? What else will you decorate with? Make some notes.
- 5 Then, make all the decorations you need to make your tree.
- 6 Keep all your decorations in a safe place.



Lesson 2

45

PROJECT

Material:

cardboard, colored pencils, markers and scissors

1 Make the fruit you will put on your tree.

To make the fruit that you will put on your tree, you need to be creative and ingenious, to imagine what the fruit is like, what characteristics it has, what color it is, etc.

2 What fruit will you use? Apples, oranges, pears...?

Think about your favorite fruits, in this project you can talk about them, say why you like them more than others.

3 Discuss with your classmates.

Remember that to discuss you must do it in order, respect each classmate's turn, express your ideas and listen with respect to those of others.

4 Will your tree have leaves? What else will you decorate with? Make some notes.

Take into account how you want to decorate your tree, where you will place your fruit, how you will order those of your companions. So you don't forget what you planned, write notes that will help you finish the project.

5 Then, make all the decorations you need to make your tree.

Now is the time to let everyone know about your creativity decorating your tree. Use the material indicated by your teacher.

6 Keep all your decorations in a safe place.

Ask the student to put their work in a box or in a place designated for it.

Lesson 3

Vocabulary

donations medicines
floods organizations

A Moment to Ourselves

Do you think that being generous can make you and others happy?


On the board write the words: 'being generous'. As a whole class, ask students to brainstorm ideas about it. List their ideas on the board.

Getting Started

Write on the board: *RED CROSS*. Ask students what they know about the Red Cross. Write their ideas on the board. Also, ask students if they think that people working for the Red Cross are generous and why. Elicit answers from different students.

Lesson 3

Do you think that being generous can make you and others happy?

A  **Track 21** Listen and read. Then, discuss the question below. What are Evan and Jennifer doing?


Evan: Hi Jen! What are you doing?
Jennifer: Hi Evan! I'm putting all these food cans and toilet paper inside this box.
Evan: What are you going to do with those things?
Jennifer: I'm taking them to the Red Cross. It's my donation to help the people who have been affected by the floods.
Evan: Oh, I should have some food cans at home and I'll help you, too.
Jennifer: Sure! Anyone who can help should help.
Evan: Shouldn't we put some medicines in the box too?
Jennifer: No, we shouldn't. You should only donate the items that they are asking for.
Evan: Why?
Jennifer: Because that's the only way the volunteers can actually help the people in need. If you give them things they don't need right now, they'll only have more work to do and the help will take longer to arrive.
Evan: Oh, I see. So that is why it's important to take your donations to organizations like the Red Cross.
Jennifer: Exactly! You should make sure your donations are being delivered to the people that need them.



What do we use *should* for? You should eat fruit and vegetables every day. You shouldn't drink a lot of soda.

B Read and complete the sentences with *should* and *shouldn't*.


- I should donate all of the clothes we no longer use.
- We should call Mike. He will be happy to help.
- You shouldn't send food that spoils quickly.
- Yes, they should buy some bags of rice.
- They shouldn't give cash. It's better to use the bank account they mentioned on TV.

C  Read and discuss the following questions.

- Should we help people during a disaster? Why?
- How can we help people during a disaster?

46

Unit 2 Being Helpful

A  **Track 21** Listen and read. Then, discuss the question below. What are Evan and Jennifer doing?

Have students look at the picture and ask: What is the woman doing? Help students with any needed vocabulary. Play the track for students to listen and read the dialog. Elicit answers from different students.


Cross-Check

Ask students to find examples of suggestions in the text. On the board list the examples with **SHOULD** or **SHOULDN'T**. Ask students what these examples on the board have in common.

B Read and complete the sentences with *should* and *shouldn't*.

Have students complete the sentences. Go around the classroom and help. Elicit answers from volunteers. Finally, have a class discussion on what they think about helping in emergencies.

Beginners	Fast finishers
Have students complete the activity in pairs.	Have students complete the activity individually.

C  Rewrite the sentences using *because*.

Go over the questions with the students. Form pairs. Have students discuss the questions. Ask volunteers to share their answers with the class.

Vocabulary
 fortunate orphanage
 list present

D Read and decide what could be the girl's reaction when she gets her presents.

The Present

There is an orphanage very close to my house. This Christmas they had a sign that said 'Give a gift, get a smile'. They asked for Christmas gifts for the children who lived there, because they usually don't get any presents. My brother and I decided to give a nice Christmas present to a kid who isn't as fortunate as we are. We had some money because we were saving to buy a videogame. We knew that with our savings, we could buy some nice things.

We chose to give this present to a 7 or 8-year-old girl. First, we made a list of things girls and kids in general should have. Our parents helped us, and we made a list. Here's the list.

Every kid should have:

- Something to love like a teddy bear or a doll.
- Something for school like pencils, pens or a pencil case.
- Something to wear like a t-shirt or some shorts.
- Something to play with like a yo-yo or a jump rope.
- Something for personal hygiene like a toothbrush or a hairbrush.
- Something special to wear like a hat or a cap.

Our parents helped us buying the things on the list. We got as many things as we could. When we got back home, we put it all inside a couple of boxes. Then, we took the presents to the orphanage. I hope the girl that gets our present has a very happy Christmas.



E Read the questions and discuss.

1. What things do you think every kid should have?
2. Do you think those things could be good Christmas or birthday presents? Why?

F Read and discuss with your classmates.

It's important to be friendly to others. Kindness and generosity are an important part of being friendly. It isn't necessary to give things; there are many ways to be kind and generous to the people around you. Make a list of things you can do.

Answers will vary. _____

CLIL: Social Studies

D Read and decide what could be the girl's reaction when she gets her presents.

Have students look at the picture and read the title. Ask them to predict what the text will be about. Ask students to read the text and see if their predictions were right. Encourage them to use the dictionary to find the meaning of unknown words. Ask volunteers to share their answers with the class.

E Read the questions and discuss.

Form pairs. Have students discuss the questions with their classmate. Then, ask students to get together with a different pair to share their answer. Have volunteers share their answers with the class.

F Read and discuss with your classmates.

Read the instructions aloud along with the students. Form groups of four and have them make the list. Then, have students go around the classroom and share their answers with different partners. Finally, ask different students to read their lists aloud.

G Read the hints and complete the crossword.

Across

2. plural of bus
5. plural of person
7. plural of berry
9. plural of tomato
10. plural of tooth

Down

1. plural of wolf
3. plural of story
4. plural of leaf
6. plural of child
8. plural of city

H **Track 22** Listen and say. Complete the words.

1. sta_ ti _on
2. sec_ ti _on
3. informa_ ti _on
4. spe_ ci _al
5. na_ ti _on
6. direc_ ti _on
7. musi_ ci _an
8. deli_ ci _ous

Which letters have similar sounds? Complete the rule.

The *sh* sound in the middle of a word is sometimes spelled _____.

- a) ti or ci b) a or i c) ct or io

Go to page 36 in your workbook and write an entry in your blog.

48

Unit 2 Being Helpful

G Unscramble the letters to make words.

Have students complete the crossword. Then, have them compare their answers with a partner. Ask volunteers to write the answers on the board. Correct any mistakes.

H **Track 22** Listen and say. Complete the words.

Play the track for students to say and complete the words. Check students' answers. Have students complete the rule and elicit the answer from a volunteer. Then, play the track again for students to repeat the words. Correct any pronunciation mistakes.

Go to page 36 in your Workbook and write an entry in your blog.

Have a volunteer read the instruction. Clarify any doubts. Give students time to think and write their entries. Tell students to check for grammar, spelling and punctuation. Go around the classroom and provide any needed help. Have students compare their entry with a classmate. Ask volunteers to share their ideas with the class.

PROJECT

Your "Growing Tree"

- 1 Write down the sentences you will write on your paper fruits.

- 2 Check grammar spelling and punctuation.
- 3 Write the sentences on your paper fruits. Keep them in a safe place.



Lesson 3

49

PROJECT

Material:

the paper fruits students made for their project, markers and colored pencils

- 1 Write down the sentences you will write on your paper fruits.

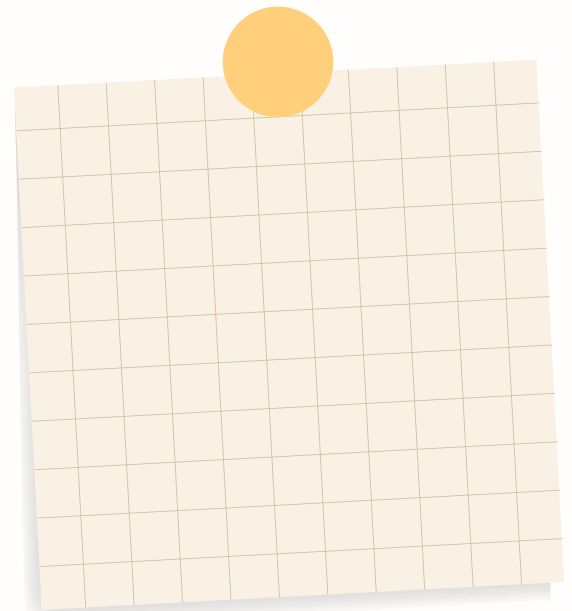
Ask students to get in their project groups. Have volunteers read the instructions aloud. Give students time to write their sentences.

- 2 Check grammar spelling and punctuation.

Ask them to check grammar, spelling and punctuation. Go around the classroom and help. Have students write their corrected sentences on their paper fruits.

- 3 Write the sentences on your paper fruits. Keep them in a safe place.

Tell students to keep their decorations in a safe place because they will need them to work on the next step of the project.



Lesson 3

49

Lesson 4

Vocabulary

recess
share

A Moment to Ourselves

Should we share our things with other people?


Ask a volunteer to read the question. Ask students at random to give you the answer, and ask them why it is important to be generous with other people.

Getting Started

Form groups of three. Ask them to write down as many words, phrases or expressions as they can from the previous three lessons. Give them a time limit of three minutes. The group that can remember the most items wins.

Lesson 4

Should we share our things with other people?

A  **Track 23** Listen and answer. What is Melanie and Nora's relationship?
Melanie and Nora are friends.



Melanie: Nora! It's recess time! We should have lunch together.
Nora: I'm sorry Melanie. I didn't bring any lunch and I don't have enough money to buy a sandwich.
Melanie: You shouldn't worry about that, we could share my sandwich.
Nora: Really? Thank you very much!
Melanie: No problem, come on. We can sit near the football field.

Why do we use words like **can**, **could**, and **should**?
You **shouldn't** worry about that.
We **could** share my sandwich.
We **can** sit near the football field.

B Read and answer the questions. Use complete sentences.


- Linda has two slices of pizza. Amy doesn't have any pizza.
Should Linda share one of her pizza slices with Amy?
Yes, she should share one of her slices with Amy.
- Mark has a sweater that is very small. Tony is a short boy.
Should Mark give Tony his small sweater?
Yes, he should give Tony his sweater.
- Jodi is an old lady who can't cross the street. Lucien is a young man.
Should Lucien help Jodi crossing the street?
Yes, he should help her cross the street.
- Aaron has three bags of dog food. Aaron doesn't own a dog.
Should Aaron throw the bags of dog food in the trash?
No, he shouldn't throw the dog food away. He should give it to someone with a dog.
- Amy got 35 presents for her birthday. She wants more presents.
Should Amy get more presents for her birthday?
No, she shouldn't get any more presents.

C  Read and discuss the questions below.

- Should you share your things with other people?
- Have you ever shared something? What did you share? Why did you share?

50

Unit 2 Being Helpful

A  **Track 23** Listen and answer. What is Melanie and Nora's relationship?

Play the track for students to listen. Clear up any doubts. Check the answer with the class. Ask students: *What is the sentence, phrase or phrases that helped you answer the question?*


Cross-Check

Have students look at the information in the box. Have students at random explain to the class the use of words like *can*, *could* and *should*. Clarify any doubts.

B Read and complete the sentences with *should* and *shouldn't*.

Ask students to read the statements and answer the questions using *can*, *could* or *should*. Have them compare their answers with a classmate. Ask volunteers to read the answers to the class. Correct any mistakes.

Beginners	Fast finishers
Have students write only one sentence for each question.	Have students write an extra sentence for each question.

C  Read and discuss the questions below.

Go over the questions with the students. Clarify any doubts. Form pairs. Have students discuss the questions. Ask volunteers to share their answers with the class.

D Read the text.



One summer day, John and Bob were at their house. It was very hot so they went to the freezer to look for ice cream. There was no ice cream in the freezer.

"We should go buying an ice cream cone, one for each one of us", said John.

"Yes we should!" exclaimed Bob.

John and Bob went up to their room to see how much money they had.

"This won't be enough," Bob said.

"What should we do?" asked John.

"We should sell lemonade", Bob answered.

John and Bob asked their mom to help them make some lemonade. They set up a lemonade stand on their front lawn. They put up a sign and waited. Many people came and bought lemonade. Soon there was no lemonade left.

"We should be able to buy two big ice cream cones now", John said.

Bob smiled and said, "Yes, we should hurry."

John and Bob walked to the ice cream parlor and they ordered their ice cream cones. John asked for one scoop of strawberry and one of chocolate ice cream. Bob ordered two scoops of chocolate ice cream. Suddenly, Bob's ice cream fell down. It was a mess. Bob was very sad because his ice cream scoops fell.

"Don't worry", John said, "I'll give you one scoop."

"Really? That's very nice", Bob said.

"Remember what mom said, we should share", John said.



E  Read and discuss the following questions.

1. Would you share your ice cream with a friend or a sibling? Why?
2. Has anyone ever shared something with you? What did that person share?
3. How did you feel?

F  Discuss the following questions and write a paragraph in your notebooks. *Answers will vary.*

Have you ever shared anything with a stranger? What did you share? Should you share things with strangers? Why? Should you accept things from strangers? Why?

Lesson 4 51


Vocabulary

lawn scoop
parlor stand


CLIL: Social Studies

D Read the text.

Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, ask: *What were John and Bob doing? Have you ever done anything similar?* Elicit answers from different students.

E  Read and discuss the following questions.

Form pairs. Have students discuss the questions. Go around the classroom and make sure everybody participates in the discussion. Then, ask students to go around the classroom and find somebody who has the same answer.



F  Discuss the following questions and write a paragraph in your notebooks.

Read the questions and have a class discussion about them. Then, ask students to write a paragraph answering the questions in their notebooks. Monitor and correct any mistakes.

G  Make new words with the words **planet** and **lemonade**.

Possible answers: **pea, plane, tea, let, eat, ate, tale, pale, leap, leapt, tan, pan, pat, plan, lemon, lead, lad, man, mole, meal, male, deal, den, dam, mad, etc.**



H   **Track 24** Listen and cross out the word that has a different sound.

- | | | | |
|--------------|-------------------|-----------|-----------------|
| 1. sure | insure | sugar | said |
| 2. passion | caucus | admission | expansion |
| 3. parachute | chef | machine | brochure |


I How do you show others generosity? Do you think everyone is generous? Why or why not? Write in the space provided.

Answers will vary.



Go to page 39 in your workbook and write an entry in your blog.

52

Unit 2 Being Helpful

G  Make new words with the words **planet** and **lemonade**.

Read the instructions along with the students. Have them complete the activity. Tell students they can use the dictionary to check the words they think of. Ask volunteers to write their words on the board. Correct any spelling mistakes.

H   **Track 24** Listen and cross out the word that has a different sound.

Play the track for students to cross out the word that has a different sound. Check answers with the class. Play the track again for students to repeat the words. Correct any pronunciation mistakes. You can have students repeat the words several times.

I How do you show others generosity? Do you think everyone is generous? Why or why not? Write in the space provided.

Ask a volunteer to read the instructions. Have a group discussion about the questions and write students' ideas on the board. Have them write their ideas and then compare their texts with a classmate.

Go to page 39 in your Workbook and write an entry in your blog.

Read the instructions aloud and have students brainstorm ideas and write them on the board. Ask students to write their blog entry. Monitor and check. Have some students share their answers with the class.

PROJECT

- 1 Assemble your 'Giving Tree'. Paste the fruits and all the decorations.
- 2 Evaluate your performance.



Lesson 4

53

PROJECT

Material:

the material students made for their Giving Tree

- 1 Assemble your 'Giving Tree'. Paste the fruits and all the decorations.

Ask students to work in their project groups. Make sure each team has their material. Have volunteer students read the instructions.

- 2 Evaluate your performance.

Give them time to work on their Giving Tree. Go around the classroom and help. Then, write the following on the board: *Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in these types of projects?* Have students discuss the questions in their groups and write their answers.

NOTES : _____

Lesson 5

Vocabulary

cultural
festival
performances

A Moment to Ourselves

What things do we celebrate?

Ask students what they celebrate in their families, what important dates they celebrate in their country, and if they know celebrations from other countries. Write their ideas on the board.

Getting Started

Form trios. Have students think of a celebration they like and write as many words as they can relate to that celebration: food, people, activities, dates, etc. Ask a speaker from each group to share their answers with the class.

Lesson 5

What things do we celebrate?

A  **Track 25** Listen and read. Then, complete the sentences.

There are different types of festivals around the world. Different countries and different areas within these countries have their own festivals. Some of them have religious origins, others depend on seasonal change or have some cultural importance.




When do we use **there is** and **there are**?
There are many festivals.
There is an important festival in Japan.

One of the oldest festivals in the world is the Japanese Cherry Blossom festival celebrated in the spring. The origin of this festival dates back to more than one thousand years ago when aristocrats enjoyed looking at cherry blossoms and wrote poems. Nowadays, people celebrate this festival. There are many performances. There is music and all forms of entertainment. A lot of people wear Kimonos.

- The Cherry Blossom festival is celebrated in Japan.
- This festival dates back to more than one thousand years ago.

B Complete the paragraph using **there is** or **there are**.


I like the youth festival that we celebrate in our community very much. Every year, during the second week of April, there is a big celebration. There are different performances. There are music groups that play all day. There is an art exhibition. There is also a science fair. It is amazing. You should come next time.

C  **Read and discuss the questions.**

- What are the most important festivals in your city or town?
- When are they celebrated? How are they celebrated?

54

Unit 2 Being Helpful

A  **Track 25** Listen and read. Then, complete the sentences.

Ask students to look at the pictures. Have students predict what the text will be about. Play the track for students to listen and read. Clear up any doubts. Ask volunteers to share their answers with the class.

Cross-Check

Ask students to read the information in the box. Have them explain the use of *there is* and *there are*. Elicit some examples from students. Write them on the board. Arrange students in pairs and ask them to work together to come up with the structure of the singular and plural form of *there is* and *there are*.

B Complete the paragraph using **there is** or **there are**.

Have students complete the paragraph. Go around the classroom and provide any needed help. Ask students at random to read the answers aloud. Correct any mistakes.

C  **Read and discuss the questions.**

Form trios. Have students discuss the questions. Ask a speaker from each group to share their answers with the class.

D Read the text and decide why the author wrote about Cuzco.

Come to **Cuzco Peru** to celebrate with us the *Inti Raymi*, the Festival of the Sun, during the third week of June.

For one week, there are expositions and street fairs every day. There are lots of people dancing in the streets. There are music concerts. There is traditional food and there is lots of fun. There is also a big parade around the streets and up the hills to the ancient fortress above Cuzco. At night, there are bonfires and fireworks that light the city.

Inti Raymi is still celebrated in indigenous cultures throughout the Andes. Celebrations involve music, colorful costumes (most notable the woven aya huma mask) and sharing of food. You will enjoy it very much!



E Read and discuss.

1. Have you ever visited a fair? What kind of fair did you visit? What did you see?

F Complete the paragraph about the Festival of the Sun. Then, share your paragraphs with other classmates.

In the festival of the Sun, there are...

expositions, street fairs, people dancing in the streets, music concerts, traditional food, a big parade, bonfires, fireworks, and people in colorful costumes.



Vocabulary

- | | |
|-------------|-----------|
| bonfires | fairs |
| celebrate | fireworks |
| expositions | parade |

CLIL: Social Studies

D Read the text and decide why the author wrote about Cuzco.


Point to the text and have students say what type of text is it. Ask them if they know the city in the picture. Have students read the text and answer the question. Check the answer with the class.

E Read and discuss.

Form groups of four. Go over the questions with the students. Then, have them discuss in their groups. Monitor while they discuss and make sure everybody participates. Ask different groups to share their answers with the class.

F Complete the paragraph about the Festival of the Sun. Then, share your paragraphs with other classmates.


Ask students to read the text from exercise D again. Then, tell them to write a paragraph about the Festival of the Sun, using the information from the text. Monitor and help. Then, have students share their paragraph with a partner. Tell them to find differences and similarities.

G  Read and follow the instructions.

1. Take turns saying the words. Write the definitions individually, then, compare your answers.
2. When you finish, take turns spelling the words to each other.



1. hills: areas of land that are higher than the land around them, but not as high as mountains
2. bonfires: large outdoor fires
3. fireworks: small devices that explode to make a display of light and noise
4. light: energy that makes it possible to see things and comes from the Sun, fire, lamps
5. fair: an exhibition of products with entertainment and amusements


H  Track 26 Listen. Then, match the words that have the same beginning sound.

- | | | |
|------------|-------|-------|
| 1. flat | _____ | bite |
| 2. thirsty | _____ | wash |
| 3. bit | _____ | flew |
| 4. walk | _____ | think |
- (Note: Lines connect flat to bite, thirsty to wash, bit to flew, and walk to think.)*


I Write about your favorite festival. What do you like the most about it?

Answers will vary.

Go to page 42 in your workbook and write an entry in your blog.

G  Read and follow the instructions.

Form pairs. Say the words aloud along with the students. Have students complete the activity. Monitor and help. Finally, ask some volunteers to spell the words to the class.

H  Track 26 Listen. Then, match the words that have the same beginning sound.

Play the track for students to listen to the words and match the ones that have the same beginning. Play the track again for students to check their answers. Finally, have students repeat the words. Correct any pronunciation mistakes.

I Write about your favorite festival. What do you like the most about it?

Tell students that they will write about their favorite festival. Tell them to include information like where is the festival held, what are the things there are in the festival and what they like the most about it. Go around the classroom and help. Then, have students share their information with a classmate.

Go to page 42 in your Workbook and write an entry in your blog.

Have a student read the instruction aloud. Give students time to write their entry. Monitor and help. Have students compare their entry with a classmate.

PROJECT

Looking For a Celebration

- 1 You are going to make a brochure about a festival of your choice. Use books and other sources like the Internet to answer this question. What is a brochure?

- 2 Use books and other sources like the Internet to answer this question. What is a festival?

- 3 Use books and other sources like the Internet to research different festivals that you find interesting. Write the name of the festival and its meaning.



Lesson 5

57

PROJECT

Material:

sources of information like dictionaries or encyclopedias

- 1 You are going to make a brochure about a festival of your choice. Use books and other sources like the Internet to answer this question. What is a brochure?

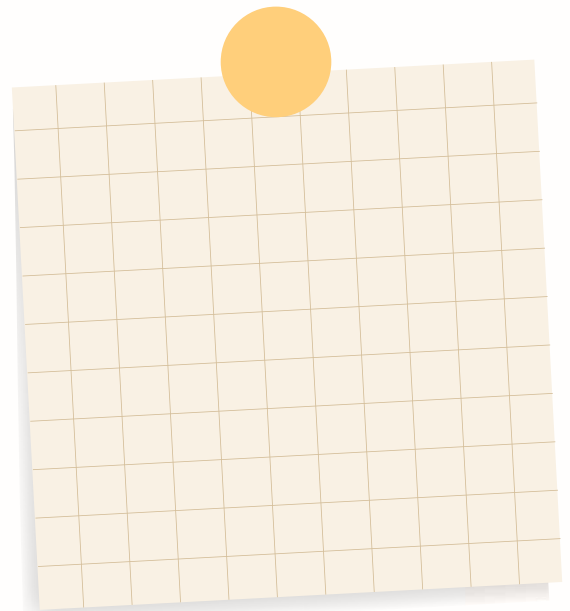
Have students get into new groups of four or five. Tell them that they will be working on the first step of their project. Go over the instructions with the students.

- 2 Use books and other sources like the Internet to answer this question. What is a festival?

Clarify any doubts. Give them time to find the information they need. Make sure students write the information in English. Tell students that it is important to write the source or sources where they found the information.

- 3 Use books and other sources like the Internet to research different festivals that you find interesting. Write the name of the festival and its meaning.

Ask volunteers to share their answers with the class. Have students keep their information in a safe place because they will use it for the next step of their project.



Lesson 5

57

Lesson 6

Vocabulary

concert
ensemble
musicians

A Moment to Ourselves

Have you ever been to a music festival?
What was it about?


On the board write: 'MUSIC FESTIVALS' and ask students to say the music festival they know and ask if they have been to one.

Getting Started

Form groups of four. Ask students to make a list of the different types of music they know. Then, have a speaker from each group share their lists with the class.

Lesson 6

Have you ever been to a music festival?
What was it about?

A  **Track 27** Listen and read. What type of festival are Cathy and Jason talking about?

Jason: Mmm... Look! This concert sounds interesting.

Cathy: Which one?

Jason: Here, The Strathmore High School Wind Ensemble. It says here, that the ensemble consists of 24 young musicians who are between 13 and 18 years old! This group performs at 5 o'clock.

Cathy: Well, I don't know. I prefer going to the one called Voices of the World Showcase.

Jason: What type of show is that?

Cathy: It says that they will present a mix of folk, traditional, classical and contemporary song and dance from groups all over the world.

Jason: OK... It sounds better than the ensemble.

I prefer going to this concert Cathy.

Cathy: Great! Let's buy the tickets now.



When do we use *prefer*?
I *prefer* going to the one called Voices of the World Showcase.
I *prefer* going to this concert.

B Match the two columns to make complete the sentences.


- | | |
|--------------------------|------------------------------------|
| 1. Mike prefers studying | to reading. |
| 2. I prefer reading | in the city to the country. |
| 3. My sister prefers | English to German. |
| 4. I prefer writing | swimming to playing tennis |
| 5. My mom prefers living | literature books to science books. |

C  **Read and discuss.**

1. What kind of music do you prefer? Why?
2. What do you know about music festivals?

58

Unit 2 Being Helpful

A  **Track 27** Listen and read. What type of festival are Cathy and Jason talking about?


Ask students to look at the picture. Tell students to predict what the text will be about. Play the track for students to listen, read and answer the question. Elicit answers from students at random.

Cross-Check

Have students read the information from the box. Make sure they all understand the use of *prefer*. Elicit more examples from students. Write them on the board.

B Match the two columns to make complete the sentences.

Have students complete the activity. Have students compare their answers with a partner. Ask volunteers to read the answers aloud.

C  **Read and discuss.**


Go over the questions with the class. Form trios. Have students discuss the questions. Then, ask students to join a new group and have them share their answers. Make sure everybody is speaking in English.

D Read and circle the different activities. Then, talk about the ones you prefer with a classmate.

Kids


Home
About Us
Gallery
Contact


Yesterday I went to the Children's Festival. It was amazing! There were so many things to do. You could go to all the shows you like. I prefer music shows so I went to two different ones.




I like to go to this kind of festival because it is held in beautiful natural places and there are surprises everywhere.

My brother Sam prefers the science fair so he spent most of his time there. There were many different sections in the festival with fun things like lantern parades, but I also like things like "Telling Tales" which focuses on stories and literature. My brother Pete prefers the adventure section where you can learn to lasso calves and pigs.



E  Read and discuss the following questions.

1. Have you ever gone to a festival with special activities for children?
2. Would you like to go to a festival with special activities for children?
3. What kind of activities would you prefer to do in a festival?

F  Read and discuss. Then, write some sentences in your notebook. Answers will vary.

Which one of these festivals do you prefer? Why?

1. a music festival
2. a nature festival
3. a movie festival

Lesson 6 59


Vocabulary

adventure	science
literature	shows


CLIL: **Social Studies**

D Read and circle the different activities. Then, talk about the ones you prefer with a classmate.

Have students read the text. Tell them they can use the dictionary to find the meaning of unknown words. Have students complete the activity. Have volunteers share their answers with the class.

E  Read and discuss the following questions.

Read the questions along with the students. Form pairs. Have students discuss the questions. Ask volunteers to say which kind of activities they prefer to do in a festival.

F  Read and discuss. Then, write some sentences in your notebook.

Form groups of three or four. Have students discuss which of the festivals they prefer. Then, ask a speaker from each group to share their answer with the class. Find out which is the most popular festival in the class.


G Find the four words. Write them down.

ival sic fer mu con fest pre cert

1. festival
2. music
3. concert
4. prefer

con - fest?



H  **Track 28** Read and follow the instructions.

1. Listen and repeat. Then, circle the words with the same z sound.



reason books cuts rise goes caps cats

2. Listen and repeat. Underline the words that begin with the same v sound.



berry vest best van ball vat vet


Go to page 45 in your workbook and write an entry in your blog.

60

Unit 2 Being Helpful

G Find the four words. Write them down.

Have a volunteer read the instructions. Make sure students understand what to do. Tell students to raise their hands once they have finished. Ask the student who finished first to write the words on the board.

H  **Track 28** Read and follow the instructions.

Play the track for students to listen and repeat the two sets of words. Correct any pronunciation mistakes. Play the track again for students to complete the activity. To check answers, play the track and pause after each word. You can play the track one more time for students to repeat the words. Help them with pronunciation.

Go to page 45 in your Workbook and write an entry in your blog.

Read the instructions along with the students. Clarify any doubts. Tell them they can use their dictionaries to look for any vocabulary they need. Go around the classroom and help students correct any grammar, spelling or punctuation mistakes.

PROJECT

Describing a Festival

- 1 Choose a festival for your brochure. Write the name of the festival you chose here.
- 2 Write down the main ideas about this festival. What is it about? Where does it take place? When does it take place? Why do people go to this festival?

- 3 Check grammar, spelling and punctuation.



Lesson 6

61

PROJECT

Material:

information the students looked for on the previous step

- 1 Choose a festival for your brochure. Write the name of the festival you chose here.

Orient your students about festivals, their importance, what they mean to the community. Ask what their favorite festival is and direct them to select a fact or event about which they can write a report.

- 2 Write down the main ideas about this festival. What is it about? Where does it take place? When does it take place? Why do people go to this festival?

Have students get in their project groups. Make sure everybody has their material on their tables. Go over the instructions with the students. Have them complete the activity.

- 3 Check grammar, spelling and punctuation.

Monitor while they work and help. Have students correct any mistakes and, if necessary, re-write their sentences. Tell students to keep their information in a safe place.

NOTES : _____

Lesson 7

Vocabulary

investigate
project
topics

A Moment to Ourselves

What would you prefer, living in the Middle Ages or nowadays?


On the board write the following activities: watch TV, listen to music, play games, use public transport. Arrange students in groups of three or four and ask them to discuss how they do these things now and how they think these things were done in the past. Allow some volunteers to share their answers with the class.

Getting Started

Divide the board into two columns. Write *Life today* in one column and *Life in the past* in the other. Have volunteers write what people used to do in the past and things that people do today on the board.

Lesson 7

What would you prefer, living in the Middle Ages or nowadays?

A  **Track 29** Listen and read the conversation. Underline the word or phrases that express preferences.

Beth: I'm not sure which topic to choose for my project.

Michelle: Well, what are your choices?

Beth: I can do it about festivals in the Middle Ages or in the Renaissance era.

Michelle: Which one would you rather write about?

Beth: I would rather investigate the Middle Ages.

Michelle: Sounds interesting.

Beth: What about you, Michelle?

Michelle: Mmm... I think, I would write about modern traditions.

Beth: Are you going to look for information in the library or only on the Internet?

Michelle: I prefer going to the library. What about you?


Beth: I prefer staying home and looking for information on the Internet only.



When do we use **prefer** and **rather**?
I **prefer** living in a city.
I **would rather** go to school now.

B Match the two columns to make complete sentences.


- | | |
|------------------------------|--|
| 1. I prefer going | swimming with me? |
| 2. I would rather | history books than science books. |
| 3. My sister prefers to read | to stay home? |
| 4. Would you rather go | to the cinema than going to the theater. |
| 5. Would you prefer | talk to my mother now. |

C  **Read and discuss with a classmate.**

Would you rather spend your vacation at a summer festival or at the beach? Why? What activities do you prefer?

62

Unit 2 Being Helpful

A  **Track 29** Listen and read the conversation. Underline the word or phrases that express preferences.

Play the track for students to complete the activity. Have volunteers share their answers with the class.


Cross-Check

Have students read the information in the box and discuss with a classmate the way *prefer* and *rather* are used. Elicit answers from students. Clarify any doubts.

B Match the two columns to make complete sentences.

Have students complete the activity. Check answers with the class. Clarify any doubts.

Beginners	Fast finishers
Ask students to draw a picture about what they prefer doing on weekends.	Ask students to write a few things they prefer doing on vacation.

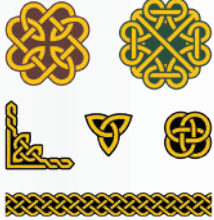
C  **Read and discuss with a classmate.**

Form pairs. Have students discuss the questions. Monitor while they work. Ask volunteers to share their answers with the class.


D Read the text and write the best title for it.

Accept any logical answer.

Centuries ago, there were a group of people known as the Celts. They lived in what are now England, France and Ireland. Nature was very important for the Celts and they respected it. They would rather spend all spring and summer growing food to last them through the winter than raising cattle.




On November 1 (the day that marked the end of light warm weather and the beginning of dark cold weather) it was time to harvest all the food and they held a festival to thank the good spirits for their help. The festival was called Samhain. During that festival, the Celts wore costumes and ate plenty of food. The Celts believed that the souls of the dead visited Earth on the last day of October. They had a festival in honor of these souls of the dead.



E  Make a list of things people did on Halloween in the past and things people do today.

Halloween before	Halloween today
harvested food, had a festival to thank the good spirits for their help, wore costumes, ate a lot of food, honored the souls of the dead.	wear costumes, go trick or treating, have parties.

F  Think of an example of a festival and discuss it. Use the questions to guide you.

- Were these festivals different when your grandparents were kids?
- Do you think the way we celebrate festivals has changed? How?

Lesson 7

63


Vocabulary

cattle harvest
centuries souls
costumes


CLIL: History

D Read the text and write the best title for it.

Ask students to read the text and ask them: *What is the text about? What did you find most interesting in the text?* Elicit answers from students at random. Have students write a title for the text. Tell them they can use their dictionaries. Ask volunteers to read their title. Vote for the best title.

E  Make a list of things people did on Halloween in the past and things people do today.

Form pairs. Explain the activity. Have students complete the chart. Monitor while they work. Have students check with another pair. Ask volunteers to read their information to the class.

F  Think of an example of a festival and discuss it. Use the questions to guide you.

Form pairs. Have students discuss the questions. Then, have a whole class discussion for students to share their answers.

G Unscramble the words. The first letter is given.

1. Henllwaowe Halloween
2. felaiivts festival
3. wtheare weather
4. prfere prefer
5. Englna England



H Match the rhyming words.

- | | | |
|----------|---|-------|
| 1. clam | — | steer |
| 2. cow | — | frog |
| 3. deer | — | lamb |
| 4. dog | — | sow |
| 5. goose | — | moose |

I Find out about an ancient tradition and write about it.

Answers will vary.



Go to page 48 in your workbook and write an entry in your blog.

G Unscramble the words. The first letter is given.

Have students unscramble the words. Ask volunteers to write the words on the board. Check what they wrote with the class.

H Match the rhyming words.

Have students say the words aloud. Then, have them complete the activity. Ask some students to read the answers. Have some choral and individual repetitions. Help them with pronunciation.

I Find out about an ancient tradition and write about it.

Ask students what ancient tradition they want to know about. Tell them to research information like the origin of the tradition and the most important aspects of it. Then, tell them to write some sentences about the tradition. Monitor while they work and correct any grammar, spelling or punctuation mistakes.

Go to page 48 in your Workbook and write an entry in your blog.

Form pairs. Have students ask each other about what they prefer doing on vacation. Then, have them write about their classmate's preferences in their blog. Monitor and help.

PROJECT

Planning a Festival Brochure

1 Read and follow the instructions.

1. Decide how you will design your brochure. What colors will you use? How will you illustrate it? Will you draw or use cutouts? How will you put the information in your brochure?

2 Draw or cut out the pictures or drawings you will include in your brochure. Keep all the information and drawings in a safe place.

3 Write down the information you will include in your brochure. Check grammar, spelling and punctuation. Keep all the information and drawings in a safe place.



Lesson 7

65

PROJECT

Material:

magazines, scissors, markers, colored pencils
and paper

1 Read and follow the instructions.

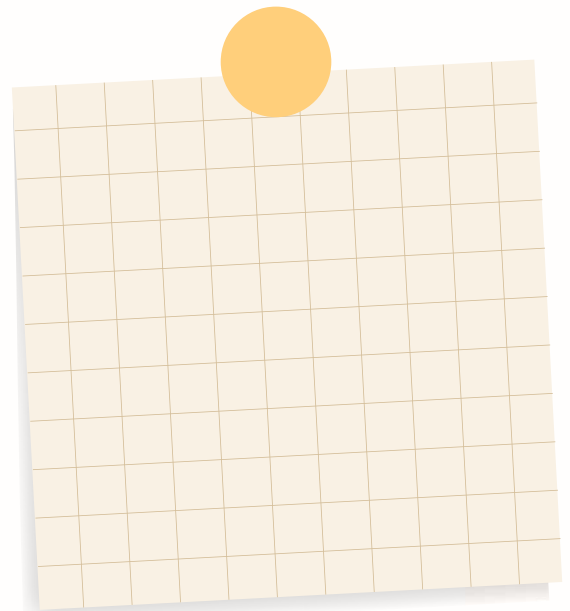
Tell students to get in their project groups. Make sure everybody has their material. Read the instructions along with students.

2 Draw or cut out the pictures or drawings you will include in your brochure. Keep all the information and drawings in a safe place.

Tell students to keep their drawings and information in a safe place because they will need them to work on the last step of the project.

3 Write down the information you will include in your brochure. Check grammar, spelling and punctuation. Keep all the information and drawings in a safe place.

Give them time to work on their brochures. When they write down the information they will include in their brochure, go around the classroom and help students check grammar, spelling and punctuation. Have them correct any mistakes and write a final version.



Lesson 8

Vocabulary

film
movie
tickets

A Moment to Ourselves

Do you think volunteers are important?


On the board write: 'VOLUNTEER' and ask students to brainstorm ideas for definitions, activities and adjectives that can help to convey meaning. List their answers on the board.

Getting Started

Have students stand up in a circle. Tell students to clap and say, *one, two, three*, followed by a sentence using *should* or *shouldn't*. After the next three beats, the next student in the circle gives a sentence using *should* or *shouldn't*, and so it continues. Anyone who cannot think of a sentence or repeats a sentence already said has to sit down and it is the next person's turn. The winner is the last one standing.

Lesson 8

Do you think volunteers are important?

A  **Track 30** Listen and read. Answer the questions below.

1. Where are Tracy and Paul? **They are at home.**
2. What is the relationship between Tracy and Paul? **They are friends / brother and sister.**

Tracy: There are really interesting movies in this film festival. Would you like to watch a horror movie?

Paul: No, I'd prefer to watch an action movie. I don't really like horror movies.

Tracy: Let me see... There aren't any action movies now. What about a science fiction one?

Paul: I'd rather watch an adventure movie.

Tracy: Well, there's an adventure movie. It starts in 20 minutes or there's a comedy movie now.

Paul: I'd rather watch the adventure movie than the comedy.

Tracy: OK, so let's buy the tickets for the adventure movie.



When do we use **would rather** and **would prefer**?
I'd rather watch an action movie.
I'd prefer to watch an action movie.

B Circle the correct option that best completes the sentences.

1. I don't want to go to the tennis match. I'd rather *going* **go** to the mall.
2. I don't like trains. I prefer *travel* **(traveling)** by car.
3. I'd prefer to **stay** *staying* at home tonight rather than go to the cinema.
4. **(prefer)** *rather* swimming to jogging.
5. I'd rather *walking* **walk** than run.

I prefer flying than riding on a bus.


C  **Read and discuss the following questions.**

What type of movies do you prefer? What is your favorite movie?



66

Unit 2 Being Helpful

A  **Track 30** Listen and read. Answer the questions below.

Have students describe the picture. Play the track for students to listen and read. Have them answer the questions. Check answers with the class.

Cross-Check


Have students read the question in the box and discuss it with a partner. Ask volunteers to say the answer to the class. Make sure they understand how to use *would rather* and *would prefer*.

B Circle the correct option that best completes the sentences.

Have students complete the activity. Monitor while they work and help. Have students compare their answers with a classmate. Finally, ask students at random to read the answers aloud.

C  **Read and discuss the following questions.**

Form pairs. Have students discuss the questions. Find out which are the most popular movies in the class.

D  Read and decide why people would answer this ad. Write down your ideas.


Volunteers Wanted

Walk for Rural Communities is a charity program designed to improve the health and education of children in rural communities. It started 10 years ago in two schools. Now this program promotes health education and prevents infectious diseases in 50 schools around the country. Your help is needed to make it a success. We need volunteers to work in the *Walk for Rural Communities* festival. Stall volunteers are needed to assist with selling soda and sandwiches from 10 a.m. to 5 p.m. If you would rather help in the box office, you can also do it. If you would prefer to be an "ambassador" you can help telling people about our charity program.




Contact: Marcia Robbins marcia@dtl.com

Answers will vary.

E  Read the ad again and discuss the following questions.

1. Have you ever worked as a volunteer?
2. Do you think volunteers' participation in a charity program is important? Why?

F  Think of a festival you could organize in your neighborhood to help people in your community. Make some notes. Then, compare your ideas with other groups.

What type of festival? Who would you help? How would you raise money?

Answers will vary.


Lesson 8

67


Vocabulary

charity prevents
improve promotes


CLIL: Social Studies

D  Read and decide why people would answer this ad. Write down your ideas.

Have students look at the text and have them say what type of text it is. Ask: *Where can we find these types of texts?* Go over the instructions with the students. Have them complete the activity. Form pairs and have students discuss their ideas. Ask some volunteers to share their ideas with the class.

E  Read the ad again and discuss the following questions.

Form pairs. Go over the questions with the students. Have them discuss the answers. Then, ask students to go around the classroom and share their answers with different classmates. Ask students at random to share their answers with the class.

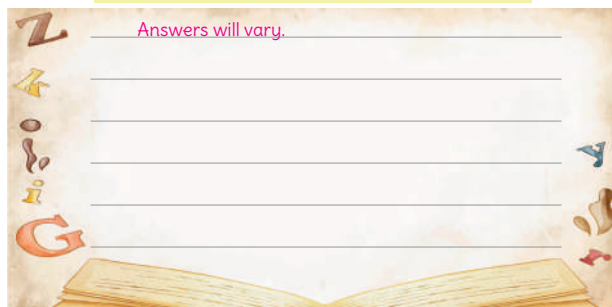
F  Think of a festival you could organize in your neighborhood to help people in your community. Make some notes. Then, compare your ideas with other groups.


Form trios. Read the instructions along with the students. Make sure everybody understands the instructions before they start working. Monitor while they work and provide any needed help. Then, have students join another group to share their answers.

G Use the words to write a short poem about volunteers.


volunteers charity festival ambassador advertisement

Answers will vary.



H  **Track 31** Listen and repeat. Then, listen again and circle the words with the long vowel sound.

wet quack **we** **way** **she** **pail** then be he me

I  Use your notes from Activity F and design an advertisement for your festival.

Answers will vary.




Go to page 51 in your workbook and write an entry in your blog.

68


Unit 2 Being Helpful

G Use the words to write a short poem about volunteers.

Have students write their poem. Tell them they can use their dictionary. Go around the classroom and provide any needed help. Ask volunteers to read their poems to the class.

H  **Track 31** Listen and repeat. Then, listen again and circle the words with the long vowel sound.

Play the track for students to listen and repeat. You can have some choral and individual repetitions. Help them with pronunciation. Play the track again for students to complete the activity. Play the track pausing after each word for students to check their answers.

I  Use your notes from activity F and design an advertisement for your festival.

Form the same groups that worked in activity F. Read the instructions along with the students. Clarify any doubts. Have them complete the activity. Have them walk around the classroom sharing their advertisements with other classmates.

Go to page 51 in your Workbook and write an entry in your blog.

Go over the instructions with students. Clarify any doubts. Give students time to make their drawings and write their descriptions. Tell them they can use their dictionaries. Have some volunteers show their drawings to the class and read their descriptions aloud. **You can have them do this activity as homework.**

PROJECT

Presenting a Brochure

- 1 Assemble your brochure. Write the information and add the drawings. First, write a draft of your information. Check spelling and organization.

- 2 Evaluate your performance.



Lesson 8

69

PROJECT

Material:

information and pictures students gathered on the previous steps, markers, colored pencils, paper, scissors and glue

- 1 Assemble your brochure. Write the information and add the drawings. First, write a draft of your information. Check spelling and organization.

Ask students to get in their project groups. Make sure each team has their material. Have volunteers read the instructions. Clarify any doubts. Give them time to assemble their brochures. Go around the classroom and provide any needed help.

- 1 Evaluate your performance.

Write on the board: *Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in these types of projects?* Have students reflect on the questions and write down their answers.

NOTES : _____

Review 2

A Read and discuss. Then, write your ideas.

There is a man named Brian who says he doesn't have any money. He never wants to go out with his friends or visit his family. People don't believe him because he lives in an expensive apartment in the city. He always buys clothes and he has two sports cars and a motorcycle.

Brian always has problems with money. He never works and he is very lazy. He always spends his money on things he doesn't need.

What do you think he should do?



Answers will vary.

B Write six words with the *sh* sound. Then, write sentences with each word. Answers will vary.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

C Match the problems with the advice. Write the correct letter.

- | | |
|--|-------------------------------------|
| 1. I am often tired. <u> b </u> | a) You should say you are sorry. |
| 2. I have a cough and a running nose. <u> d </u> | b) You should go to bed earlier. |
| 3. I'm overweight. <u> e </u> | c) You should find a hobby. |
| 4. My friend is angry at me. <u> a </u> | d) You should go to the doctor. |
| 5. I always get bored during the weekend. <u> c </u> | e) You shouldn't eat so much candy. |

A Play the board game. Then, write your ideas.

B Write six words with the *sh* sound. Discuss the following question. Then, write sentences with each word.

C Match the problems with the advice. Write the correct letter.

The review section is an opportunity for your students and for you to find out what are some of your students' strengths and weaknesses. You can have students answer this activity as homework, or you can have them answer it as an exercise in class or even as a pop quiz. Have a whole class feedback session for students to check their answers.

D Complete the text with *there is* or *there are*.

Art Festival

In the art festival *there are* different art exhibitions. *There are* also several performances from different groups. Children are welcome. *There are* different art workshops for kids. *There is* a big food court and *there are* many stands where you can buy different things.

E Rewrite the sentences with the given words.

1. I prefer going out to watching TV.
I'd rather *go out than watch TV.*
2. I prefer eating at home to going to a restaurant.
I'd rather *eat at home than go to a restaurant.*
3. I'd rather stay home than go to the movies.
I prefer *staying home than going to the movies.*
4. I'd rather be a teacher than a computer engineer.
I prefer *being a teacher than a computer engineer.*
5. I prefer living in the country to living in the city.
I'd rather *live in the country than live in the city.*

F Write sentences using *I prefer* or *I would rather* using the ideas below.

Which do you prefer?

- the movies or TV
- riding a bike or walking
- seeing your friends or playing videogames

Which would you rather do?

- watch an action film or watch a romantic one
- visit Europe or visit Asia
- play football or play baseball

Answers will vary.

Review 2

71

D Complete the text with *there is* or *there are*.

E Complete the text with *there is* or *there are*.

F Write sentences using *I prefer* or *I would rather* using the ideas below.

The Importance of Friendship

Vocabulary

afriend kind manners

A Moment to Ourselves

What is friendship?

On the notebook, ask students to write the name of three friends. Arrange students in pairs and ask them to share the names of their friends with their partner. Allow some volunteers to share their answers with the class.

Getting Started

Form trios. Write the following questions on the board: *What is a friend? What things do friends do?* Have students discuss the answers in their groups. Have a speaker from each group share their answers with the class.

Lesson 1

UNIT 3

The Importance of Friendship

What is friendship?

A **Track 32 Listen and read the news story.**

Friendship Skills, How to Be a Friend

Do you know how to be a friend? Here are some tips on how to be a good friend.

1. Always use your manners. Saying 'please' and 'thank you' helps to be kind to each other.
2. Friends often talk. Be sure to take turns when talking to each other. As a result, you can be good listeners.
3. Be aware of others' feelings. Sometimes it is a good idea to keep your thoughts to yourself rather than hurt other people's feelings.
4. Friends rarely keep secrets from each other. You should always try to be honest with your friends.
5. Never make comments about each other's country, race, religion or physical appearance. Always remember this, 'if you can't find anything nice to say about someone, say nothing'.

What is the meaning of the following words? always often sometimes rarely never Why do you use them?

B **Read and underline the correct answer.**

1. You should ____ listen to what your friends are saying and ask questions about it.
a) always b) sometimes c) never
2. You should ____ talk with your friends.
a) never b) often c) rarely
3. Remember that people ____ have different points of view.
a) rarely b) sometimes c) always
4. You should ____ put down a friend. You wouldn't like it if someone did this to you.
a) often b) sometimes c) never
5. ____ be kind and nice, even to people you don't like.
a) never b) sometimes c) always

C **Read and discuss the following question.**

How often do you do these things?
a) eat spaghetti b) play videogames c) play with other friends

72 **Unit 3 The Importance of Friendship**

A **Track 32 Listen and read the news story.**

Ask students to look at the picture. Have them describe it and predict what the text will be about. Play the track for students to listen and read the story. To check comprehension ask: *How can you be a good friend?* To find out students' opinion ask: *What is a good friend?*

Cross-Check

Have students look at the questions in the box. Ask them to find the words in the text and think about the answers. On the board, write the numbers: 100%, 80%, 50%, 10% and 0%. Tell students that these numbers refer to the frequency of activities we do. As a whole class, ask students to match the frequency adverbs with the numbers. Elicit other examples from students and write them on the board.

B **Read and underline the correct answer.**

Ask students to complete the sentences. Monitor while they work. Check answers with the class. Clarify any doubts.

C **Read and discuss the following question.**

Form pairs. Go over the question with the students. Have them discuss it with their classmate. Ask volunteers to share their answers with the class.

D Read and decide where you can find a text like this and who may read it.

My Best Friend

Everybody needs friends. People can feel lonely if they don't have someone to do things with, to talk to or to be with. That sometimes happens.

You can be your own best friend. How? Well, you should take some time to get to know yourself.

Sometimes, we make mistakes and feel sorry about things we said or did. You shouldn't worry; you are still a good person even if you make mistakes.

Occasionally you might find people that don't like you. Don't worry about that either, you can't expect everyone to like you and you can't expect to like everyone.

You should always show that you are a nice person. Be nice and kind, even to the people you don't like. If you are nice to others, you will rarely get in trouble.

You should never be rude to people you don't like; that will usually get you in trouble. Always treat people the way you would like to be treated.



E Read and discuss the answers to the question. Then, write some sentences.

As a friend, what should you always, sometimes or never do?

1. Talk with your friends.
2. Praise your friends when they do something well.
3. Be helpful without expecting anything in return.
4. Argue with your friends.
5. Tell your friend's secrets to others.

You should always talk with your friends and praise them when they do something well. You should always be helpful without expecting anything in return. You should never argue with your friends. You should never tell your friend's secrets to others.

Lesson 1

73

Vocabulary

lonely
mistakes
rude


CLIL: Social Studies

D Read and decide where you can find a text like this and who may read it.

Ask students to read the text. Tell them they can use the dictionary to clarify the meaning of unknown words. Elicit answers from different students. Also ask: *How can we be our own best friend?* Have students share their ideas with the class, giving reasons for their answers.



E Read and discuss the answers to the question. Then, write some sentences.

Form pairs. Have students discuss the statements and write some sentences. Then, ask the groups to join another group and share their sentences. Have volunteers write their sentences on the board. Correct any mistakes.

F  Unscramble the different topics you can discuss with a friend and write them down. Then, take turns talking about them.

1. viemos movies
2. oofd food
3. lthecos clothes
4. ctosra actors
5. tesp pets
6. oolsch school





G   **Track 33** Listen and repeat. Then, answer the questions.

fast internet often nest went gift soft star into after plant stop

1. Which words have similar sounds?
2. What is the similar sound?
3. Write the words in the box under the correct sound.




ft	nt	st
soft	internet	fast
after	went	nest
often	into	star
gift	plant	stop



 Go to page 54 in your workbook and write an entry in your blog. 

74



Unit 3 The Importance of Friendship

F  Unscramble the different topics you can discuss with a friend and write them down. Then, take turns talking about them.

Ask students to complete the activity. Then, form pairs. Have students talk about the topics. Then, ask each student to say something that he/she learned from his/her partner.

G   **Track 33** Listen and repeat. Then, answer the questions.

Play the track for students to listen and repeat the words. Help them with pronunciation. Play the track again for students to complete the chart. Play the track again for students to check their answers. Elicit the answers from different students.

 Go to page 54 in your Workbook and write an entry in your blog. 

Form pairs. Go over the instructions with the students and make sure they know what to do. Ask them to complete the activity. Monitor to make sure they write complete sentences. Have some volunteers share their answers with the class.

PROJECT

Thinking About Friendship



1 Make a friendship book. Include different things related to friendship and being friends with other people.

2 Read and write some sentences about the following question:
What things are important in a friendship?

3 Write some activities you can do with a friend.

PROJECT

1 Make a friendship book. Include different things related to friendship and being friends with other people.

Tell students that they will be working on the first step of their project. Form groups of four or five students. Ask volunteers to read the instructions aloud. Clarify any doubts. Ask them to discuss the questions in their groups. Go around the classroom and make sure everybody participates in the discussion.

2 Read and write some sentences about the following question:
What things are important in a friendship?

Check that your students express their ideas in writing as friends, that they have an order, that they are clear and honest.

3 Write some activities you can do with a friend.

Tell them to write their answers. Have a speaker from each group share their answers with the class.

NOTES : _____

Lesson 2

Vocabulary

high school
reunion
work

A Moment to Ourselves

What is a best friend?

On the board write 'BEST FRIEND' and ask students to brainstorm adjectives to describe what a friend should be like. List their answers on the board.

Getting Started

Write *FRIEND* on the board. Ask students to write as many words as they know that start with each of the letters. Have them compare their words with a classmate. Find out who has written more words.

Lesson 2

What is a best friend?

A Track 34 Listen and read. Then, answer the question. Do you have a best friend?

Chris: Hi Stella?

Stella: Hi Chris, how have you been?

Chris: I've been good, and you? I haven't seen you in a long time.

Stella: I've been good too. We haven't seen each other since our high school reunion.

Chris: I know. It's nice to see you again. Have you seen John?

Stella: I saw him three times in the last month. He works very close to where I live.

Chris: Oh that's very nice! I'm sorry Stella. I have to go now. My car has broken down several times this week. I have to walk to work. It was nice seeing you!

Stella: It was nice seeing you too. Take care.

Chris: Bye!



**How do we form present perfect?
What do you use present perfect for?
I have seen that movie many times.
I've had ice cream four times.
My grandmother has visited us twice in the last month.**

B Read and complete the sentences with the correct form of the verb in brackets.

- My best friend and I (know) have known each other for over twenty years.
- I (visit) have visited Michael two times in the last four years.
- Mary (call) has called Susan six times in the last month.
- (be) Have you been to Bill's house in the last year?
- Stuart (have) has had many disagreements with other kids at summer camp.

C Read and discuss the following questions.

- What fun things have you done with your classmates?
- What fun things have you done with your friends?

76

Unit 3 The Importance of Friendship

A Track 34 Listen and read. Then, answer the question. Do you have a best friend?

Have students describe the picture. Play the track for students to listen and read. Clear up any doubts. Then, have students answer the question. Also, ask students if they think that Stella and Chris are friends, and if they think they have known each other for a long time.

Cross-Check

Have students look at the information in the box. Have them say when the actions in the sentences happened. Have students at random answer the questions in the box. Ask students to underline all the examples of present perfect in the text and in pairs, instruct them to figure out the elements of the structure.

B Read and complete the sentences with the correct form of the verb in brackets.

Have students complete the exercise. Go around the classroom and help. Ask volunteers to read the answers. Correct any mistakes.

Beginners	Fast finishers
Have students complete the activity in pairs.	Have students complete the activity individually.

C Read and discuss the following questions.

Form pairs. Have students discuss the questions. Then, ask students to go around the classroom and share their answers with different students. Monitor and make sure everybody participates in the activity.

Vocabulary

experiences since

D Read and decide why the author wrote this text. Then, write a title.

Accept any logical answer.

Rupert has been my friend since we were kids. We have known each other for thirty years. We have always been best friends. We have done many things together. We have played together at the park and have been to baseball games together. We started to grow up and visited each other's houses. We have read books together at the school library and we have watched movies together. We have listened to the same music. As the years have gone by, we have cried and we have laughed together.



We have had many experiences together. Rupert has taught me many different things. Now, that we are older, we can't see each other as often as we did, but we are still best friends. I have called him every Tuesday for the last fifteen years. We have met at least once a month for the last five years. He is my oldest friend and he has always been great.



E Read and discuss.

1. Do you have an old friend?
2. How long have you known him or her?
3. What things have you done with that person?

F Read and discuss. Then, write your ideas.

1. What places have you been to with a friend?
2. What fun things have you done with a friend?

Answers will vary.

Lesson 2

77

CLIL:

Literature

D Read and decide why the author wrote this text. Then, write a title.

Have students look at the pictures and predict what the text will be about. Have students read the text and check if their predictions were right. Tell students that they can use their dictionary to find the meaning of unknown words. Elicit answers from students. Vote for the best title.

E Read and discuss.

Form pairs. Go over the questions with the class. Have them discuss them with their classmate. Ask volunteers to share their answers with the class.

F Read and discuss. Then, write your ideas.

Form trios. Ask volunteers to read the questions aloud. Then, ask them to discuss in their groups and write some sentences. Have some volunteers share their sentences.

G Match the words to their opposite. Then, make a short poem about friendship.

- | | |
|-----------|--------|
| 1. fast | weak |
| 2. strong | small |
| 3. tall | boring |
| 4. heavy | slow |
| 5. pretty | short |
| 6. fun | light |
| 7. big | ugly |



Answers will vary.

H **Track 35** Listen and repeat. Then, answer the questions.

- What sound do they have in common? Write the sound next to the words.
 - silk, milk, bulk, sulk lk
 - risk, ask, brisk, task sk
 - think, thank, blink, blank nk



Go to page 57 in your workbook and write an entry in your blog.

G Match the words to their opposite. Then, make a short poem about friendship.

Form pairs. Ask them to match the words to their opposites. Ask some volunteers to share their answers. Then, tell students to write a poem about friendship using the words in the activity. Finally, have some volunteers read their poems to the class.

H **Track 35** Listen and repeat. Then, answer the questions.

Play the track for students to listen and repeat. Correct any pronunciation mistakes. Play the track again for students to complete the activity. Have some volunteers share their answers.

Go to page 57 in your Workbook and write an entry in your blog.

Have volunteers read the questions aloud. Elicit answers at random from students. Give them time to write in their blog. Go around the classroom and make sure they write complete sentences. Correct any mistakes.

PROJECT

Planning a Friendship Book



1 Write some special things you have done with your friends.

2 Discuss how you will make your friendship book. Use the questions to organize your ideas. Then, write your conclusions.

- a) How will you write the information?
- b) Will you use paragraphs or will you just write sentences? Are you going to draw some pictures or are you going to use cut outs?

Lesson 2

79

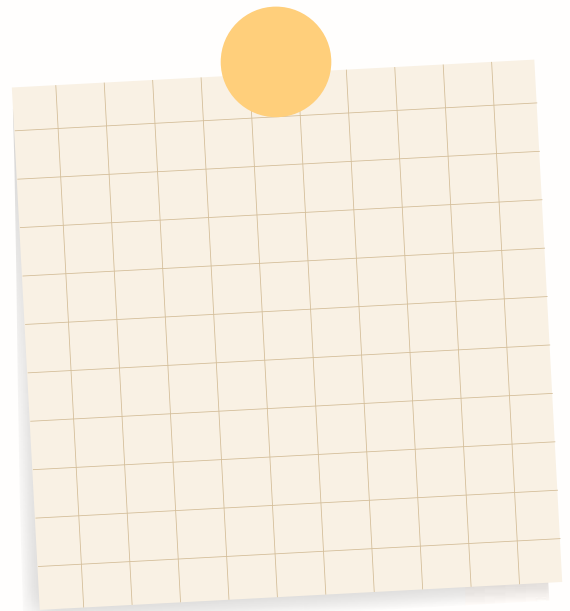
PROJECT

1 Write some special things you have done with your friends.

Ask students to get in their project groups. Ask volunteers to read the instructions aloud. Have students discuss the questions in their groups. Give them time to plan how they will design their friendship book.

2 Discuss how you will make your friendship book. Use the questions to organize your ideas. Then, write your conclusions.

Have them write their answers and ideas in the space provided. Have a speaker from each group share their answers with the class.



Lesson 3

Vocabulary

fight
forgive
move

A Moment to Ourselves

Should all friends be the same?

Go over the question with the students. Have them reflect on the different friends they have. Then, ask volunteers to share their conclusions with the class.

Getting Started

Write on the board: *Can our friends be different from us? Are different friends good or bad?* Form groups of four and have them discuss the questions. Ask them to write some sentences with their opinions. Then, have some volunteers share their opinions with the class.

Lesson 3

Should all friends be the same?

A Track 36 Listen and read.

Presenter: Welcome to our show! Today we will meet Mark and Leo. They were friends in primary school, but they haven't seen each other in a long time. Welcome Mark and Leo! How are you?
Mark: Good, thank you.
Leo: I'm great, thanks.
Presenter: We know you were best friends, but why haven't you seen each other in such a long time?
Mark: Well, I had to move to another state and I never called Leo because I lost his phone number.
Leo: I never got Mark's new phone number, so I couldn't call him.
Mark: We had a fight before I moved.
Leo: Yes, I remember and I thought you didn't call me because you didn't forgive me.
Mark: I don't even remember what the fight was about.
Leo: I don't remember the fight either.
Presenter: Well, that was another story of friends that haven't seen each other in a long time. Remember we can help you find your friends so call us!



Why do we use present perfect?
 We **haven't seen** each other in a long time.
 Why **haven't you seen** each other in such a long time?

B Change these sentences to negative.

- I have been to the zoo this year.
I haven't been to the zoo this year.
- He has called Susan six times in the last month.
He hasn't called Susan in the last month.
- They have been to many basketball games this year.
They haven't been to many basketball games this year.
- We have rehearsed for the play about five times this week.
We haven't rehearsed for the play this week.
- They have watched that movie seven times!
They haven't watched that movie seven times.

C Read and discuss the following questions.

- Have you been to a soccer/baseball match? How many times?
- Have you watched the same movie again and again? How many times?
- Have you traveled to another state/country? How many times?

80

Unit 3 The Importance of Friendship

A Track 36 Listen and read.

Have students look at the picture and ask: *What do you think they are doing?* Play the track for students to listen and read the dialog. Have students say what happened between Mark and Leo. Elicit answers from different students.

Cross-Check

Ask students to read the information in the box. Have them reflect about the question and have volunteers explain the use of the present perfect to the class. Arrange students in pairs, and ask them to underline all the examples of negative and questions in present perfect. Ask them to come up with the elements of the structure.

B Change these sentences to negative.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

Beginners	Fast finishers
Ask students to draw a picture about something they have done this year.	Ask students to write about some things they have and haven't done this year.

C Read and discuss the following questions.

Go over the questions with the students. Form groups of four. Have students discuss the questions. Ask volunteers to share their answers with the class.

D Read and decide what the purpose of this letter is.

E Read and discuss.

1. Is there anyone you haven't seen in a long time?
2. Have you spoken to that person lately?

F Read and discuss the things you have or haven't done. Write down your ideas.

traveled by train traveled by airplane played in the park played basketball
played soccer climbed a mountain read a book about dragons

Answers will vary.

Lesson 3 **81**

Vocabulary

busy
contact
missed

CLIL:

D Read and decide what the purpose of this letter is.

Have students look at the text. Ask them: *What is it?* Elicit answers from different students. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Put students in pairs to discuss why they think Sue wrote the letter to Bill. Ask volunteers to share their ideas with the class.

E Read and discuss.

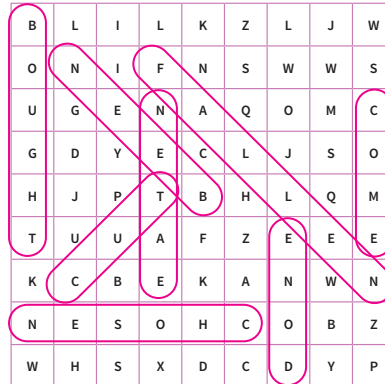
Form pairs. Have them discuss the questions with their classmate. Then, ask students to get together with another pair and share their answers. Have volunteers share their answers with the class.

F Read and discuss the things you have or haven't done. Write down your ideas.

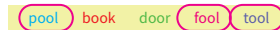
Read the instructions aloud along with the students. Have them write the things they have and haven't done. Then, have students go around the classroom and share their answers with different partners. Find out the different things students have and haven't done by asking different students to read their lists aloud.

G Write the past participle of these verbs. Then, find them in the word search.

- | | | | |
|-----------|---------------|---------|---------------|
| 1. be | <u>been</u> | 5. cut | <u>cut</u> |
| 2. buy | <u>bought</u> | 6. eat | <u>eaten</u> |
| 3. choose | <u>chosen</u> | 7. fall | <u>fallen</u> |
| 4. come | <u>come</u> | 8. do | <u>done</u> |



H **Track 37** Listen and repeat. Circle the words with similar sounds. Then, write a tongue twister.



Answers will vary.

Go to page 60 in your workbook and write an entry in your blog.

G Write the past participle of these verbs. Then, find them in the word search.

Have students write the past participles of the verbs. Then, have them compare with a classmate. Elicit answers from different students. Then, have them find the words in the word search.

H **Track 37** Listen and repeat. Circle the words with similar sounds. Then, write a tongue twister.

Play the track for students to listen and repeat. Play the track again for them to circle the words with similar sounds. Check their answers. Then, ask students to write a tongue twister. Have some volunteers share their tongue twisters with the class.

Go to page 60 in your Workbook and write an entry in your blog.

Go over the questions with students. You can assign this activity as homework. Tell students to take notes before writing in their blog so that they can be sure of writing complete and correct sentences. As feedback, ask some volunteers to read their entries to the class.

PROJECT

Friendship Book

- 1 Write down the main topics you will include in your friendship book. For example: how to be good friends, things you should or shouldn't do, things to do with your friends, etc.

- 2 Start writing the information in your friendship book. Keep everything in a safe place.

- 3 Do not forget to check grammar spelling and punctuation.



Lesson 3

83

PROJECT

Material:

paper, pencils, markers and colored pencils

- 1 Write down the main topics you will include in your friendship book. For example: how to be good friends, things you should or shouldn't do, things to do with your friends, etc.

Ask students to get in their project groups. Go over the instructions with students and clarify any doubts. Monitor and help as they work.

- 2 Start writing the information in your friendship book. Keep everything in a safe place.

Check with your students to write the most relevant information, the one that describes their friends and their concept of friendship.

- 3 Do not forget to check grammar spelling and punctuation.

Tell students to keep their information in a safe place because they will need it to work on the next step of the project.

NOTES : _____

Lesson 4

Vocabulary

arrive
still
yet

A Moment to Ourselves

Do friends fight sometimes? Why?

Ask students to write the name of a friend who they had a fight with. Arrange students in groups and ask them to share their experiences, explaining, what happened, when, why, etc. Allow some volunteers to share their experiences with the class.

Getting Started

Divide the board into two columns. On one side write *Things that make me angry*. And on the other write *Things that make me happy*. Write an example for each category. Elicit answers from students and write them on the board.

Lesson 4

Do friends fight sometimes? Why?

A Track 38 Listen to the conversation.

Julie: Hey Sam!

Sam: Hi Julie. Have you seen Sally today?

Julie: No, I haven't. She is still at home because she hasn't finished her homework yet.

Sam: Oh, that's too bad. Has Emma arrived?

Julie: No, Emma hasn't arrived yet.

Sam: I'm sure she'll arrive soon. She's always late.

Julie: I know. She's been like this since we were in elementary school. She should have learned to be on time by now.

Sam: Anyway, let's go.



How do we form questions with present perfect?
When do we use them?
Have you seen Sally today?
Has Emma arrived?

B Rewrite these sentences in question form.

- The rain hasn't stopped.
Has it stopped raining _____?
- Susan hasn't studied for the test.
Has Susan studied for the test _____?
- Linda hasn't called me yet.
Has Linda called you yet _____?
- They haven't seen that movie.
Have they seen that movie _____?
- I haven't eaten salad yet.
Have you eaten salad yet _____?

C Read and discuss the questions.

- Do you like going to the movies?
- Do you and your friends like the same type of movies?
- When did you last go to the movies together?
- Name your favorite movies.

Do you like going to the movies?

Yes, I...



84

Unit 3 The Importance of Friendship

A Track 38 Listen to the conversation.

Point at the picture and ask students: *Where are they? What are they doing?* Play the track for students to listen and read. Clear up any doubts. Ask students: *Where is Sally? Do you think Julie is happy or angry? Why?* Elicit answers from different students.

Cross-Check

Ask a volunteer to read the information in the box. Have students analyze the questions. Elicit answers. Then, ask some volunteers to give another example.

B Rewrite these sentences in question form.

Ask students to complete the activity. Monitor and provide any needed help. Have volunteers read the answers to the class. Correct any mistakes.

Beginners	Fast finishers
Have students complete the activity as indicated in the book.	Have students write three more questions using the present perfect.

C Read and discuss the questions.

Go over the questions with the students. Clarify any doubts. Form groups of four and have students ask the questions to each other. Ask students at random to share their answers with the class.

Vocabulary		
apologize	bothering	ignore
argue	fix	punched

D Read and decide what the main idea of the text is. Give reasons for your answer.

Dear diary,

Today I had a fight with Joe. I've never been in a fight with him. We have always been good friends. I don't know what happened today. He began bothering me since we arrived at school. He was saying things about my t-shirt because he didn't like it. I tried to ignore him the whole morning.

When school ended for the day, I tried to leave as fast as possible. I didn't want to argue with Joe. I was walking out of the classroom when I fell down. Joe pushed me. I was very angry so I punched him. He started crying and I told him I punched him because he had been mean to me all day. I left and I didn't apologize.

My mother told me I had to talk with Joe and fix our problems. I will apologize tomorrow. It has been very boring to be angry with Joe. I always play soccer with him in the afternoons. I hope he has thought about the things he said to me too. I'll write about our talk tomorrow.

Later,
Doug



E Read and discuss.

1. Have you ever fought or argued with a friend? What happened?
2. Did you solve your problems?

F Read and follow the instructions. Then, write your group conclusion.

1. Think about some experiences you and your friends have had together. Talk about them, using these ideas to help you.
 - a) Have you ever broken a bone?
 - b) Have you ever ridden in a sports car?
 - c) Have you ever fallen down the stairs?
 - d) Have you ever eaten anything really strange?
 - e) Have you ever tried riding a skateboard?
 - f) Have you ever swum to where you couldn't touch the bottom?
 - g) Have you ever played a joke on a friend?

Answers will vary.

CLIL: Literature

D Read and decide what the main idea of the text is. Give reasons for your answer.

Point at the pictures and ask students if they think the kids are friends. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, elicit the main idea of the text from different students.

E Read and discuss.


Form pairs. Have students discuss the questions. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their experiences.

F Read and follow the instructions. Then, write your group conclusion.

Form groups of four. Read the questions and clarify any doubts. Then, ask students to talk about the answers in their groups. Then, ask them to write a sentence about each member of the group. Have a speaker from each group share their sentences. Correct any mistakes

G Match the words to the definitions. Then, write your own definition of a good friend.

1. A person who is kind is b. a) brave
2. A foolish person is d. b) gentle
3. Someone who shows courage is a. c) happy
4. A person who is pleasant is e. d) silly
5. Someone who shows contentment is c. e) nice
6. A good friend Answers will vary.

H  **Track 39** Listen, point and repeat. Then, complete the sentence.



1. hamster



2. heart



3. hammer




4. house



5. hen

All these words start with the letter h.


 Go to page 63 in your workbook and write an entry in your blog.

86


Unit 3 The Importance of Friendship

G Match the words to the definitions. Then, write your own definition of a good friend.

Read the instructions along with the students. Have them complete the activity. Tell students they can use the dictionary. Ask volunteers to share their definition of a good friend.

H  **Track 39** Listen, point and repeat. Then, complete the sentence.

Play the track for students to listen to the words and point at the pictures. Play the track again and ask them to write the names of the things in the pictures. Ask them to complete the sentence. Check answers with the class. Play the track again for students to repeat the words. Correct any pronunciation mistakes.

 Go to page 63 in your Workbook and write an entry in your blog.

Go over the instructions with students. Clarify any doubts. You can ask them to do this activity as homework. Remind them to take notes before writing their entry so that they can correct before making the final version in their blog. Have volunteers read their entry to the class.

PROJECT

Check Your Writing

1 Read and follow the instructions.

1. Complete your friendship book with all your notes. Don't forget to check grammar, spelling and punctuation. Illustrate or decorate it.

2. Evaluate your performance.



Lesson 4

87

PROJECT

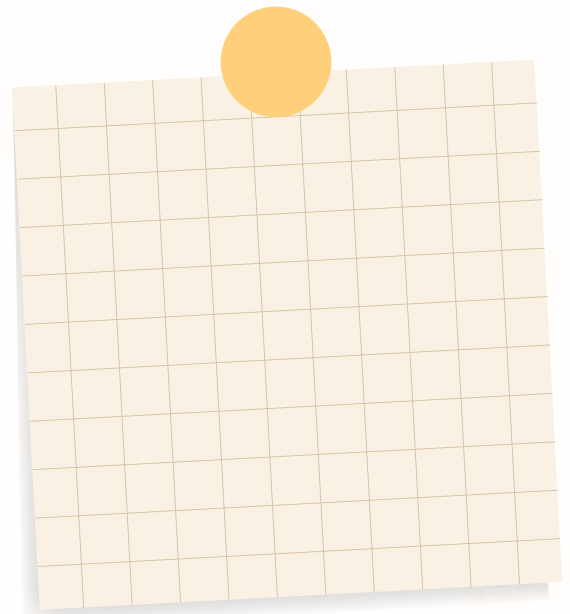
Material:

notes made by the students on the previous step, markers, paper, colored pencils, magazines for cutouts, scissors and glue

1 Read and follow the instructions.

Ask students to get in their project groups. Before they start working, make sure each team has their material. Go over the instructions with students and clarify any doubts. Give them time to work on their friendship book. Go around the classroom and provide any needed help.

Write on the board: *Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in these types of projects?* Ask students to answer the questions in order to evaluate their performance and write down their conclusions.



Lesson 5

Vocabulary

article chess
champions hobby

A Moment to Ourselves

Why are hobbies important?


On the board, write the word 'HOBBIES' and ask students to brainstorm as many hobbies as they can. Write their answers on the board.

Getting Started

Divide the board into two columns. On one side write *Indoor hobbies*, and on the other write *Outdoor hobbies*. Have students write as many words as they know under each heading. Ask volunteers to write the words on the board.

Lesson 5

Why are hobbies important?

A  **Track 40** Listen and answer the question. What is the relationship between Laura and Simon?

Laura: What are you reading, Simon?

Simon: A short article about Rick Miller.

Laura: Who's he?

Simon: He's a chess player from New Zealand.

Laura: What does the article say about him?

Simon: It says that when he was 5, he started to play chess as a hobby and now he's 15 and he's the world chess champion. Isn't that amazing?

Laura: Wow! He has played for 10 years. I never thought that somebody who played chess as a hobby would become a world champion.

Simon: Me neither. I have played soccer for 5 years. Do you think I can become a world champion?

Laura: Oh! Well... I don't know...



When do we use present perfect?
Man **has walked** on the Moon.
He **has played** for 10 years.
I **have played** soccer for 5 years.

B Match the columns to make complete sentences.


- | | |
|-------------------------------------|-------------------------------------|
| 1. The Wright Brothers invention | split the atom. |
| 2. Scientists have | promoted peace. |
| 3. The Olympic Games have | changed people's lifestyle. |
| 4. The discovery of electricity has | impacted world's communication. |
| 5. The invention of Internet has | started a change in transportation. |

C  **Read and discuss the questions. Share your ideas with other classmates.**

- Do you have a hobby?
- What is your favorite hobby? Why?

88

Unit 3 The Importance of Friendship

A  **Track 40** Listen and answer the question.


Have students look at the picture and describe it. Play the track for students to listen and answer the question. Check the answer with the class. Have students give reasons for their answers.

Cross-Check

Ask students to read the information from the box and answer the question. Ask volunteers to say the answer to the class. Clarify any doubts.

B Match the columns to make complete sentences.

Have students complete the activity. Check answers with the class. Clear up any doubts.

C  **Read and discuss the questions. Share your ideas with other classmates.**

Form groups of four. Have students discuss the questions. Then, ask students to join a different group and share their answers with them. Find out which are the most popular hobbies in the class.

D Read and decide where you can find this kind of text.

a) in a magazine

b) in a comic

c) in an encyclopedia

Space Exploration

Space exploration has been around for decades in the most important countries all over the world. Since the 1950s, different countries have sent different missions to space. The United States and Russia have launched several man-made objects to orbit the Earth. One of man's most important accomplishments in space exploration has been the Apollo 11 mission when two men landed on the moon, and then, returned safely to Earth. The astronauts performed several experiments on the surface of the Moon, and collected soil and rock samples to return to Earth. A new era had begun.



E Read and discuss the questions. Write your conclusions.

1. What did the astronauts do on the Moon?
2. Why do you think space exploration is important?

Answers will vary.

F Do you know any other important accomplishments in history? Write sentences about them. Then, share with other classmates.

Answers will vary.

Vocabulary

exploration	missions
landed	orbit
launched	samples

CLIL: History

D Read and decide where you can find this kind of text.

Ask students to read the text and answer the question. Clear up any doubts. Elicit where they can find this kind of article. Ask if they would like to go into space and why or why not. Talk about it.

E Read and discuss the questions. Write your conclusions.

Form pairs. Ask students to read the text again and write their conclusions. Tell students they can use the dictionary. Go around the classroom and help. Ask volunteers to read their conclusions to the class.

F Do you know any other important accomplishments in history? Write sentences about them. Then, share with other classmates.


Go over the instructions with the students. Make sure everybody understands the meaning of *accomplishments*. Form groups of three. Have students complete the activity. Monitor and help. Then, ask a speaker from each group to read their information to the class.

- G** Use the verbs below to write funny tongue twisters. Share them with your classmates. Look at the example.

I have chosen three broken tree branches.

beaten flown held sent seen made driven come

Answers will vary.

- H**  **Track 41** Listen and repeat. Then, circle the words with the *wh* sound as in *whale*. Listen and check.

1. when

2. which

3. watch

4. wharf

5. white


6. whatever

7. why

8. wheat

9. whom

10. whose

- I**  Think about something important that has happened in your life, and write about it. Share it with a classmate.

Answers will vary.


Go to page 66 in your workbook and write an entry in your blog.

90


Unit 3 The Importance of Friendship

- G** Use the verbs below in the box to write funny tongue twisters. Share them with your classmates. Look at the example.

Read the verbs along with the students. Make sure they know what they mean. Have them write their tongue twisters. Then, form groups of four and have students share their tongue twisters with their classmates. Find out which is the funniest..

- H**  **Track 41** Listen and repeat. Then, circle the words with the *wh* sound as in *whale*. Listen and check.

Play the track for students to listen and repeat. Play the track again for students to complete the activity. Check answers with the class.

- I**  Think about something important that has happened in your life, and write about it. Share it with a classmate.

Read the instructions along with the students. Have them write about the topic. Help students with vocabulary. Then, form pairs and have students share their information with their classmate.

Go to page 66 in your Workbook and write an entry in your blog.

Go over the instructions with students. Have them brainstorm ideas about important inventions in the last 50 years. Have them think about the questions and write their ideas down. Go around the classroom and help. Ask volunteers to share their entry with the class. You can assign this activity for homework.

PROJECT

My Favorite Hobby is...



1 Read and follow the instructions.

1. Prepare a presentation about your favorite hobbies. Discuss why it is important to have a hobby. Write all of the hobbies in your group.

2. Choose one hobby that everyone likes and look for information about it in books, encyclopedias or the Internet.

PROJECT

Material:

sources of information like books and encyclopedias, paper and pencils

1 Read and follow the instructions.

Form new groups of four or five students. Tell students that they will be working on the first step of their project. Have volunteers read the instructions aloud. Give them time to share their ideas and write them down. Go around the classroom and help students with grammar, vocabulary and spelling. Have them write down the final version of their text and keep it in a safe place to work on the next step of the project.

NOTES : _____

Lesson 6

Vocabulary

baked
cooked
recipes

A Moment to Ourselves

Which are the most interesting hobbies for children?


Ask a volunteer to read the question aloud. Brainstorm ideas from the class and list them on the board. Vote for the most interesting hobby for children.

Getting Started

Form two teams. Explain to the students that they will play a guessing game about hobbies. Taking turns, a member from each team will describe a hobby without saying its name, and the other team has to guess. If they guess at the first try, they will get a point.

Lesson 6

Which are the most interesting hobbies for children?

A  **Track 42** Listen and answer the question. Do you think Jimmy likes cooking?

Nick: Have you ever cooked anything?

Jimmy: No, I haven't. I have never cooked or baked. Have you?

Nick: Yes, that's my favorite hobby.

Jimmy: Really?

Nick: Yes. I look for recipes from different parts of the world and my mother helps me make them.

Jimmy: That's interesting!

Nick: Next time, you can join us.

Jimmy: OK. That sounds like fun.



When do we use **ever**? When do we use **never**?
Have you **ever** cooked a turkey? I've **never** cooked or baked anything.
Have you **ever** been to Canada? No, I've **never** been to Canada.


B Complete the sentences with **ever** or **never**.

1. Have you **ever** eaten caviar?
2. I have **never** been to Denmark.
3. Has your sister **ever** visited the museum?
4. Have your parents **ever** had Turkish food?
5. My father has **never** been to Kansas.

Have you taken a ride in a boat?

No, I've never been on a boat.




C  Think about the things you haven't done yet. Discuss them with a classmate. Write some ideas.

Answers will vary.

92

Unit 3 The Importance of Friendship

A  **Track 42** Listen and answer the question.


Play the track for students to listen and answer the question. Ask volunteers to share the answer with the class. Have students mention the phrases that helped them answer the question.

Cross-Check

Have students look at the box and have them discuss the questions with a partner. Ask volunteers to share their answers with the class. Clarify any doubts. Elicit more examples from students.


B Complete the sentences with **ever** or **never**.

Have students complete the activity. Monitor while they work and help. Check answers with the class.

C  Think about the things you haven't done yet. Discuss them with a classmate. Write some ideas.

Form pairs. Read the instructions along with the students. Have them ask each other about the things they haven't done yet. Monitor and make sure everybody participates.

D Read the interview and decide what the main idea of the text is.



This is the last part of our interview with Dr. Smith, a specialist in healthy habits.

Health Magazine: Last week we talked about healthy food and today we're going to talk about hobbies. Thanks for being here! Can you explain, why it is important for people to have hobbies?

Dr. Smith: Hobbies are necessary because they take you out of your normal routine. They also help you express your talents while having fun.

Health Magazine: Which hobbies would you recommend?

Dr. Smith: There are many hobbies, but photography is something that anyone at any age can undertake. This is a great hobby for children because it teaches them to be sensitive to their surroundings and it also encourages creativity.

E Interview your classmates and complete the chart. **Answers will vary.**

Question	Names
1. Have you ever taken pictures?	
2. Have you ever had a camera?	
3. Have you ever learned to use a camera?	
4. Have you ever thought of becoming a photographer?	

F Write questions about another hobby similar to the ones in Activity E. Then, interview your classmates. **Answers will vary.**

Questions	Names
1.	
2.	
3.	
4.	
5.	

Vocabulary

- express
- routine
- talents

CLIL: Health

D Read the interview and decide what the main idea of the text is.

Have students read the text. Tell students to use their dictionaries to find the meaning of unknown words. Check the answer with the class.

E Interview your classmates and complete the chart.


Go over the questions with the students. Tell them to go around the classroom and interview some of their classmates. Then, have them share their information with the class.

F Write questions about another hobby similar to the ones in activity E. Then, interview your classmates.

Have students choose a hobby and write the questions. Go around the classroom and make sure their questions are correct. Then, have students go around the classroom and interview some of their classmates.

G Find five words and write them down. Check your words with a classmate.

photographerhiunl hobbyhahainterestinguhsnlearnednjhdgcreativity
photographer, hobby, interesting, learned, creativity

H  **Track 43** Listen and repeat. Then, fill in the blanks with **ph** or **gh**. Listen again and check.

- | | |
|-------------------------|-----------------------|
| 1. ele_ ph ant | 6. ph ilosophy |
| 2. tele_ ph one | 7. gra_ ph |
| 3. cou_ gh | 8. ph armacist |
| 4. _ ph otograph | 9. slei_ gh |
| 5. enou_ gh | 10. ph ase |



I Which hobbies did you find the most interesting? Explain what you liked about them.

Answers will vary.


Go to page 69 in your workbook and write an entry in your blog.

94

Unit 3 The Importance of Friendship

G Find five words and write them down. Check your words with a classmate.

Explain the instructions and have students complete the activity. Ask volunteers to say the answers to the class.

H  **Track 43** Listen and repeat. Then, fill in the blanks with **ph** or **gh**. Listen again and check.

Play the track and have students complete the activity. Have them compare their answers with a classmate. Play the track again so that students can check their answers. Play the track one more time for students to practice pronunciation.

I Which hobbies did you find the most interesting? Explain what you liked about them.

Tell students that they will write about a hobby they find interesting. Tell them that it is important to give reasons. Monitor while they work and help.

Go to page 45 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Clarify any doubts. Allot time for students to interview several classmates. Have them write sentences with the information they got. Monitor and help with grammar, vocabulary and spelling.

PROJECT

Preparing a Presentation



1 Read and follow the instructions.

1. Write some things about your favorite hobby.

2. Make some drawings or select some pictures for your presentation.

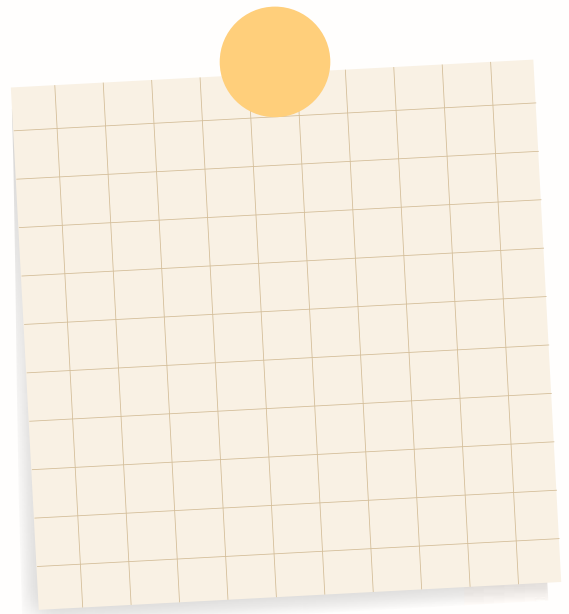
PROJECT

Material:

magazines for cutouts, paper and colored pencils

1 Read and follow the instructions.

Have students work in their project groups. Have volunteers read the instructions to the class. Make sure each group has their material before they start working on this stage of the project. Give students enough time to write about the hobby they chose and make drawings or cut out pictures to illustrate it. Tell students to keep their material in a safe place.



Lesson 7

Vocabulary

analyzing weather
spends yard

A Moment to Ourselves

How do you spend your free time?

Read the question aloud. Have students go around the classroom asking each other the question. Elicit answers. Ask students if they think it is good to spend their free time with friends.

Getting Started

Tell students they will play a game. Give each student an item of vocabulary related to hobbies. Say: *Stand up, (a hobby)*, and the students with that hobby have to stand up. Continue until you have gone through all the vocabulary. Then, say: *Switch chairs, fishing and riding*. Continue until you have gone through all the vocabulary. The students that do not perform the activity are out of the game and remain seated.

Lesson 7

How do you spend your free time?

A Track 44 Listen and answer the question.

What does Rick like to do the most?

Abby: Has Rick come in yet?

Benny: Not yet.

Abby: Do you know where he is?

Benny: He's in the yard.

Abby: Why?

Benny: Because he likes to predict the weather. That's his hobby.

Abby: How interesting!

Benny: Yes, he spends all of his free time analyzing the weather.

Abby: Has he done his homework yet?

Benny: Yes, he has already done it!



When do we use **already**?
When do we use **yet**?
I have **already** eaten.
He has **already** done it!
Has Rick **arrived yet**?
No, he hasn't **arrived yet**.

B Complete the sentences with **already** or **yet**.

- We've _____ had lunch.
- Have you done your homework? Not _____.
- Is Linda here? No, she hasn't arrived _____.
- What time does the match start? It has _____ started.
- Has Jim moved to a new house? Not _____, He moves next week.

C Discuss the things you have or haven't done **yet**.

96

Unit 3 The Importance of Friendship

A Track 44 Listen and answer the question.

Have students look at the picture and say what they think the dialog will be about. Play the track for students to listen and answer the question. Elicit the answer.

Cross-Check

Form pairs. Have students read and discuss the information from the box. Ask volunteers to share their answers with the class. Clarify any doubts. Elicit more examples from students.

B Complete the sentences with **already** or **yet**.

Have students complete the activity. Go around the classroom and help. Check answers with the class. Clarify any doubts.

C Discuss the things you have or haven't done **yet**.

Have students write some questions with *yet* in their notebooks. Form pairs. Have students discuss the questions. Then, have them get together with another pair and share their answers. Find out what students have and haven't done.

- D** Read the text and answer the question. Then, write a title for the text. Where can you find this type of text?

Accept any logical answer.



Laura Nelson won the first prize in the national contest for her enormous collection of dolls. In a press conference, she said that she has collected dolls for over 30 years. Now, she has 15,000 of them. Her dolls are from all over the world and are all different materials, sizes and styles.

Laura explained she started collecting dolls because she likes them so much. She started her doll collection when she was 10. Since then, she has washed their hair, changed their clothes and bought or made new outfits for them. She also said that she always puts aside money to buy more dolls for her collection.

- E** Discuss the questions together.

1. Do you think it is easy to collect so many items?
2. What do you think you need to have a big collection of items?
3. Have you ever collected any items? Which ones? Why?

- F** Imagine you want to interview Laura Nelson. Write the questions in your notebook. Practice with your classmate. Then, act it out. *Answers will vary.*



Lesson 7

97

Vocabulary

conference outfits
contest prize
dolls

CLIL: Literature

- D** Read the text and answer the question. Then, write a title for the text. Where can you find this type of text?

Ask students to read the text and ask them: *What is the text about? What did you find most interesting in the text?* Elicit answers from students at random. Have students write a title for the text. Tell them they can use their dictionaries. Ask volunteers to read their title. Vote for the best title.

- E** Discuss the questions together.

Form groups of four. Tell students to read and discuss the questions. Monitor while they talk and make sure everybody participates. Ask a speaker from each group to share their answers with the class.


- F** Imagine you want to interview Laura Nelson. Write the questions in your notebook. Practice with your classmate. Then, act it out.

Form pairs. Go over the instructions with the class. Elicit some questions and write them on the board. Then, have students complete the activity. Monitor and help with the questions. Make sure everybody has correct questions before they act out. Ask volunteers to act out the interview in front of the class.

G Find five more hobbies. Then, write a sentence about each one.

Answers will vary.



H  **Track 45** Listen and write the five words with the /ie/ sound.

1. field
2. friend
3. believe
4. berries
5. cries

I Write about your favorite hobby. Then, share your information with your classmates.

Answers will vary.


Go to page 72 in your workbook and write an entry in your blog.

98

Unit 3 The Importance of Friendship

G Find five more hobbies. Then, write a sentence about each one.

Have students complete the activity. Tell them they can use the dictionary. Monitor and check their sentences. Have them share their information with a classmate.

H  **Track 30** Listen and write five words with the /ie/ sound.

Play the track for students to listen and write the words. You can play the track more than once. Ask volunteers to write the words on the board.

I Write about your favorite hobby. Then, share your information with your classmates.

Have students write their paragraphs. Tell them to check grammar, spelling and punctuation. Have them share their information with different classmates. Ask them if they think sharing hobbies is a good way to make friends.

Go to page 72 in your Workbook and write an entry in your blog.

Read the instructions along with the students. Clarify any doubt. Give them time to interview their classmates and write their paragraphs. Help with grammar, vocabulary and spelling. Ask some volunteers to share their paragraphs with the class.

PROJECT

Presentation Day



- 1 Write the final version of your presentation.

- 2 Check grammar, spelling and punctuation.

Lesson 7

99

PROJECT

Material:

information students gathered in the previous steps

- 1 Write the final version of your presentation.

Have students get in their project groups. Make sure all the groups have their material. Have volunteers read the instructions aloud. Have students write first a draft. Help them to correct any mistakes.

- 2 Check grammar, spelling and punctuation.

Tell them to re-write their presentation, if necessary. Ask them to keep their material in a safe place to use it on the final step of the project.

NOTES : _____

Lesson 8

Vocabulary

collection
model

A Moment to Ourselves

Are there any hobbies you would like to try?

Have a student read the question aloud.


Brainstorm ideas from students and write them on the board. Ask them if they could learn new hobbies from their friends.

Getting Started

Tell students to sit in a circle. Write on the board: *Yesterday I went to the park and I played soccer.* A student has to say the sentence and add something more (Yesterday I went to the park and I played soccer with my brother), the next student adds something else and so on. The students who do not say something or say something that has been already said, are out of the game.

Lesson 8

Are there any hobbies you would like to try?

A  **Track 46** Listen to the interview and answer the question below. Why do you think the man started collecting model cars?

Reporter: Good morning and welcome to our show!

Guest: Good morning.

Reporter: How big is your model car collection?

Guest: I have 30,000 model cars.

Reporter: Thirty thousand model cars! That's amazing! How long have you been collecting cars?

Guest: I have collected cars for 15 years.

Reporter: When did you start collecting them?

Guest: I have collected them since I was 10. My dad used to give me a new model car for my birthday and we spent time playing together. I liked it so much that I continued collecting them.



Why do we use **since**?
When do we use **for**?
I have collected cars **for** 15 years.
I have collected these cars **since** I was 10.

B Unscramble the words to make correct sentences.


- so / has / Julie / quiet / never / been /
Julie has never been so quiet _____
- soccer / ever / you / played / Have /
Have you ever played soccer _____?
- shower / taken / have / just / a / taken / I /
I have just taken a shower _____
- made / today / much / have / noise / You / too /
You have made too much noise today _____
- drank / the / has / milk / Sally / all /
Sally has drunk all the milk _____

C  Make sentences with the verbs below. Use **for** or **since**.

seen taken flown bought walked started written played made

100

Unit 3 The Importance of Friendship

A  **Track 46** Listen to the interview and answer the question below. Why do you think the man started collecting model cars?

Have students read the instructions. Play the track for students to listen and answer the question. Ask volunteers to share their answer with the class.


Cross-Check

Have students read the information from the box and discuss it with a classmate. Ask students to underline all the examples of for and since in the conversation. On the board write two options: a period of time and a point in time. Ask students to match these options with FOR or SINCE to convey meaning. Ask volunteers to share their answers with the class.

B Unscramble the words to make correct sentences.

Have students complete the activity. Monitor and help. Check answers with the class.

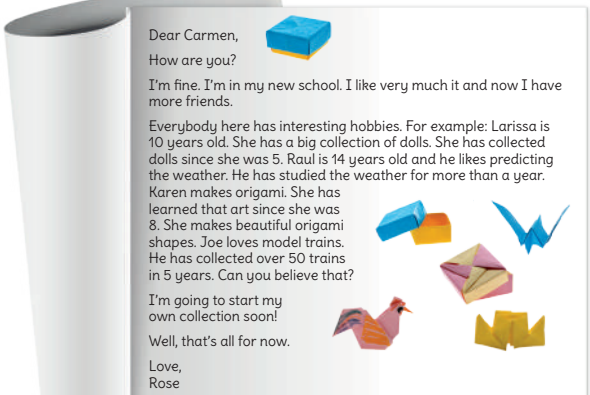
Beginners	Fast finishers
Have students unscramble the sentences in pairs.	Have students unscramble the sentences individually.

C  Make sentences with the verbs below. Use **for** or **since**.

Form pairs. Have them write some sentences. Go around the classroom and help. Have volunteers share their sentences with the class.

Vocabulary
 origami
 trains

D Read the letter and answer the questions. What is the relationship between Carmen and Rose? How do you know?



Dear Carmen,
 How are you?

I'm fine. I'm in my new school. I like very much it and now I have more friends.

Everybody here has interesting hobbies. For example: Larissa is 10 years old. She has a big collection of dolls. She has collected dolls since she was 5. Raul is 14 years old and he likes predicting the weather. He has studied the weather for more than a year. Karen makes origami. She has learned that art since she was 8. She makes beautiful origami shapes. Joe loves model trains. He has collected over 50 trains in 5 years. Can you believe that?

I'm going to start my own collection soon!

Well, that's all for now.

Love,
 Rose

E Read the letter again and answer the questions. Is it a formal or informal letter? How do you know? **It is an informal letter. Accept any logical answer.**

F Discuss the following questions. Then, complete the chart with your ideas. **Answers will vary.**

- Which hobbies are the most expensive?
- Which hobbies are the cheapest?
- Which hobbies cost nothing at all?

HOBBIES	
Most expensive	

CLIL: Social Studies

D Read the letter and answer the questions. What is the relationship between Carmen and Rose? How do you know?


Have students read the text. Tell them to use the dictionary if they need to. Have students work in pairs to answer the questions. Elicit some of their answers.

E Read the letter again and answer the questions. Is it a formal or informal letter? How do you know?

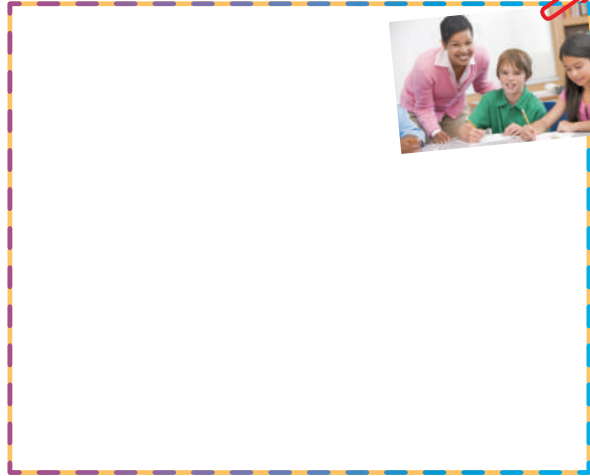
Form pairs. Go over the instructions with the students. Have them answer the questions. Check answers with the class. Elicit other examples of informal register.


F Discuss the following questions. Then, complete the chart with your ideas.

Form groups of four. Go over the questions and the chart with the students. Have them complete the chart. Then, tell them to join another group and share the information from their chart. Have a speaker from each group share their answers with the whole class.

G  Play **Pictionary**. Choose a word from the box. Draw your word. Your partner guesses the word. Take turns guessing, you can use other words.

collection shower models clothes weather origami trains dolls



H  **Track 47** Listen and repeat. Complete the sentences with words that have the same end sound as **apple**.


1. My birthday cake had 11 candles.
2. The baby has a rattle.
3. My sister bought me a camel.
4. Dinner is on the table.
5. Don't drink water from the bottle.




Go to page 75 in your workbook and write an entry in your blog.

102

Unit 3 The Importance of Friendship

G  Play **Pictionary**. Choose a word from the box. Draw your word. Your partner guesses the word. Take turns guessing, you can use other words.

Form pairs. Explain the game instructions. Have them play. Find out who has guessed more words.

H  **Track 47** Listen and repeat. Complete the sentences with words that have the same end sound as **apple**.

Play the track for students to listen and repeat. Have some choral and individual repetitions. Help students with pronunciation. Ask them to complete the sentences. Ask volunteers to write their answers on the board.


Go to page 75 in your Workbook and write an entry in your blog.

Read the instructions along with students. Have them analyze the chart and write their sentences. Have them compare their sentences with a classmate. Ask volunteers to share their sentences with the class.

PROJECT

How I did it?



- 1  Give your presentation to the whole class.
- 2 Evaluate your group's performance.
- 3 Evaluate yourself.

Lesson 8

103

PROJECT

Material:

information and pictures students gathered in the previous steps

- 1  Give your presentation to the whole class.

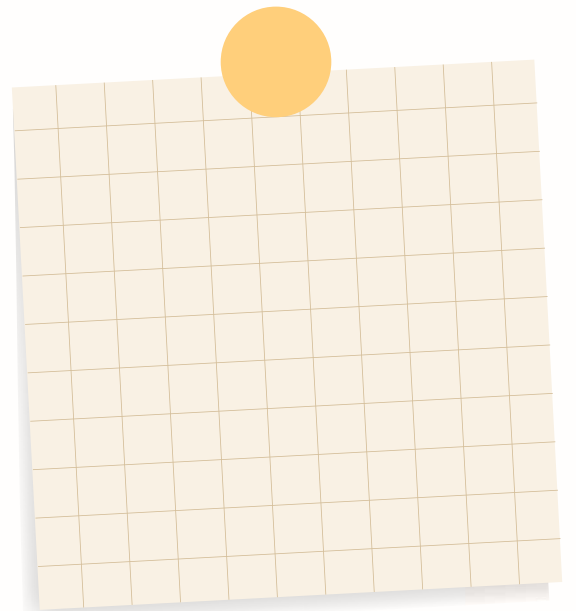
Ask students to work in their project groups. Before they start working, make sure each team has their material. Have them get ready to give their presentation.

- 2 Evaluate your group's performance.


Have groups present their projects to the class. Encourage students to ask questions about their classmates' presentations.


- 3 Evaluate yourself.

Ask students to evaluate their group's performance and their own performance. Have groups discuss their strengths and weaknesses and write down their conclusions.



Review 3

A  First, answer the questions. Then, share with a partner.



How often do you... *Answers will vary.*

- wear a hat? _____
- wash dishes? _____
- clean your room? _____
- drink milk? _____
- go swimming? _____
- watch TV? _____
- listen to the radio? _____
- sleep late? _____

B Read the following sentences. Underline the verb in each one.

- I didn't watch TV last night.
- I have known him for a long time.
- I always play with Sam.
- She hasn't invited Bill to the party.
- I know him very well.
- I was bored.
- It has started to rain.
- She takes dancing lessons on Fridays.

C Write the number of the sentences under the tense they belong.

Present	Past	Present Perfect
3	1	2
5	6	4
8		7

104 Unit 3 The Importance of Friendship

A  First, answer the questions. Then, share with a partner.

B Read the following sentences. Underline the verb in each one.

C Write the number of the sentences under the tense they belong.

The review section is an opportunity for your students and for you to find out some of your students' strengths and weaknesses. You can have students answer this activity as homework, or you can have them answer it as an exercise in class or even as a pop quiz. In any case, have a feedback session with the whole class in order to check answers and clarify any doubts.

D Match the questions to the answers. Write a letter next to the correct question.

- | | |
|--|---|
| 1. What is Mary like? <u> b </u> | a. I don't know. John has never ridden a horse. |
| 2. Is Dennis scared of flying? <u> d </u> | b. I have no idea. I've never met her. |
| 3. Is John a good horseback rider? <u> a </u> | c. Maybe, but we have never won a game. |
| 4. Do you think we can beat the other team? <u> c </u> | d. Yes, he is scared. He has never flown on a plane. |
| 5. Where is your mother? <u> e </u> | e. I don't know. She has never been late to pick me up. |



E Find someone who...
Walk around the classroom and ask your classmates questions.
Use the question: Have you ever...? Write down your classmates names. *Answers will vary.*

- _____ has had a problem with a teacher.
- _____ has been grounded for a week.
- _____ has had a trip on an airplane.
- _____ has seen a ghost.
- _____ has broken a bone.
- _____ has eaten more than 3 slices of pizza.
- _____ has seen someone famous.
- _____ has gone camping.
- _____ has been to a concert.
- _____ has given someone a surprise.

Review 3

105

D Match the questions to the answers. Write a letter next to the correct question.

E Find someone who...

Walk around the classroom and ask your classmates questions. Use the question: Have you ever...? Write down your classmates names.

NOTES : _____

Being Responsible

Vocabulary

chores helping list

A Moment to Ourselves

What is responsibility?

Have students discuss the question in pairs. Elicit answers. Have students tell you what their responsibilities are at home and school. Allow some volunteers to share their answers with the class.

Getting Started

Form trios. Write on the board: *Self, Family, Friends, School*. Ask students to discuss the meaning of the words. Ask some volunteers for their definitions. Then, have them discuss the responsibilities they have. Elicit some answers.

Lesson 1

Being Responsible

UNIT 4

What is responsibility?

A **Track 48** Listen and read. Do you like doing house chores?

Peter: Hi Mary! What are you doing?
Mary: Hi Peter. I'm writing a list of things I like to do to help my mom around the house.
Peter: That's great! What kind of things do you like to do to help her?
Mary: I like cleaning my room and making my bed. I also enjoy watering the plants and feeding the cat.
Peter: Wow! You like to do a lot of things. I don't like chores very much but I also try to help my mom.
Mary: Tell me one thing you don't like to do.
Peter: I don't like taking out the garbage, but I do it sometimes.
Mary: I don't mind taking out the garbage but I don't really like washing the dishes.
Peter: Helping around the house is important because you can show adults that you can be responsible.
Mary: You are right!

When do we use the ing form?
Washing the dishes is not something I like to do.
I love feeding the cat.
John is good at helping his mother.

B Read and complete the sentences. You can use some words more than once.

being answering taking giving showing

1. Being responsible is very important, but what is the meaning of responsibility?
2. Responsibility is taking care of your duties.
3. Answering for your actions is responsibility.
4. Responsibility is showing that you are trustworthy.
5. Responsibility is being accountable for your actions.
6. Being dependable when you have things to do shows that you are responsible.
7. Responsible children follow through what they say without giving up.

C Read and discuss why it is important to show adults that you are responsible.

106
Unit 4 Being Responsible

A **Track 48** Listen and read. Do you like doing house chores?

Ask students: *What is a chore?* Elicit answers. Then, play the track for students to listen and read the story. To check comprehension, ask: *What chores does Mary like to do? What chores don't Peter and Mary like?* To find out students' opinions ask: *What chores do you like to do at home?*

Cross-Check

Have students look at the information in the box and underline the words with *-ing* ending. Have them think about the question. On the board write the options: a) as the subject of a sentence, b) after certain verbs such as love, like, hate, c) after prepositions. Ask students to match the sentences in the box with the corresponding option to convey meaning. Ask volunteers to share their answer. Elicit more examples.

B Read and complete the sentences. You can use some words more than once.

Ask students to complete the sentences. Monitor while they work. Check answers with the class. Clarify any doubts.

Beginners	Fast finishers
Have students complete the sentences in pairs.	Have students complete the activity individually.

C Read and discuss why it is important to show adults that you are responsible.

Go over the question with the students. Have them discuss it in pairs. Ask volunteers to share their answers with the class.

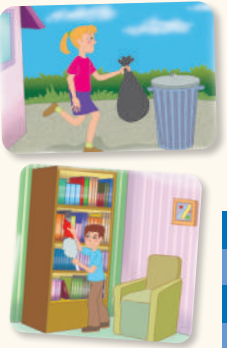
Vocabulary
 patience reponsible
 perseverance tasks

D Read the text and decide why the author wrote this blog entry. Then, write a title for the blog entry.

Accept any logical answer.

Chores aren't always fun but we have to do them. Doing chores teaches us how to be responsible and to work together with our family. Chores also help us to learn about taking care of ourselves. Some kids grow up without having to do chores. Kids that don't do chores can have a difficult time being responsible adults. Your parents try to help you grow up well by giving you chores. We can learn about patience and perseverance by doing chores. Doing ordinary tasks is a part of life and knowing how to do them is important. If we learn how to do things around the house, we won't have to worry about having a messy home when we grow up.

Susan 😊



E Discuss the questions.

1. Do you have to do many chores at home?
2. Would you like to do different chores than the ones you do? Why?

F Read and discuss. Then, write your conclusions.

1. What chores do you do around your house?
2. How do you feel when you help at home?
3. Do you like being responsible at home?

Answers will vary.

CLIL: Social Studies

D Read the text and decide why the author wrote this blog entry. Then, write a title for the blog entry.

Have students look at the pictures and predict what the text is about. Ask students to read the text and complete the activity. Elicit students' ideas for titles. Write them on the board. Vote for the best title. Then, make groups of three and have them discuss why the author wrote the blog entry. Have groups share their opinions.

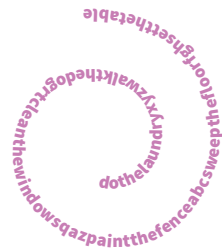
E Discuss the questions.

Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers with the class.

F Read and discuss. Then, write your conclusions.

Form groups of four. Have students discuss the questions and write some sentences. Then, ask the groups to join another group and share their conclusions. Ask a speaker from each group to share their sentences with the class.

- G** Find different household chores and write them down. Then, choose three and write a sentence with each one in your notebooks.



- do the laundry
- walk the dog
- clean the windows
- paint the fence
- sweep the floor
- set the table

- H** **Track 49** Listen and read the words aloud. How is the **-ing** pronounced?

- | | | | |
|-------------|--------|----------|---------|
| 1. wing | king | sing | ring |
| 2. sting | swing | string | bring |
| 3. sleeping | eating | dreaming | running |



- I** Are there any reasons why you would like to be considered a responsible person? Write your answer.

Answers will vary.

Go to page 78 in your workbook and write an entry in your blog.

- G** Find different household chores and write them down. Then, choose three and write a sentence with each one in your notebooks.

Ask: *What chores do you do at home?* Elicit answers from different students. Ask students to complete the activity. Monitor while they work. Then, ask students to share their sentences.

- H** **Track 49** Listen and read the words aloud. How is the **-ing** pronounced?

Play the track for students to listen to the words. Play the track again and have them repeat the words. Have them repeat the words many times. Correct any pronunciation mistakes.


- I** Are there any reasons why you would like to be considered a responsible person? Write your answer.


Ask students to complete the activity. Monitor while they work. Provide help with grammar, vocabulary or spelling. Then, ask volunteers to share their answers.

Go to page 78 in your Workbook and write an entry in your blog.

Go over the instructions with students. Make sure they know what to do. Tell them they can use their dictionaries to find words. Have them compare their definition with a classmate. Ask volunteers to share their definition with the class.

PROJECT

- 1 Make a Responsibility Pledge poster.
- 2  Use your dictionaries to find out what the word **pledge** and **promise** mean. Write the definitions.

- 3  Discuss and write down the differences or similarities between a pledge and a promise.



Lesson 1

109

PROJECT

Material:

dictionaries

Tell students that they will be working on the first step of their project. Form groups of four. Ask volunteers to read the instructions aloud. Remind students that it is important to read all the meanings of the entry, and then choose the best meaning according to the context.

1 Make a Responsibility Pledge poster.

Talk to your students about the meaning of responsibility and commitment. Provide some examples and ask your students to come up with examples as well.

2 Use your dictionaries to find out what the word **pledge** and **promise** mean. Write the definitions.

Help your students use their dictionaries to figure out what the words responsibility and commitment mean.

3 Discuss and write down the differences or similarities between a pledge and a promise.

Verify that they are clear about the meaning and difference between both concepts. Give them time to complete the activity. Go around the classroom and make sure everybody participates. Ask them to discuss the differences between a pledge and a promise. Elicit answers and clarify any doubts. Have them write their conclusions in their books.

Lesson 2

Vocabulary

assignment forgot
consequences lying
fault

A Moment to Ourselves

What are some responsibilities children your age have?


On the board, write the word 'CHORES' and ask students to brainstorm chores at home and at school. Ask them what chores they have, which chores they like and which chores they don't like. Arrange students in pairs to discuss these questions. Allow some volunteers to share their answers with the class.

Getting Started

Form trios. Write on the board: *How can you show responsibility?* Have students discuss the question in their groups and write some answers. Ask a member of each group to share one or two sentences and write them on the board.

Lesson 2

What are some responsibilities children your age have?

A  **Track 50** Listen and read. Then, decide if John was responsible. Why?

Miss Jones: John, please hand in your homework.

John: I'm sorry Miss Jones but I forgot to bring my homework.

Miss Jones: Why did you forget your homework?

John: Something happened...

Miss Jones: What happened?

John: It's my mom's fault. I asked her to buy the materials for the homework but she forgot to do it.

Miss Jones: It's not your mother's fault! Your homework is your responsibility!

John: Yes, it's her fault! I wanted to do my homework but she didn't buy what I needed.

Miss Jones: You had three weeks to complete this assignment. You should learn to take responsibility for your actions.

John: Hmm... well... oh... but she didn't want to take me with her to buy the materials.

Miss Jones: You shouldn't make excuses. If you don't do your homework you should be prepared to face the consequences.


John: Well... I'm sorry Miss Jones. You are right. I was lying. I didn't remember the assignment and I forgot to buy the materials.



When do we use to?
He **promised to buy** the materials.
I **wanted to do my homework**.
She **didn't remember to buy** the materials.
I **forgot to do the assignment**.

B Complete the sentences with the correct form of the verb in parentheses.

- I agreed to help my sister study for her test. (help)
- Tom needs to finish his homework before he can play videogames. (finish)
- I washed the dishes because I wanted to surprise my mom. (surprise)
- Chris needs to stop lying. (stop)
- I prefer to complete my homework on time. (complete)

C  Read and discuss the questions.


- Are these common chores at your home?

make the bed dust clean the bathroom cook dinner
do the dishes vacuum feed the pets set the table wash the floors

- Who does them? You? Your siblings? Your parents? Why?

110

Unit 4 Being Responsible

A  **Track 50** Listen and read. Then, decide if John was responsible. Why?

Ask students to describe the picture. Play the track for students to listen and read. Clear up any doubts. Then, elicit from students if John was responsible. Ask them if they have ever been in a similar situation.

Cross-Check

Have students read the information in the box and discuss the question in pairs. Ask students to underline the verbs that come before TO. Ask students to list the verbs in their notebook and find more examples in the conversation.. Clarify any doubts. Elicit more examples and write them on the board.

B Complete the sentences with the correct form of the verb in parentheses.

Have students complete the exercise. Go around the classroom and help if necessary. Ask volunteers to read the answers. Correct any mistakes.

C  Read and discuss the questions.

Form pairs. Have students discuss the questions. Then, ask volunteers to share their answers with the class. Monitor and make sure everybody participates in the activity.

Vocabulary
 busy sweep
 housework vacuum

D Read and decide what the author's intention was when writing this text.

Being cool is being responsible!

Do you want to show your parents that you are responsible? Are you very busy with homework and afternoon classes? Don't worry! Keep reading for some quick chores that will help your parents and make you look good.

You can set aside some minutes every morning to do some housework. You might not want to do chores in the morning, but your parents will appreciate it.

You can choose one of the following chores and see what happens:



1. If you have a younger sibling, you can help him or her get dressed. They sometimes forget to zip their pants or button their shirt. Help them put on their clothes. If they don't need help getting dressed, help them get the things they'll need for school.
2. Clean up after taking a shower. Hang up your towel and put away the things you used. Parents like to see their kids taking responsibility.
3. Vacuum or sweep a room in your house. You don't need to clean the whole house to help.
4. Take out the trash. It takes very little time and is a really big help to parents.
5. Wash the dishes and put them in the drying rack. Parents love this!

You should always remember that parents deserve to be helped too!

E Discuss when you did something that showed you were a very responsible person. Use the questions to help you.

1. What happened? How did it make you feel?
2. Then, talk about a time you did something irresponsible. Describe it.
3. What happened? How did it make you feel?

F Discuss and write what you are responsible for. Use these ideas to help you.

yourself your family your friends your community the planet

Lesson 2

111

CLIL: Social Studies

D Read and decide what the author's intention was when writing this text.

Have students read the title and look at the pictures to predict what the text is about. Have students read the text. Tell them that they can use their dictionary to find the meaning of unknown words. Make groups of three and have them discuss what the author's intention was when writing the text. Have groups share their opinions.

E Discuss when you did something that showed you were a very responsible person. Use the questions to help you.

Go over the questions with the class. Have them discuss them with a partner. Ask volunteers to share their answers with the class.

F Discuss and write what you are responsible for. Use the ideas to help you.

Form trios. Have students talk about the responsibilities they have to themselves, their families, their friends, their community and the planet. Ask them to write some sentences. Have some volunteers share their sentences.

G Match the words to their meanings.

- | | | |
|-----------------|--|--|
| 1. reliable | | a) Someone who makes good decisions and cares for others. |
| 2. responsible | | b) The things that happen as a result of a particular action. |
| 3. self-control | | c) The duties or responsibilities that someone has to do. |
| 4. consequences | | d) Someone who can be trusted. |
| 5. obligations | | e) The act of controlling your emotions, desires and actions; controlling your own behavior. |



H   **Track 51** How do we pronounce the following words? Listen and check.

- | | |
|---------|---------|
| 1. sang | 4. gang |
| 2. pang | 5. rang |
| 3. fang | 6. bang |



Choose some words and write a two-line tongue twister.

Answers will vary.

Go to page 81 in your workbook and write an entry in your blog.

G Match the words to their meanings.

Have students complete the activity. Tell them that they can use their dictionary to find the meaning of unknown words. Ask some volunteers to share their answers. Correct any mistakes.

H   **Track 51** How do we pronounce the following words? Listen and check.


Play the track for students to listen and repeat. Correct any pronunciation mistakes. Have students repeat several times. Then, ask students to write a tongue twister. Have some volunteers share their tongue twisters with the class.


Go to page 81 in your Workbook and write an entry in your blog.


Ask a volunteer to read the instructions aloud. Brainstorm ideas from students and write them on the board. Have them write one or two sentences for each person. Monitor and help. Ask volunteers to share their sentences with the class.

PROJECT

Promises and Excuses

- 1  Discuss and write about things you have promised to do to be more responsible. Have you kept your promises? Why?

- 2  Discuss and write about the excuses you have used to avoid doing a chore or something you promised you would do.


- 3  Discuss and then write your ideas.

1. When we make up excuses, are we avoiding or denying our responsibility?
2. Why? Who should be responsible for our actions?




Lesson 2


113

- 1  Discuss and write about things you have promised to do to be more responsible. Have you kept your promises? Why?

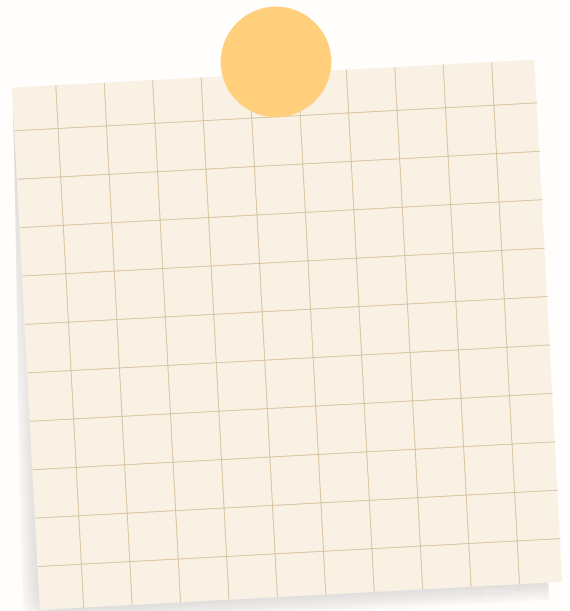
Ask students to work in their project groups. Have volunteers read the questions aloud and give time for students to discuss them. Ask them to write some sentences with their conclusions in their notebooks.

- 2  Discuss and write about the excuses you have used to avoid doing a chore or something you promised you would do.

Help students with grammar, vocabulary and spelling.

- 3  Discuss and then write your ideas.

Have them write the corrected sentences in their books. Have a speaker from each group share their sentences with the class.



Lesson 3

Vocabulary

committed	promise
feed	puppy
pet	training

A Moment to Ourselves

Why is it important to keep your promises?

Arrange students in groups of three or four and ask them to answer the question in this section. Ask them if somebody has made a promise to them and what was it.

Getting Started

Explain the meaning of the word *trustworthy*. Write on the board:

- Someone who breaks a promise is not trustworthy.
- Breaking a promise is OK once in a while.
- A reputation is built on how one keeps or breaks promises.

Have students think about the statements and have a small class discussion. Make sure everybody participates.

Cross-Check

Have students read the information in the box. Ask volunteers to explain when we use *to* and a verb and when we use *-ing*. Clear up any doubts. Elicit other examples and write them on the board

Lesson 3

Why is it important to keep your promises?

A Track 52 Listen and read. Do you think Sam will get a puppy?

- Dad:** Your birthday is next week, Sam! What do you want for your birthday?
Sam: I want a puppy!
Dad: Having a puppy can be great Sam, but it's also a great responsibility.
Sam: Why is it a great responsibility?
Dad: Because having a pet means you are responsible for the life of another living thing.
Sam: How do I do it?
Dad: First of all, you need to love your pet. Pets love us forever so we have to do the same. Even if you grow up, change or get really busy.
Sam: That's easy, of course I'll love my puppy forever.
Dad: Love is not enough. Taking care of animals can take a lot of time and energy. You have to be committed. You have to be willing to work hard and be consistent.
Sam: Like what dad?



- Dad:** For example, you have to feed your puppy. You should make sure it always has water to drink. Dogs need to be walked and exercised every day. They need training. If you want a puppy you have to take care of it. You can't get bored or tired.
Sam: Mmm... maybe I'm young, but I think I can be responsible and take care of a puppy forever. I promise to take care of it.
Dad: OK, I'll talk to your mom and we'll tell you what we decided.

When do we use *to* and a verb? When do we use *-ing*?
 Are the meanings different?
 You agree to take care of another living thing.
 Taking care of animals can take a lot of time and energy.
 You promise to work hard and be consistent.
 They need training.

B Choose the correct option to complete the sentences.

- _____ a pet is a life-long commitment.
 a) To have b) To has c) Having
- You need _____ care of a pet every day.
 a) taking b) to take c) to takes
- Before you adopt a pet you have _____ committed.
 a) to be b) being c) was
- Dogs need _____ every day.
 a) walking b) to walk c) to walks
- _____ your pet is something you have to do every day.
 a) To feed b) Feeding c) To feeds

C Discuss the following questions.

- Do you have a pet? If you don't, would you like to have a pet?
- Do you think pets are a responsibility? Why?

114

Unit 4 Being Responsible

A Track 52 Listen and read. Do you think Sam will get a puppy?

Have students describe the picture. Help them with any vocabulary. Play the track for students to listen and read the dialog. Have students complete the activity. Elicit answers from different students, and have them give reasons for their answers.

B Choose the correct option to complete the sentences.

Have students complete the activity and compare their answers with a classmate. Check answers with the class.

Beginners	Fast finishers
Ask them to draw a picture of their favorite pet.	Ask them to write their opinion about having a pet.

C Discuss the following questions.

Go over the questions with the students. Form groups of four. Have students discuss the questions. Monitor and make sure everybody participates in the discussion. Ask volunteers to share their answers with the class.

Vocabulary	
cages	vaccines
litter	vet
sick	

D Read the following article. What do you think this article is teaching us?

Pet Responsibilities

If you want to have a pet there are several things you need to think about before you get one.

A pet is part of the family. Everyone in the family has to be involved in the pet's care.

Remember that pets cost money. You need to buy their food. Talk with your family and decide if you have enough money for pet food.


Pets are living beings just like us humans. They can get sick. Taking your pet to the vet is something that has to be done at least once a year. Pets need vaccines too!

Pets can be messy. Who will clean up after your pet? Cats use litter boxes to relieve themselves. Litter boxes have to be cleaned every day. Deciding who will perform which cleaning chore every day is something you should decide as a family.

Some pets, like dogs, need exercise. Your family needs to decide who will be responsible for walking the dog every day. Even pets like turtles, hamsters, birds and fish need you to survive. They need to eat every day and their cages need to be cleaned regularly.


Always remember that it doesn't matter how busy you are, your pet will need you to take care of it every day.



E  Read and discuss. Write your answer.

1. Is it right to get rid of a pet if you are no longer interested in it? Why?

Answers may vary.

F  Discuss the following questions and write your conclusions in your notebook. Then, compare with other classmates.

1. Do you think pets can teach us things?
2. What kind of things can pets teach us?
3. Can pets help us learn how to be more responsible? Why?

Lesson 3


115

CLIL:

Social Studies

D Read the following article. What do you think this article is trying to teach us?

Have students read the title and look at the pictures to predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Have students think about the question. Ask volunteers to share their ideas with the class.

E  Read and discuss. Write your answer.

Form pairs. Have them discuss the question. Ask students to write an answer. Have students join a different pair to share their answers. Then, ask volunteers to share their ideas with the class.

F 

Discuss the following questions and write your conclusions in your notebook. Then, compare with other classmates.

Form groups of four. Go over the questions with students and clear up any doubts. Ask them to discuss the questions and then write their conclusions in their notebooks. Have them go around the classroom to share their conclusions with other classmates. Ask volunteers to read their conclusions aloud.

G Label the pictures. Then, add four more pets.



1. mouse



2. rabbit



3. _____

a) parrot





4. _____

c) fish

b) Answers will vary.



d) _____

H   **Track 53** Say the following words aloud. How do you pronounce *-ong*? Listen and check.

long song gong strong wrong dong

I Draw a picture of your favorite kind of pet. *Answers will vary.*





 Go to page 84 in your workbook and write an entry in your blog. 

116

Unit 4 Being Responsible

G Label the pictures. Then, add four more pets.



Have students complete the activity. Check answers with the class. Ask volunteers to write the words on the board. Correct any mistakes.

H   **Track 53** Say the following words aloud. How do you pronounce *-ong*? Listen and check.

Have students read the words aloud. Play the track for students to check the pronunciation of the *-ong* sound. Play the track again for students to repeat. Have students say the words aloud without the track. Correct any pronunciation mistakes.

I Draw a picture of your favorite kind of pet.


Have students complete the activity. Then, have them share and talk about their drawings with a classmate. Monitor and make sure everybody participates.


 Go to page 84 in your Workbook and write an entry in your blog. 

Go over the instructions with students. Clarify any doubts. Ask students to make a draft of their schedules in their notebooks. Ask them to write their blog entry. Have students compare their schedules with a classmate. Finally, ask volunteers to share their entry with the class.

PROJECT

Being Responsible

- 1  Make a list of things you pledge to do to be more responsible. You can write about things to be responsible at home, at school, in your community, for our planet, etc. Remember that when we make a pledge we are making a very strong promise and we should not break our promises.


- 2  Decide how you will design your pledge poster. What materials will you use? How big will it be? How will you decorate it? Where will you write your pledges?




Lesson 3

117

PROJECT

- 1  Make a list of things you pledge to do to be more responsible. You can write about things to be responsible at home, at school, in your community, for our planet, etc. Remember that when we make a pledge we are making a very strong promise and we should not break our promises.

Ask students to get in their project groups. Have volunteers read the instructions and make sure students know what to do. Give them enough time to discuss things they pledge to do and write down their ideas.

- 2  Decide how you will design your pledge poster. What materials will you use? How big will it be? How will you decorate it? Where will you write your pledge.

Have students discuss, decide and write down the materials and decorations they will use for their poster. Tell them they need to bring those materials for the next step of the project.

NOTES : _____

Lesson 4

Vocabulary

arrive
still
yet

A Moment to Ourselves

Why is it important to show adults that you can be responsible?

Ask a volunteer to read the question aloud. Have students brainstorm ideas and examples of being responsible at school and at home. List their ideas on the board.

Getting Started

Write on the board:

1. You break your brother's/sister's toy.
2. Your friend wants to play but you haven't finished your homework.
3. You forgot to bring your home the book you need to study for tomorrow's test.

Ask students how they would demonstrate responsibility in those situations. Have a class discussion.

Lesson 4

Why is it important to show adults that you can be responsible?

A Track 54 Listen to the conversation.

Linda: Hi Mark, how are you?
Mark: Hi Linda, I'm good. How are you?
Linda: I'm OK. What are you doing tomorrow?
Mark: I'm cleaning my room tomorrow.
Linda: Really? Why?
Mark: My mom got angry and said that she's always doing things for me, but I never do anything to help her.
Linda: Oh! I see. Your mom is right. We have to be responsible.
Mark: You are right. That's why I decided I'm helping my mother every day with one chore around the house.
Linda: That's a great idea Mark!



Why do we use present continuous in these sentences?
 What are you doing tomorrow?
 I'm cleaning my room tomorrow.

B Complete the sentences with the correct form of the verb in parentheses.

1. I am doing my homework this evening. (do)
2. Tom is helping her sister with her science project tonight. (help)
3. With my actions I'm showing my parents that I can be responsible. (show)
4. I am walking my dog tomorrow. (walk)
5. We are planting trees next week. (plant)

C Look at Bob's chores schedule for next week. What is he doing next week? What are you doing next week? Talk about your own chores.

Monday	wash dishes (6 pm)
Tuesday	take out the trash (6 am)
Wednesday	walk the dog (6 pm)
Thursday	help mom prepare dinner
Friday	sweep the kitchen
Saturday	take the cat to the vet (1 pm)
Sunday	wash breakfast dishes

118

Unit 4 Being Responsible

A Track 54 Listen to the conversation.

Play the track for students to listen and read. Clear up any doubts. Ask students: What is Mark doing tomorrow? Why? Do you do things to help around your house? Why? Elicit answers from different students.

Cross-Check

Ask a volunteer to read the information in the box. Have students analyze the questions. Elicit answers. To convey meaning, ask students if the actions refer to the present or to the future. Then, ask some volunteers to give another example.

B Complete the sentences with the correct form of the verb in parentheses.

Have students complete the activity. Go around the classroom and help. Check answers with the class.

C Look at Bob's chores schedule for next week. What is he doing next week? What are you doing next week? Talk about your own chores.

Form pairs. Ask students to look at the schedule and discuss it. Then, have them discuss their own schedules. Ask students at random to share their schedules with the class.



D Read this diary page and decide why the girl made a list of chores.

I'm celebrating my birthday next week and I'm throwing a party to celebrate it. It's the first party I'm organizing.

I want to show my parents that I can be responsible. I want to do something nice for them because they are letting me have my party, so I made a list of chores I'm doing during the week.

1. I'm washing the dishes on Sunday.
2. I'm doing the laundry on Monday.
3. I'm cleaning the bathroom on Tuesday.
4. I'm taking out the trash on Wednesday.
5. I'm sweeping the kitchen floor on Thursday.
6. I'm picking up my room on Friday.
7. I'm watering the plants on Saturday.

And my birthday on Sunday! I'm also helping my mother clean up everything after the party. I'm very excited. I can't wait!

E Discuss the following question.

1. If you are organizing a party for a friend, what are you doing to show that you are responsible?

Answers will vary.

F As we grow up, we must show that we can be more responsible. Discuss things you are doing to show your parents and your teachers that you are being responsible.

Answers will vary.

Lesson 4 119

Vocabulary

dishes
laundry
trash

CLIL: Social Studies

D Read this diary page and decide why the girl made a list of chores.

Have students look at the pictures and describe them. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Ask comprehension questions. Form trios and have them discuss why the girl made a list of chores. Have each group share their opinion with the rest of the class.

E Discuss the following question.

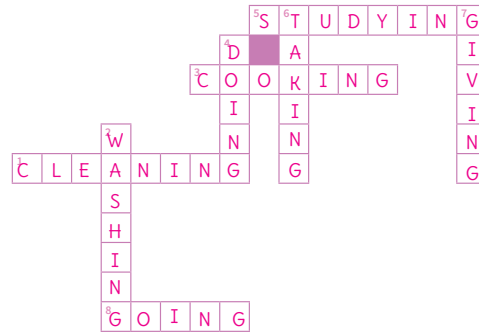
Read the question with students. Clarify any doubts. Form pairs. Have students discuss the question. Then, have them write an answer to the question. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their answers.

F As we grow up, we must show that we can be more responsible. Discuss things you are doing to show your parents and your teachers that you are being responsible.

Form groups of four. Read the instructions and clear up any doubts. Then, ask students to discuss with their group. Go around the classroom and make sure everybody participates in the discussion. Then, ask them to write down their conclusions. Have a speaker from each group share their sentences. Correct any mistakes.

Beginners	Fast finishers
Have students work in pairs. Tell them to brainstorm activities and list them.	Have students complete the activity individually. Ask them to write a paragraph explaining how they are responsible.

G Complete the sentences with **-ing** verbs, and make the crossword.



ACROSS

1. Mary is c _____ the livingroom.
3. My mom is c _____ dinner.
5. They are s _____ for tomorrow's test.
8. I'm g _____ to bed now. Good night.

DOWN

2. We are w _____ the windows next week.
4. My sister is d _____ the laundry tomorrow night.
6. He is t _____ the dog to the vet this evening.
7. I'm g _____ my dad a present for his birthday.

H Listen to your teacher. How do you pronounce the **-ung** sound?

- | | |
|---------|----------|
| 1. hung | 4. stung |
| 2. rung | 5. clung |
| 3. lung | 6. young |

Go to page 87 in your workbook and write an entry in your blog.

G Complete the sentences with **-ing** verbs, and make the crossword.

Form trios. Tell students to read the sentences and write the correct verb. Then, ask them to complete the crossword. Have some volunteers read the sentences aloud and spell the verb. Correct any mistake.

H Listen to your teacher. How do you pronounce the **-ung** sound?

Read the words aloud and have students listen. Read the words aloud again and have students repeat. Correct any pronunciation mistake. You can have students repeat the words several times.

Go to page 87 in your Workbook and write an entry in your blog.

Go over the instructions with students. Have them get into pairs to discuss what they are doing to take care of our planet, and what things they are doing on the following days/weeks/months/years. Have them write their blog entry. Ask some volunteers to read their entry to the class.

PROJECT

- 1 Put your pledge poster together. Add your pledges to your poster. Decorate it.
- 2 Place your pledge poster in a place where everyone else in the classroom can see it. Talk about the different pledges. Remember that now you will always make an effort to keep these promises and be more responsible.

- 3 Evaluate your performance.



Lesson 4

121

- 1 Put your pledge poster together. Add your pledges to your poster. Decorate it.

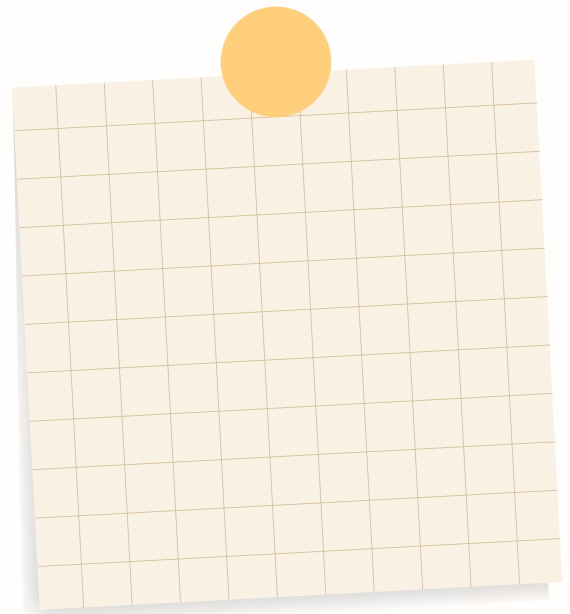
Ask students to work in their project groups. Make sure each team has their material. Have students put their posters together.

- 2 Place your pledge poster in a place where everyone else in the classroom can see it. Talk about the different pledges. Remember that now you will always make an effort to keep these promises and be more responsible.

Provide any needed help. Designate a place in the classroom for students to place their posters. Have students look at their classmates' posters and discuss about their pledges.

- 3 Evaluate your performance.

Ask students to evaluate their performance. Have them write down what they did right and what they do to improve their participation in these types of projects.



Lesson 5

Vocabulary

driving traveling
skiing vacation
snowboarding

A Moment to Ourselves

Do you like traveling?

On the board write the following questions: Where did you go on your last holidays? What's your favorite type of holiday? beach? countryside? mountain? Arrange students in groups of three or four to discuss these questions. Allow some volunteers to share their answers with the class.

Getting Started

Write *TRAVEL* on the board. Ask students to write as many words as they can that start with each of the letters. Correct any spelling mistake. Have them compare their words with a classmate. Find out who has written more words.

Lesson 5

Do you like traveling?

A Track 55 Listen and read. What are your plans for your next vacation?

Randy: What are you doing on your next vacation?
Sue: I'm traveling to Ruidoso with my family.
Randy: How are you traveling?
Sue: By car. My father's driving.
Randy: What are you doing in Ruidoso?
Sue: We are skiing and snowboarding.
Randy: Are you spending Christmas in Ruidoso?
Sue: Yes. We are coming back on the 26th.
Randy: That sounds great!



What does the **present continuous** refer to?
We are traveling to Ruidoso next vacation.
We are having a school meeting next Friday.
Are you driving to Ruidoso?

B Unscramble the sentences.

- Mark / next / isn't / week / working
Mark isn't working next week
- coming / They / school / aren't / to / tomorrow
They aren't coming to school tomorrow
- Bob's / studying / afternoon / We / at / are / house / this
We are studying at Bob's house this afternoon
- the / What / you / party / for / wearing / are
What are you wearing for the party ?
- inviting / Are / picnic / to / John / you / the
Are you inviting John to the picnic ?

C Discuss the following questions. Answers will vary.

- What are your plans for your next vacation?

- Where are you going?

- What are you doing?

122

Unit 4 Being Responsible

A Track 55 Listen and read. What are your plans for your next vacation?

Play the track for students to listen and read the dialog. Ask comprehension questions. Then, form pairs and have students share their plans for their next vacation. Make sure everybody participates.

Cross-Check

Read the question in the box aloud. Ask volunteers to read the sentences. Elicit answers from different students. Ask students to underline all the time expressions in the sentences in the box. Clarify any doubts about this use of the present continuous.

B Match the columns to make complete sentences.

Have students complete the activity. Check answers with the class. Clear up any doubts.

Beginners	Fast finishers
Have students complete the activity in pairs. Ask them to compare their answers with another pair.	Have students unscramble the sentences individually.

C Discuss the following questions.

Form pairs. Go over the questions with students. Have them discuss them and write their answers. Ask volunteers to share their answers with the class.

D Read the text and answer. What is the relationship between Simon and Karen?

Dear Simon:


I'm so happy that you are coming to Australia. I have already made plans.

On Monday, we are swimming with the dolphins at Rockingham Bay. We are spending the day at the beach. On Tuesday, we are visiting Phillip Island Nature Park to see the Little Penguin Parade. I'm sure you will love it!

On Thursday, we are snorkeling at the Great Barrier Reef and we are also visiting Watsons Bay to eat the most delicious fish you have ever tried.

We are also swimming with whale sharks at Ningaloo, one of the world's largest reefs! See you soon.

Love,
Karen



E Discuss the questions.

1. Would you like to visit Australia? Why?
2. Is there a special place you would like to visit? Is it in your country or in another country?
3. Why would you like to go there?

F Discuss and write some ideas.

1. What are the most important tourist attractions in your city or town?
2. What can visitors do in your city or town?

Answers will vary.

Lesson 5 123

Vocabulary

beach	sharks
dolphins	shorkeling
reefs	

CLIL: Social Studies

D Read the text and answer. What is the relationship between Simon and Karen?

Ask students to read the e-mail. Tell them to check with one another to clarify the meaning of unknown words. Ask students: *What did Karen write about? Is Simon going to move to Australia? How do you know?* Elicit answers. Then, form trios and have them discuss the relationship between Simon and Karen. Elicit their opinions.

E Discuss the questions.

Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers with the class.

F Discuss and write some ideas.

Form groups of four. Have students discuss the questions and write their answers. Ask a speaker from each group to share their answers with the class. Write some of their ideas on the board.

G Look and complete the words. Then, write a sentence with each word.

1. s w i m m i n g
2. c l i m b i n g
3. w a l k i n g
4. v i s i t i n g
5. s u r f i n g



- a) *Answers will vary.* _____
b) _____
c) _____
d) _____
e) _____

H  **Track 56** Circle the silent consonants in the words below. Then, listen and check.

deo salmon Weonesday answer automn

I Write a paragraph about activities you can do in your city or town.

Answers will vary.




Go to page 90 in your workbook and write an entry in your blog.

124

Unit 4 Being Responsible

G Look and complete the words. Then, write a sentence with each word.

Ask students to complete the activity. Monitor while they work. Then, ask some students to share their sentences with the class.

H  **Track 56** Circle the silent consonants in the words below. Then, listen and check.

Read the instructions aloud and clarify any doubts. Have students circle the silent consonants. Play the track for students to check their answers. Play the track again and have them repeat the words. Correct any pronunciation mistakes. You can have students repeat the words several times.


I Write a paragraph about activities you can do in your city or town.


Ask students to complete the activity. Monitor while they work. Tell them they can use their ideas from activity F. Then, ask volunteers to share their answers.

Go to page 90 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions aloud. Clarify any doubts. Have students brainstorm ideas and write them on the board. Then, have them use those ideas to write their blog entry. Provide help with grammar, vocabulary and spelling. Ask some volunteers to share their entry with the class.

PROJECT

- 1 **Webquest: Plan a trip to Scotland**
- 2 **You won a trip to Scotland. You are spending week in there. Make an itinerary for you and your family. Remember your trip must last seven days.**
- 3  Visit the following web page from the Scotland's National Tourism Organization and make notes about the different places you can visit. <http://www.visitscotland.com/>

- 4  Compare the information you found on the website.



Lesson 5

125

PROJECT

Material:


sources of information like encyclopedias and the Internet

- 1 **Webquest: Plan a trip to Scotland.**

Form groups of four or five. Make sure students know what an itinerary is.

- 2 **You won a trip to Scotland. You are spending week in there. Make an itinerary for you and your family. Remember your trip must last seven days.**

Have volunteers read the instructions aloud. Give students time to discuss what they will include in their itinerary. You can ask them to look for information on encyclopedias and the Internet as homework, and discuss what they found in class.

- 3  Visit the following web page from the Scotland's National Tourism Organization and make notes about the different places you can visit. <http://www.visitscotland.com/>

Ask them to keep the information they gathered in a safe place to use it on the next steps of the project.

- 4  Compare the information you found on the website.

Guide your students to share their information and encourage them to participate.

Lesson 6

Vocabulary

hiking
lessons
packing

A Moment to Ourselves

Do you prefer summer or winter vacations?

On the board write the words SUMMER and WINTER. As a whole class, ask students to say the months for each season. Elicit activities you can do on summer vacations and on winter vacations. Ask students which one they prefer. Find out which is the most popular.

Getting Started

Form trios. Ask students: *Where would you like to go on vacation?* Have them discuss the question with their groups. Ask a member of each group to share their answers, giving reasons.

Lesson 6

Do you prefer summer or winter vacations?

A  **Track 57** Listen to the conversation and answer. Is Mary excited about her trip?


Luc: What are you doing?
Mary: I'm packing. I'm leaving on vacation.
Luc: Where are you going?
Mary: To Connecticut.
Luc: Where are you staying?
Mary: At my cousin Rachel's house.
Luc: Are you spending the summer there?
Mary: Yes.
Luc: Are you planning to do many things with your cousin?
Mary: Not really.
Luc: Why not?
Mary: She has a summer job, so I'm taking swimming lessons while Rachel works at the cafeteria. I'm, planning to go hiking, while she stays home.



Why do we use while in this sentence?
I'm taking a swimming lesson, while Rachel works at the cafeteria.

B Match the two columns to make complete sentences.


- | | |
|---|-------------------------------------|
| 1. My dad has to work | a) while my brother is watching TV. |
| 2. While my parents are studying the timetable, | b) while we are traveling abroad. |
| 3. I am studying English, | c) I'm fixing our lunch. |
| 4. My brother is having an ice-cream | d) while I'm washing the dishes. |

C  What are you doing next summer? Write some ideas.

Answers will vary.

126

Unit 4 Being Responsible

A  **Track 57** Listen to the conversation and answer.


Ask students to describe the picture. Play the track for students to listen and read. Clear up any doubts. Then, elicit answers from different students. Ask them what words or phrases in the dialog helped them to answer the question.

Cross-Check

Have students read the information in the box.
Ask students what the word *while* means. You can draw a timeline on the board to help students convey meaning. Elicit more examples and write them on the board.

B Match the two columns to make complete sentences.

Have students complete the exercise. Go around the classroom and provide help if necessary. Ask students at random to read the answers. Correct any mistakes.

C  What are you doing next summer? Write some ideas.

Form pairs. Have students discuss the question. Tell them to write some sentences to answer the question. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.

D Read the e-mail and answer. Why does Sofia send the e-mail to her parents?


Dear Mom and Dad,

I'm so excited because I'm coming home soon. Before I return, I'm planning to buy some clothes here in Boston. I'm also visiting the art museum before I finish my exams. I'm going out with aunt Lily in the last school week.

Finally, I'm having lunch with my friends, while I prepare my trip.


See you soon!

Love,
Sofia



E Read Sofia's e-mail again and complete the chart.

actions Sofia does	actions that happen at the same moment something is in progress
<p>buy clothes in Boston visit the art museum finish her exams go out with aunt Lily have lunch with her friends prepare her trip</p>	<p>She is having lunch with her friends while she prepares her trip.</p>

F  In your notebook, write about some things you are doing this week while the people in your family are doing other things.

Lesson 6 127

Vocabulary

planning
prepare
visiting

CLIL: **Social Studies**


D Read the e-mail and answer. Why does Sofia send the e-mail to her parents?

Have students look at the picture and predict what the text is about. Have them read the text. Tell students that they can use their dictionary to find the meaning of unknown words. Then, form trios and have them discuss why Sofia sent the e-mail to her parents. Have the groups share their opinions.


E Read Sofia's e-mail again and complete the chart.

Read the instructions and the chart with students and clarify any doubts. Ask students to reread the e-mail and complete the chart. Ask students to compare their charts with a classmate. Draw the chart on the board. Ask volunteers to write their answers on the board.

Beginners	Fast finishers
<p>Have students work in pairs to complete the chart. Recommend they read the letter again and discuss what activity is in progress with another before writing.</p>	<p>Have students complete the activity individually.</p>

F  In your notebook, write about some things you are doing this week while the people in your family are doing other things.

Ask a volunteer to read the instructions. Clarify any doubts and have students complete the activity. Then, form pairs and have them share their sentences. Have some volunteers read their sentences aloud.

G  **Track 58** Listen to the words and write them down.

1. _____ studying _____
2. _____ planning _____
3. _____ having _____
4. _____ staying _____
5. _____ running _____
6. _____ doing _____



H Circle the words where the *th* sound is soft. Underline the words where the *th* sound is hard. Check your answers with a classmate.

those another think that with together bath

I Write an e-mail to a friend, about your plans for this week.


Answers will vary.

Handwriting practice area with ten horizontal lines for writing an email.

Go to page 93 in your workbook and write an entry in your blog.

128

Unit 4 Being Responsible

G  **Track 58** Listen to the words and write them down.

Tell students they are doing a dictation. Play the track for students to write the words. Play the track again so students can check and complete any missing words. Ask some volunteers to come to the board and write the words. Correct any spelling mistake. Then, play the track again and have students repeat the words aloud. Correct any pronunciation mistake.

H Circle the words where the *th* sound is soft. Underline the words where the *th* sound is hard. Check your answers with a classmate.

Read the instructions with the students and clarify any doubts. Ask students to listen as you say the words aloud. Have them complete the activity. Form pairs for students to compare their answers. Have some volunteers share their answers. Finally, say the words aloud and have students repeat them.

I Write an e-mail to a friend, about your plans for this week.


Tell students to write about the things they are doing this week. Make sure they write correct sentences. Ask volunteers to share their sentences with the class.


Go to page 93 in your Workbook and write an entry in your blog.

Go over the instructions with students. Have them brainstorm places they would like to visit. Have them write their entry, using the questions as a guide. Ask some volunteers to read their paragraphs to the class.

PROJECT

Making Plans

- 1  Decide which places you are going to visit in Scotland.


- 2  Decide what you will do in each of the places you chose. Write your ideas.




PROJECT

Material:

the information students gathered in the previous step

- 1  **Decide which places you are going to visit in Scotland.**

Ask students to get in their project groups. Ask volunteers to read the instructions aloud. Give groups enough time to discuss where they want to go and what they want to do in Scotland. Make sure everybody participates in the discussion.

- 2  **Decide what you will do in each of the places you chose. Write your ideas.**

Ask students to write down their ideas. Make sure they write correct sentences. Ask them to keep their work in a safe place to use it on the next step of the project.

NOTES : _____

Lesson 7

Vocabulary

brochure
trip

A Moment to Ourselves

What are some benefits of traveling?

On the board write the word: 'TRANSPORTATION' and ask students to brainstorm as many words related to transport as they can. List their answers on the board and ask which transportation they prefer.

Getting Started

Play the following game with the class. Say: *I'm packing my bag for Alaska, and in my bag I put an (word with letter A)*. Then, a student has to repeat the sentence and add a word with the letter B. The next student adds a word with C, and so on. Use all the letters of the alphabet. If someone forgets one of the things, start again. Play this game for around 10 minutes.

Lesson 7

What are some benefits of traveling?

A Track 59 Listen to the conversation.

- Alice:** Hey Garret! What are you doing?
Garret: I'm checking this vacation brochure...
Alice: Oh!...Where are you going on your next vacation?
Garret: First, we are visiting my grandma in San Diego. Then, we are going to Los Angeles. We are visiting Disneyland and Anaheim. After that, we are traveling to San Francisco. Finally, we are spending some days at the beach.
Alice: Sounds great!
Garret: Yes! I'm sure we'll have lots of fun there.
Alice: Is it your first time in Disneyland and Anaheim?
Garret: Yes... I'm really excited about this trip!



Why do we use the following words?
first, then, after that, finally.

B Number the sentences in the correct order to make a paragraph.

- 2 Then, we are taking some pictures of the Big Ben.
 4 Finally, we are visiting the British Museum, where we are buying some souvenirs.
 1 First, we are arriving at the London Bridge Station.
 3 After that, we are buying tickets to the aquarium.

C What do you need to do before you take a trip? Write some ideas.

First... Then... After that... Finally...

Answers will vary.

130

Unit 4 Being Responsible

A Track 59 Listen to the conversation.

Have students look at the picture and ask: *What do you think they are doing?* Help students with any needed vocabulary. Play the track for students to listen and read the dialog. Ask comprehension questions to students.

Cross-Check


Have students read the information in the box and look for the words in the dialog. Form pairs to discuss how they are used. Elicit their conclusions.

B Number the sentences in the correct order to make a paragraph.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

C What do you need to do before you take a trip? Write some ideas.

Form pairs. Have students discuss the question and write some sentences to answer it. Have them compare their sentences with other pair. Ask volunteers to share their answers with the class.

- D**  Read the itinerary and decide if you can visit the pyramids in two days or you would need more time.

Wonderful Egypt

Day One: Cairo The Pyramids

Visit the inside of the pyramids. You can walk or take a camel around three of the main pyramids, the Sphinx, and the solar boat.

In the afternoon, visit the Egyptian Museum.




Day Two: Cairo

Take a boat along the Nile. Visit the pyramids at Luxor.

Day Three: Luxor

Take a train and visit the city of Aswan.

- E**  Which place in the itinerary would you like to have more time to explore?
Answers will vary.

- F**  Discuss what other things you would like to do in Egypt. Use some of the ideas below.

visit museums dive in the Red Sea ride a camel
 take a cruise on the Nile snorkeling to see the reef

Answers will vary.


Lesson 7

131


Vocabulary

boat pyramids
 camel train


CLIL: Social Studies

- D**  Read the itinerary and decide if you can visit the pyramids in two days or if you would need more time.

Have students look at the pictures and read the title to predict what the text is about. Have them read the text. Form pairs and have them discuss if they need two or more days to visit Egypt and why. Ask volunteers to share their ideas with the class.

- E**  Which place in the itinerary would you like to have more time to explore?

Read the question with students and clarify any doubts. Ask students to write an answer. Have students share their answer with a classmate. Then, ask volunteers to share their ideas with the class.

- F**  Discuss what other things you would like to do in Egypt. Use some of the ideas below.

Go over the ideas with students and clarify any doubts. Form pairs. Ask them to discuss what other things they would like to do and write them down. Finally, have volunteers share their ideas with the class.

G Match each word with its definition.

- | | | |
|---------------|--------------|--|
| 1. diving | → | a) be carried on the back of an animal. |
| 2. snorkeling | → | b) a submerged ridge of rock or coral near the surface of the water. |
| 3. riding | → | c) to go below the surface of the water, as a submarine. |
| 4. reef | → | d) the sport of swimming with a snorkel and a face mask. |

H Look and label the pictures. Circle the words with the sh sound and underline the words with the ch sound. Listen to your teacher and check.



1. shell



2. cheese



3. sheep



4. shrimp



5. chick



6. chalk

I In your notebook, write an itinerary to visit important landmarks in your city or town.

Go to page 96 in your workbook and write an entry in your blog.

G Match each word with its definition.

Have students complete the activity. Check answers with the class. Correct any mistakes.

H Look and label the pictures. Circle the words with the sh sound and underline the words with the ch sound. Listen to your teacher and check.

Have students label the pictures. Ask some volunteers for the answers. Then, ask students to listen while you say the words aloud. Ask them to circle the words with the sh sound and underline the words with the ch sound. Ask students at random to say the words aloud. Correct any pronunciation mistakes.

I In your notebook, write an itinerary to visit important landmarks in your city or town.

Read the instructions with students. Clarify any doubts. Ask them to complete the activity. Then, have a class discussion about landmarks in their city or town.

Beginners	Fast finishers
Have students complete the activity in pairs. Tell them to brainstorm places and what they can do there before writing their itinerary.	Have students complete the activity individually. Ask them to write a paragraph, explaining the activities.


Go to page 96 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Clarify any doubts. Form pairs and have students complete the activity. Make sure they are speaking in English. Give students time to complete their blogs. Ask volunteers to share their text and drawing with the class.

PROJECT

Put Together your Itinerary

- 1 Write your itinerary with all the information you have.

- 2  Check grammar, spelling and punctuation.



Lesson 7

133


PROJECT

Material:

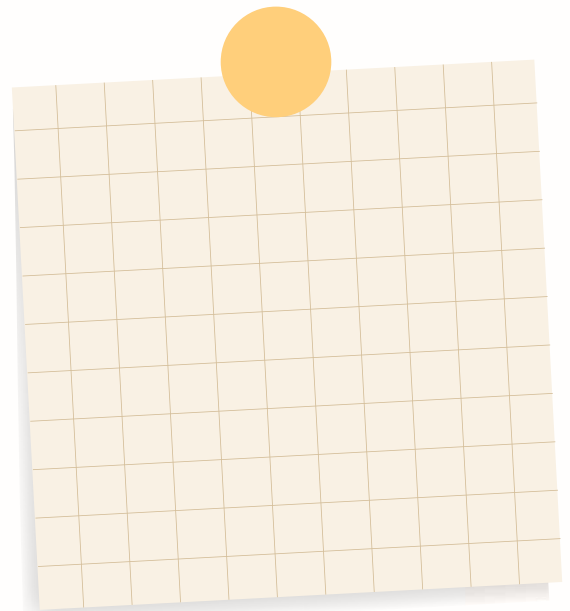
information students have already gathered

- 1 Write your itinerary with all the information you have.

Ask students to get in their project groups. Tell them to use the information they have gathered to write a draft of their itinerary in their notebooks.

- 2  Check grammar, spelling and punctuation.

Tell students they can use a dictionary to help them. Monitor and help students to check grammar, spelling and punctuation. Have them write the corrected sentences in their books. Ask them to keep the information in a safe place to use it on the last step of the project.



Lesson 8

Vocabulary

cruise penguins
 exploring reservations
 peaks sail

A Moment to Ourselves

What is an expedition?

On the board write the word 'EXPEDITION' and ask students to brainstorm ideas or activities and things that can be used in an expedition. List their answers on the board.

Getting Started

Ask students: *What kind of places can we travel to?*
 Elicit ideas and write them on the board. Continue by asking students who wants to go to each place on the board. Have students raise their hands. Count them. Find out the most popular place among the students.

Lesson 8

What is an expedition?

A Track 60 Listen and read. What are Nicki and her mom doing?

Nicki: Where are we going on vacation?

Mom: Well... this is an interesting trip. Look...

Nicki: Exploring the Antarctica?

Mom: Yes! First, you sail through the Drake Passage. Then, you take a cruise. The first stop is at Paradise Bay to see the ice-covered peaks. After that, you arrive to Neko Harbor and walk among the penguins. Finally, you visit the base stations in Antarctica.

Nicki: It sounds great! Let's make the reservations.



Why do we use simple present to talk about the activities Nicki and her mom will do?

B Complete the text with the correct form of the verbs. Accept any possible answer.

dive walk go sail swim

Next August, we are going on an expedition to the Galapagos. First, we are walking to the top of the Bartolome Volcano. After that, we are diving with Galapagos penguins, we are swimming through the caverns and finally, we are sailing to the Charles Darwin Research Station to see the giant tortoises.

C Read and discuss the questions. Write some ideas.

- Have you ever been on an expedition? Do you want to go on one? Explain where you want to go and what you can do there.

Answers will vary.

134

Unit 4 Being Responsible

A Track 60 Listen and read. What are Nicki and her mom doing?

Play the track for students to listen and read. Clear up any doubts. Have students answer the question. Also ask them what places Nicki and her mom are going to explore.

Cross-Check

Ask a volunteer to read the question in the box aloud. Have students underline all the verbs in simple present in the dialog. On the board write the options: a) routines, b) facts, and ask students to match the information in the conversation with one of the options. Elicit answers from different students.

B Complete the text with the correct form of the verbs.

Have students complete the activity. Go around the classroom and help if necessary. Check answers with the class.

Beginners	Fast finishers
Have students complete the activity in pairs.	Have students complete the text individually.

C Read and discuss the questions. Write some ideas.

Form pairs. Read the questions with students and clarify any doubts. Have students discuss the answers with their classmate and write some ideas. Ask volunteers to share their ideas with the class.

Vocabulary

camp summit
climbing weather
journey

- D** Read the letter and answer the question below. What type of letter is this? How do you know?

Dear Eva,
We're ready to start our expedition to the Mount Everest. Tomorrow, we're climbing to the first camp on the Everest. We're staying there six days. We're taking enough food and water for the journey. Once there, we're doing some activities to get used to the high altitude, like hiking and walking. On Sunday, we're going to continue until we reach the summit. It may take several more days, depending on the weather.
I'll drop you a line as soon as we get back.
Love,
Randall



- E** Read the letter from Activity D and write the activities Randall will do during the expedition.
He is climbing to the first camp and staying there six days. They are hiking and walking to get used to the high altitude. They are climbing to the summit of the mountain.

- F** Think of a place to go on an expedition. Discuss the following questions. Make some notes. Where would you go? What would you do? How would you go?

Answers will vary.



Lesson 8

135

CLIL: Social Studies

- D** Read the letter and answer the question below.
What type of letter is this? How do you know?

Have students describe the pictures. Have them predict what the letter is about. Then, ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Elicit answers from different students. Ask some more questions to check students' comprehension.

- E** Read the letter from Activity D and write the activities Randall will do during the expedition.

Have students complete the activity. Then, have them share their answers with a classmate. Finally, ask some volunteers to share their answers. Correct any mistakes.

- F** Think of a place to go on an expedition. Discuss the following questions. Make some notes. Where would you go? What would you do? How would you go?

Form pairs. Read the instructions and clarify any doubts. Then, ask students to discuss with their classmate. Then, ask them to write down answers to the questions. Have each pair share their sentences. Correct any mistakes.

Beginners	Fast finishers
Have students complete the activity in pairs. Tell them to brainstorm places and what they can do there before writing.	Have students complete the activity individually. Ask them to write a paragraph, explaining the activities.

G Find seven words related to traveling. Check your answers with a classmate.

L	Q	F	B	F	V	T	A	X	H
B	F	L	Y	W	S	J	Q	O	I
Z	D	E	U	O	J	Y	S	N	K
J	V	V	P	L	O	E	W	G	E
E	X	P	E	D	I	T	I	O	N
O	S	T	H	D	P	N	M	X	Q
E	O	A	A	T	R	I	P	T	H
H	I	T	I	N	E	R	A	R	Y
R	I	T	P	R	B	O	A	T	G

H Listen to your teacher and repeat the words. Then, write a sentence with each one.

- king *Answers will vary.* _____
- swing _____
- tongue _____
- ring _____
- kangaroo _____

I Write a short letter to a friend. Tell him/her what you did on your last vacation.

Answers will vary.

Go to page 99 in your workbook and write an entry in your blog.

G Find seven words related to traveling. Check your answers with a classmate.

Have students complete the activity. Monitor and provide any needed help. Then, ask some volunteers for the answers.

H Listen to your teacher and repeat the words. Then, write a sentence with each one.

Say the words aloud while students listen. Have them repeat the words aloud. Correct any pronunciation mistakes. You can have students repeat the words several times. Then, have them write the sentences. Monitor and help. Ask some volunteers to share their sentences. Correct mistakes.

I Write a short letter to a friend. Tell him/her what you did on your last vacation.

Read the instructions along with students. Clarify any doubts. Monitor the activity. Then, form pairs and have students share their letters.

Go to page 99 in your Workbook and write an entry in your blog.

Make sure students know what a pen pal is. Have them write their letters. Monitor and help them with grammar, vocabulary and spelling. Finally, ask students to exchange their letters with a classmate.

PROJECT

- 1 Present your itinerary to the class.
- 2 As a class, decide which of the itineraries is the best.
- 3 Evaluate your performance.



Lesson 8

137

PROJECT

Material:

information students have already gathered

- 1 Present your itinerary to the class.

Ask students to get in their project groups. Have them write the final version of their itinerary. Have each group present their itinerary to the class.

- 2 As a class, decide which of the itineraries is the best.

Carry out a poll to decide which one is the best.

- 3 Evaluate your performance.

Ask students to evaluate their performance. Write on the board: *Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in the projects?* Have them write their answers in their book.

NOTES : _____

Review 4

A Read and choose the correct answer.

- Tom is fond _____ his mother.
a) to help **b) of helping**
- Karen is busy _____ dinner.
a) to prepare **b) preparing**
- There is no harm _____ the truth.
a) to tell **b) in telling**
- He was screaming instead _____.
a) to listen **b) of listening**
- _____ at other people is rude.
a) to stare **b) staring**

B Look at the schedule and write sentences in present continuous. Answers will vary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Take out the trash	Wash the dishes	Do the laundry	Walk the dog	Sweep the living room	Clean the bathroom	Have lunch with grandma

- _____
- _____
- _____
- _____
- _____
- _____
- _____

A Read and choose the correct answer.

B Look at the schedule and write sentences in present continuous.

The review section is an opportunity for your students and for you to find out what are some of your students' strengths and weaknesses. You can have students answer this activity as homework, or you can also have them answer it as an exercise in class or even as a pop quiz. Have a whole class feedback session for students to assess their development. Clarify any doubts.

C Write some sentences with the given words. *Accept any possible answer.*

1. leaving / after / lunch

2. traveling / on / Sunday

3. visiting / next week

4. having dinner / tomorrow

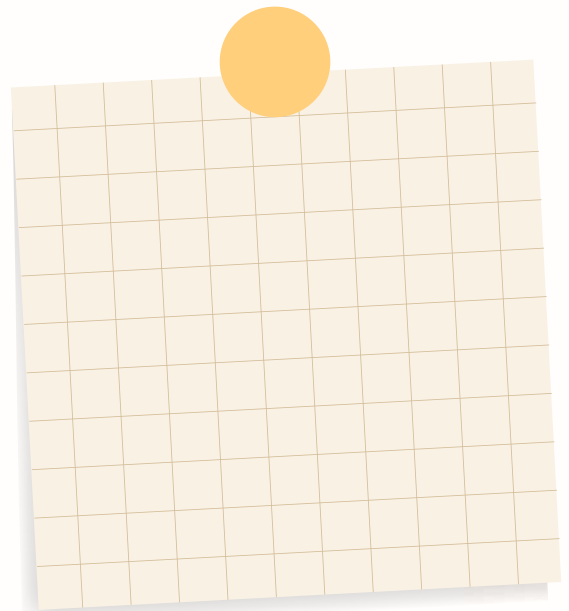
5. taking an airplane / in six days

D You are planning a trip to an amusement park. What are you going to do? What are you taking? What rides are you going on? Write your ideas. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C Write some sentences with the given words.

D You are planning a trip to an amusement park. What are you going to do? What are you taking? What rides are you going on? Write your ideas.



Honestly Speaking

Vocabulary

ying skip
 obligation trouble
 proud

A Moment to Ourselves

What is honesty?

Read the question aloud. Have students brainstorm ideas and write them on the board. As a class, write a definition of honesty.

Getting Started

Form groups of four. Write on the board: *What are some examples of honest behavior? What words describe an honest person? What are some examples of dishonest behavior?* Have students discuss the questions and write some ideas. Then, have a member of each group share their ideas with the class.

Lesson 1

Honestly Speaking

UNIT 5

What is honesty?

A **Track 61 Listen and read. Do you think lying is good?**

Uncle Joe: Look Jim! Here's a letter for your mom and dad from your school.
Jim: A letter from my school? Let me see!
Uncle Joe: It might be a letter about the spring festival.
Jim: Yeah, probably.
Jim: Uncle Joe, what do they do to kids that don't go to school?
Uncle Joe: You have to go to school. It's your obligation. Why?
Jim: Well, there's a kid I know that likes to go exploring.
Uncle Joe: Mmm... You mean he goes exploring instead of going to school?
Jim: Yeah.
Uncle Joe: Do his parents know about this?
Jim: Of course not, they wouldn't like it.
Uncle Joe: Well, that's lying to your parents.
Jim: Could this kid get in trouble for lying?
Uncle Joe: Let me tell you... There's a time for exploring and a time for going to school. And you shouldn't lie about it. The bad part about this is the lie, not the trouble you might get into. When someone you know lies, you usually notice, and even if you don't get caught, lying makes you feel bad and you also hurt the people you lie to.

Jim: I was lying about my friend uncle. I am the one who skips school.
Uncle Joe: Well Jim, I noticed you were acting nervous. What are you going to do with the letter?
Jim: I'm going to give it to my mom and be honest about skipping school.
Uncle Joe: That's the right thing to do Jim. I'm proud of you.

Why do we use words like might, have to, and shouldn't? It might be a letter about the spring festival. You have to go to school. You shouldn't lie about it.

B **Match the columns to complete the sentences.**

1. You must tell the truth	a) to stay out of trouble?
2. Can people	b) get you in big trouble.
3. Should you lie	c) so people will always trust in you.
4. Telling lies might	d) really trust you?
5. You shouldn't lie	e) to get out of trouble.

C **Discuss the following questions.**

- Are you an honest person? What things should honest children do?

140
Unit 5 Honestly Speaking

A **Track 61 Listen and read. Do you think lying is good?**

Have students describe the picture. Ask them: *What are they doing?* Elicit answers. Then, play the track for students to listen and read the dialog. To check comprehension ask: *What did Jim lie about? What does Uncle Joe teach Jim?* To find out students' opinion ask: *What is the right thing to do?*

Cross-Check

Write the example sentences on the board and underline *might*, *have to* and *shouldn't*. Have volunteers explain the use of these words. Clarify any doubts.

B **Match the columns to complete the sentences.**

Ask students to complete the activity. Monitor while they work. Provide any needed help. Check answers with the class. Clarify any doubts.

C **Discuss the following questions.**

Form pairs. Go over the questions with the students. Have them discuss them with their classmate. Ask volunteers to share their answers with the class.

D Read the text and answer. What was the consequence of lying to the villagers? Do you think the boy learned his lesson about lying?



Once upon a time, there was a shepherd boy who took care of the village's sheep. He sat on the hillside alone. He was bored and decided to have some fun. He took a deep breath and screamed, "Wolf! Wolf! It's chasing the sheep". The villagers ran to the hillside to help the boy, but there was no wolf. "You shouldn't shout wolf when there is no wolf!" an angry villager said. The boy laughed and the villagers left.

Later that day, the boy shouted again! "Wolf! Wolf! It's chasing the sheep". The villagers ran to the hillside to help the boy, but there was no wolf. "You shouldn't shout wolf when there is no wolf!", another angry villager said.

Later, the boy saw a real wolf chasing the sheep, so he cried out: "Wolf! Wolf! It's chasing the sheep". The villagers heard the boy's shouts and one of them said,

"We shouldn't go. He must be lying again". The other villagers agreed.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went to the hillside and found the boy crying. "There really was a wolf here. The sheep are gone. I cried out 'Wolf!' Why didn't you come?", the boy said.

A man tried to comfort the boy as they walked back to the village, "We'll look for the sheep in the morning," he said, "This should teach you that nobody believes a liar, even when he is telling the truth!"



E Discuss the following questions.

1. Do you think people trust you less the more you lie?
2. What does it mean to be reliable?

F Discuss and write your ideas. Compare with other groups.

1. When is it most difficult to be honest?

Answers will vary.

Lesson 1

141

Vocabulary

bored	sheep
hillside	shepherd
liar	villager

CLIL: Literature

D Read the text and answer. What was the consequence of lying to the villagers? Do you think the boy learned his lesson about lying?


Have students look at the pictures and predict what the text is about. Ask students to read the text. Tell them to use context or a dictionary to clarify the meaning of unknown words. Form trios and have them discuss the questions. Have the groups share their opinions.

E Discuss the following questions.

Go over the questions with the class. Clarify any doubts. Form pairs and have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.

F Discuss and write your ideas. Compare with other groups.



Read the question aloud and clear up any doubts. Form trios. Have students discuss the question and write some sentences. Then, ask the groups to join another group and share their conclusions. Ask a speaker from each group to share their ideas with the class.

G  Match the words to their meanings.

- | | |
|--------------------|--|
| 1. bluff (v.) | a. completely honest. |
| 2. integrity (n.) | b. to fool or deceive; to mislead; to try to frighten with false threats. |
| 3. reliable (adj.) | c. strong moral character; the state of sticking strictly to one's morals. |
| 4. frank (adj.) | d. real; not copied or fake; sincere; honest. |
| 5. genuine (adj.) | e. dependable; able to be trusted. |

Then, write a sentence with each word. **Answers will vary.**

1. _____
2. _____
3. _____
4. _____
5. _____

H   **Track 62** Listen and repeat. How is the *-dge* sound pronounced?


- | | |
|-------------|----------|
| 1. hedgehog | 5. judge |
| 2. badge | 6. dodge |
| 3. fudge | 7. wedge |
| 4. edge | 8. ledge |





I What do you need to do to be honest with yourself? Write your answer.

Answers will vary.

Go to page 102 in your workbook and write an entry in your blog.

G  Match the words to their meanings.

Ask students to complete the activity. Monitor while they work. Tell them they can use the dictionary. Elicit answers. Then, have students write a sentence with each word. Have students compare their sentences with a classmate. Elicit some of the sentences.

H   **Track 62** Listen and repeat. How is the *-dge* sound pronounced?

Play the track for students to listen and repeat the words. Correct any pronunciation mistakes. You can have them repeat several times. Then, ask some volunteers to read the words aloud. Correct any pronunciation mistakes.

I What do you need to do to be honest with yourself? Write your answer.

Ask students to complete the activity. Monitor while they work. Then, ask volunteers to share their answers.

Beginners	Fast finishers
Have students work in pairs and brainstorm about being honest. Let them help each other with their sentences	Students work individually. Ask them to include why it is important to be honest with ourselves.

Go to page 102 in your Workbook and write an entry in your blog.

Go over the instructions with the students and clarify any doubts. Have them complete the activity. Help with grammar, vocabulary and spelling. Ask some volunteers to share their answers with the class. You can have them do the second part of the activity as homework.

PROJECT

- 1 Write your own story about honesty. Think about important things related to honesty that you can include in your story. Make a list.

- 2 Decide who your characters will be and where your story will take place.



Lesson 1

143

- 1 Write your own story about honesty. Think about important things related to honesty that you can include in your story. Make a list.

Tell students that they will write a story about honesty. Form groups of four. Ask volunteers to read the instructions aloud. Clarify any doubts. Give students enough time to discuss what things related to honesty they want to include in their story, and who the characters will be.

- 2 Decide who your characters will be and where your story will take place.

Make sure everybody participates. Provide any needed help. Ask them to keep this information in a safe place to use it on the next steps of the project.

NOTES : _____

PROJECT

Lesson 2

Vocabulary

honest return
integrity wallet

A Moment to Ourselves

What is integrity?

Have a volunteer read the question aloud. Ask students to discuss it in pairs. Then, have them join another pair to share their ideas. Elicit answers.

Getting Started

Form trios. Write on the board: *What do you want people to think about you? Are you that kind of person?* Have students discuss the questions with their groups and write some sentences to answer it. Ask a member of each group to share one or two sentences.

Lesson 2

What is integrity?

A Track 63 Listen and read. Would you return the wallet? Why?

Sadie: Look Bob! What is that?

Bob: It looks like a wallet. Let's see what's inside.

Sadie: We should tell Mr. Smith, so he can return it.

Bob: Look Sadie, there is some money here. We could take the money and return the empty wallet.

Sadie: We shouldn't do that Bob!

Bob: Why not? Nobody will know. We are still being honest if we return the wallet.

Sadie: That's not honest! I would never do that! Give me the wallet! I'm going to give it to Mr. Smith.

Bob: Don't get angry with me Sadie. I'm sorry, let's return the wallet.

Sadie: You must promise that you won't try to do that again. People must show integrity and that means that your words and your actions match. You should be completely honest, not just kind of honest.

Bob: I'm sorry. You're right Sadie.



When do we use will and should?
I promise I won't do that again.
We should tell Mr. Smith

B Use the words to complete the sentences.

will should won't shouldn't

- If you have to lie about something, you shouldn't be doing it.
- I won't lie to my mother because I will get caught.
- You shouldn't fool yourself into doing things that you know are wrong.
- You should fill your life with things that help you live a good life.

C Discuss the following questions.

- What would friendship be like without integrity?
- What would friendship be like if both friends were people of integrity?

144

Unit 5 Honestly Speaking

A Track 63 Listen and read. Would you return the wallet? Why?

Point to the picture and have students describe it. Play the track for students to listen and read. Clarify any vocabulary doubts. Then, ask students: *Was Bob thinking about doing the right thing? Do you think Sadie is right?* Elicit opinions from different students.

Cross-Check

Have students read the information in the box. Make sure they understand how to use *will* and *should*. Ask for more examples and write them on the board.

B Use the words to complete the sentences.

Have students complete the exercise. Go around the classroom and provide help if necessary. Ask students at random to read the answers. Correct any mistakes.

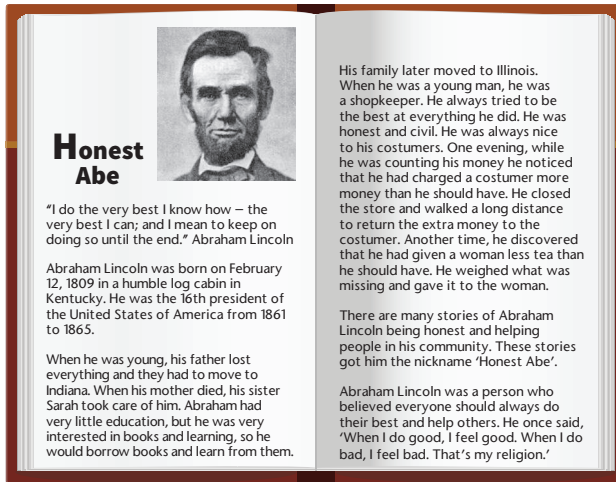
Beginners	Fast finishers
Have students complete the sentences in pairs. Elicit the meanings of the auxiliaries before they begin.	Have students complete the activity individually.

C Discuss the following questions.

Go over the questions with the class. Clarify any doubts. Form pairs. Have students discuss the questions. Then, ask students at random to share their answers with the class.

D Read the text and answer the questions.

1. Do you think that accepting our mistakes and taking responsibility is part of being honest?
2. Do you think Abraham Lincoln assumed the responsibility of his actions?



Honest Abe

"I do the very best I know how – the very best I can; and I mean to keep on doing so until the end." Abraham Lincoln

Abraham Lincoln was born on February 12, 1809 in a humble log cabin in Kentucky. He was the 16th president of the United States of America from 1861 to 1865.

When he was young, his father lost everything and they had to move to Indiana. When his mother died, his sister Sarah took care of him. Abraham had very little education, but he was very interested in books and learning, so he would borrow books and learn from them.

His family later moved to Illinois. When he was a young man, he was a shopkeeper. He always tried to be the best at everything he did. He was honest and civil. He was always nice to his costumers. One evening, while he was counting his money he noticed that he had charged a costumer more money than he should have. He closed the store and walked a long distance to return the extra money to the costumer. Another time, he discovered that he had given a woman less tea than he should have. He weighed what was missing and gave it to the woman.

There are many stories of Abraham Lincoln being honest and helping people in his community. These stories got him the nickname 'Honest Abe'.

Abraham Lincoln was a person who believed everyone should always do their best and help others. He once said, 'When I do good, I feel good. When I do bad, I feel bad. That's my religion.'

E Read and discuss the following questions.

1. What would you do if you found a wallet on the floor? Would you return it?
2. What would you do if you found \$100 on the floor?
3. Should you return something you found if you have the chance to return it?

F Read and discuss what you would do in the following situation. Write about it in your notebooks.

You are buying your school supplies at a local store. This is the store where you have always bought your school supplies. When the cashier tells you how much it is, you notice that she undercharged you \$10 by mistake. You could tell her or you could keep the \$10 to buy that cool t-shirt you saw at the store. The store will still get \$10 when you buy the t-shirt. Do you tell the cashier, or use the \$10 to buy the t-shirt? Why or why not?

Lesson 2 145

Vocabulary

civil
humble
shopkeeper

CLIL: History

D Read the text and answer the questions.

Have students read the title and look at the picture to predict what the text is about. Tell students that they can use their dictionary to find the meaning of unknown words. Then, form trios and have them discuss the questions. Have the groups share their opinions.

E Read and discuss the following questions.

Go over the questions with the class. Have them discuss them with a classmate. Ask volunteers to share their answers with the class.

F Read and discuss what you would do in the following situation. Write about it in your notebooks.

Go over the situation with the class. Clarify any doubts. Form trios. Have students discuss what they would do in the situation they read. Then, ask them to write some sentences in their notebooks. Have some volunteers share their sentences with the class.

G Choose the correct option. The words **there**, **their** and **they're** have similar sounds. Do you know which one to use?

- The children are studying for _____ math test.
a) they're **b) their** c) there
- _____ are many reasons why I never lie.
a) they're b) their **c) there**
- Susan and Tyler told me that _____ are coming.
a) they're b) their c) there
- _____ sorry for what they did.
a) they're b) their c) there
- They told the teacher about _____ problem.
a) they're **b) their** c) there

H Read the following words aloud. Take turns saying the words.

The prefix **ex-** usually means **from** or **out of**.

- | | |
|-------------|---------------|
| 1. exit | 6. explode |
| 2. excuse | 7. expand |
| 3. exempt | 8. explain |
| 4. exchange | 9. exclaim |
| 5. expect | 10. excellent |

I Read and decide what you would do. Write your answer in your notebook.

Bobby is your friend. He is very popular and he is a great soccer player. Your school's soccer team is competing for first place. Bobby needs to play so the team can have more chances of winning. During math class this morning, you saw him cheat on an important test. No one else noticed, not even the teacher. If the teacher found out, Bobby wouldn't be able to play soccer. Should you tell the teacher? What are the consequences of telling on Bobby? What might happen if you don't tell on Bobby?



Go to page 105 in your workbook and write an entry in your blog.

146

Unit 5 Honestly Speaking

G Choose the correct option. The words **there**, **their**, and **they're** have similar sounds. Do you know which one to use?

Have students complete the activity. Monitor and help. Ask some volunteers to share their answers. Correct any mistakes.

H Read the following words aloud. Take turns saying the words.

Ask students at random to read the words aloud. Correct any pronunciation mistakes. Form pairs and have students take turns saying the words. Monitor and correct their pronunciation.

I Read and decide what you would do. Write your answer in your notebook.


Go over the situation with the class. Clarify any doubts. Ask them to write their ideas in their notebooks. Go around the classroom and help if necessary. Have volunteers share their answers with the class.

Go to page 105 in your Workbook and write an entry in your blog.

Go over the instructions with students. Clear up any doubts. Form pairs and have them complete the activity. Help them with grammar, vocabulary and spelling. Then, have them switch their texts with their classmate. Ask volunteers to read their entry aloud.

PROJECT

What Your Story Is about?

- 1  Decide what you want your story to be about. What will your story teach about honesty?

- 2 Decide how you will present your story. Are you going to make a small book with your story? Will you illustrate it? Will you staple sheets of paper to make your storybook?




Lesson 2

147

PROJECT

Material:

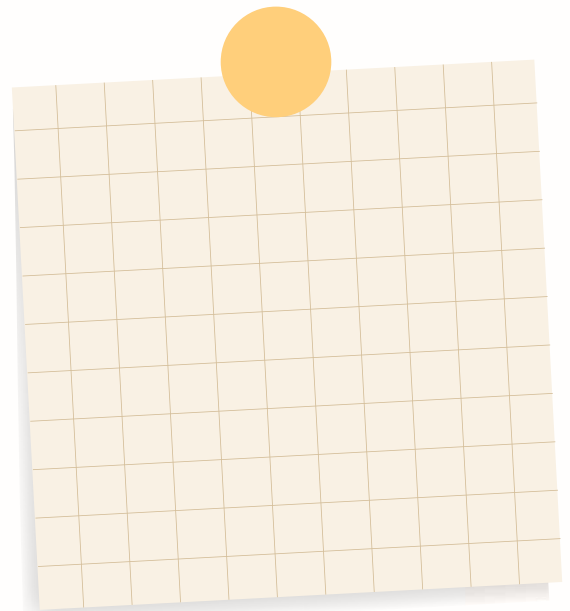
ideas students wrote in the previous step

- 1  Decide what you want your story to be about. What will your story teach about honesty?

Ask students to get in their project groups. Go over the instructions with students. Make sure they understand what to do. Give students time to plan the events that will happen in their story. Make sure everybody participates in the discussion.

- 2 Decide how you will present your story. Are you going to make a small book with your story? Will you illustrate it? Will you staple sheets of paper to make your storybook?

Ask them to write down the materials they will use to present their story. Tell them they need to have those materials for the next step of the project. Ask them to keep their information in a safe place.



Lesson 3

Vocabulary

bragging
contest
sneakers

A Moment to Ourselves

Why is it important to tell the truth?

Read the question aloud and elicit answers from different students. Ask them if telling the truth is part of being honest, and why.

Getting Started

Write TRUTH on the board. Ask students to write as many words as they know that start with each of the letters. Find out who has written more words.

Lesson 3

Why is it important to tell the truth?

A Track 64 Listen and read. Then, answer the questions.

1. Are you being honest with yourself when you brag?
2. Are you being honest with others when you brag?
3. Do you think bragging hurts your friends?

Mike: Hi John, what are you doing?
John: Hi Mike! I'm looking at this drawing I made. Look...

Mike: Oh it's nice John, but I can draw better than you.

John: You might be right. I don't draw very well, but I'm good at some sports, like soccer.

Mike: I bet I can play soccer better than you.

John: I don't know Mike because you don't run very fast.

Mike: I can run faster than you.

John: Oh, OK... But remember that soccer is a team sport, so all the team must cooperate to score goals and win.

Mike: I can score more goals by myself than the whole team ever could.

John: Ok Mike, if you say so...



Mike: Of course! Hey John, look at my sneakers. Aren't they cool?

John: Yes, Mike. They are very cool.

Mike: They're cooler than your sneakers.

John: Mike, please stop bragging. I like my sneakers and I like the things I can do. I don't care if you think you can do it better. It isn't a contest.

Mike: I'm not bragging!

John: Yes, you are! You should stop bragging. It's not nice. Bye Mike.

Can you find the negative form of these words in the text?
can should could might must
Do these words have the same meaning? Why?

B Rewrite these sentences in negative form.

1. You should brag about your achievements.

You shouldn't brag about your achievements.

2. You might make Sam feel better if you tell him you are better than him.

You might not make Sam feel better if you tell him you are better than him.

3. You can be arrogant when someone asks for your opinion.

You can't be arrogant when someone asks for your opinion.

4. You should tell people about how much more you have.

You shouldn't tell people about how much more you have.

5. You should always expect to get something in return.

You shouldn't always expect to get something in return.

C Read and discuss the following questions.

1. How does lying affect people?
2. How does lying hurt people who tell lies?
3. Have you ever been hurt by a rumor about you? Can you share it? How did it feel?

148

Unit 5 Honestly Speaking

A Track 64 Listen and read. Then, answer the questions.

Have students look at the picture and ask: *What do you think they are doing?* Help students with vocabulary. Play the track for students to listen and read the dialog. Elicit answers to the questions from different students.

Cross-Check

Write on the board: *can, should, could, might, must.*

Elicit the negative forms of these words. Ask students to underline examples of these words in the conversation and circle the verb after each modal. Arrange pairs of students and ask them to figure out the structure. Ask them the differences between these words. Clarify any doubts.

B Rewrite these sentences in negative form.

Read the instructions and elicit the answer to the first sentence. Clear up any doubts. Have students complete the activity. Monitor. Have students compare their sentences with a classmate. Check answers with the class.

C Read and discuss the following questions.

Go over the questions with the students. Form groups of four. Have students discuss the questions. Ask volunteers to share their answers with the class.

D Read the article and answer the questions below. Accept any possible answers.

1. Why do you think people spread rumors or gossip about others?
2. Do you think that spreading rumors for attention or to be more popular is correct? Why?

Cool? Popular? Rumors!

As you grow, you will notice that some people spread rumors as a way to intimidate others, or because they think it makes them look 'cool' or 'popular'. All kids should know that spreading rumors to turn people against someone, is a form of bullying, and it can have serious consequences for the person spreading the rumors.

Everyone must know that spreading unkind gossip in person or online is not a decent or mature way to act. It might really hurt the person being talked about and it might make other people feel intimidated.

If you want to be liked you must treat everyone with respect and fairness. Don't put other people down to gain popularity.

What can you do if you are the target of rumors and bullying?

- You can talk to a trusted adult for support. Parents, teachers, counselors or coaches can help you feel supported and less alone. Adults can also help you stop the rumors and gossip.
- Find a friend who will stick by you and won't listen to rumors. You can share how you feel with that friend. You shouldn't spend a lot of your time thinking about the rumors or gossip; instead try to have fun with your friends.
- You can always speak up. Tell the person who is spreading rumors to stop doing it. You shouldn't get angry or mean. Don't yell. Just be respectful and mature and say what you want. You can walk away after you've said what you want. You can also ask an adult for advice on how to talk with the person spreading rumors.
- You must always take care of yourself. Do things that can make your confidence and positive feelings grow. Use your inner strength and support from others who care to focus on positive things and believe in yourself. These things can help you go through a difficult situation and be stronger.

E Read and discuss the questions.

1. Should you exaggerate about something you did to make yourself more important? Why?
2. Do you think bragging is similar to bullying? Why?

F Discuss about the following situations. How do you practice honesty/integrity if...? Write your ideas in your notebook.

1. You forgot to do your homework and the teacher asks where it is.
2. Your teacher wants to know where your project is and you haven't finished it yet.
3. Your mother wants to know if you have finished your homework and your friends want you to come outside and play.

Lesson 3

149

Vocabulary

- | | |
|----------|--------|
| bullying | rumors |
| fairness | spread |
| gossip | |

CLIL:

Social Studies

D Read the article and answer the questions below.

Have students look at the title and predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Ask students: Where can you read articles like this one? Form trios and ask them to discuss the questions. Have each group express their ideas and have a small class discussion.

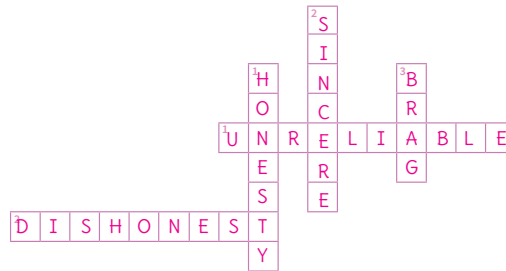
E Read and discuss the questions.

Go over the questions with students and clarify any doubts. Form pairs. Have them discuss the questions. Then, ask students to join a different pair. Tell them to share their opinions. Ask volunteers to share their ideas with the class.

F Discuss about the following situations. How do you practice honesty/integrity if...? Write your ideas in your notebook.

Go over the situations with students and clarify any doubts. Form trios. Ask them to discuss the questions and write their ideas in their notebooks. Then, ask a volunteer from each group to read their ideas.

G Find the definition for each word. Then, complete the crossword.



Across

1. Not able to be relied upon.
2. Behaving in an untrustworthy or insincere way.

Down

1. The quality of being honest.
2. Having or showing true feelings that are expressed in an honest way.
3. To talk in an arrogant manner.

H **Track 65** Classify the words according to their sound. Listen and check.

celebrate cat city cent cot cement car cut bicycle macaroni race

soft c	strong c
celebrate	cat
city	cot
cent	car
cement	cut
bicycle	macaroni
race	

Go to page 108 in your workbook and write an entry in your blog.

G Find the definition for each word. Then, complete the crossword.

Have students complete the activity. Tell students they can use their dictionary. Monitor and provide any needed help. Check answers with the class.

H **Track 65** Classify the words according to their sound. Listen and check.

Read the instructions and play the track. Tell students to just listen. Ask them to classify the words where they think they belong. Then, play the track again for students to check. You can play the track once more if needed. Ask volunteers to share their answers. Play the track again for students to repeat. Finally, ask students to say the words aloud without the track. Correct any pronunciation mistakes.

Go to page 108 in your Workbook and write an entry in your blog.

Go over the questions with students. Clarify any doubts. Give them time to write their entry. Provide any needed help. Have them compare their ideas with a classmate. Ask some volunteers to read their entry to the class.

PROJECT

Your Story

- 1 Write your story. First, write a draft.

- 2 Check grammar spelling and punctuation.



Lesson 3

151

PROJECT

Material:

Students decide what to use

- 1 Write your story. First, write a draft.

Ask students to get in their project groups. Go over the instructions along with students and clarify any doubts. Tell students that they should discuss and agree on the story before they start writing the draft.

- 2 Check grammar spelling and punctuation.

Have them write the draft of their story in their book. Help with grammar, spelling and punctuation. After students have checked their story, ask them to make their storybook and write their story, leaving space for the pictures.

NOTES : _____

Vocabulary

blame
grounded
truth

A Moment to Ourselves

Do we face the consequences of lying?

Ask students to read the question and think about the consequences of lying. Pair students up to compare their ideas. Ask volunteers to share their ideas with the class.

Getting Started

Tell students you are going to play a game. Make groups of four. Taking turns, you will ask teams a question using can, could, should, might or must. The team gets a point for every grammatically correct answer they tell you. The team that makes the most points wins. Correct the grammar mistakes students make.

Lesson 4

Do we face the consequences of lying?

A Track 66 Listen to the conversation.

Mom: Sally! Did you eat the cookies I made for your grandma?

Sally: Me? No Mom, I didn't eat the cookies.

Mom: Are you sure?

Sally: Yes Mom, very sure.

Mom: Then, please tell me who could have eaten the cookies? They were here and now they are gone.

Sally: I don't know Mom... the dog ate the cookies.

Mom: How could the dog eat the cookies if it is outside?

Sally: I don't know!

Mom: Sally, you really should tell me the truth. Lying can get you into more trouble.

Sally: I'm not lying! Why must you always blame me?

Mom: I don't always blame you. I'm asking you because you and I are the only people in this house, and I didn't eat the cookies. I wanted to give them to your grandma. You're making me angry. You should be honest with me and with yourself!

Sally: Fine! I ate the cookies.

Mom: See? That wasn't hard. Now you must help me make cookies for your grandma.

Sally: OK Mom, I'll help you.

Mom: Oh, and you're grounded Sally.

Sally: No! Why?

Mom: You are grounded because you lied to me. You should have told me the truth. If you had told me the truth you wouldn't be grounded.



What's the difference with these questions?
Could you repeat that please?
What should we do?

B Unscramble the words to make questions.

- can / you / do / when / you / what / make / a / mistake
What can you do when you make a mistake _____?
- should / Sally / lie
Should Sally lie _____?
- get / you / in / trouble / could / lies
Could lies get you in trouble _____?
- always / be / honest / should / we
Should we always be honest _____?

C Discuss the following question.

A friend asks you to keep a secret, then he/she tells you he/she's planning to run away from home. What would you do? Would you break your promise? Why?

152

Unit 5 Honestly Speaking

A Track 66 Listen to the conversation.

Point at the picture and ask students to describe it. Play the track for students to listen and read. Clear up any doubts. Ask students: What did Sally do? Did she lie to her mother? What did her mother do?

Cross-Check

Have students read the information in the box and ask: *What is the difference between the questions?* Elicit answers from different students. Clarify any doubts. Ask students to give you some other examples.

B Unscramble the words to make questions.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

Beginners	Fast finishers
Form pairs. Elicit what questions begin with. Have them unscramble the questions together.	Have students complete the activity individually.

C Discuss the following question.


Go over the question with students and clarify any doubts. Form pairs. Have students discuss the question. Tell them they can write down some ideas if they want to. Have some volunteers share their answers. Have a short class discussion about situations when it is better to break a promise than to keep it.

Vocabulary
 bowl
 shattered

D Read and answer the questions below.

What would you do in this situation? Do you think Sarah and Tom did the right thing?

The Bowl Dilemma



Sarah and Tom organized a Halloween party at their house. The next day, they wanted to be helpful around the house.

"What can we do to help mom?" Sarah asked.

"We should wash the dishes and surprise her!" Tom exclaimed.

So Sarah and Tom went to the kitchen and started washing the dishes. There were a lot of dishes. One of those dishes was a big bowl. This bowl was very important to their mother because her great aunt had given it to her. It was very big and when they put the water and the soap it became very slippery. Suddenly, it fell and shattered.

"Oh no! Mom's favorite bowl!" exclaimed Sarah.

"What should we do?" asked Tom.

"Maybe we should pick up the pieces and throw it away. We shouldn't tell Mom about what happened," Sarah said.

"We can't do that! She'll notice the bowl is gone," replied Tom.

"Then, what should we do?" Sarah asked.

"We must be honest and tell Mom the truth. We can tell her we were trying to help her with the dishes and it fell and broke," answered Tom.

"You are right. We must do that. Mom might get angry but she will get angrier if we lie," Sarah said.

"Yes, and we can also save some money and buy her something nice. It won't replace the bowl, but it should make her feel a little bit better," Tom said.

"Let's do it!" exclaimed Sarah.

E Read and discuss.

When you do something wrong, do you tell the truth or lie? Do you hide what really happened?

F Discuss the following situations and write your answers.

1. You accidentally break something that belongs to a friend. Do you tell the truth? Why?
2. You accidentally break something that your parents really love. Do you tell the truth? Why?

Answers will vary.

CLIL: Literature

D Read and answer the questions below.

Ask students to look at the picture and read the title in order to predict what the text is about. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, form trios and have students discuss the questions. Have each group share their opinion with the rest of the class.

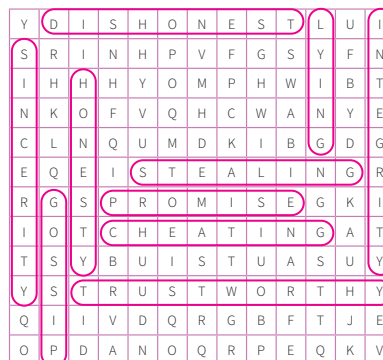
E Read and discuss.

Go over the questions with students. Clarify any doubts. Form pairs. Have students discuss the questions. Then, ask students to share their answers with another pair. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their answers with the class.

F Discuss the following situations and write your answers.

Form groups of four. Go over the situations with students and clear up any doubts. Then, ask students to discuss them. Go around the classroom and make sure everybody participates in the discussion. Then, ask them to write down what they would do. Have each group share their sentences. Correct any mistakes.

G Find the words in the word search.



- honesty
- lying
- dishonest
- promise
- integrity
- stealing
- trustworthy
- cheating
- sincerity
- gossip

H Listen to your teacher and repeat the following words. How do we pronounce the *-wh* sound?

- wheel when whisk white whisper whenever
- whistle whale why where which what

I Read and write your opinion in your notebook. *Answers will vary.*

A friend invites you to his house. He asks you to do something that you don't think is correct. For example, bothering his little sister, hurting the cat, stealing something, etc. You know that what your friend wants to do is wrong.

You don't want your friend to get angry. But you don't agree.

What would you do? Should we always be true to what we believe is right? Why?

What should I do?



Go to page 111 in your workbook and write an entry in your blog.

G Find the words in the word search.

Set a time limit and have students complete the activity. When the time is up. Ask students to compare their answers with a classmate. Have them help each other to find the words. Go around the classroom and make sure everybody participates.

H Listen to your teacher and repeat the following words. How do we pronounce the *wh-* sound?

Read the words aloud for students to repeat after you. Correct any pronunciation mistake. Form pairs and have students take turns saying the words aloud. You can have students repeat the words several times.

I Read and write your opinion in your notebook.

Go over the situation with students. Clarify any doubts. Ask them to think about the questions and write some answers in their notebooks. Monitor and help if necessary. Then, ask some volunteers to share their answers with the class.

Go to page 111 in your Workbook and write an entry in your blog.

Have a short class discussion about the questions. Ask students to write their conclusions in their books. Monitor and help with grammar, vocabulary and spelling. Ask volunteers to read their entry aloud.

PROJECT

Sharing The Story

- 1 Add the drawings or illustrations to your story. Check that your story is complete.
- 2 Share your stories with the rest of the group.
- 3 Evaluate your performance.



Lesson 4

155

PROJECT

Material:

markers, paper, colored pencils, pencils, magazines for cutouts, scissors, glue, stapler

- 1 Add the drawings or illustrations to your story. Check that your story is complete.

Ask students to work in their project groups. Before they start working, make sure everyone has their material. Have students finish their storybooks. Monitor and help.

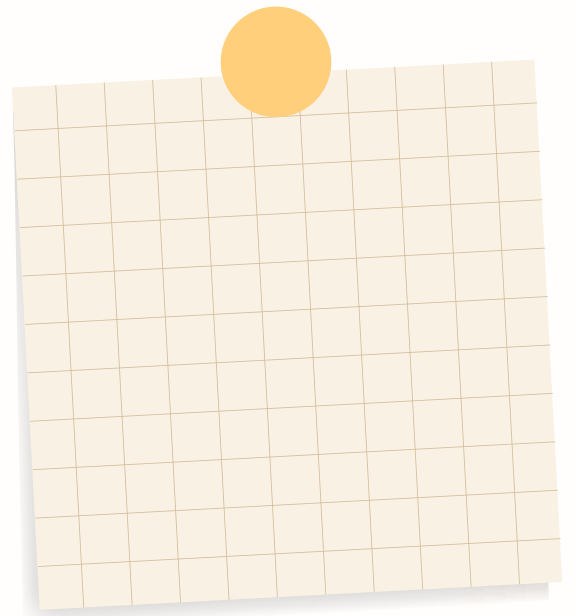
- 2 Share your stories with the rest of the group.

Have volunteers from each group read their stories aloud to the rest of the class.

Ask students to evaluate their performance. Ask them to think about their strengths and weaknesses, and discuss in their groups how they can improve their participation in these types of projects.

- 3 Evaluate your performance.

Have students write their conclusions in their book.



Lesson 5

Vocabulary

benefits
healthy
risk

A Moment to Ourselves

What are the benefits of doing sports?


Read the question aloud. Have students brainstorm ideas and write them on the board. Make sure everybody participates in the activity.

Getting Started

Have students stand up. Using body parts that the students know, tell them to touch one body part with another. Example: *Touch your knee with your finger.* Once the students get the hang of it, let them give the instructions. Every now and then, say something that is very difficult to do, like: *Touch your knee with your nose.*

Lesson 5

What are the benefits of doing sports?

A  **Track 67** Listen to the interview and answer. What is the interview about?

Reporter: Good morning! Dr. Martin. Welcome to our program. Can you tell us about the benefits of sports for children?

Dr. Martin: If children do sports, they reduce the risk of obesity. In addition, if children do sports, their bones, muscles, ligaments, and tendons grow healthy. Finally, if children do sports, their coordination improves.

Reporter: What would you recommend for children?


Dr. Martin: I recommend they play or do any sport they like. Sometimes they feel that they don't like sports because they might not understand how to play them or they haven't had much practice doing them. It doesn't matter, the more they practice, the more they'll enjoy them.



What do these sentences express?
If children do sports, **they** reduce the risk of obesity.
If children do sports, **their** coordination improves.

B Match the two columns to make sentences.

- | | |
|---------------------------------|------------------------------|
| 1. If people don't eat, | a) I get tired. |
| 2. If you freeze water, | b) you need to eat properly. |
| 3. If I study too much, | c) they get hungry. |
| 4. If we don't do the homework, | d) it turns into ice. |
| 5. If you want to be healthy, | e) the teacher gets angry. |


C  **Discuss and write your answers.**

1. What things do you do to stay healthy?

Answers will vary.

156

Unit 5 Honestly Speaking

A  **Track 67** Listen to the interview and answer. What is the interview about?


Have students describe the pictures. Play the track for students to listen and read the dialog. To check comprehension, ask: What is the interview about? Are sports good for children? Why?

Cross-Check

Have students read the sentences in the box and think about the question. Elicit answers. Tell students that this is the zero conditional. Give another example, such as: *If you walk in the rain, you get wet.* Arrange students in pairs and ask them to come up with the elements of the structure of the zero conditional. Ask some volunteers to tell you some sentences using the structure and write them on the board.

B Match the two columns to make sentences.

Ask students to complete the activity. Monitor and help. Check answers with the class. Clarify any doubts.

C  **Discuss and write your answers.**

Go over the question with the students. Form pairs. Have them discuss the question and write their answers. Ask volunteers to share their answers with the class.

D Read the text and answer. What is the main idea of the text?



Playing sports is good for your body and mind



There are many benefits playing sports offer children.

If you play sports, you have a higher self-esteem.

If you play sports, you have less stress.

If you play sports, you learn to set goals.

If you play sports, you learn to deal with disappointment and go on.

If you play sports, you learn to work in teams.

If you play sports, you develop strategic thinking.



E Read the text again and discuss.

1. What are the most important benefits of playing sports?
2. Do you think playing sports is good for you?

F Discuss the question. Make some notes.

1. What other benefits can you get from playing sports?

Answers will vary.

Lesson 5

157

Vocabulary

disappointment strategic
goals teams
self-esteem

CLIL: Physical Education

D Read the text and answer. What is the main idea of the text?


Ask students to describe the pictures. Have them read the title and predict what the text is about. Ask students to read the text. Tell them they can use the dictionary to clarify the meaning of unknown words. Have them answer the question. Discuss as a group.

E Read the text again and discuss.

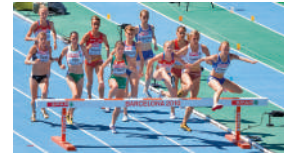
Go over the questions with the students. Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their opinions.


F Discuss the question. Make some notes.

Go over the question with the students. Form pairs. Have students discuss the question. Ask them to write down their ideas. Have volunteers share their ideas with the rest of the class. Write some of their ideas on the board.

G  Play *pictionary*. Use the words below.

athletics soccer cycling tennis
swimming volleyball basketball



H  Look at the pictures, which words have the long e sound and the short /e/ sound? Say the words and write them down.

long e sound	short e sound
cycling volleyball	athletics soccer tennis basketball

I  Use your notes from Activity F and write why you would like to play a sport.




Answers will vary.


Go to page 114 in your workbook and write an entry in your blog.

158


Unit 5 Honestly Speaking

G  Play *pictionary*. Use the words below.

Divide the group into pairs. Each student needs some sheets of paper, pencils and erasers. Toss a coin to decide who goes first. They have to draw a word for their classmate to guess. If the classmate guesses, he gets a point. The student who guesses more words wins.

H  Look at the pictures. Which words have the long /e/ sound and the short /e/ sound? Say the words and write them down.

Display pictures of different sports for students to see. Say the words aloud for students to listen. Have students repeat the words. Correct any pronunciation mistakes. Ask students to classify the words. Have them compare their answers with a classmate. Then, ask some volunteers to read the words aloud. Correct any pronunciation mistakes. Write the words on the board under their classification.

I  Use your notes from activity F and write why you would like to play a sport.

Ask students to look at their notes from activity F. Have them complete the activity. Monitor while they work. Then, ask volunteers to share their answers.

Beginners	Fast finishers
Have students make a list of reasons why they would like to play a sport and discuss it in pairs.	Have students write a paragraph giving their reasons for playing a sport.

Go to page 114 in your Workbook and write an entry in your blog.

Have volunteers read the instructions aloud. Clarify any doubts. Give students time to think about their answer. Have them write their entry. Ask some volunteers to share their answers with the class.

PROJECT

Play and Stay Safe

- 1 You are going to make a poster to promote sports safety.
- 2 Look for information about different sports. Use the Internet, books, newspaper, etc. Include famous sportsmen and women. Make some notes.
- 3 Compare your notes and choose a sport.



Lesson 5

159

PROJECT

Material:

sources of information like books, magazines, newspapers and the Internet

- 1 You are going to make a poster to promote sports safety.

Tell students that they will make a poster to promote sports safety. Go over the instructions with students.

- 2 Look for information about different sports. Use the Internet, books, newspaper, etc. Include famous sportsmen and women. Make some notes.

Have them use different sources to find information about sports and famous sportsmen and women. Tell them they must take notes. You can ask them to do this as homework.

- 3 Compare your notes and choose a sport.

Form groups of four. Explain that they are going to share their information and choose a sport for their poster. Monitor while they work. Make sure everyone participates. Ask them to keep their information in a safe place.

Lesson 6

Vocabulary

bounces scores
rugby try

A Moment to Ourselves

Why are rules important in sports?

On the board write the word 'FOOTBALL' and ask students to brainstorm as many rules as they know about this sport. On the board write the correct rules. As a whole class, ask students what could happen if they don't follow the rules in football. Encourage volunteers to share their ideas with the class.

Getting Started

Elicit from students as many sports as you can and write them on the board. Then, make questions about the sports. For example: *What do you need to play soccer? How many people are there in a baseball team? Where do you go swimming? What color is the basketball ball?*

Lesson 6

Why are rules important in sports?

A Track 68 Listen and read. What do you know about rugby?

Niget: What do you know about rugby?

Mark: I don't understand its rules.

Niget: They are quite difficult. However, here it says that if a player scores a try, which means touching the ball down in the opponent's in-goal area, his team earns five points. If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

Mark: Oh! Have you ever played rugby?

Niget: Not really.



When do we use the zero conditional?
If a player scores a try, his team earns five points.
If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

B Unscramble the words to make correct sentences. Use correct punctuation.

- umbrella / rains / an / it / use / if / I
I use an umbrella if it rains.
- food / you / weight / eat / gain / fast / you / if
If you eat fast food, you gain weight.
- boils / heat / it / you / water / if
If you heat water, it boils.
- a / if / wear / is / jacket / cold / it / I
I wear a jacket if it is cold.
- good / study / get / you / grades / if / hard / you
If you study hard, you get good grades.

C Discuss the following questions.

- Do you know what rugby is?
- Have you ever played rugby or watched a game of rugby?

160

Unit 5 Honestly Speaking

A Track 68 Listen and read. What do you know about rugby?

Have students describe the picture. Play the track for students to listen and read. Clarify any vocabulary doubts. Then, ask different students to answer the question.

Cross-Check

Have a volunteer read the question aloud. Ask different students to read the sentences aloud. Have volunteers explain the use of zero conditional. Clarify any doubts.

B Unscramble the words to make correct sentences. Use correct punctuation.

Have students complete the exercise. Go around the classroom and help. Ask students at random to write the answers on the board. Correct any mistakes.

Beginners	Fast finishers
Form pairs. Have students complete the activity as indicated in the book.	Have students write three more sentences with the zero conditional.

C Discuss the following questions.

Go over the questions with the students. Form groups of three. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.

D Read and decide where you can find a text like this.

Facts about Rugby

This sport is named after Rugby School, where the game was first played in the 19th century in England. The game of rugby made its first and last Olympic Games appearance in Paris in 1924. Rugby Union World Cup tournaments are held every four years. The first tournament took place in 1987. Rugby is known for the use of oval-shaped balls. A rugby team has 15 positions. The rules can be complex. For example:

1. If a player scores a try, which means touching the ball down in the opponent's in-goal area, his team earns 5 points.
2. If a player converts the try into a goal, his team earns 1 point.
3. If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

Next time you want to try a new sport. Try rugby! You will love it!



E Read the text again. Cover it and write the rugby rules you remember.

RUGBY RULES

Answers will vary.

F Do you know other sports' rules? Write them down.

Answers will vary.

Lesson 6

161

Vocabulary

appearance
tournaments

CLIL: Physical Education

D Read and decide where you can find a text like this.

Have students describe the picture. Have them read the title and predict what the text is about. Have students read the text. Tell students that they can use their dictionary to find the meaning of unknown words. Ask comprehension questions. Elicit answers from different students.

E Read the text again. Cover it and write the rugby rules you remember.

Ask students to reread the text. Tell them to use a notebook or a pencil case to cover the text. Remind them that it is very important to be honest and not to cheat. Have them write the rules they remember. Then, put students in pairs and have them compare what they wrote. Ask volunteers to share their answers and write them on the board.

F Do you know other sports' rules? Write them down.

Go over the question with students. Clarify any doubts. Form groups of three. Have them complete the activity. Then, have a volunteer from each group share the rules they wrote.

G Write five words in each category. *Answers will vary.*

sports equipment _____ _____ _____ _____	SPORTS _____ _____ _____ _____	team sports _____ _____ _____ _____
places where you can practice sports _____ _____ _____ _____		individual sports _____ _____ _____ _____

H Complete the words with the *sw* sound. Check your answers with a classmate. *Possible answers.*

1. s w e e p
2. s w i m
3. s w o o p
4. s w a m
5. s w a r m



Go to page 117 in your workbook and write an entry in your blog.

G Write five words in each category.

Form groups of four. Have students complete the activity. Write a similar chart on the board and elicit words from different students to complete the chart on the board.

H Complete the words with the *sw* sound. Check your answers with a classmate.

Have students complete the words. Then, ask volunteers to share their answers. Ask volunteers to read the words aloud. Correct any pronunciation mistakes. You can have them repeat the words several times.


Go to page 117 in your Workbook and write an entry in your blog.

Go over the instructions with students. Have them go around the classroom interviewing each other to complete the survey. Then, ask them to write their conclusions. Provide any needed help. Ask some volunteers to read their paragraphs to the class.

PROJECT

Find Out More!

- 1 Find out more about the sport you chose. Try to find interesting information about it. Do not forget to investigate its rules.

- 2  Exchange information. Compare your notes.



Lesson 6

163

PROJECT

Material:

sources of information like books, magazines or the Internet

- 1 Find out more about the sport you chose. Try to find interesting information about it. Do not forget to investigate its rules.

Ask students to get in their project groups. Have them investigate about the sport they chose. They also have to research its rules.

- 2  Exchange information. Compare your notes.

Monitor while they work and provide any needed help. Tell students to compare the notes with the information about their chosen sport. Monitor while they work. Make sure everybody participates. Ask students to keep their information in a safe place to use it on the next step of the project.

NOTES : _____

Lesson 7

Vocabulary

cycling pads
helmet

A Moment to Ourselves

Why is it important to protect yourself when you are playing sports?


Ask a volunteer to read the question aloud. Elicit answers. Choose a sport and ask students how they can protect themselves when playing it. Arrange students in pairs and ask them to draw elements of a sport and show their drawing to another pair. The other pair will be asked to say the type of protection needed for that particular sport.

Getting Started

Play hangman using the vocabulary students have been practicing. Divide the class into two teams. On the blackboard, draw spaces for the number of letters in a word. Taking turns, have teams guess letters in the word. If a letter in the word is guessed correctly, you write it into the appropriate space. If a letter is guessed which is not in the word, you draw part of the man being hanged. The team that guesses the most words wins.

Lesson 7

Why is it important to protect yourself when you are playing sports?

A  **Track 69** Listen and answer. Why is it important to wear a helmet when you go cycling?

Dad: Where are you going Christy?
Christy: I'm going to the park, Dad.
Dad: If you want to go cycling, you have to wear a helmet.
Christy: Why Daddy?
Dad: Because you have to protect yourself. If you fall down and you are not wearing a helmet, you can get hurt.
Christy: Do I have to wear my protective pads on my knees too?
Dad: Yes, if you do not protect your knees, you can hurt them.
Christy: OK, Daddy. I'll do it!
Dad: Good girl! See you later!




Is there any difference in the meaning of these sentences?
 If you do not wear a helmet, **you can** get hurt.
 If you want to drive, **you must** get a driver's license.
 If you want to get well, **you should** take the medicine.

B Complete the sentences with the words below.

should mustn't must should ought can't


- If someone wants to be fit, they **must** exercise every day.
- If you **can't** see very well, you should wear glasses.
- If the light is red, you **mustn't** cross the road.
- If you feel sick, you **ought** to see the doctor.
- If you ride a bicycle, you **should** wear a helmet.

C  Discuss with your classmates what you should wear if you want to do any of these sports.

bungee jumping cycling rappelling

164

Unit 5 Honestly Speaking

A  **Track 69** Listen and answer. Why is it important to wear a helmet when you go cycling?

Ask students what the people in the picture are doing. Play the track for students to listen and read the dialog. Discuss the question as a class. Continue the discussion about sports safety with questions like: *What other sports need protective equipment? Why should you use it?* etc.


Cross-Check

Have students read the information in the box. Elicit their answers. Ask some volunteers for sentences with the same structure and write them on the board. Correct any mistakes.

B Complete the sentences with the words below.

Ask a volunteer to read the words aloud. Elicit their meanings. Clear up any doubts. Have students complete the activity. Go around the classroom and help if necessary. Check answers with the class.

Beginners	Fast finishers
Have students complete the activity in pairs.	Have students complete the activity individually. Ask them to write a few more examples.

C  Discuss with your classmates what you should wear if you want to do any of these sports.

Go over the sports with the students. Clarify any doubts. Form trios. Have students discuss the question. Write the sports on the board and ask volunteers to share their answers with the class. Write them on the board.

Vocabulary
 equipment prevent tips
 injuries protective

D Read and decide the general idea of the text. Then, write a title for it.

Accept any possible answer.

Playing sports is fun. However, here are some tips that are important to follow to prevent injuries.

Before you start playing any sport, take time to warm up and cool down. If you do not warm up, you can hurt yourself.

Wear protective equipment, such as helmets and protective pads. If you do not protect yourself, you can get injured.

Don't play when you are injured. If you play when you are injured, you can get worse.

Wear appropriate shoes. If you do not wear special shoes, you can get hurt.

E Read and discuss. What do you do before you practice a sport to protect yourself from injuries?
 Answers will vary.

F Choose a sport. Write down the rules to play it and the tips to keep you safe.
 Answers will vary.

Lesson 7 **165**

CLIL: Physical Education

D Read and decide the general idea of the text. Then, write a title for it.

Have students describe the pictures. Have them predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Elicit the general idea of the text. Have students think of a title and write it down. Vote for the best title.

E Read and discuss. What do you do before you practice a sport to protect yourself from injuries?

Read the question with students and clarify any doubts. Ask students to write an answer. Then, have students share their answer with a classmate. Then, ask volunteers to share their ideas with the class.

F Choose a sport. Write down the rules to play it and the tips to keep you safe.

Go over the instructions with students and clarify any doubts. Form groups of four. Ask them to discuss the question and write an answer. Then, have volunteers share their ideas with the class.

G Use your dictionaries and write a definition for each sport.

1. snowboarding
ride a board like a wide ski down a hill with snow
2. windsurfing
the sport of riding a sailboard
3. scuba diving
to swim underwater using scuba equipment
4. bungee jumping
to jump from a high place attached to a strong rope
5. rappelling
to climb down a cliff by sliding down a rope



H How fast can you say these tongue twisters? Practice with a classmate.

1. Pick a partner and practice passing, for if you pass proficiently, perhaps you'll play professionally.
2. We shall surely see the sun shine soon.

I Make a list of recommendations people should keep in mind when they play sports.

Answers will vary.



Go to page 120 in your workbook and write an entry in your blog.

166

Unit 5 Honestly Speaking

G Use your dictionaries and write a definition for each sport.

Have students complete the activity. Remind students that it is important to read all the meanings of the entry, and then choose the best meaning according to the context. Check answers with the class.

H How fast can you say these tongue twisters? Practice with a classmate.

Form pairs. Have students take turns saying the tongue twisters. Have students repeat them several times. Correct any pronunciation mistakes. Find out who says the tongue twisters faster.

I Make a list of recommendations people should keep in mind when they play sports.

Read the instructions with students. Clarify any doubts. Form pairs and ask them to write some recommendations. Encourage them to use the zero conditional. Have some volunteers share their sentences with the class.

Go to page 120 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions aloud. Clarify any doubts. Give students enough time to investigate and write about the sport they chose. Help them with grammar, vocabulary and spelling. Have some students share their entry with the class.

PROJECT

Write and Correct

- 1 Write some sport safety tips.

- 2 Revise grammar, spelling and punctuation.



Lesson 7

167

PROJECT

Material:

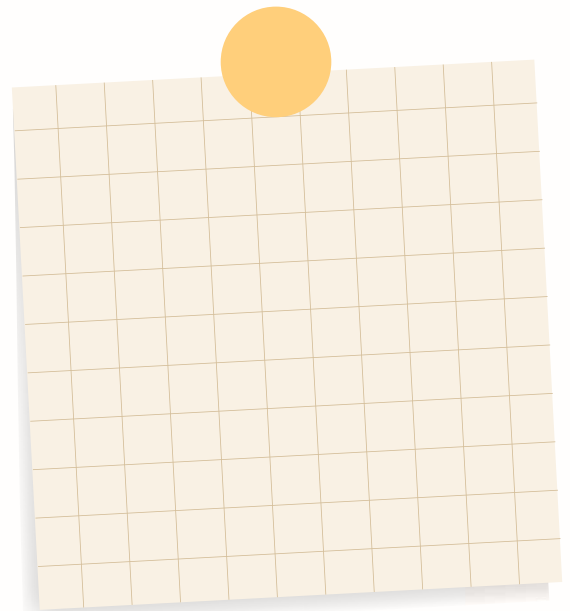
information students gathered in the previous steps

- 1 Write some sport safety tips.

Ask students to get in their project groups. Tell them to look at the information they have gathered and think about safety tips for the sport they chose.

- 2 Revise grammar, spelling and punctuation.

Monitor and help students to check their grammar, spelling and punctuation. Tell them they can use a dictionary to help them. Make sure everyone participates in the activity. Have them keep their information in a safe place to assemble their poster on the next step of the project.



Lesson 8

Vocabulary

effort
upset
yells

A Moment to Ourselves

Are honesty and respect an important part of sports?


Read the question aloud and have students think about it. Elicit answers. Ask them ways in which we can show honesty and respect when we play sports.

Getting Started

Divide the class into two or three teams. Give each team a dictionary and write a long word on the board. Students should compose different words from the letters of this word. The team that has the most correct words wins. For example: *BASKETBALL* - *baseball, ballet, talks, tables, lakes, all, etc.*

Lesson 8

Are honesty and respect an important part of sports?

A  **Track 70** Listen and answer the question below.

How does Alex feel?

Madeleine: Why are you so upset, Alex?
Alex: My dad got angry with me because I missed the fly ball that could have won the game.

Madeleine: That's not fair!

Alex: I know, but he always does the same thing. If I don't play well, he yells at me.

Madeleine: Next time, he yells at you, you should talk to him.

Alex: I don't know what to say...

Madeleine: You could tell him how you feel. Tell him you are making your best effort.

Alex: Yes, but sometimes my best effort is not enough.

Madeleine: Of course it is enough! It's the most anyone can do.

Alex: You're right. I will try to talk with my dad.




B Read and choose the best phrase to complete each sentence.

they cry **you must study** **I feel sick** **you can't drive** **they get fat**

1. **You can't drive** if you don't have a driver's license.
2. If I eat too many chocolates, **I feel sick**.
3. If babies are hungry, **they cry**.
4. **You must study**, if you want to pass the exam.
5. If people eat too much, **they get fat**.

How do we form the zero conditional?


C  Discuss the following questions. Write your conclusions.

Have you ever been in a situation similar to Alex? What have you done?

Answers will vary.

168

Unit 5 Honestly Speaking

A  **Track 70** Listen and answer the question below.

Point at the picture and ask students: *What are they doing?* Play the track for students to listen and read. Clear up any doubts. Elicit answers from different students and have them say what words or phrases from the dialog helped them to answer.


B Read and choose the best phrase to complete each sentence.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

Beginners	Fast finishers
Have students complete the sentences in pairs.	Have students complete the activity individually.

Cross-Check

Have a volunteer read the question. Elicit answers from different students. Clarify any doubts. Ask some volunteers to give you more examples and write them on the board. Correct any mistakes.

C  Discuss the following questions. Write your conclusions.

Read the questions with students and clarify any doubts. Form pairs. Have students discuss with their classmate and write down their answers. Ask students at random to share their answers with the class.

D Read the text and decide why it is important to practice good sportsmanship.

What Is Good Sportsmanship?

Good sportsmanship is when teammates, opponents and coaches treat each other with respect. It is important to learn to be a good winner and a good loser.

A person who shows poor sportsmanship blames others for losing a game, they do not accept responsibility for personal actions that contributed to their defeat. They always make excuses. A person who shows good sportsmanship, congratulates their opponents and treats them with respect.


Shaking hands with opponents before a game and acknowledging good plays is a gesture of good sportsmanship. If you practice good sportsmanship, you respect and appreciate other people.

The best way to promote good sportsmanship is to learn how to play fair, to have fun, and to concentrate on helping your team.



E  Read the text again and write down some ideas on how to practice good sportsmanship.

Possible answer: Treat one another with respect. Shake hands with opponents before and after a game. Accept defeat by congratulating your opponents. Learn how to play fair, have fun and concentrate on helping your team.

F  Discuss some of the ways you can promote good sportsmanship in school. Share your ideas with other classmates. Write your conclusions.

Answers will vary.

Lesson 8

169


Vocabulary

coaches sportsmanship
defeat teammates
fair
opponents


CLIL: Physical Education

D Read the text and decide why it is important to practice good sportsmanship.

Have students describe the picture. Have students read the title and predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, have a small class discussion for students to answer the question.

E  Read the text again and write down some ideas on how to practice good sportsmanship.

Have students complete the activity. Then, have them compare their ideas with a partner. Finally, ask some volunteers to share their ideas and write them on the board. Correct any mistakes.

F  Discuss some of the ways you can promote good sportsmanship in school. Share your ideas with other classmates. Write your conclusions.

Form trios. Read the instructions and clarify any doubts. Then, ask students to discuss with their classmates. Go around the classroom and make sure everybody participates in the discussion. Ask them to write two sentences with their conclusions. Have each group share their two sentences with the rest of the class. Correct any mistakes.

G All of the words listed are sports. Complete all.

1. surfboarding
2. soccer
3. windsurfing
4. cycling
5. skydiving
6. rugby
7. rapelling
8. hockey
9. athletics
10. volleybal



H Listen to your teacher and check the words with the *long u* sound. Then, circle the words with the *short u* sound.

- | | |
|----------------|--------------|
| 1. underground | 4. under |
| 2. under | 5. uniform ✓ |
| 3. Europe ✓ | 6. umbrella |

I Are you good at sports? Discuss and write your ideas.

Answers will vary.

Go to page 123 in your workbook and write an entry in your blog.

170

Unit 5 Honestly Speaking

G All of the words listed are sports. Complete all.

Read the instructions along with the students. Clarify any doubts. Have students complete the activity. Then, have students compare their answers with a classmate. Have some volunteers come up to the board to write the words. Correct any mistakes.

H Listen to your teacher and check the words with the *long u* sound. Then, circle the words with the *short u* sound.

Say the words aloud for students to listen. Ask students to complete the activity while you say the words aloud slowly. Say the words aloud slowly again for students to check their answers. Have students at random say the words aloud. Correct any pronunciation mistakes.

I Are you good at sports? Discuss and write your ideas.

Read the instructions with students. Clarify any doubts. Monitor the activity and help. Then, form pairs and have students share what they wrote. Have some volunteers read their answers aloud.

Go to page 123 in your Workbook and write an entry in your blog.

Go over the instructions with students. Make sure they understand what to do. Have them write an answer for each question. Ask them to compare their answers with a classmate. Ask some volunteers to share their answers with the class.

PROJECT

It's Time!

- 1 Present your poster to your classmates. Be sure you have notes, but don't read them.
- 2 Evaluate your performance.



Lesson 8

171

PROJECT

Material:

markers, cardboard, paper, colored pencils, pencils, magazines for cutouts, scissors and glue

- 1 Present your poster to your classmates. Be sure you have notes, but don't read them.

Ask students to get in their project groups. Have each group assemble their poster with the information they gathered and checked. Tell them to decorate their poster. Designate a place in the classroom for students to place their posters. Have students look at each other's posters and have a short discussion about sports and the importance of being safe when practicing them.

- 2 Evaluate your performance.

Ask students to think about their strengths and weaknesses and discuss in their groups how they can improve their participation in these types of projects. Have them write their conclusions in their books.

NOTES : _____

Review 5

A Choose the correct option to complete the sentences.

- When you lie to your parents, you _____ get in trouble if you get caught.
a) must **b) can** c) should
- You _____ spread rumors about people you don't like.
a) shouldn't b) couldn't c) can't
- You _____ treat others the same way you expect to be treated.
a) would b) can **c) should**
- _____ you like it if your parents lied to you?
a) can **b) would** c) should
- You _____ choose to be honest or choose to lie.
a) can **b) could** c) would

B Use the words to complete the sentences.

cheat steal gossip tells the truth keeps promises

- When I follow the rules in a game, I am being honest. An honest person doesn't cheat.
- I know something bad about someone, but I will not spread it around because an honest person doesn't gossip.
- I could get someone I don't like in trouble by telling lies about them. I won't do this because an honest person tells the truth.
- I don't take things that do not belong to me. An honest person doesn't steal.
- I promised my dad I would help him this afternoon. Then my friend invited me to the movies. I am going to help my dad because an honest person keeps promises.

C Choose three words from Activity 2 and write a sentence with each one.


Answers will vary.

A Choose the correct option to complete the sentences.

B Use the words to complete the sentences.

C Choose three words from Activity 2 and write a sentence with each one.

The review section is an opportunity for your students and for you to find out what some of your students' strengths and weaknesses are. You can have students answer this activity as homework, or you can have them answer it as an exercise in class or even as a pop quiz. In any case, have a whole class feedback session for students to check and correct their answers.


D  **Play the board game. Read and follow the instructions.**

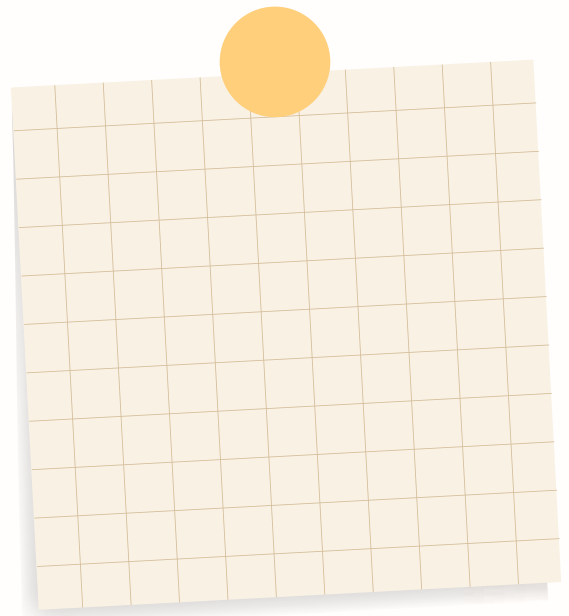
1. Roll a dice and move your token.
2. Then, your partner asks you 'What do you do if...?', or 'What happens if...'
3. You must answer using the zero conditional.

START →	if you cheat on a test	if you catch someone cheating	if you lie to your teacher	if you have a headache
				if you don't eat healthy food
if you break something	if it rains	if you eat fast food	if you practice sports	if you don't do your homework
if you borrow something				
if you don't know the rules of a game	if you cheat on a test	if you practice tae kwon do	if you feel sick	if you lose a game
				if you make a promise
if you don't do your chores	if you take money from your mom's purse	if you yell at your parents	if you don't study	if you eat too much chocolate
if you want to win a game				
if you see someone being bullied	if you are tired	if you eat vegetables	if you want to go swimming	if you want to get good grades
				if someone bullies you
FINISH	if you practice good sportsmanship	if you do something bad	if you do something good	if you play fair

Review 5

173

D  **Play the board game. Read and follow the instructions.**



Assessment Unit 1

Name: _____ Grade: _____

A Complete the sentences with the correct form of the verb in the simple past.

We _____ (visit) my grandparents last Sunday. We _____ (arrive) to their house at 11 o'clock. My sister _____ (run) to the door as soon as we got out of the car. We _____ (have neg.) meat for dinner because my grandparents are vegetarians. Later, we played football and we _____ (win) the game.

B Complete the table with the food in the box. Write sentences.

- | | |
|--------------|---------------|
| 1. can _____ | 4. send _____ |
| 2. is _____ | 5. like _____ |
| 3. are _____ | |

C Read and circle the correct word to complete the sentences.

1. I couldn't *sleep* / *slept* last night. It was too cold!
2. I couldn't *jumped* / *jump* the rope when I was 3.
3. My father could *to speak* / *speak* English very well when he was younger.
4. My grandmother could *play* / *played* the piano 10 years ago.
5. My brother couldn't *play* / *played* soccer when he was 5.

D Write five things you could do when you were 5 years old.

Assessment Unit 1

Name: _____ Grade: _____

A Underline the word that best completes the sentences.

1. I like apples *and* / *but* bananas.
2. I don't like parrots *but* / *because* they are noisy.
3. I want to go to the movies *and* / *but* the mall.
4. I like chocolate *but* / *and* my mother never buys any.
5. I had a big lunch *and* / *because* I was very hungry.

B Write the words in the correct column.

oranges doughnuts cookies celery French fries
grapes chocolate salads carrots fried chicken

Healthy Food	Unhealthy Food

C Write *but* or *because* to complete the sentences.

1. Exercise is important _____ it prevents diseases.
2. I don't like to exercise _____ I know it is important because it improves my quality of life.
3. You shouldn't eat too much sugar _____ it's bad for your health.
4. I eat vegetables and fruits _____ I want to stay healthy.

D Write *but* or *because* to complete the sentences.

Assessment Unit 2

Name: _____ Grade: _____

A Complete the sentences with *should* or *shouldn't*.

1. People _____ hurt animals.
2. Children _____ eat a lot of sugar.
3. You _____ help your parents at home.
4. Children _____ go to school every day.
5. We _____ treat everybody equally.

B Read and circle the option that best completes the sentences..

1. You should **do** / **does** your homework every day.
2. We shouldn't **cut** / **cuts** trees.
3. I should **follows** / **follow** the rules in school.
4. We shouldn't **talks** / **talk** in class.
5. Children should **are** / **be** nice to their teachers.

C Write the plurals.

- | | |
|----------------|----------------|
| 1. wolf _____ | 4. leaf _____ |
| 2. story _____ | 5. child _____ |
| 3. tooth _____ | |

D Answer the following question: How can you show generosity and kindness?

Assessment Unit 2

Name: _____ Grade: _____

A Complete the sentences with *there is* or *there are*.

- _____ some juice in the fridge.
- _____ many buildings in the city.
- _____ lots of students in the class.
- _____ a lot of water in the river.
- _____ several children's festivals during summer.

B Match the two halves to make complete sentences.

- | | |
|-------------------------------------|--------------------------------|
| 1. My sister prefers reading | a) in the country to the city. |
| 2. I prefer speaking English | b) to literature. |
| 3. I prefer studying science | c) to playing videogames. |
| 4. I prefer surfing on the Internet | d) to writing. |
| 5. My dad prefers living | e) to Spanish. |

C Unscramble the words to make sentences and questions.

- to / now / would / I / the movies / rather go
- novels / mystery / I / to science / prefer / fiction / reading
- stay / prefer / you / would / home / to / ?
- see / I / the / would / teacher / tomorrow / rather /
- to / the / going / than / going / movies / I / the / prefer / theater / to /

D Describe your favorite festival.

Assessment Unit 3

Name: _____ Grade: _____

A Complete the text with the words from the box.

rarely often always sometimes frequently

I _____ wake up at 6 am on weekdays. I take a shower and have breakfast at home. I have cereal and milk for breakfast. Then, I take the bus and go to school. I study from 8 to 2. I _____ have lunch at school (from Monday to Thursday, except Friday). I go back home at 4 o'clock. In the afternoon, I _____ play volleyball in the park with my friends. I _____ go to the mall on weekdays because I have to do homework. In the evening, I _____ watch TV. I don't like it very much.

B Write the correct form of the verb in parentheses to complete the sentences.

1. I _____ (study) English for 5 years.
2. My father _____ (work) for the government for 10 years.
3. We _____ (live) in the same house since I was born.
4. Oh no! I _____ (lose) my math book.
5. I _____ never _____ (be) in Chicago. I would like to go.

C Write about some fun things you have done with your friends.

Assessment Unit 4

Name: _____ Grade: _____

A Complete the conversation with verbs from the box.

staying leaving doing spending going

Rose: What are you _____?

Sean: I'm packing. I'm _____ on vacation with my brother.

Rose: Where are you _____?

Sean: To California.

Rose: Where are you _____?

Sean: At my aunt Laura's house.

Rose: Are you _____ the summer there?

Sean: Yes.

Rose: How nice!

B Complete the sentences with the correct form of the verb in parentheses.

1. I'm _____ (stay) home, while my brother goes on vacation.
2. I'm playing soccer, while my mom _____ (cook) lunch.
3. While I'm at school, my cousin is _____ (ski) in Denver.
4. The boys are playing soccer, while the girls _____ (do) homework.

C Write about your plans for next summer.

Assessment Answer Key

Assessment 1

- A visited, arrived, ran, didn't have, won
- B could, was, were, sent, liked
- C sleep, jump, speak, play, play
- D Answers will vary.

Assessment 2

- A shouldn't, shouldn't, should, should, should
- B do, cut, follow, talk, be
- C wolves, stories, teeth, leaves, children
- D Answers will vary.

Assessment 3

- A always, frequently, often, sometimes, rarely
- B have studied, has worked, have lived, have lost, have been
- C Answers will vary.

Assessment 4

- A make our beds, feed the dog, set the table, cook dinner, do the dishes
- B take, swimming, Feeding, play, answer
- C Answers will vary.

Assessment 5

- A should, must, You, might, will
- B frank, genuine, To bluff, integrity, reliable
- C Answers will vary.

- A and, because, and, and, because
- B Healthy food: oranges, grapes, salads, carrots, celery; Unhealthy food: doughnuts, chocolate, cookies, French fries, fried chicken
- C because, but, because, because, but
- D Answers will vary.

- A There is, There are, There are, There is, There are
- B 1,d; 2,e; 3,b; 4,c; 5,a
- C I would rather go to the movies now. I prefer reading mystery novels to science fiction. Would you prefer to stay home? I would rather see the teacher tomorrow. I prefer going to the movies than going to the theater.
- D Answers will vary.

- A have worked, have searched, have interviewed, have taken, have written
- B bought, been, chosen, come, eaten
- C Answers will vary.

- A doing, leaving, going, staying, spending
- B staying, cooks, is skiing, do, traveling
- C Answers will vary.

- A should, should, shouldn't should, mustn't
- B turns, pass, get, increases, use
- C Answers will vary.



Track 1

Rainbow of words Level 5 by Fanny Riva Palacio and Stefania Villarreal.
All rights reserved, Kells Education 2023



Track 2

Max: Who is that man in the picture?
Peter: That is Dr. Martin Luther King Jr.
Max: Who is Dr. Martin Luther King Jr.?
Peter: He was a civil rights activist in the 1950s and 1960s.
Max: Really? And what did he do?
Peter: He was the leader of non-violent protests to fight for the rights of all people including African Americans.
Max: Why did he lead protests?
Peter: Because black people in the United States didn't have the same rights white people had, and he wanted to live in a world where everyone had the same rights.
Max: Oh, so he is a famous person?
Peter: Yes, he is very famous. He was the youngest man to receive the Nobel Peace Prize.
Max: That is very interesting; I will read more about him..



Track 3

stopped	listened	decided
looked	played	wanted
washed	enjoyed	started
watched	lived	waited
liked	stayed	visited
walked	opened	invited
helped	loved	
missed	called	
learned	smiled	



Track 4

When I was young I could do a lot of things.
I could play all day long at the swings,
I even imagined I had wings.
When I was young I could run very fast,
I ran so fast I was never last,
But now that is all in the past.
Now I'm old and I can't.
I can't even catch the cat.
But I remember when I could,
And I think that is good.



Track 5

Paul: Hi Mike.
Mike: Hi Paul, why didn't you go to Alex's birthday party?
Paul: Oh, I was grounded so I couldn't go. Did you go to the party?
Mike: Yes, I did.
Paul: Really? I thought you were grounded.
Mike: My mom said I could go to the party if I tidied up my room.
Paul: That's great! Was the party fun?
Mike: Yes, it was a lot of fun. I'm happy I was able to go to the party.



Track 6

cable	stable
doable	useable
climbable	fable



Track 7

I like it.
Ask me why.
Because there is more light,
Because many flowers grow,
Because baby animals are born,
Because I can go out and run,
Because Spring is fun!



Track 8

meat	kick
mitt	leak
stick	beat
ship	beet
lick	seat
sheep	brick



Track 9

Our bodies need different nutrients to grow and develop. We must take care of the organs and bones in our bodies. What can you do to take care of them? It's very simple if you follow these healthy tips.
Eat the right food to protect your sight. Carrots are good for your eyes, but eating other fruits and vegetables is important for keeping your eyes healthy. Dark leafy greens like spinach, or fish like salmon and tuna, are also good for your eyes.
We've all heard about the importance of calcium and vitamin D for strong and healthy bones, teeth, and nails. But what foods contain calcium and vitamin D? Yoghurt, milk, cheese, sardines, eggs, healthy cereals, tuna and orange juice are foods that help your bones, teeth, and nails be strong and healthy. You might not like some of these foods, but it is important to consume them, because they will help you grow up happy and healthy.



Track 10

1. kite	bird	bite	write
2. echo	eat	eel	feet
3. ape	lake	apple	gate
4. oak	lonely	potatoes	off
5. under	united	up	ugly



Track 11

Presenter: Do you know the food groups?
Children: Yes!
Presenter: What are the five food groups? Can you tell me one by one?
Boy 1: The dairy group includes food like milk and cheese. It gives us the calcium we need to have strong bones.

Girl 2: The grain group! Rice and cereals are part of this group. They give us carbohydrates that our bodies turn into energy.

Boy 3: The fruits and vegetables group! Mmm... all fruits and vegetables are part of this group. They give us fiber and important vitamins and minerals.

Girl 4: The meat and protein group. Food like chicken, fish, red meat, eggs and nuts are part of this group. They give us proteins, iron and zinc.

Girl 5: The fat and sweets group. Butter and candy are part of this group. They don't give us a lot of nutrition, so we should eat very little from this food group.

Presenter: Excellent! Remember these food groups because they can help you make healthy eating choices.



Track 12

1. How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as many cookies as a good cook who could cook cookies.
2. How much pot roast, could a pot roast roast, if a pot roast could roast pot roast?
3. How many berries could a bare berry carry, if a bare berry could carry berries?



Track 13

Mom: Leo, please eat your dinner.
Leo: I don't want to eat broccoli.
Mom: Why don't you want to eat broccoli?
Leo: I don't want to eat it because I don't like it.
Mom: You can't know if you don't like it because you haven't tried it yet.
Leo: I don't want to try it because it is green.
Mom: You could try to eat a small piece of broccoli and decide if you like it or not.
Leo: Ok, I will try it, but just a very small piece.



Track 14

food	sun
suit	nut
fruit	soon
too	roof
root	mud



Track 15

The first modern Olympic Games took place in 1896. Only 241 men from 14 countries competed at the first Olympics. The Olympic Games in the past were less sophisticated than the Olympics nowadays. Swimming competitions were held out in the sea and a yachting event had to be cancelled because no one thought they needed to bring their

own boats. The motivation for competing in the Olympics was the glory, but there were also some games that awarded cash prizes or valuable objects. Training for the Olympics was tough because the athletes would hire professional trainers to get them fit. Sports were also about prestige. In the past, successful athletes could use their prestige from games to start a political career.

Track 16

1. ship star
2. snake shark
3. shovel snail

Track 17

Joshua is an 11-year old boy from Mississippi, who made eleven children very happy on his birthday. Let's listen to Joshua's story. "This year, I thought I should do something different for my birthday. I didn't ask my parents for presents. Instead, I decided to give something to someone in need. Suddenly, I knew it: children in the hospital. I asked my mom if she could buy eleven teddy bears. On my birthday, we went to the local children's hospital. We spent some time with the kids and we gave the eleven teddy bears away. They were very happy and I was very happy, too. I think I'm a lucky kid because I'm healthy so I shouldn't be selfish. I don't need any more toys. I think people should make an effort to be kind and generous to others. You shouldn't worry about the things you don't have. You should be happy with the things you have. Giving the teddy bears to children in the hospital and seeing them smile was the best birthday gift!"

Track 18

1. She sells seashells by the seashore.
2. Should six shaming soldiers share the shattered shield?
3. Shy sheep shouldn't sleep in a shack. Shy sheep should sleep in a shed.

Track 19

One day Emily and her mother went out for dinner. Emily ordered a big plate full of pasta. Emily couldn't eat all the pasta, so her mother decided to take the leftovers home. When Emily and her mom left the restaurant, they saw a man sitting on the street. He looked cold and lonely. Emily's mother got close to the man and gave him Emily's leftovers. The man smiled and thanked them. When Emily and her mother were walking home they had this conversation:

- Emily:** Mom, why did you give that man my leftovers?
- Mom:** The man looked hungry and we weren't going to eat any more pasta tonight. I thought he would like

eating some warm pasta.

Emily: But he didn't give you any money for the pasta.

Mom: Money is not important, Emily. We should be generous to other people. If we can, we should help people without expecting something in return.

Emily: Why should I be generous?

Mom: You should be generous because you never know when you might need someone to help you. You also feel good when you help someone. If you can help someone you should do it.

Emily: So, should I give money to other people?

Mom: It's not money. You can be generous in many different ways. You can give someone your leftover food, you can donate a book to a library, help someone cross the street, or help someone fix a garden. The most important thing when you give someone something is that you should do it from the heart.

Emily: Oh! Thank you Mom! Next time I can help someone, I will do it!

Track 20

1. If two witches should watch two watches, which witch should watch which watch?
2. A cheap sheep is cheaper than a cheap ship.
3. If Charlie chews shoes, should Charlie choose the shoes he chews?

Track 21

Evan: Hi Jen! What are you doing?

Jennifer: Hi Evan! I'm putting all these food cans and toilet paper inside this box.

Evan: What are you going to do with those things?

Jennifer: I'm taking them to the Red Cross. It's my donation to help the people who have been affected by the floods.

Evan: Oh, I should have some food cans at home and I'll help you, too.

Jennifer: Sure! Anyone who can help should help.

Evan: Shouldn't we put some medicines in the box too?

Jennifer: No, we shouldn't. You should only donate the items that they are asking for.

Evan: Why?

Jennifer: Because that's the only way the volunteers can actually help the people in need. If you give them things they don't need right now, they'll only have more work to do and the help will take longer to arrive.

Evan: Oh, I see. So that is why it's important to take your donations to organizations like the Red Cross.

Jennifer: Exactly! You should make sure your donations are being delivered to the people that need them.

Track 22

1. station 2. section 3. information
4. special 5. nation 6. direction
7. musician 8. delicious

Track 23

Melanie: Nora! It's recess time! We should have lunch together.

Nora: I'm sorry Melanie. I didn't bring any lunch and I don't have enough money to buy a sandwich.

Melanie: You shouldn't worry about that, we could share my sandwich.

Nora: Really? Thank you very much!

Melanie: No problem, come on. We can sit near the football field.

Track 24

1. sure insure sugar sand
2. passion cautious admission expansion
3. parachute chief machine brochure

Track 25

There are different types of festivals around the world. Different countries and different areas within these countries have their own festivals. Some of them have religious origins, others depend on seasonal change or have some cultural importance. One of the oldest festivals in the world is the Japanese Cherry Blossom festival celebrated in the spring. The origin of this festival dates back to more than one thousand years ago when aristocrats enjoyed looking at cherry blossoms and wrote poems. Nowadays, people celebrate this festival. There are many performances. There is music and all forms of entertainment. A lot of people wear Kimonos.

Track 26

1. flat bite
2. thirsty wash
3. bit flew
4. walk think

Track 27

Jason: Mmm... Look! This concert sounds interesting.

Cathy: Which one?

Jason: Here, The Strathmore High School Wind Ensemble. It says here, that the ensemble consists of 24 young musicians who are between 13 and 18 years old! This group performs at 5 o'clock.

Cathy: Well, I don't know. I prefer going to the one called Voices of the World Showcase.

Jason: What type of show is that?

Cathy: It says that they will present a mix of folk, traditional, classical and contemporary song and dance from groups all over the world.

Jason: OK... It sounds better than the ensemble. I prefer going to this concert Cathy.

Cathy: Great! Let's buy the tickets now.

Track 28

reason books cuts rise goes caps
cats
berry vest best van ball
vat vet

Track 29

Beth: I'm not sure which topic to choose for my project.

Michelle: Well, what are your choices?

Beth: I can do it about festivals in the Middle Ages or in the Renaissance era.

Michelle: Which one would you rather write about?

Beth: I would rather investigate the Middle Ages.

Michelle: Sounds interesting.

Beth: What about you, Michelle?

Michelle: Mmm...I think, I would write about modern traditions.

Beth: Are you going to look for information in the library or only on the Internet?

Michelle: I prefer going to the library. What about you?

Beth: I prefer staying home and looking for information on the Internet only.

Track 30

1. Where are Tracy and Paul?
2. What is the relationship between Tracy and Paul?

Tracy: There are really interesting movies in this film festival. Would you like to watch a horror movie?

Paul: No, I'd prefer to watch an action movie. I don't really like horror movies.

Tracy: Let me see... There aren't any action movies now. What about a science fiction one?

Paul: I'd rather watch an adventure movie.

Tracy: Well, there's an adventure movie. It starts in 20 minutes or there's a comedy movie now.

Paul: I'd rather watch the adventure movie than the comedy.

Tracy: OK, so let's buy the tickets for the adventure movie.

Track 31

wet quack we way
she then be he
pail me

Track 32 Friendship Skills, How to Be a Friend

Do you know how to be a friend? Here are some tips on how to be a good friend.

1. Always use your manners. Saying 'please' and 'thank you' helps to be kind to each other.
2. Friends often talk. Be sure to take turns when talking to each other. As a result, you can be good listeners.
3. Be aware of others' feelings. Sometimes it is a good idea to keep your thoughts to yourself rather than hurt other people's feelings.
4. Friends rarely keep secrets from each other. You should always try to be honest with your friends.
5. Never make comments about each other's country, race, religion or physical appearance. Always remember this, 'If you can't find anything nice to say about someone, say nothing'.

Track 33

fast internet often nest
went soft star into
gift after
plant stop

Track 34

Chris: Hi Stella?

Stella: Hi Chris, how have you been?

Chris: I've been good, and you? I haven't seen you in a long time.

Stella: I've been good too. We haven't seen each other since our high school reunion.

Chris: know. It's nice to see you again. Have you seen John?

Stella: I saw him three times in the last month. He works very close to where I live.

Chris: Oh that's very nice! I'm sorry Stella. I have to go now. My car has broken down several times this week. I have to walk to work. It was nice seeing you.

Stella: It was nice seeing you too. Take care.

Chris: Bye.

Track 35

- a) silk, milk, bulk, silk
- b) risk, ask, brisk, task
- c) think, thank, blink, blank

Track 36

Presenter: Welcome to our show! Today we will meet Mark and Leo. They were friends in primary school, but they haven't seen each other in a long time. Welcome Mark and Leo! How are you?

Mark: Good, thank you.

Leo: I'm great, thanks.

Presenter: We know you were best friends, but why haven't you seen each other in such a long time?

Mark: Well, I had to move to another state and I never called Leo because I lost his phone number.

Leo: I never got Mark's new phone number, so I couldn't call him.

Mark: We had a fight before I moved.

Leo: Yes, I remember and I thought you didn't call me because you didn't forgive me.

Mark: I don't even remember what the fight was about.

Leo: I don't remember the fight either.

Presenter: Well, that was another story of friends that haven't seen each other in a long time. Remember we can help you find your friends so call us!

Track 37

pool book door fool tool

Track 38

Julie: Hey Sam!

Sam: Hi Julie. Have you seen Sally today?

Julie: No, I haven't. She is still at home because she hasn't finished her homework yet.

Sam: Oh, that's too bad. Has Emma arrived?

Julie: No, Emma hasn't arrived yet.

Sam: I'm sure she'll arrive soon. She's always late.

Julie: I know. She's always been like this since we were in elementary school. She should have learned to be on time by now.

Sam: Anyway, let's go.

Track 39

hamster house
heart hen
hammer

Track 40

Simon: A short article about Rick Miller.

Laura: Who's he?

Simon: He's a chess player from New Zealand.

Laura: What does the article say about him?

Simon: It says that when he was 5, he started to play chess as a hobby and now he's 15 and he's the world chess champion. Isn't that amazing?

Laura: Wow! He has played for 10 years. I never thought that somebody who played chess as a hobby would become a world champion.

Simon: Me neither. I have played soccer for 5 years. Do you think I can become a world champion?

Laura: Oh! Well... I don't know...

Track 41

- | | |
|----------|-------------|
| 1. when | 6. whatever |
| 2. which | 7. why |
| 3. watch | 8. wheat |
| 4. wharf | 9. whom |
| 5. white | 10. whose |

Track 42

Nick: Have you ever cooked anything?

Jimmy: No, I haven't. I have never cooked or baked. Have you?

Nick: Yes, that's my favorite hobby.

Jimmy: Really?

Nick: Yes. I look for recipes from different parts of the world and my mother helps me make them.

Jimmy: That's interesting.

Nick: Next time, you can join us.

Jimmy: Ok. That sounds like fun

Track 43

- elephant
- telephone
- cough
- photograph
- enough
- philosophy
- graph
- pharmacist
- sleigh
- phase

Track 44

Abby: Has Rick come in yet?

Benny: Not yet.

Abby: Do you know where he is?

Benny: He's in the yard. He likes watching the changes in the weather.

Abby: Why?

Benny: Because he likes to predict the weather. That's his hobby.

Abby: How interesting.

Benny: Yes, he spends all of his free time analyzing the weather.

Abby: Has he done his homework yet?

Benny: Yes, he has already done it!

Track 45

They are in the field.

I saw my friend yesterday.

They don't believe I found the money.

The berries are in the refrigerator.

My cat cries when he is alone.

Track 46

Reporter: Good morning and welcome to our show.

Guest: Good morning.

Reporter: How big is your model car collection?

Guest: I have 30,000 model cars.

Reporter: Thirty thousand model cars.

That's amazing! How long have you been collecting cars?

Guest: I have collected cars for 15 years.

Reporter: When did you start collecting them?

Guest: I have collected them since I was 10. My dad used to give me a new model car for my birthday and we spent time playing together. I liked it so much that I continued collecting them.

Track 47

- My birthday cake had 11 candles.
- The baby has a rattle.
- My sister bought me a camel.
- Dinner is on the table.
- Don't drink water from the bottle.

Track 48

Peter: Hi Mary! What are you doing?

Mary: Hi Peter. I'm writing a list of things I like to do to help my mom around the house.

Peter: That's great! What kind of things do you like to do to help her?

Mary: I like cleaning my room and making my bed. I also enjoy watering the plants and feeding the cat.

Peter: Wow! You like to do a lot of things. I don't like chores very much but I also try to help my mom.

Mary: Tell me one thing you don't like to do.

Peter: I don't like taking out the garbage but I do it sometimes

Mary: I don't mind taking out the garbage but I don't really like washing the dishes.

Peter: Helping around the house is important because you can show adults that you can be responsible.

Mary: You are right.

Track 49

1. wing king sing ring

2. sting swing string bring

3. sleeping eating dreaming running

Track 50

Miss Jones: John, please hand in your homework.

John: I'm sorry Miss Jones but I forgot to bring my homework.

Miss Jones: Why did you forget your homework?

John: Something happened.

Miss Jones: What happened?

John: It's my mom's fault. I asked her to buy the materials for the homework but she forgot to do it.

Miss Jones: It's not your mother's fault. Your homework is your responsibility.

John: Yes, it's her fault! I wanted to do my homework but she didn't buy what I needed.

Miss Jones: You had three weeks to complete this assignment. You should learn to take responsibility for your actions.

John: Hmm...well...oh...but she didn't want to take me with her to buy the materials.

Miss Jones: You shouldn't make excuses. If you don't do your homework you should be prepared to face the consequences.

John: Well...I'm sorry Miss Jones. You are right. I was lying. I didn't remember the assignment and I forgot to buy the materials.

Track 51

1. sang 4. gang

2. pang 5. rang

3. fang 6. bang

Track 52

Dad: Your birthday is next week Sam. What do you want for your birthday?

Sam: I want a puppy.

Dad: Having a puppy can be great Sam, but it's also a great responsibility.

Sam: Why is it a great responsibility?

Dad: Because having a pet means you are responsible for the life of another living thing.

Sam: How do I do it?

Dad: First of all, you need to love your pet. Pets love us forever so we have to do the same. Even if you grow up, change or get really busy.

Sam: That's easy, of course I'll love my puppy forever.

Dad: Love is not enough. Taking care of animals can take a lot of time and energy. You have to be committed. You have to be willing to work hard and be consistent.

Sam: Like what dad?

Dad: For example, you have to feed your puppy. You should make sure it always has water to drink. Dogs need to be walked and exercised every day. They need training. If you want a puppy you have to take care of it. You can't get bored or tired.

Sam: Mmm... maybe I'm young, but I think I can be responsible and take care of a puppy forever. I promise to take care of it.

Dad: Ok, I'll talk to your mom and we'll tell you what we decided.

Track 53

long song gong
strong wrong dong

Track 54

Linda: Hi Mark, how are you?

Mark: Hi Linda, I'm good. How are you?

Linda: I'm ok. What are you doing tomorrow?

Mark: I'm cleaning my room tomorrow.

Linda: Really? Why?

Mark: My mom got angry and said that she's always doing things for me, but I never do anything to help her.

Linda: Oh! I see. Your mom is right. We have to be responsible.

Mark: You are right. That's why I decided I'm helping my mother every day with one chore around the house.

Linda: That's a great idea Mark

Track 55

Randy: What are you doing on your next vacation?

Sue: I'm traveling to Ruidoso with my family.

Randy: How are you traveling?

Sue: By car. My father's driving.

Randy: What are you doing in Ruidoso?

Sue: We are skiing and snowboarding.

Randy: Are you spending Christmas in Ruidoso.

Sue: Yes. We are coming back on the 26th.

Randy: That sounds great.

Track 56

debt salmon Wednesday
answer autumn

Track 57

Luc: What are you doing?

Mary: I'm packing. I'm leaving on vacation.

Luc: Where are you going?

Mary: To Connecticut.

Luc: Where are you staying?

Mary: At my cousin Rachel's house.

Luc: Are you spending the summer there?

Mary: Yes.

Luc: Are you planning to do many things with your cousin?

Mary: Not really.

Luc: Why not?

Mary: She has a summer job, so I'm taking swimming lessons while Rachel works at the cafeteria. I'm planning to go hiking, while she stays home.

Track 58

1. studying
2. planning
3. having
4. staying
5. running
6. doing

Track 59

Alice: Hey Garret! What are you doing?

Garret: I'm checking this vacation brochure...

Alice: Oh!... Where are you going on your next vacation?

Garrett: First, we are visiting my grandma in San Diego. Then, we are going to Los Angeles. We are visiting Disneyland and Anaheim. After that, we are traveling to San Francisco. Finally, we are spending some days at the beach.

Alice: Sounds great!

Garret: Yes, I'm sure we'll have lots of fun there.

Alice: Is it your first time in Disneyland and Anaheim?

Garret: Yes...I'm really excited about this trip!

Track 60

Nicki: Where are we going on vacation?

Mom: Well... this is an interesting trip. Look...

Nicki: Exploring the Antarctica?

Mom: Yes! First, you sail through the Drake Passage. Then, you take a cruise. The first stop is at Paradise Bay to see the ice-covered peaks. After that, you arrive to Neko Harbor and walk among the penguins. Finally, you visit the base stations in Antarctica.

Nicki: It sounds great. Let's make the reservations.

Track 61

Uncle Joe: Look Jim, here's a letter for your mom and dad from your school.

Jim: A letter from my school? Let me see!

Uncle Joe: It might be a letter about the spring festival.

Jim: Yeah, probably.

Jim: Uncle Joe, what do they do to kids that don't go to school?

Uncle Joe: You have to go to school. It's your obligation. Why?

Jim: Well, there's a kid I know that likes to go exploring.

Uncle Joe: Mmm... You mean he goes exploring instead of going to school?

Jim: Yeah.

Uncle Joe: Do his parents know about this?

Jim: Of course not, they wouldn't like it.

Uncle Joe: Well, that's lying to your parents.

Jim: Could this kid get in trouble for lying?

Uncle Joe: Let me tell you... There's a time for exploring and a time for going to school. And you shouldn't lie about it. The bad part about this is the lie, not the trouble you might get into. When someone you know lies you usually notice, and even if you don't get caught, lying makes you feel bad and you also hurt the people you lie to.

Jim: I was lying about my friend uncle. I am the one who skips school.

Uncle Joe: Well Jim, I noticed you were acting nervous. What are you going to do with the letter?

Jim: I'm going to give it to my mom and be honest about skipping school.

Uncle Joe: That's the right thing to do Jim. I'm proud of you.

Track 62

1. hedgehog
2. badge
3. fudge
4. edge
5. judge
6. dodge
7. wedge
8. ledge

Track 63

Sadie: Look Bob! What is that?

Bob: It looks like a wallet. Let's see what's inside.

Sadie: We should tell Mr. Smith, so he can return it.

Bob: Look Sadie, there is some money here. We could take the money and return the empty wallet.

Sadie: We shouldn't do that Bob!

Bob: Why not? Nobody will know. We

are still being honest if we return the wallet.

Sadie: That's not honest! I would never do that! Give me the wallet I'm going to give it to Mr. Smith.

Bob: Don't get angry with me Sadie. I'm sorry, let's return the wallet.

Sadie: You must promise that you won't try to do that again. People must show integrity and that means that your words and your actions match. You should be completely honest, not just kind of honest.

Bob: I'm sorry. You're right Sadie.



Track 64

Mike: Hi John, what are you doing?

John: Hi Mike. I'm looking at this drawing I made. Look.

Mike: Oh it's nice John, but I can draw better than you.

John: You might be right. I don't draw very well, but I'm good at some sports, like soccer.

Mike: I bet I can play soccer better than you.

John: I don't know Mike because you don't run very fast.

Mike: I can run faster than you.

John: Oh, ok... but remember that soccer is a team sport, so all the team must cooperate to score goals and win.

Mike: I can score more goals by myself than the whole team ever could.

John: Ok Mike, if you say so...

Mike: Of course! Hey John, look at my sneakers. Aren't they cool?

John: Yes, Mike. They are very cool.

Mike: They're cooler than your sneakers.

John: Mike, please stop bragging. I like my sneakers and I like the things I can do. I don't care if you think you can do it better. It isn't a contest.

Mike: I'm not bragging!

John: Yes, you are. You should stop bragging. It's not nice. Bye Mike.



Track 65

celebrate	city	cent	cement
bicycle	race	cat	cot
car	cut	macaroni	



Track 66

Mom: Sally! Did you eat the cookies I made for your grandma?

Sally: Me? No Mom, I didn't eat the cookies.

Mom: Are you sure?

Sally: Yes Mom, very sure.

Mom: Then, please tell me who could have eaten the cookies? They were here and now they are gone.

Sally: I don't know Mom... the dog ate the cookies.

Mom: How could the dog eat the cookies if it is outside?

Sally: I don't know.

Mom: Sally, you really should tell me the truth. Lying can get you into more trouble.

Sally: I'm not lying! Why must you always blame me?

Mom: I don't always blame you. I'm asking you because you and I are the only people in this house, and I didn't eat the cookies. I wanted to give them to your grandma. You're making me angry. You should be honest with me and with yourself.

Sally: Fine! I ate the cookies.

Mom: See? That wasn't hard. Now you must help me make cookies for your grandma.

Sally: Ok Mom, I'll help you.

Mom: Oh, and you're grounded Sally. No! Why?

Sally: You are grounded because you lied to me. You should have told me the truth. If you had told me the truth you wouldn't be grounded.



Track 67

Reporter: Good morning! Dr. Martin. Welcome to our program. Can you tell us about the benefits of sports for children?

Dr. Martin: If children do sports, they reduce the risk of obesity. In addition, if children do sports, their bones, muscles, ligaments, and tendons grow healthy. Finally, if children do sports, their coordination improves.

Reporter: What would you recommend for children?

Dr. Martin: I recommend they play or do any sport they like. Sometimes they feel that they don't like sports because they might not understand how to play them or they haven't had much practice doing them. It doesn't matter, the more they practice, the more they'll enjoy them.



Track 68

Nigel: What do you know about rugby?

Mark: I don't understand its rules.

Nigel: They are quite difficult. However, here it says that if a player scores a try, which means touching the ball down in the opponent's in-goal area, his team earns five points. If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

Mark: Oh! Have you ever played rugby?
Nigel: Not really.



Track 69

Dad: Where are you going Christy?

Christy: I'm going to the park, Dad.

Dad: If you want to go cycling, you have to wear a helmet.

Christy: Why Daddy?

Dad: Because you have to protect yourself. If you fall down and you are not wearing a helmet, you can get hurt.

Christy: Do I have to wear my protective pads on my knees too?

Dad: Yes, if you do not protect your knees, you can hurt them.

Christy: Ok, Daddy. I'll do it.

Dad: Good girl! See you later!



Track 70

Madeleine: Why are you so upset, Alex?

Alex: My dad got angry with me because I missed the fly ball that could have won the game.

Madeleine: That's not fair!

Alex: Yes, I know but he always does the same thing. If I don't play well, he yells at me.

Madeleine: Next time, he yells at you, you should talk to him.

Alex: I don't know what to say.

Madeleine: You could tell him how you feel. Tell him you are making your best effort.

Alex: Yes, but sometimes my best effort is not enough.

Madeleine: Of course it is enough. It's the most anyone can do.

Alex: You're right. I will try to talk with my Dad.



Zombie Shirt Trivia

Materials:

newspapers, green food coloring, red food coloring, blue food coloring, water, scissors, old t-shirt

1. Spread out newspapers on the ground to avoid stains on the floor.
2. Use the scissors to add a bit of wear and tear to the shirt.
3. Lay the torn shirt on the newspaper.
4. Fill 3 cups with water and add five drops of red food coloring in one cup, five of blue in another and five of green in the last cup.
5. Experiment with drip methods. You can use your fingers in different ways to spread the coloring. If you want more concentrated color, dribble drops of food coloring directly on the shirt.
6. Put your t-shirts to dry on the newspapers.
7. Fill in your zombie ID and you are ready to play. The zombie who collects more IDs wins.
8. Make a zombie trivia with your team and every time you ask a question and another zombie does not answer you keep his / her ID.

	Zombie Name	
	Zombie address	
	Zombie occupation	
	Special zombie features	
	Favorite zombie food	

Arts and Crafts 175

Xmas Card: Merry Christmas

Materials:

cardboard, color pencils, markers, magazines, sequins

1. Cut out the card and decorate it.

MERRY CHRISTMAS

Arts and Crafts 177

Valentine's Baskets: Happy Valentine's

Materials:

scrap paper and pencil, red, pink and white felt, marker, white string or ribbon, scissors, large craft needle, glue

1. Draw a heart on the felt and cut it out. You need two hearts to make a basket.
2. Sew the two sides together. Stop sewing once you reach the middle of the other side of the heart.
3. Make a handle, sew the ribbon to the felt on both sides of the heart.
4. To decorate the front of your basket, use the patterns for letters and paste the name of your Valentine or your initials.
5. Use your basket for candy or any kind of gifts.



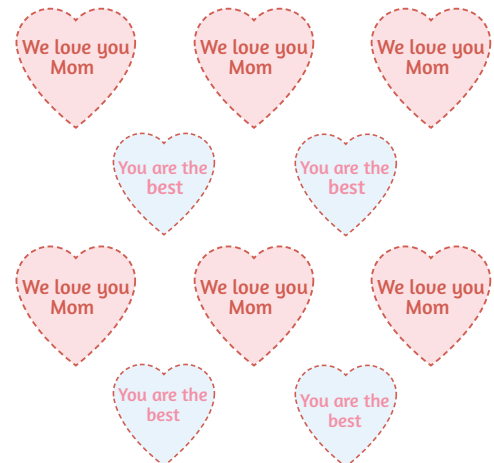
Arts and Crafts 179

We Love Mom: Happy Mother's Day

Material:

popsicle sticks, markers, ribbon, can or bottle

1. Write a nice thought for your mom on each popsicle stick and write your name on it.
2. Have others members of your family do the same.
3. Fill your can with all the sticks.
4. Paint the pattern below, cut it out and use it to decorate the can.



Arts and Crafts 181

RAINBOW of words

This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

Rainbow of words teaches all four language skills right from the start and provides students with a broad variety of opportunities to practice what they have learned in and outside the classroom through the following benefits:

- Lively, enjoyable and achievable student-centered activities based on the Constructivist Interactive Approach that engage students in meaningful communication from the first day of class.
- Encourages students to develop English language fluency easily and in a fun way as they actively interact through interesting and engaging topics, games, songs and chants.
- Fosters self-assurance and confidence due to its gradual progressive syllabus.
- A free-response opening question encourages students to develop critical thinking skills as they express their own opinions, preferences and experiences at their own age and knowledge level.
- Interesting reading and writing tasks, which allow spelling practice and reinforcement.
- Reinforces values, which complement their social development throughout the school year.
- A Project at the end of every lesson fosters teamwork and cooperative learning.
- Attractive banners throughout the lesson, that catches students' attention into the language structures to be practiced.
- A Review presented in a fun and attractive way at the end of every unit allows for feedback and self-evaluation.

Other titles of our series



N. 11849

EDITORIAL ESFINGE, S. DE R.L. DE C.V.

Átomo 24, Col. Parque Industrial
Naucalpan, Edo. de México,
C.P. 53489
Tel.: 55 5359 1111
contacto@esfinge.com.mx