



# RAINBOW of words

6

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", the words "of words" are written in a white, lowercase, sans-serif font on a thick, orange brushstroke background.

**RAINBOW**  
of words

A large teal number "6" with a white outline is positioned on the left. To its right, a teal rounded rectangular bar contains the text "Teacher's Edition" in white, sans-serif font.

**6** Teacher's  
Edition

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**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

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|   |     |
|---|-----|
| <b>Rainbow of words Methodology</b>           | v   |
| <b>Common European Framework of Reference</b> | vii |
| <b>Game Bank</b>                              | ix  |
| <b>Components in the Series</b>               | xii |
| <b>Scope &amp; Sequence</b>                   | xiv |
| <b>Unit 1</b> <b>Who am I?</b>                | 4   |
| <b>Unit 2</b> <b>Looking into the Past</b>    | 38  |
| <b>Unit 3</b> <b>Keeping Order</b>            | 72  |
| <b>Unit 4</b> <b>Using your imagination</b>   | 106 |
| <b>Unit 5</b> <b>All About Food!</b>          | 140 |
| <b>Assessments</b>                            | 174 |
| <b>Assessments Answer Key</b>                 | 184 |
| <b>Audioscripts</b>                           | 185 |

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## 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

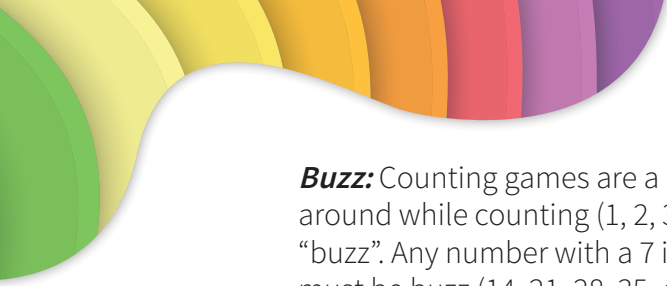
You can play the traditional games like *Bingo*, *Hangman*, *Tic-tac-toe*, *Simon Says*, etc. Now, we would like to present some new and fun games your students are going to love. Please feel free to adapt them according to their needs.

**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.

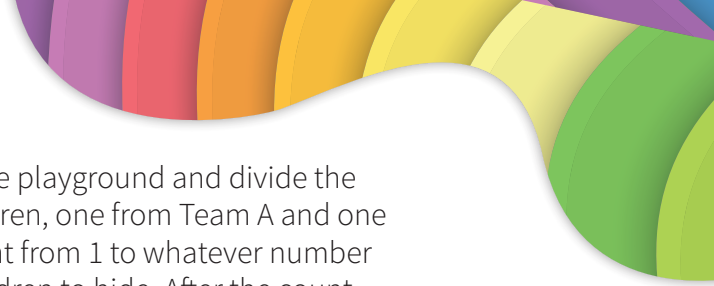
**Reading, Reading:** This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student 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.

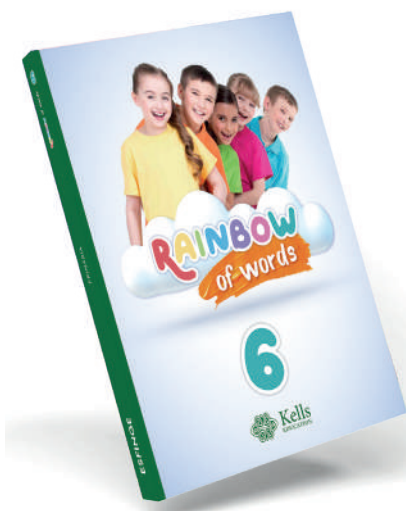
### Quotes

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**

### Who am I? Why do we all have different names?

**Track 2** Look at the IDs below, then listen and check the ID the girl has to fill in.

**1.**  **2.**

**Name:** \_\_\_\_\_  
**Family name:** \_\_\_\_\_  
**Nickname:** \_\_\_\_\_

**Local Skaters Risk**

**1.**

**What is...?**  
**How does it change when talking about more than one?**

**1** Read the questions on the left and match them to the appropriate answer.

What's your name?  
What's your family name?  
What's your nickname?  
How do you spell your name?

Tomas Jiménez  
Eli  
Eliás  
J.S.M.E.N.E.Z

**2** How work in pairs and ask your partner the questions in Activity B.

**3** Read the most popular baby names this year in Mexico. Can you find your name? Can you find your classmates' names?

These are the Top 5 baby names for boys and girls this year. Check out the meanings too!

|                       |                       |
|-----------------------|-----------------------|
| Clara                 | Shirley               |
| Sofía - wise          | Santiago - successful |
| Isabella - beautiful  | Sebastian - venerated |
| Rosita - spiritual    | Diego - wealthy       |
| Regina - regal, royal | Angie - backwashing   |
| Inaz - pure           | Emiliano - strong     |

**4** Read the meanings of the names above. Underline and find the meaning of the words that you don't know.

**5** Ask a friend.

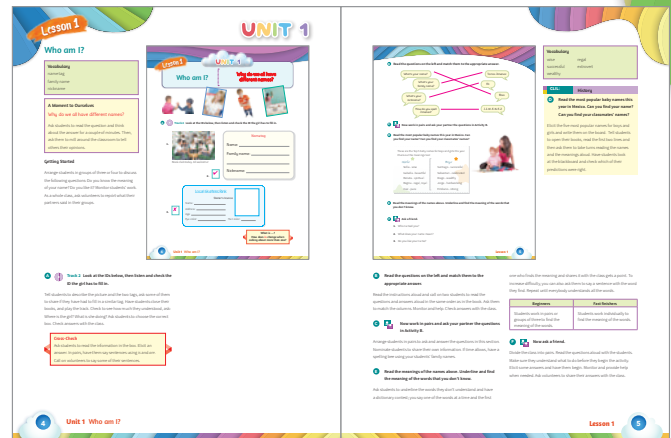
1. Who named you?
2. What does your name mean?
3. Do you like your name?

**Unit 1 Who am I?** **Lesson 1** **6**



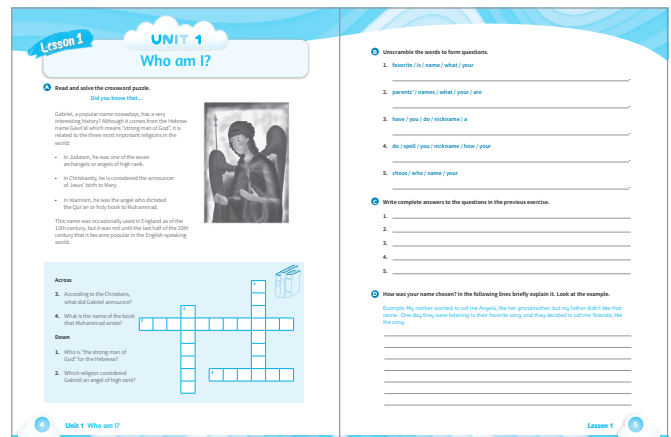
## Teacher's Edition

- 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 photocopiable 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 1<sup>st</sup> Grade

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



**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 2<sup>nd</sup> Grade

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



Unit

Vocabulary

Structures

Phonics

4

- **School clothes**
- **Musical instruments**
- **Experiments:** *magnet, cork, plastic lid*
- **Nature:** *Seabirds, rock pool, sand, crabs, savanna*
- **Adjectives**
- **Colors**
- **Parts of the animals**
- **Verbs:** *cut, rub, float, etc.*

- *Whose...?*
- Possessive pronouns: *mine, yours, his, hers*  
*Is this... yours?*
- Instructions and imperatives:  
*Don't touch.*
- Countables: *How many?*  
*How many... are there?*
- Descriptions: *What... like?*

- **/u/** as in *cute*
- **/z/**
- **/o/** as in *brother*
- **/a/**
- **/e/**
- **/j/** Vs. **/g/**
- **/t/**

5

- **Rooms in the house**
- **Members of the family**
- **Food**
- **Days of the week**
- **Picnic**
- **Numbers:** 40 to 50

- *There is/There are*
- Quantifiers: *Some/Any* (aff, neg and int)
- Short answers: *Yes, I do/No, I don't.*  
*Like/Don't like*
- Question words: *who, when, where, what*
- Uncountable nouns
- *What* questions
- Dates and prepositions
- *Who* questions

- **/th/**
- long sounds Vs. short sounds
- **/f/**
- **/p/** Vs. **/b/**
- **/w/**
- **/h/**
- **/le/** as in *turtle*

# Scope & Sequence 3<sup>rd</sup> Grade

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





Unit

Vocabulary

Structures

Phonics

4

- **School activities**
- **Extra activities**
- **Activities in a schedule:** *time*
- **Health:** *energy, tired, exercise, stethoscope, heart, etc.*
- **Parts of the body**
- **The dentist:** *teeth, tooth, false tooth, brush*
- **Healthy activities:** *run, eat, exercise, etc.*
- **Food:** *meat, eggs, bread*

- Present simple (aff, neg, int)
- Question about frequency: *How often...?*
- Adverbial phrases of frequency: *every day, once a week*
- Telling the time
- *Have/Has*
- Frequency phrases and order of the activity: *I play tennis twice a week*

- **/a:/**
- **/o/** as in *cow*
- **/e:/** as in *bleat*
- **/b/** Vs. **/v/**
- Stress on syllables
- **/e/**
- **/y/**
- Endings: **/cle/**, **/ing/**

5

- **Math:** *times tables, fraction, decimal point*
- **Sports**
- **Pets**
- **Leisure activities**
- **Months of the year**
- **The seasons**
- **Amphibians:** *tadpole, frogspawn*
- **Numbers** 1 to 100
- **Ordinals to 31st** (for dates)

- Past tense of verb *to be, was, were*
- Aff, neg, int: *wasn't/weren't*
- *Wh* questions in the past
- Dates
- Prepositions for dates

- **/u:/** as in *rule*
- Endings: **/tion/**
- Beginning **/s/** + consonant
- Rhyming sounds: *nice, mice, rice*
- **/nd/** as in *second*

# Scope & Sequence 4<sup>th</sup> Grade

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



**Unit**

**Vocabulary**

**Structures**

**Phonics**

4

- **Quantity expressions:** *some, many, etc.*
- **Countable and uncountable nouns**
- **Food**
- **Food related words:** *bowl, serve, etc.*
- **Giving directions:** *Turn right/left, walk to, corner, etc.*
- **Prepositions:** *up, towards, to, etc.*

- Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative
- Giving directions: *walk up, down, towards, to, turn, right, left*
- Imperatives: *open, close, stand up, sit down, give me, etc.*

- **/ng/** sound
- **/θ/** sound
- **/sh/** sound
- **/ng/** sound

5

- **Geography:** *mountain, river, waterfall, features, lake, etc.*
- **Vacation/traveling:** *plane, fly, hot, cold, latitude, longitude, ice*
- **Seasons:** *winter, spring, summer, fall*
- **Animals:** *lion, rabbit, lady bug, camouflage, etc.*
- **Space travel:** *astronaut, space ship, planet, universe, etc.*

- Superlative form of adjectives: *the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst*
- Going to
- Linking words: *and, then*

- **/dge/** sound
- **Pronunciation:** *they're, there, their*
- Pronunciation soft **/c/**, strong **/c/**
- **/wh/** sound
- **/sw/** sound
- Tongue twisters (**p, sh, s**)

# Scope & Sequence 5<sup>th</sup> Grade

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



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

# Scope & Sequence 6<sup>th</sup> Grade

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





Unit

Vocabulary

Structures

Phonics

4

- **Future technology:** *keyboard, affordable, slim, smart*
- **Resolutions:** *lose weight, do exercise, sunscreen, helmet, seatbelt*
- **Itineraries:** *itinerary, arranged, privacy, seclusion, destination*
- **Future Plans:** *catering, surrounded, ambitious, field, campus*

- *Will/won't* referring to future plans, promises
- *Going to* for future plans
- Present Continuous for future plans
- Future time expressions: *tomorrow, the day after tomorrow, next week, in two days*, etc.

- Stress patterns in words
- Pronunciation: *going to/gonna, want to/wanna, have to/hafta*
- informal language

5

- **Food:** *tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves*
- **Recipes:** *flour, mix, stir, pinch, stomachache, choking, cockroach, grasshoppers*, etc.
- **Nationalities/Countries**
- **Information on food labels:** *dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber*
- **Milk process:** *milk, harmful, harvest*, etc.
- **Health:** *overweight, underweight, shape, genetics, unique*, etc.

- Superlative form of adjectives: *the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst*
- *Going to*
- Linking words: *and, then*

- Tongue twister **/b/**
- Stress patterns in words
- Rules for soft **/c/**, and strong **/c/** sound



## Who am I?

### Vocabulary

name tag  
family name  
nickname

### A Moment to Ourselves

#### Why do we all have different names?

Ask students to read the question and think about the answer for a couple of minutes. Then, ask them to mill around the classroom to tell others their opinions.

### Getting Started





Arrange students in groups of three or four to discuss the following questions: Do you know the meaning of your name? Do you like it? Monitor students' work. As a whole class, ask volunteers to report what their partners said in their groups.


## Lesson 1


# UNIT 1

### Who am I?

### Why do we all have different names?

**A**  **Track 2** Look at the IDs below, then listen and check the ID the girl has to fill in.

1.   
Book club today. All welcome!

2.

Nametag

Name: \_\_\_\_\_

Family name: \_\_\_\_\_

Nickname: \_\_\_\_\_

3.

Local Skaters Rink

Skater's licence

Name: \_\_\_\_\_


Address: \_\_\_\_\_

Age: \_\_\_\_\_

Eye color: \_\_\_\_\_ Hair color: \_\_\_\_\_

What is ...?  
How does *is* change when asking about more than one?

**4** Unit 1 Who am I?

**A**  **Track 2** Look at the IDs below, then listen and check the ID the girl has to fill in.

Tell students to describe the picture and the two tags, ask some of them to share if they have had to fill in a similar tag. Have students close their books, and play the track. Check to see how much they understood, ask: Where is the girl? What is she doing? Ask students to choose the correct box. Check answers with the class.

### Cross-Check

Ask students to read the information in the box. Elicit an answer. In pairs, have them say sentences using *is* and *are*. Call on volunteers to say some of their sentences.


**B** Read the questions on the left and match them to the appropriate answer.

What's your name? — Torres Jiménez

What's your family name? — Eli

What's your nickname? — Elisa

How do you spell Jiménez? — J-I-M-É-N-E-Z


**C**  Now work in pairs and ask your partner the questions in Activity B.

**D** Read the most popular baby names this year in Mexico. Can you find your name? Can you find your classmates' names?

These are the Top 5 baby names for boys and girls this year. Check out the meanings too!

| Girls                 | Boys                   |
|-----------------------|------------------------|
| Sofia - wise          | Santiago - successful  |
| Isabella - beautiful  | Sebastian - celebrated |
| Renata - spiritual    | Diego - wealthy        |
| Regina - regal, royal | Jorge - hardworking    |
| Inez - pure           | Emiliano - strong      |

**E** Read the meanings of the names above. Underline and find the meaning of the words that you don't know.

**F**  Ask a friend.

- Who named you?
- What does your name mean?
- Do you like your name?

**Lesson 1** 5

**Vocabulary**

wise                      regal  
 successful              extrovert  
 wealthy


**CLIL:** History

**D** Read the most popular baby names this year in Mexico. Can you find your name? Can you find your classmates' names?

Elicit the five most popular names for boys and girls and write them on the board. Tell students to open their books, read the first two lines and then ask them to take turns reading the names and the meanings aloud. Have students look at the blackboard and check which of their predictions were right.

**B** Read the questions on the left and match them to the appropriate answer.

Read the instructions aloud and call on two students to read the questions and answers aloud in the same order as in the book. Ask them to match the columns. Monitor and help. Check answers with the class.

**C**  Now work in pairs and ask your partner the questions in Activity B.


Arrange students in pairs to ask and answer the questions in this section. Nominate students to share their own information. If time allows, have a spelling bee using your students' family names.

**E** Read the meanings of the names above. Underline and find the meaning of the words that you don't know.

Ask students to underline the words they don't understand and have a dictionary contest; you say one of the words at a time and the first

one who finds the meaning and shares it with the class gets a point. To increase difficulty, you can also ask them to say a sentence with the word they find. Repeat until everybody understands all the words.

| Beginners   | Fast finishers   |
|---|--|
| Students work in pairs or groups of three to find the meaning of the words. | Students work individually to find the meaning of the words. |

**F**  Now ask a friend.

Divide the class into pairs. 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 begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

- G** Write your first name and then use your dictionary to create a chart to describe yourself. Then, exchange the information with a friend. Look at the example.

| Example     | Your name          | Your partner's name |
|-------------|--------------------|---------------------|
| Elisa       | Answers will vary. |                     |
| Extrovert   |                    |                     |
| Likes cats  |                    |                     |
| Individual  |                    |                     |
| Sporty      |                    |                     |
| Always late |                    |                     |

- H** **Track 3** Listen and say these names.



- I** Write the story of your name. The questions can help you.

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

6

Unit 1 Who am I?

- G** Write your first name and then use your dictionary to create a chart to describe yourself. Then, exchange the information with a friend. Look at the example.

Ask a volunteer to read the example and clear up any doubts. Have students work individually. Then, divide the class into pairs so everybody can share their work with a partner. Ask volunteers to share their answers with the class.

- H** **Track 3** Listen and say these names.

Play the audio and ask students to repeat each name. Elicit number of syllables and the stress in each word. Ask students to say the number of syllables and stress in their own names.

- I** Write the story of your name. The questions below can help you.

Ask a volunteer to read the instructions and each of the questions aloud. On the board answer the questions with your personal information to show students what they have to do. Give them time to complete the activity. When they finish, ask some volunteers to share their work with the whole class.

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

Have students look at the pictures in their workbooks and call on volunteers to describe them. Ask different students which kind of celebrity they would like to be and according to their choice which celebrity name would they choose. Read each of the statements aloud and clarify any doubts they may have. Monitor and help as they work. When they finish, encourage students to share their answers with the whole class. **This activity can be assigned for homework.**

## PROJECT

- 1 Go to [www.babynames.com](http://www.babynames.com) and write your name in the search bar. What meaning does it give?  
\_\_\_\_\_
- 2 Use an online dictionary and thesaurus to find as many synonyms as you can to the meaning above. E.g. [www.merriam-webster.com](http://www.merriam-webster.com)  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Choose a word you like as the meaning of your name.  
\_\_\_\_\_
- 4 Write your name and the meaning of your name very neatly on the page of the Class Scrap Book. Everyone's name will be on the same page.
- 5 Point to your name on the class page. Tell everyone the correct pronunciation and spelling of your name and the meaning.



Lesson 1

7

## PROJECT

### Material:

markers, class scrapbook

- 1 Go to [www.babynames.com](http://www.babynames.com) and write your name in the search bar. What meaning does it give?

Inform students that this is the first project.

- 2 Use an online dictionary and thesaurus to find as many synonyms as you can to the meaning above. E.g. [www.merriam-webster.com](http://www.merriam-webster.com)

Tell them it is an opportunity for them to practice everything they have learned, and that it is important for everyone to participate because it is a group activity.

- 3 Choose a word you like as the meaning of your name.

Mention that they will usually work in teams, but some parts are individual.

- 4 Write your name and the meaning of your name very neatly on the page of the Class Scrap Book. Everyone's name will be on the same page.

This time the project is making a class scrapbook. If you haven't got one yet, you can have the class begin one by using colored cardboard and construction paper.

- 5 Point to your name on the class page. Tell everyone the correct pronunciation and spelling of your name and the meaning.

Call on volunteers to read the instructions and clear up any doubts. Form groups of four or five to work on the project. Encourage them to help one another and to always speak in English.

# Lesson 2

## Vocabulary

husband      daughter      cousin  
 wife          uncle  
 son          aunt

## A Moment to Ourselves

### How are families similar and different?

Have students read the question aloud and look at the pictures. Give them a few minutes to think about the answer. Form pairs and have them share their ideas.

## Getting Started

Have students look at the pictures again and ask: How are families similar and different? Listen to some of your students' answers. Then, play hangman with the whole class. On the board, draw the gallows and use vocabulary words related to family. Whenever they guess a word, ask for the meaning.

## Lesson 2

### How are families similar and different?



**A** Read Emily's Blog entry and circle Emily in the photo.

**Blog Entry: Fairweather Family Reunion**

Hi! It's Emily Bourke here again. I'm checking in after my mom's family reunion in Texas on the weekend. It was great fun and we saw a lot of people we don't usually see because they live in different parts of the country.

This is a picture of my mom's family. You can see her parents, Grandma and Grandpa. My grandpa immigrated to the US from England. You can also see her brothers and sisters. My mom's brothers and sisters live all over the place, some live in California, some live in New York. My mom's older brother, uncle Matthew, is a famous golfer. My mom's brothers and sisters are my aunts and uncles. There are so many of us in the photo because it includes husbands and wives and sons and daughters. My mom has a lot of brothers and sisters so I have a lot of cousins. I'm lucky I have so many cousins because I don't have any brothers or sisters. I'm an only child.

**B** **Track 4** Listen and complete the conversation. Use the words given below.



How many brothers  
have do you a sister  
any child

**Sarah:** I don't get it. (1) how many brothers and sisters (2) do you have?

**Emily:** I don't have (3) any brothers or sisters. I'm an only (4) child.

How many do you (5) have?

**Sarah:** I have (6) a sister and two brothers and they really get on my nerves!

8

**Unit 1 Who am I?**

**A** Read Emily's Blog entry and circle Emily in the photo.

Tell students to read the text in silence; ask them to underline every word they don't understand. When everybody has finished, elicit the unknown words and ask the class for their meaning. If nobody knows a word, encourage the use of a dictionary. Then, ask: *Who is the girl with? Do you have similar pictures with your own family?* Give students some time to share information about their families with the class. Finally, tell them to guess who Lilly is. If time allows, form pairs for them to read the blog aloud.

### Cross-Check

Have students read the question and answers aloud. Then pair them up to ask and answer about their siblings

**B** **Track 4** Listen and complete the conversation. Use the words given below.

Have students close their books, and play the track. Check to see how much they understood, ask: *Who is talking? What are they talking about?* Ask students to open their books and play the track again. As they read and listen, ask them to fill in the blanks. Finally, play the track one more time and pause after each line for students to repeat and practice intonation and pronunciation. You can have half the group be Sarah and the other Emily. Then, switch roles.

**C** Ask your partner.

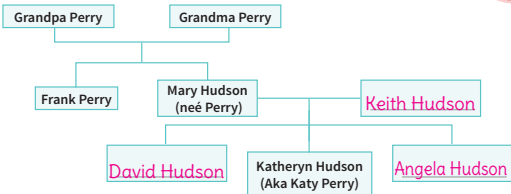
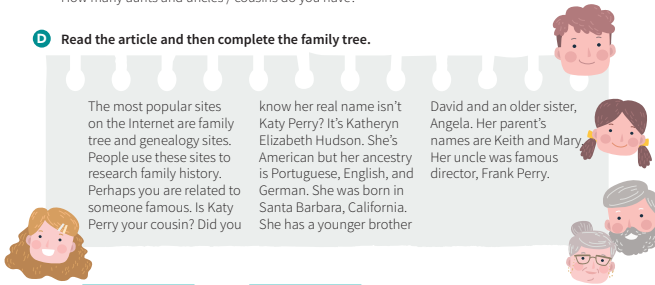
How many brothers and sisters do you have? What are their names?  
How many aunts and uncles / cousins do you have?

**D** Read the article and then complete the family tree.

The most popular sites on the Internet are family tree and genealogy sites. People use these sites to research family history. Perhaps you are related to someone famous. Is Katy Perry your cousin? Did you

know her real name isn't Katy Perry? It's Katheryn Elizabeth Hudson. She's American but her ancestry is Portuguese, English, and German. She was born in Santa Barbara, California. She has a younger brother

David and an older sister, Angela. Her parent's names are Keith and Mary. Her uncle was famous director, Frank Perry.



**E** Read the text again and circle the correct answer.

- The phrase these sites in the first column refers to:  
a) the Internet  
b) family tree sites  
**c) family tree and genealogy sites**
- In 'She was born in Santa Barbara', she refers to:  
**a) Katy Perry**  
b) Katy's mother  
c) Katy's sister
- In 'Her uncle was a famous director', her refers to:  
a) Katy Perry  
b) Katy's mother  
**c) Katy's uncle**

Lesson 2

9

**Vocabulary**

genealogy      relatives  
ancestry        family tree

**C** Ask your partner.

Ask student to answer the questions individually. Arrange pairs and instruct them to ask and answer the questions in pairs. Tell them to take notes of the answers. Monitor and help. Ask volunteers to share their answers with the class.

**CLIL:** Social Studies


**D** Read and circle the polite expressions.


Ask students if they know who Katy Perry is and if they would like to know some facts about her ancestry. Tell them to take turns reading the article and then give them some time to complete the family tree. Check. Ask if they think family trees are useful.

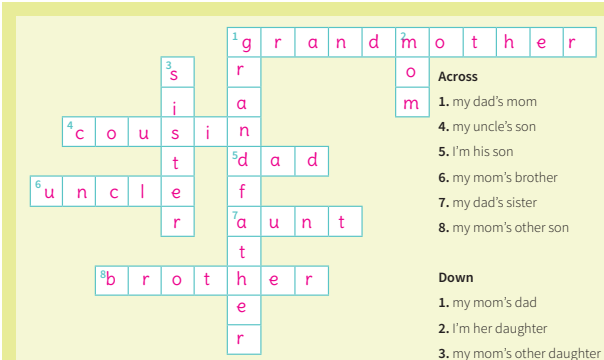
**E** Read the text again and circle the correct answer.

Before asking students to read the article again, tell them that we usually use pronouns such as *she* or *her* and demonstrative adjectives such as *these* to avoid repetition in a text. Have them read it aloud, then, ask them to choose the correct answers to the questions. Check with the whole class and have them cite the reference in the text for each of the pronouns or adjectives.



**F**  Draw your family tree in your notebook. Then, talk about it with your team.

**G**  Complete the crossword, then check the answers with a friend.




**Across**

1. my dad's mom
4. my uncle's son
5. I'm his son
6. my mom's brother
7. my dad's sister
8. my mom's other son

**Down**

1. my mom's dad
2. I'm her daughter
3. my mom's other daughter

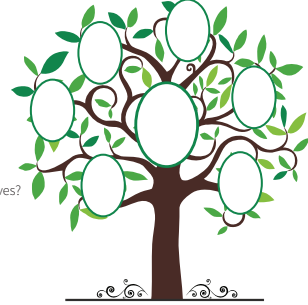
**H**  **Track 5** Look, listen and check pronunciation. Then, cover and spell.

uncle                      miracle  
bicycle                    obstacle  
circle

**I** Write about your genealogy.

What is your ancestry?  
Where are your parents from?  
Where are your grandparents from?  
Do you have any interesting or famous relatives?


Answers will vary.



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


10

Unit 1 Who am I?


**F**  Draw your family tree in your notebook. Then talk about it with your team.

Have students read the instructions aloud. Students draw their family tree and exchange with a classmate. Instruct them to write 3 sentences about their tree. Ask for volunteers to share their trees and sentences with the class.

| Beginners   | Fast finishers  |
|---|---|
| Students describe their family trees with some help from their teammates. | Students write 3 more sentences about a classmate's tree. |

**G**  Complete the crossword, then check the answers with a friend.

Have students work on the puzzle in pairs. Have pairs check their answers with another pair.

**H**  **Track 5** Look, listen and check pronunciation. Then cover and spell.

Tell students that they will hear and repeat words that have a final silent e. Play the track a few times. Ask volunteers to spell them.

**I** Write about your genealogy.

Ask a volunteer to read the instructions and the questions aloud. Elicit possible answers to the questions. Clear up any doubts. Give them time to work individually. Tell them they can use the text in activity D as an example. When they finish, ask some volunteers to share their work with the whole class.

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

Ask a volunteer to read the instructions and information on the blog page. Clear up any doubts. Give them time to complete the blog and have some students share their work with the class.

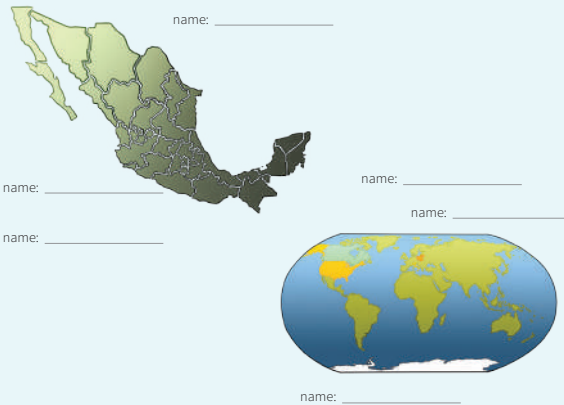


## PROJECT

- 1 Find out where your grandparents were born. You can ask them directly or ask your parents. Write your grandparent's name, the name of the city / town and country here.

| Grandparent's name | City / town | Country |
|--------------------|-------------|---------|
|                    |             |         |
|                    |             |         |
|                    |             |         |

- 2 Use an online atlas to find the places. E.g. [www. https://maps.google.com](https://maps.google.com)
- 3 Write your name and the name of your grandparent on a label. Use up to four labels.
- 4 Stick the label on the edge of the class map and draw a line from the place where your grandparent was born to the label.
- 5 Point to the map and show the class where your grandparents came from. Remember to pronounce the names of the people and places correctly.



Lesson 2

11

## PROJECT

### Material:

markers, sheets of paper of different colors, big country map

- 1 Find out where your grandparents were born. You can ask them directly or ask your parents. Write your grandparent's name, the name of the city / town and country here.

Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts.

- 2 Use an online atlas to find the places.  
E.g. [www. https://maps.google.com](https://maps.google.com)

If you have Internet access give them time to begin their research on the site. If not, they can do this at home too. Most of this activity will be done for homework.

- 3 Write your name and the name of your grandparent on a label. Use up to four labels.

Encourage them to be creative with their illustrations.

- 4 Stick the label on the edge of the class map and draw a line from the place where your grandparent was born to the label.

Once students have their family information, have them work with their groups to complete their posters.

- 5 Point to the map and show the class where your grandparents came from. Remember to pronounce the names of the people and places correctly.

When they have finished, have them present to the class. Ask them to save their work for the final presentations.

# Lesson 3

## Vocabulary

release      single  
entertainment      wonderful

## A Moment to Ourselves

### Why do we like music?

Read the question aloud and ask students to think about it for a moment. Form groups of three and have them discuss their answers.

## Getting Started

Ask students if they like music and when they listen to it. Brainstorm music genres. Ask students to say if they know any famous music award. This is a good moment to introduce the unit vocabulary: prize, award, medal.

# Lesson 3

## Why do we like music?



**A** **Track 6** Listen, read the article and discuss the answers to the questions.

**THE BOYS ON A PATH TO SUCCESS**

The Boys, a boy band from the UK, has become famous in the last few years. They released their first album in 2010 after placing 3rd in The Music Competition. The Music Competition is a music entertainment show. Singers compete against each other. The Boys' first album was called, *Out All Day*. Their first hit single was called, *What Makes You Wonderful*. They made \$50 million dollars in their first two years as a group.

Why do you think they became successful so quickly?

What do you think will happen to the band when they grow up?

There are 5 members in the group: Ricky, Hayden, Michael, Darren and Rex. They all come from England except Michael who comes from Ireland.

**B** **Track 7** Read the box on the right, match the answers to the questions. Then listen.

1. What is your favorite group?
2. Who is your favorite singer?
3. Where are they from?
4. What's your favorite song right now?

When do we use What, Who and Where?



12

Unit 1 Who am I?

**A** **Track 6** Listen, read the article and discuss the answers to the questions.

Have students look at the picture of the concert in their books. Ask what kind of music they think this group plays, if they know similar groups and if they like them. Play the track and have students follow the reading. Ask the two questions at the end and elicit the answers. Elicit more questions with question words that can be answered from the text.

**B** **Track 7** Read the box on the right, match the answers to the questions. Then listen.

Read the questions together with the students. Play the track twice so that they can match the columns. Monitor and help. Check answers with the class. Correct any mistakes.

### Cross-Check

Have students work in trios to answer the question in the box. Elicit answers from volunteers.

**C** Now work in pairs and ask your partner the questions in Activity B.

**D** Read the poster and circle the odd one out below.

### How can I lift my mood?

Listen to music! Studies show that people who listen to upbeat music feel happier and more energized.

What kind of music should I listen to in order to feel happier?

Music with a faster beat is better than slower music. Our studies show that sad people who listened to slower music didn't feel happier. Upbeat classical music like Tchaikovsky and Beethoven are better for feeling joyful than a very sorrowful piece which might make you cry.

What kind of music can I listen to for relaxation?

Our participants like Bob Marley to slow down the brain waves and relax.

What other benefit can music therapy have?

Apart from lifting your mood, or helping you to relax, music therapy can heal you when you are sick. Some hospitals have music therapy programs to help patients get better quickly.

Happy listening for a happy life!

- upbeat    sorrowful    happy    joyful
- Barber    Tchaikovsky    Beethoven    Bob Marley
- energize    lift    heal    make you cry

**E** Read the text again and draw a line between opposite words.

sorrowful    happier    make you cry

slower    faster    slow music

joyful    make you laugh    healthy    upbeat music

sadder    sick    get better

**Lesson 3** 13

**Vocabulary**

|           |       |
|-----------|-------|
| beat      | waves |
| joyful    | mood  |
| sorrowful |       |

**C** Now work in pairs and ask your partner the questions in Activity B.

Answer the questions about you to model the activity. Divide the class into pairs. Have a volunteer read the instructions and clear up any doubts. Monitor and help. Ask volunteers to share their answers with the class. Write their answers on the board.


**CLIL:** Social Studies

**D** Read the poster and circle the odd one out below.

Read the title of the poster aloud and ask students to predict what the text is about. Give them some minutes to read in silence. Ask students to use context to find the meaning of any word they do not understand. Then, ask students to say what the text is about and if their predictions were right or wrong. Ask them what they think the author's purpose was when he wrote the article. Finally, ask them to find the odd one out in each series of words. Give a very simple example such as: *pretty, beautiful, ugly* before they do the activity on their own to make the activity clear.

**E** Read the text again and draw a line between opposite words.

Tell students that words that have opposite meanings are called antonyms. Mention some examples such as: *tall/short, fat/thin, far/near* and elicit some others from them. After they have read the text, tell them to connect the words that they know first, then, continue with the rest. Check by having volunteers go to the board and write them.

**F**  Ask a friend the following questions. *Answers will vary.*

1. What kind of music makes you happy?

\_\_\_\_\_

2. What kind of music makes you sad?

\_\_\_\_\_

3. What kind of music helps you relax?

\_\_\_\_\_

**G**  **Track 8** Listen and number the music genre.

country (3) rock (4) classical (2) electronic (1)


**H** Look, cover, write and check the words below.

famous entertainment upbeat happier

—famous— —entertainment— —upbeat— —happier—


**I** Write about your favorite band or singer.

—Answers will vary.—  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


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

14

Unit 1 Who am I?

**F**  Ask a friend the following questions.

Form pairs. Ask a student to read the instructions and questions aloud. Elicit some answers and have them begin. Ask volunteers to share their answers with the class. Answering the questions about you might help students feel comfortable to share their own answers.

**G**  **Track 8** Listen and number the music genre.

Ask students which music genres they know and make a list on the board. Read the instructions aloud and clear up any doubts. Play the track. Check their answers. Ask what their favorite music genre is and why they like it.


**H** Look, cover, write and check the words below.

Ask students to memorize the words in the activity. Ask them to cover the words and mention they have 30 seconds to write them. Shout: "Time!", and have them uncover the words to check their spelling. Ask how they did.

**I** Write about your favorite band or singer.

Ask a volunteer to read the instructions aloud. Have them write. Tell them they can use the text in activity A as an example. When they finish, ask some volunteers to share their work with the whole class.

| Beginners   | Fast finishers   |
|---|--|
| Have students do the activity in pairs. Ask them to help each other with their sentences. | Have students do the activity individually. Call on volunteers to read some of their compositions. |

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

Ask a volunteer to read the instructions in the workbook. Go through each of the phrases to be sure that everybody understands what they have to do. While students write, monitor and help. When they finish, encourage some of them to share their writing with the whole class.

## PROJECT

- 1 Work in groups of three. Go to [www.youtube.com](http://www.youtube.com) and play each other your favorite song.
- 2 Say why you like the song.
- 3 Choose what you want to write your group song about.
- 4 Decide what genre your song will be.
- 5 Then write the words to your song; a chorus and two verses.
- 6 Finally, practice singing your song.
- 7 Perform your song for the class.



- 8 Take photos and paste the photos in your class scrapbook. Write your song in the class scrapbook.

Lesson 3

15

## PROJECT

### Material:

sheets of paper, pen

- 1 Work in groups of three. Go to [www.youtube.com](http://www.youtube.com) and play each other your favorite song.
- 2 Say why you like the song.
- 3 Choose what you want to write your group song about.
- 4 Decide what genre your song will be.

Have students get into their project groups. Remind them that it is important to speak in English and participate as a whole class. Have volunteers take turns reading the instructions aloud and clear up any doubts.

- 5 Then write the words to your song; a chorus and two verses.
- 6 Finally, practice singing your song.
- 7 Perform your song for the class.

Tell them to be creative with their lyrics.

- 8 Take photos and paste the photos in your class scrapbook. Write your song in the class scrapbook.

Ask groups to write their songs in the class scrapbook and to paste the picture of their team.

# Lesson 4

## Vocabulary

kid  
champ  
rock climbing

## A Moment to Ourselves

### Why is it good to play sports?






Have students read the question and think about the answer. Form groups of four to discuss the answer. Elicit some of their ideas.


## Getting Started






Play charades with your students. Form two teams. Have the teams write names of sports on pieces of paper (tennis, volleyball, rock climbing, karate, etc.). Give each team a bag to put the folded papers inside. Ask a volunteer from one of the teams to go to the front, take a paper from the opposite team's bag and mime the activity without speaking. Tell the group that they have 30 seconds to guess the sport. Repeat the procedure with the other team. Once a team guesses the sport correctly, write it on the board and give the team one point. The team with more points wins.

## Lesson 4

### Why is it good to play sports?

**A**  **Track 9** Listen and number the conversations.

|   |                 |  |   |                  |  |
|---|-----------------|--|---|------------------|--|
|  | play soccer     | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="5"/> |  | do karate        | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="2"/> |
|  | play tennis     | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="1"/> |  | go rock climbing | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="3"/> |
|  | play volleyball | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="4"/> |   |                  |  |

Do these rules apply to the sports in the picture? Can you think of another sport? What is the verb you use with it?


**B** Read the box on the right, analyze the information and unscramble the questions below.

What / play / do you / sport  
when you were younger / play / sport / did you / What

What's the difference between play football, play soccer, play tennis and do yoga?

What sport do you play? \_\_\_\_\_?


What sport did you play when you were younger?

**C**  Now work in pairs and ask your partner the questions in Activity B. Remember you can follow up with other questions.

Where did you play it?

Who did you play it with?

**16** Unit 1 Who am I?

**A**  **Track 9** Listen and number the conversations.


Have students read the instructions. Tell them that the conversations they will hear are about sports. Tell them that they have to identify the sports they hear about and number them. Play the track. Check if students were able to answer. If so, check answers with the group, if not, play the track again, then, check.

**B** Read the box on the right, analyze the information and unscramble the questions below.

Read the instructions aloud and have students do the activity in the box. Give them a few minutes to unscramble the questions and call on a volunteer to write them on the board for everyone to check their answers.

**Cross-Check**

Have students read the information and think about the answer. Have them share their ideas with the class in a discussion (play is for team sports, do is for individual sports –yoga, karate, etc.).


**C**  Now work in pairs and ask your partner the questions in Activity B. Remember you can follow up with other questions.

Form pairs. Have students read the instructions. Monitor and help. Ask volunteers to share their answers with the class.

**Vocabulary**  
 rate            resting  
 pulse          fitness

**D** Read the website and work in pairs to take your pulse.



Measure your resting heart rate by feeling the carotid pulse in your neck or the radial pulse in your wrist while you are not doing any physical activity. Find a stopwatch or a watch with a second hand. Have your partner tell you when to start counting and count your pulse for 15 seconds. Your partner should tell you when to stop. Then multiply that number by 4. The total is your resting heart rate. Your normal heart rate will be between 60 and 90 beats per minute. It depends on your level of fitness, size, medication and stress. The adolescent heart rate will vary from the adult chart below due to size and development factors.




This chart shows how an adult's level of fitness influences their resting heart rate.

| Adult heart chart rate |                  |                    |
|------------------------|------------------|--------------------|
|                        | Men<br>age 18-25 | Women<br>age 18-25 |
| Athlete                | 49-55            | 54-60              |
| Excellent              | 56-61            | 61-65              |
| Good                   | 62-65            | 66-69              |
| Above Average          | 66-69            | 70-73              |
| Average                | 70-73            | 74-78              |
| Below Average          | 74-81            | 79-84              |
| Poor                   | 82+              | 85+                |

Source: <http://www.topendsports.com/testing/heart-rate-resting-chart.htm>

 Ask your partner time you with a watch while you run on the spot as fast as you can for 3 minutes. Take your pulse again. What is your heart rate now?

**E** Complete the equations to record your heart rate. *Answers will vary.*

15 seconds of pulse x 4 = resting heart rate

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$$


Lesson 4

17

**CLIL:** Science

**D** Read the website and work in pairs to take your pulse.

Give students some minutes to read the article in silence. Tell them to underline any word they do not understand. Monitor and help as they work. Then, ask two volunteers to go to the front to show the rest of the class how to take their pulse. Have students work in pairs to take their pulse and record it in their notebooks. Elicit some of the results.

 Ask your partner time you with a watch while you run on the spot as fast as you can for 3 minutes. Take your pulse again. What is your heart rate now?

Tell pairs to take turns running in place and taking their pulses. Elicit some of the results.

**E** Complete the equations to record your heart rate.

Tell students to complete the equations using the data they recorded in the previous activity. When they finish, encourage some of them to share their results.




**F**  **Ask a friend. Answers will vary.**

1. What was your resting heart rate?  
\_\_\_\_\_
2. What was your heart rate after exercise?  
\_\_\_\_\_
3. Why do you think your heart rate increased with exercise?  
\_\_\_\_\_

**G**  **Play a game.**



**H**  **Give your friend a spelling test. Answers will vary.**

- a) Choose words from this lesson and write them here.
- b) Say the words to your friend and ask him/her to write them down.
- c) Then check his/her spelling.

|          |         |
|----------|---------|
| My words | My test |
|          |         |
|          |         |



**I** **Write about how exercise affects our body and heart rate. Answers will vary.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Go to page 15 in your workbook and write an entry in your blog. 

**F**  **Ask a friend.**

Form pairs. Read the instructions and questions aloud and have them ask each other the questions and record the answers. Ask volunteers to share their answers with the class.

**G**  **Play a game.**

Ask students to play *Hangman*. Form teams of three or four, depending on the number of students. Call on two volunteers to explain the game or give an example. Have them play as you monitor.



**H**  **Give your friend a spelling test.**

Tell students to choose five difficult words from this lesson. form pairs and give them some time to dictate their words to each other and write them down. Tell them not to forget to check. Ask them how they did.

**I** **Write about how exercise affects our body and heart rate.**

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Monitor and offer any help when needed. Ask some volunteers to share their work. Write class conclusions on the board.

| Beginners   | Fast finishers   |
|---|--|
| Students work in pairs or groups of three to come up with the way exercise affects their body and heart rate. | Students work individually to write about the effects of exercise. |

 **Go to page 15 in your Workbook and write an entry in your blog.** 

Ask a volunteer to read the instructions in the workbook. Elicit examples of information they can put in the different topics in the graphic organizer. Have them write their paragraphs. While students write, monitor and help. When they finish, encourage some of them to share their writing with the whole class.



# PROJECT

## Do a class survey

- In pairs, decide on a survey question related to sports and write your question below. You can choose one of these questions or create your own.

What sports do you play?

Who do you play sports with?

Where do you play sports?

What sports do you watch on TV?



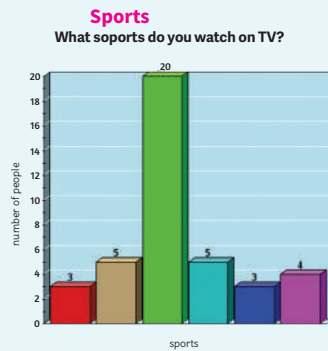
- Collect your data by surveying your class members and making a tally chart. Make a bar graph to show the results of your survey.
- Write the question at the top of the page. Along the x-axis (horizontal) write 'sports'. Along the y-axis write 'Number of people.' Then graph the results by drawing and coloring rectangles according to the answers tallied.

Or...

Go to <http://nces.ed.gov/nceskids/createagraph/> and insert the data collected into the graph maker by following the steps.

- Show your graph to the class and explain the results.

| Sports                         | Number of people |
|--------------------------------|------------------|
| tennis                         | 3                |
| boxing                         | 5                |
| soccer                         | 20               |
| golf                           | 5                |
| football                       | 3                |
| other (volleyball, basketball) | 4                |



E.g. 20 people watch soccer on TV



Lesson 4

19

# PROJECT

## Material:

sheets of paper, pen

- In pairs, decide on a survey question related to sports and write your question below. You can choose one of these questions or create your own.

Have students get into their project groups.

- Collect your data by surveying your class members and making a tally chart. Make a bar graph to show the results of your survey.

Nominate students to read instructions and clarify any doubt they might have.

- Write the question at the top of the page. Along the x-axis (horizontal) write 'sports'. Along the y-axis write 'Number of people.' Then graph the results by drawing and coloring rectangles according to the answers tallied.

Remind them to speak only in English as they work and that it is important for everyone to participate.

- Show your graph to the class and explain the results.

Once they have finished, have teams show their graphs and explain their results to the rest of the class. Tell them to paste their graphs in the class scrapbook.

# Lesson 5

## Vocabulary

old fashioned    sewing  
knitting

## A Moment to Ourselves

### Why do people have hobbies?

Have students read the question and think about it for a moment. Elicit answers from different students.

## Getting Started

On the board write: painting, play video games, dancing, and ask students what they refer to (hobbies). Ask students to brainstorm hobbies they know or like. Arrange students in groups to say what they do in their free time and why they like that.

# Lesson 5

## Why do people have hobbies?



**Track 10** Listen to the radio segment advertising a hobby expo and complete your registration form. Listen again and check the activities below.

Hobbies Expo, Big Stadium, Saturday Sept 23rd

Admission: Free

Name: \_\_\_\_\_ *Answers will vary.* \_\_\_\_\_

Check the hobbies you are interested in.



playing an instrument



knitting



painting



video games



model making



online games



dancing



acting



collecting stamps



sewing



singing



collecting coins



Do you have any hobbies?  
What do you like to do  
in your free time?  
We usually answer with I like + ING

20


Unit 1 Who am I?

**Track 10** Listen to the radio segment advertising a hobby expo and complete your registration form. Listen again and check the activities below.

Ask students to look at the pictures in their books and say the names of the activities shown. Have them look at the form and ask what it is about. Before playing the track ask students to write the following questions: *Who is talking? Where are they? What are they talking about?* (The woman is interviewing Karl so he can talk about the hobby expo where they are.) Tell them to write their names in the registration form as if they were going to attend the expo. Ask them to tick off the activities they hear. Monitor while they work. Then, play the recording again and ask them to check the activities.

### Cross-Check

Ask a volunteer to read the information in the box aloud. Pair students up to answer the questions. Elicit the form of the verb after *I like...*


**B**  **Track 11** Listen and choose the question and answer you hear.

- a) Do you have any hobbies?  
a) I like playing online games.

b) What are your hobbies?  
b) I like knitting.
- a) What are your hobbies?  
a) I like singing.


b) What do you like to do in your free time?  
b) I like dancing.
- a) What are your hobbies?  
a) I like playing video games.

b) What do you like to do in your free time?  
b) I like collecting stamps.


**C**  Give your friend a spelling test.

**D** Read the article and number the hobbies in order of your preference. Possible answers:


**New Hobbies**  
written by Sandra Styles

**Guerilla Gardening** 

Guerilla gardening is planting a garden in a public place without permission. It can also be simply, pulling weeds in your local park if it is being neglected. People usually do it in groups and there are online sites to register and find your local group of guerilla gardeners.


**Toy Voyaging** 

Toy Voyaging is sending your toy on a vacation. You register on a website for your toy's ID and find a host in another country. Then you send your toy to the person and they update the Toy's online profile. They tell you about your toy's vacation, where it goes and what activities it is doing while on holiday. They often upload holiday photos too!

**Post-crossing** 

Post-crossing is sending and receiving postcards from around the world. You register on a website and receive an address. Then you send a postcard to that person. You put an ID, not your address on the card, and the person registers the ID when they receive your card.

Post-crossing has more than 375,000 members in 213 countries so if you have a postcard collection this is a great way to increase it.

**E**  Ask a friend about the hobbies above.

**F** Read the text again and underline words that are similar in your language.

**Lesson 5** 21


**Vocabulary**

weeds  
neglected  
host


**CLIL: Social Studies**

**D** Read the article and number the hobbies in order of your preference.


Ask three volunteers to go to the front of the class to read the paragraphs in the article; the rest of the class should follow the reading in silence. Ask what they think about the names. Then, have them number their preferences and have some of them share their answers with the class.

**B**  **Track 11** Listen and choose the question and answer you hear.

Read the instructions, questions and answers aloud and clear up any doubts. Tell them to listen for the answers. Play the track so that they can work on the activity. Once it is finished, ask if they were able to answer all of the questions. If not, play the track again. Check.

**C**  Give your friend a spelling test.

Ask students to choose five words from the lesson and write them down. Divide the class into pairs. Have students dictate their words to their partners, who must write them. Once both students have had their turn they should switch their papers to check the answers. Ask students how they did.

**E**  Ask a friend about the hobbies above.

Form pairs. Make sure they understand what to do before they begin the activity. Elicit some questions and have them begin. Ask volunteers to share their answers with the class.

**F** Read the text again and underline words that are similar in your language.

Tell students that there are many words in English and Spanish which are similar because they have their roots in the same ancient languages such as Greek or Latin (they have a common etymological origin.) Give them some time to work on the activity and when they finish write the words they underlined on the board and elicit the Spanish words that are similar to them.

**G** Unscramble these hobbies. Then use your dictionary to find three new hobbies and write them here. Describe them.

eccolltng stasmp collecting stamps  
 byo vagingoy toy voyaging  
 siingng singing  
 ingsew sewing  
 ngacti acting

**H** Read the spelling rules below and complete the examples with these words from the lesson. Look at the example.

update paint dance knit put read

Rules for doubling the consonant before adding ING.

| consonant + vowel + consonant = double final consonant | Ends in e = drop the e and add ING (don't double the consonant) | Two vowels before the consonant = don't double the consonant |
|--|---|--|
| fit - fitting  | update - updating   | paint - painting   |
| knit - knitting  | poke - poking   |  |
|  |   | read - reading   |
| put - putting  | dance - dancing   | wait - waiting   |

**I** Read the paragraph and write about a hobby you tried but didn't like.



Hi! I'm Ben, I have 3 hobbies that I love. They are: playing video games, collecting comics and making model cars. I tried singing once but it didn't work out. I told my mom I wanted to learn to sing and she found me a class. But the first day I went to the singing class I realized it was not for me. The class was all girls and they laughed at me. Oh well, I tried. I still sing in the shower.

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

22

Unit 1 Who am I?

**G** Unscramble these hobbies. Then use your dictionary to find three new hobbies and write them here. Describe them.

Write the words for school objects on the board and read them with students. Point to the letters in the words on the page, and explain that they are in the wrong order. Ask students to order the letters and write the word. Then, students compare their answers with a friend and read their words aloud. Monitor and check the spelling.

**H** Read the spelling rules below and complete the examples with these words from the lesson. Look at the example.

Read each of the rules aloud, make sure students understand them and give them some time to work on the activity. Check and elicit some other examples for each rule.

**I** Read the paragraph and write about a hobby you tried but didn't like.

Ask a volunteer to read the instructions and the text aloud. Give them some time to work on their writing individually. Tell them they can use

the text they just read as a model. Ask some students to share their work with the class. Finally, ask them why they think Ben did not like the singing class.

| Beginners  | Fast finishers   |
|--|--|
| Beginners can do this exercise checking the words on the board at the same time. | Encourage students to avoid looking at the words on the board until they are finished. |

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

Ask a volunteer to read the instructions in the workbook. Call on different students to read and complete the questions and elicit possible answers. Give students enough time to write their blog. While students write, monitor and provide any help they may need. When they finish, encourage some of them to share their writings with the whole class.

## PROJECT

### Do a class survey

- 1 Read Nicki's Postcrossing profile and write your own profile.



Name: Nicki Rossov      Gender: female  
Languages: Russian, English      Country: Russia  
Address: Nicki Rossov  
80 let Otyasbrya, 12, 85  
Rtishchevo  
Saratovskaya oblast  
RUSSIA 422032

Hi! I'm Nicki. I'm 13 years old.  
I'm a student in the P6 grade. I like reading and painting.  
I want postcards with famous places from your country or famous art from your country.  
I can speak Russian and English.

- 2 Write your own profile.

Name: \_\_\_\_\_  
Gender: \_\_\_\_\_  
Languages: \_\_\_\_\_  
Country: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

Write about yourself, your hobbies and the kinds of postcard you would like to receive.

- 3 Share your profile with your group.

Lesson 5

23

## PROJECT

### Material:

notebook, pen

- 1 Read Nicki's Postcrossing profile and write your own profile.

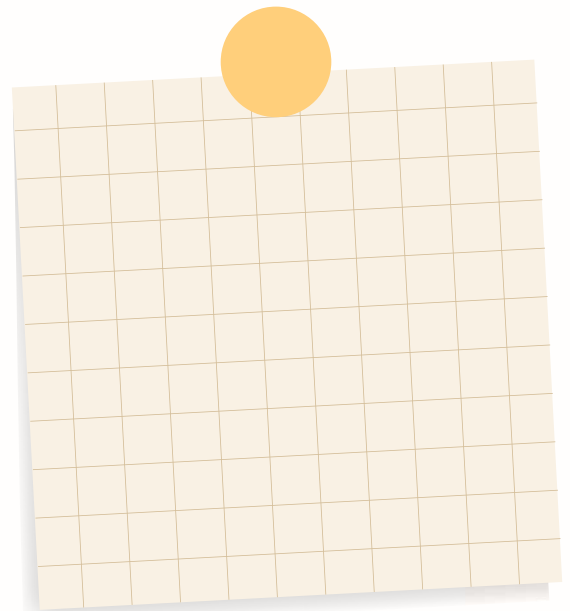
Tell students that this time they will be working on their project individually.

- 2 Write your own profile.

Have volunteers take turns reading the instructions.

- 3 Share your profile with your group.

Give them time to complete the information and ask some students to share their profile with the class.



Lesson 5

23

# Lesson 6

## Vocabulary

day planner pretty (adv.)  
backpack

## A Moment to Ourselves

### Why is it good to be organized?

Ask students to think about the answer to the question. Then, have them walk around the classroom to share their opinion with other classmates.

## Getting Started

Ask students: *If you were planning a party, what would you have to do?* Elicit answers such as: *Write a guest list and tell them in advance, choose the food you will serve, prepare a music playlist, etc.* Then, ask them: *What do you think will happen if you don't...* (each of the aspects they mentioned) and elicit answers that will point out that without organization, the party will probably be a mess. Finally ask: *Is it important to be organized?* Elicit answers from different students.

# Lesson 6

## Why is it good to be organized?



**A** **Track 12** Listen to the conversation and complete the day planners.

| Belinda    | Monday                                      | Tuesday        | Wednesday           | Thursday       | Friday              |
|------------|---|----------------|---------------------|----------------|---------------------|
| 6:00-8:00  | 7:15 get up                                 |                |                     |                |                     |
| 8:00-2:00  | School                                      |                |                     |                |                     |
| 2:00-4:00  | volleyball practice                         | lunch          | volleyball practice | lunch          | volleyball practice |
| 4:00-6:00  | lunch                                       | guitar lessons | lunch               | guitar lessons | lunch               |
| 6:00-10:00 | homework, dinner, and TV, play online games |                |                     |                |                     |

| Bernardo  | Monday  | Tuesday         | Wednesday           | Thursday        | Friday              |
|-----------|---|-----------------|---------------------|-----------------|---------------------|
| 6:00-8:00 | 6:15 get up, have breakfast, check planner, <u>check backpack</u> |                 |                     |                 |                     |
| 8:00-2:00 | School  |                 |                     |                 |                     |
| 2:00-4:00 | volleyball practice   | lunch           | volleyball practice | lunch           | volleyball practice |
| 4:00-6:00 | homework  | homework        | lunch               | homework        | lunch               |
| 6:00-8:00 | piano practice  | soccer practice | piano practice      | soccer practice | piano practice      |

**B** **Unscramble the questions.**

- get up / do you / What time  
What time do you get up \_\_\_\_\_?
- your homework / do you do / What time  
What time do you do your homework \_\_\_\_\_?
- times / do you / late / a week / How many / get to school  
How many times a week do you get to school late \_\_\_\_\_?
- and activities / What sports / do / do you  
What sports and activities do you do \_\_\_\_\_?

What's the difference between  
What time do you ...?  
and How many times do you ...?

**C** **Ask your partner the questions in Activity B.**

24

Unit 1 Who am I?

**A** **Track 12** Listen to the conversation and complete the day planners.

Play the track once and ask students to tell you who was talking and what were they talking about. Then, tell them to open their books, read instructions aloud and give them some time to read the information in both day planners. Play the track again so they can complete the activity. Check.

**B** **Unscramble the questions.**

Have students read the information in the box. Ask them to unscramble the sentences paying attention to the structure. Monitor and help. Check answers with the class. Correct any mistakes.

## Cross-Check

Ask students to read the information in the box and complete the questions. Pair students up to ask each other their questions. Elicit the difference between them.

**C** **Ask your partner the questions in Activity B.**

Divide the class into pairs. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**D** Read the flier and check what you already do. **Answers will vary.**

### How to Get Organized

**Plan to arrive 15 minutes early.**

Rushing to be on time can be very stressful and if one little thing goes wrong, your efforts are futile. Give yourself a break and a 15-minute head start. Don't worry if you are early. It is easier to make time than to get back lost time.

**Prepare your things the night before.**

Get your clothes ready and pack your backpack for an easy routine in the morning. You can even set out the box of cereal and set the breakfast table the night before. Your mornings will go very smoothly and you'll have a more positive start to your day.

**Use a day planner.**

Write down things you have to do. Use alerts on your smartphone to help you remember things. Flag your most important priorities. For example, if you have a test or an assignment due on a certain date.

**Have a designated place to do your homework.**

Make a space in your room or an unused corner of the living room. Put a table and a desk light there. Make it your place to do your homework. Soon you will train yourself to concentrate when you are sitting there and your family will leave you alone to study when you are there.

**E** Read the text again, work with a friend and discuss the words that are new to you. Then, use a dictionary to check these words.

**F** Ask a friend in your team. **Answers will vary.**

- Do you use a day planner?  
\_\_\_\_\_
- Do you prepare your things the night before?  
\_\_\_\_\_
- Do you have a designated place to do your homework?  
\_\_\_\_\_

**Lesson 6** **25**

| Vocabulary |          |
|------------|----------|
| stressful  | priority |
| futile     | due      |

**CLIL:** Social Studies

**D** Read the flier and check what you already do.


Have students read in silence and answer the activity. At the end do a tally table of each of the aspects mentioned asking some volunteers to form the correct subject questions: *Who plans to arrive 15 minutes earlier? Who prepares their things the night before? Who uses a day planner? Who has dedicated a place to do their homework?* You can also have a class discussion on the importance of each of the aspects.

**E** Read the text again, work with a friend and discuss the words that are new to you. Then, use a dictionary to check these words.

Form pairs. Tell them to underline all the words in the text that they don't understand and to make a list in their notebooks together with their definitions. When all the pairs finish invite them to share their lists with the class.

**F** Ask a friend in your team.

Organize the class into pairs. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

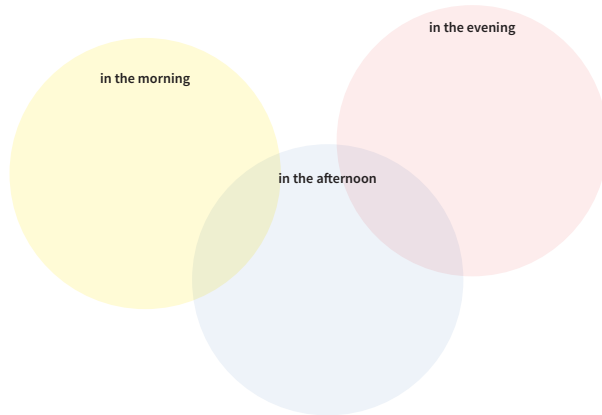
**G**  Play a game to review telling the time.


**H** Prepositions and time. Read the rules and complete the sentences with **in**, **on** or **at**.

|                                       |   |
|---------------------------------------|---|
| We use <b>in</b> for months           | <b>in</b> September                                     |
| We use <b>in</b> for parts of the day | <b>in</b> the morning, in the afternoon, in the evening |
| We use <b>at</b> for night time       | <b>at</b> night   |
| We use <b>on</b> for days of the week | <b>on</b> Monday  |
| We use <b>at</b> for clock time       | <b>at</b> 4:30 p.m.                                     |

1. My birthday is **in** October.
2. My guitar lesson starts **at** 4:00 **on** Tuesday and Thursday.
3. I do my homework **in** the evening.
4. I go to bed **at** 10 o'clock **at** night.


**I** Complete the chart with your daily activities. **Answers will vary.**



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

26

Unit 1 Who am I?

**G**  Play a game to review telling the time.

Form teams of three or four, depending on the number of students. Ask a volunteer to read the instructions of the game. Give them some time to play as you monitor. Encourage them to speak English at all times.


**H** Prepositions and time. Read the rules and complete the sentences with **in**, **on** or **at**.

Read each of the rules aloud, make sure students understand them and give them some time to work on the activity. Check and elicit some other examples for each rule.

**I** Complete the chart with your daily activities.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Make sure they understand the difference between morning, afternoon and evening. Monitor and help if necessary. Ask some students to share their work.

| Beginners  | Fast finishers  |
|--|---|
| Students work in pairs or groups of three to complete the chart. | Students work individually to complete the chart. Students come to the front to share their daily activities. |

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



# PROJECT

## Do a class survey

- 1 Work in groups of four and make a list of the class events and deadlines you want to remember for the rest of the year.  
E.g. Tests, holidays, sports events, presentations, school events, class events, excursions.
- 2 Discuss your group's ideas with the class. Reach a class consensus.
- 3 With the teacher's help, prepare a monthly class schedule for the rest of the year.
- 4 Prepare a place to display the schedule so it is visible to everyone.
- 5 Point to different dates and say what you need to remember on those dates.

**A year!**



Lesson 6

27

# PROJECT

## Material:

color cardboards, markers, ruler, wool thread

- 1 Work in groups of four and make a list of the class events and deadlines you want to remember for the rest of the year.

Have students form new project groups.

- 2 Discuss your group's ideas with the class. Reach a class consensus.

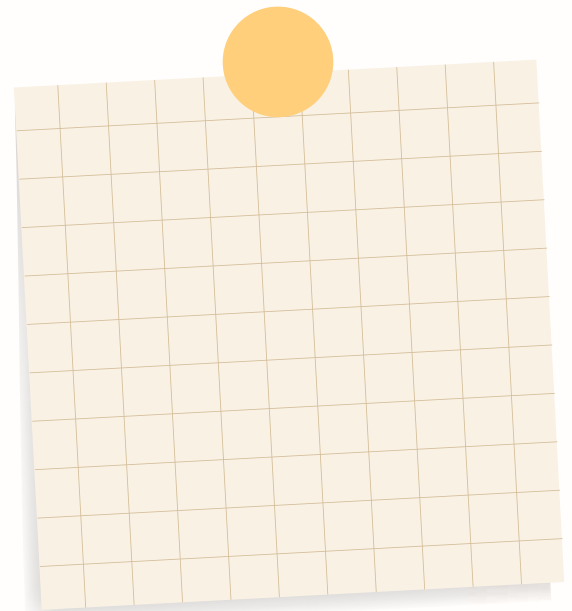
Call on volunteers to read the instructions and clear up any doubts.

- 3 With the teacher's help, prepare a monthly class schedule for the rest of the year.
- 4 Prepare a place to display the schedule so it is visible to everyone.

Encourage them be creative with materials and the design of their schedules.

- 5 Point to different dates and say what you need to remember on those dates.

Once they have finished, have the groups show their schedules to the rest of the class and describe them.



# Lesson 7

## Vocabulary

gadget      cell phone  
smart phone      tablet

## A Moment to Ourselves

**What gadgets do you use and how do they help you?**

Read the question aloud and ask students if they know what gadgets are. Elicit the definition, or give them an example, if no one knows. Tell them the pictures on the page show different kinds of gadgets

## Getting Started

On the board write the words: tablet, laptop, cell phone and ask students to brainstorm more words related. Explain that we call these 'gadgets'. Then, ask them: *What are the most common gadgets nowadays? Are they helpful? How?* Elicit answers from different students to establish the importance of gadgets in modern life.

## Lesson 7

### What gadgets do you use and how do they help you?

**A** **Track 13** Listen to the report and write the gadgets below on the timeline.

SMARTPHONE

PC

iPod

Cell phone

Space War,  
the first computer  
video game.

tablet

**B** Read the information of the timeline and match the questions and answers.

- When was the first computer game invented? **c**
- Which electronic devices do you have? **b**
- How much time do you spend using them? **a**
- How many people in your family have their own phone? **d**

Which fruit do you want,  
the apple or the orange?  
When do we use which?

- I spend about 7 hours a week using my devices.
- I have a cell phone and a tablet. I don't have a smartphone.
- In 1962
- My mom, dad, sister and I have our own phones. All 4 of us have our own phones.

**C** Ask your partner questions 2, 3 and 4 in Activity B. Then, discuss the answers.

28

**Unit 1 Who am I?**

**A** **Track 13** Listen to the report and write the gadgets below on the timeline.

Have students look at the different gadgets; describe them and say how we use them. Play the track once and ask students to tell you the main idea of what they heard. Then, tell them to open their books, read instructions aloud and look at the timeline. Play the track again so they can complete the activity. Check.

**B** Read the information in the box and match the questions and answers.

Have students read the information in the box. Read instructions aloud and give them some time to read each of the statements carefully in silence. Check any vocabulary question. Monitor and help. Check answers with the class. Correct any mistakes.

## Cross-Check

Ask a volunteer to read the information in the box. Elicit the answer. (possible answer: We use which when we have a choice.)

**C** Ask your partner questions 2, 3 and 4 in Activity B. Then, discuss the answers.

Divide the class into pairs. Have students begin the activity. Monitor and help, especially with the discussion, for which you can suggest phrases such as: *I think that's too much time or I think everybody needs to have a cell phone, etc.* Ask volunteers to share their answers with the class.

**Vocabulary**  
 networking      bills  
 advertise      accessibility

**D** Read the web page article and choose the missing opening sentences below.

**The World Wide Web and the Internet**

Do you know the difference between the World Wide Web and the Internet?

1.   c   The World Wide Web is a collection of web pages that contain information. You access the World Wide Web using the Internet.
2.   a   but also to send e-mails, share files, chat online, make video calls, make phone calls, play online games.
3.   b   Things that we did in person before and now we use the online computer store, participate in social networking, get the news, get travel and business information, advertise, and pay bills.

- a) We use the Internet not only to surf the World Wide Web,
- b) Thanks to increased accessibility to the Web, we now do many everyday tasks online.
- c) The Internet is the network that links computers together all over the world using wired and wireless technology.

**E** **Work with a partner. Circle the best option.**

This article is about...

- a) the uses of the Internet and the World Wide Web.
- b) how to connect to the World Wide Web.
- c) the advantages of the Internet over face to face activities.

**F** **Work in groups and ask your teammates the following questions. Discuss the answers. Answers will vary.**

1. What do you use the Internet for?  
\_\_\_\_\_
2. Which websites do you visit most often?  
\_\_\_\_\_
3. How many hours a week do you surf the web?  
\_\_\_\_\_

**CLIL:** Literature

**D** Read the web page article and choose the missing opening sentences below.


Ask students to take turns reading parts of the article. Then, elicit the beginning of the first paragraph; tell them that the first sentence of a paragraph usually has the main idea. Give them some time to work on the rest of the exercise and check.

**E** **Work with a partner. Circle the best option.**

Point to the pictures of the school objects and elicit what they are. Ask when we use his (to refer to a boy) and when we use her (to refer to a girl). Ask students to follow the lines on the maze and complete the sentences, depending on who they belong to. Invite some students to read the complete sentences.

**F** **Work in groups and ask your teammates the following questions. Discuss the answers.**

Form groups of three or four students. Ask instruction questions to make sure they know what to do. Ask volunteers to share their answers with the class.

**G**  How many words related to devices and technology can you find in the text in Activity D? Write a list and ask someone in your group to spell one word. **Answers will vary**

web page \_\_\_\_\_ Internet \_\_\_\_\_  
 World Wide Web \_\_\_\_\_ e-mails \_\_\_\_\_  
 chat \_\_\_\_\_ files \_\_\_\_\_

**H** Complete the phrases with the words.

share surf send connect make play social

surf \_\_\_\_\_ the web  
 connect \_\_\_\_\_ to the Internet  
 make \_\_\_\_\_ a phone call  
 social \_\_\_\_\_ networking  
 send \_\_\_\_\_ e-mails  
 share \_\_\_\_\_ files  
 play \_\_\_\_\_ online games



**I** Write about your favorite website.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Answers will vary.**

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

**G**  How many words related to devices and technology can you find in the text in Activity D? Write a list and ask someone in your group to spell one word.

Form teams of three or four. Ask a volunteer to read the instructions of the activity. You can also tell teams to ask the members of another team to spell the words they chose and have a contest in which the team that can spell more words is the winner.

**H** Complete the phrases with the words.

Read each of the words on the top aloud, make sure students understand them and give them some time to work on the activity. Check.

**I** Write about your favorite website.

Ask a volunteer to read the instructions aloud. Elicit some popular websites for teenagers and tell them to describe one of them or any other they like. Ask some students to share their work.

| Beginners  | Fast finishers  |
|--|---|
| Have students work in groups of three or four to write about their favorite website. Only one student writes the answer. | Have students answer individually and write about their favorite website. |

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

Ask a volunteer to read the instructions and statements in the workbook. Clear up any doubts. Have them write about their favorite gadgets. Monitor and help. When they finish, encourage some of them to share what they wrote with the whole class.

## PROJECT

- 1 Work in groups of four. Look at this list of websites. Have each member of the group choose a different website to explore.



- 2 Get together with students who visited the same website from other groups. Use the following questions to talk about it.

- What's the site called?
- What's it about?
- What do you have to do?
- Is it easy to follow?
- Is it hard to understand?
- Would you recommend it?

- 3 In your original group, share information about the website you visited.

On your own, write a short review of what you learn from the websites you and your partners visited for the class scrapbook.

I visited a site called \_\_\_\_\_.

It was about \_\_\_\_\_.

It's good for people who like \_\_\_\_\_.

Lesson 7

31

## PROJECT

### Material:

book, pen, sheets of color paper

- 1 Work in groups of four. Look at this list of websites. Have each member of the group choose a different website to explore.

Have students get into their project groups. Ask them to read the instructions aloud and clear up any doubts.

- 2 Get together with students who visited the same website from other groups. Use the following questions to talk about it.

Give them time to work on their projects and share information. The last part should be done individually.

- 3 In your original group, share information about the website you visited.

Call on volunteers to share their final paragraph with the class.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 8

## Vocabulary

polish      tight  
shaggy      sole

## A Moment to Ourselves

### What do your clothes say about you?

Have students read the question and discuss the answer in trios. Elicit some of their ideas.

## Getting Started

Ask students if they choose clothes based on fashion or how they feel better. Ask them if they pay much attention to what others wear and if so, why is that.

# Lesson 8

## What do your clothes say about you?



### A Read the chart and predict the category.

Urban      Preppy      Surfer      Skater      Goth

| Goth                    | Skater                           | Urban         | Surfer                 | Preppy             |
|-------------------------|----------------------------------|---------------|------------------------|--------------------|
| dark clothes            | shaggy hair                      | zip up hoodie | graphic t-shirt        | sports jacket      |
| heavy white makeup      | comfortable jeans or tight jeans | jeans         | hoodie                 | straight-leg pants |
| big black boots         | flexible flat sole shoes         | track jacket  | bikini and swim trunks | v-neck sweater     |
| dark nail polish        | baggy knee-length shorts         | jewelry       | flip flops             | leather shoes      |
| black dresses and skirt | long-sleeve t-shirt              | cap           | baggy casual pants     | button-up shirt    |

### B Track 14 Listen and choose the answer you hear.

- Who wears track jackets and zip-up hoodies?
  - Kids who prefer Goth style.
  - Kids who like Urban style.
- Who wears leather shoes and straight-leg pants?
  - Those who like Preppy style.
  - Those who like Skater style.
- Who wears flip-flops and baggy casual pants?
  - Kids who like Urban style.
  - Kids who like Surfer style.

### C Ask your partner the following questions.

What clothes do you like to wear?      Who buys the clothes you wear?  
Who makes the clothes you wear?      What is your style?  
Who chooses the clothes you wear?

32

Unit 1 Who am I?

### A Read the chart and predict the category.

Have students look at the chart. Ask them to read each of the columns and encourage them to use a dictionary to look up the meaning of the words they don't understand. Begin the activity and tell them to share their answers when they finish.

### B Track 14 Listen and choose the answer you hear.

Have students read the information in the box. Read instructions aloud and play the track so they can choose the correct answer to each of the questions. Check and ask them if their predictions of the previous activity were right according to what they heard.

### C Ask your partner the following questions.

Divide the class into pairs. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**D**  Look at the catalogue, your budget, and your situation. Then, make a list of clothes to buy.  
**Answers will vary.**



**YOU HAVE \$1000 TO SPEND!**  
 My shopping list  
**Answers will vary.**


**E**  Ask about their shopping spree.  
**F**  Look at the catalogue again and label the clothes.

**Lesson 8** 33


**Vocabulary**

|        |        |
|--------|--------|
| spree  | hiking |
| outfit | hoodie |


**CLIL:** Math

**D**  **Look at the catalogue, your budget, and your situation. Then make a list of clothes to buy.**

Tell students to imagine that they will go shopping, but that before they go, they should choose what they like to buy from a catalogue. Once they have selected clothes, tell them that they have a budget of \$1000 and check if they can afford the clothes, if not, they will have to decide what to buy based on the budget. Start the activity and invite some students to share their list when they finish; ask the rest of the class to add the price of each of the items mentioned to check that they don't spend more than they have.

**E**  **Ask about their shopping spree.**

Form pairs. Clear up any vocabulary doubts before they begin the activity. Elicit some answers and have them work. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**F**  **Look at the catalogue again and label the clothes.**

Form teams of three or four students. Ask them: *Do you know what label means?* Elicit that in this case, it means to write the name of each of the items under the pictures in the catalogue. Have them begin, encouraging the use of a dictionary. Monitor and provide help when needed. Check by asking volunteers to write the names of each of the items on the board.

**G**  **Play a game.**

1. Work in teams of 5 people.
2. Think of a fantasy outfit.
3. Secretly write it on a piece of paper.
4. Have one team member collect the team's papers.
5. Have another team member randomly choose a paper and read it out.
6. In your team, guess whose fantasy outfit it is.

**H** **Check the order of the adjectives. Unscramble the phrases. Then, write your own example.**

opinion + size + color + material + purpose + noun

E.g. Nice big green leather hiking boots

Unscramble:

wool / useful / pink / hoodie / little

useful, little, pink, wool hoodie

blue / cool / tennis / shoes

cool, blue, tennis shoes

Now write your examples. Be careful with the correct order!

Answers will vary.

The house.  
The big house.  
The big red house.  
The ugly big red house.  
What do adjectives do?

**I** **Read the paragraph and write about a your favorite item of clothing.**

I love my pink zip-up hoodie. It is made of wool and I can wear it to the gym, around the house to be comfortable or over a shirt for a more dressed-up look. It goes with everything. Sometimes I wear it with a skirt and sometimes I wear it with jeans. I love my pink hoodie. It is colorful, comfortable and it looks good.

Answers will vary.

Go to page 27 in your workbook and write an entry in your blog.

34

Unit 1 Who am I?

**G**  **Play a game.**

Arrange students in groups of five, if the number of students allows you so, read instructions aloud and clear up any doubts. Monitor as they play.

**H** **Check the order of the adjectives. Unscramble the phrases. Then write your own example.**

Read the information in the boxes together with students. Unscramble the first phrase together with them to make sure they understand. Check answers and have students share their examples.

**Cross-Check**

On the board draw a circle with the word ADJECTIVE, and ask students to brainstorm adjectives they know in English. Elicit the purpose of adjectives from students.

**Beginners**

Students work in pairs to unscramble and write the sentences.

**Fast finishers**

Have students work individually and write sentences using adjectives in the correct order.

**I** **Read the paragraph and write about your favorite item of clothing.**

Ask a volunteer to read the instructions and the paragraph aloud. Clear up any doubts and have them begin. Ask some students to share their work. out. Continue until you have a winning student.

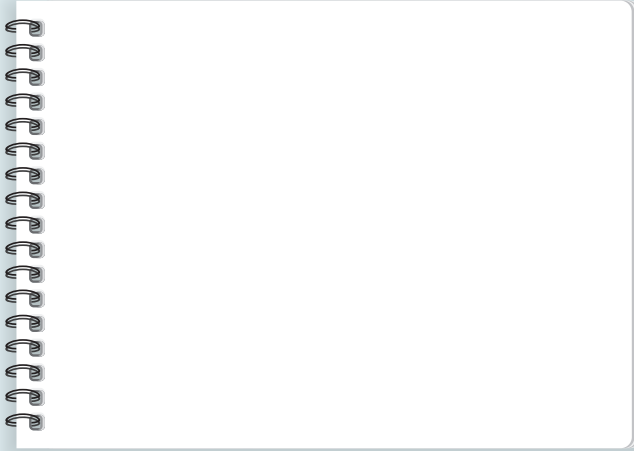
Go to page 27 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Read the parts of an outfit aloud and clear up any doubts. Give them some time to write about their outfit. Monitor and help. When they finish, encourage some of them to share their writings with the whole class.



## PROJECT

- 1 Work in groups of three.
- 2 Go to [Google images](#) and search 'How to design a school uniform' and look at different uniform designs.
- 3 Decide on a the age group you want to design for, preschool, primary, secondary.
- 4 Decide on the clothes and a reason for each item, E.g. Comfort, image, cost, school colors.
- 5 Draw the new uniform and label each item.



- 6 Share your uniform with another group.
- 7 Add your uniform design to the class scrapbook.

Lesson 8

35

## PROJECT

### Material:

cardboards, pencil, colors

### 1 Work in groups of three.

Have students get into their project groups.

### 2 Go to [Google images](#) and search 'How to design a school uniform' and look at different uniform designs.

Call on volunteers to read the instructions.

### 3 Decide on a the age group you want to design for, preschool, primary, secondary.

Clear up any doubts.

### 4 Decide on the clothes and a reason for each item, E.g. Comfort, image, cost, school colors.

Ask what they think about uniforms and listen to their opinions.

### 5 Draw the new uniform and label each item.

Give them time to research and complete their project.

### 6 Share your uniform with another group.

Have the groups share their designs with another group or the whole class.

### 7 Add your uniform design to the class scrapbook.

Invite students to paste their designs in the class scrapbook.

## Review 1

### A Complete the sentences with the correct verb.

- 1 My name is Sophie.
- 2 My pet's name is wisdom.
- 3 I have one brother and one sister.
- 4 My grandparents are from Germany.
- 5 My favorite song is *What Makes You Beautiful* by One Direction.
- 6 A: Are your brothers twins?  
B: No, they aren't.

### B Circle the correct option.

- 1 My birthday is in December.
- 2 My piano lesson starts on at 3:00 in on Monday and Friday.
- 3 I practice volleyball in on the evening.
- 4 I go to bed at on 11 o'clock in at night.
- 5 How many much candies do you have?
- 6 A: Do you have some any brothers or sisters?  
B: No, I don't have any some.

### C Write five sentences telling your personal information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A** Complete the sentences with the correct verb.

**B** Circle the correct option.

**C** Write five sentences telling your personal information.

Read the instructions to each of the activities aloud. Clear up any doubts.  
Have students work individually to complete the tasks. Monitor and check with the whole class.

**D Play a board game.**

On a large sheet of paper or cardboard, draw squares to make your game. Decide how you want it to look. Leave some spaces blank and write the information below in others.

**Material:** 1 dice and a small object as a token.

**Instructions:** Play in groups of four or five. One of you begins by rolling the die. Move your token to the square. If there is a question, answer it. If your answer is correct you may stay there, if not return to your previous square.

- move ahead 3 spaces
- roll again
- lose a turn  
(you can put the first three instructions anywhere you want and more than once in the game)
- What's your name?
- How do you spell your family name?
- What does your name mean?
- How many brothers and sisters do you have?
- Where are your parents from?
- What's your favorite song?
- What sports do you play?
- What are your hobbies?
- What time do you get up?
- What's your favorite gadget?
- How many hours a week do you watch TV?
- What do you use the Internet for?
- What's your favorite website?
- What kind of clothes do you like to wear?

**E How did you do in the game? Who did you play with? Did you respect one another during the game? How did you feel?**



Review 1

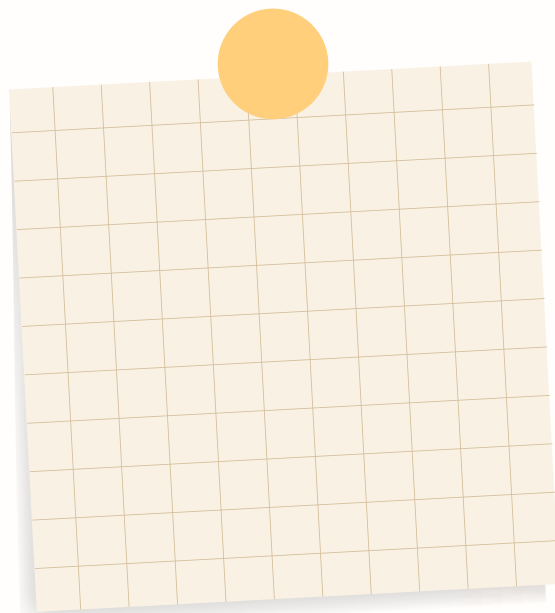
37

**D Play a board game.**

**E How did you do in the game? Who did you play with? Did you respect one another during the game? How did you feel?**

Ask a volunteer to read the instructions to activity D. Clear up any doubts. Put students into groups of four or five to design and make their board game. Once they have finished, have them switch their games with other groups to play.

Have a class discussion afterwards with the questions from activity E.



Review 1

37

## Looking into the Past

### Vocabulary

development  
assembly line  
afford

### A Moment to Ourselves

What important inventions or discoveries from the past impact our lives today?

Ask the question and give students a few minutes to think about it before sharing their ideas with others. Elicit answers from different students.

### Getting Started


On the board write the words: Electricity and Internet. Ask students how they think these inventions affect their lives in the present. Arrange students in groups to discuss and nominate some students to check answers.


## Lesson 1

# UNIT 2

## Looking into the Past


What important inventions or discoveries from the past impact our lives today?



**A**  **Track 15** Read and listen to the class report.


In the history of the world, humans have created new things to make their lives better. There are many developments that were revolutionary at the time they were made and continue to be relevant today.

An example of something that changed everything is the assembly line. Henry Ford didn't invent the first car. But he made the first cars that ordinary people could afford to buy. He did this by putting parts together in a new way. Henry Ford used the assembly line for manufacturing cars. The assembly line is the basis of all manufacturing today. The difference is that today robots are used on the assembly line instead of human labor.

**B**  **Track 16** Listen and complete the paragraph with the words in the box.


|            |         |         |      |      |      |
|------------|---------|---------|------|------|------|
| discovered | painted | started | 1913 | 1928 | 1503 |
|------------|---------|---------|------|------|------|

- The assembly line for Model T cars started in 1928. Today we use the assembly line to manufacture many products.
- Leonardo DaVinci painted the Mona Lisa in 1503. Today 7 million people visit the Mona Lisa each year.
- Alexander Flemming discovered penicillin in 1913. Today millions of people take antibiotics to cure bacterial diseases.


**C**  **Track 17** Work with your partner to make sentences.

- printed / the first book / Johannes Gutenberg / in 1455 / Johannes Gutenberg printed the first book in 1455
- the first phone / Alexander Graham Bell / in the 1870s / made / Alexander Graham Bell made the first phone in the 1870s
- the first ATM / in 1967 / Barclay's Bank / introduced / Barclay's Bank introduced the first ATM in 1967
- the first portable computer / Xerox / made / in 1976 / Xerox made the first portable computer in 1976


**38** Unit 2 Looking into the Past

**A**  **Track 15** Read and listen to the class report.

Tell students to describe the pictures, ask them what all these things have in common. Have students close their books, and play the track. Check to see how much they understood, ask: *What did the assembly line bring?* Encourage different students to share their answers. Then tell them to open their books and play the track again so they can follow the reading.


**B**  **Track 16** Listen and complete the paragraph with the words in the box.

Have students read the words presented. Elicit their meaning and encourage students to say some sentences using them. Play the track and ask students to fill in the blanks. Check answers with the class.


**C**  **Track 17** Work with your partner to make sentences.

Arrange Students in pairs and ask them to unscramble the sentences. Play the Track to check answers. Ask volunteers to share their answers and ask them how each of the inventions mentioned in the sentences positively affects their lives.


**D** Read the poster and check the things that were used in the past.




General Electric released the first refrigerator in 1927. Almost every home has a refrigerator these days.




An American company sold the first microwave oven in 1947.




Supermarkets used the first bar code in 1974. Before that, shop clerks registered each price manually.



Dr. Martin Cooper made the first call on a mobile phone in 1973.



the US military made the first GPS devices. Today they are in cars and smartphones for everyone to use.



Modern gaming consoles changed home entertainment. From the first device that played Pong to the newest interactive adventures, games were never the same again.

**E** Ask these questions to at least five people, write your answers and make a graph with the results. *Answers will vary.*

- Did you use a toaster this morning?
- When did you use a microwave oven?
- Did you buy something with a bar code yesterday?
- When did you use a mobile phone?
- Did you use a GPS last week?
- When did you use a gaming console?

In which of these questions do you give specific information? Did you go to the movies yesterday? and When did you go to the movies?

**F** Look at the text in the poster and circle the nouns that are made of two words. Check your answers with a friend.

**Lesson 1** 39

**Vocabulary**

release  
clerk  
console

**CLIL:** History

**D** Read the poster and check the things that were used in the past.

Ask students to take turns reading the information in the poster. Tell them to choose the things that were used in the last century.

**E** Ask these questions to at least five people, write your answers and make a graph with the results.

Form groups of six. Tell them to write the answers to the questions in their notebook and to make a graph with the results. Ask a volunteer from each team to draw their graph on the board to compare them all. Ask students to draw general conclusions on the results.

**Cross-Check**

Have students look at the information in the box and read the questions. Ask them to discuss the answers in pairs. Elicit answers.

**F** Look at the text in the poster and circle the nouns that are made of two words. Check your answers with a friend.

Read the instructions aloud with the students. Make sure they understand what to do before they begin the activity. Divide the class into pairs and give them some time to check their answers. Ask volunteers to share their answers with the class.

| Beginners  | Fast finishers                                       |
|--|--|
| Students work in pairs or groups of three to find the nouns. | Students work individually and share their findings. |

**G**  **Play charades.**

1. Play as a class.
2. Write down an action using the past tense. E.g. Opened the refrigerator, on a piece of paper.
3. Collect all of the pieces of paper and mix them up.
4. Select an actor to come to the front, select a paper and mime the action.
5. The person who guesses the action goes next.

**H** **Read the spelling rules below and complete the examples with the verbs seen in this lesson.**

use                      start                      introduce                      make                      print

Rules for simple past.

| Regular verbs that end in e + d | Regular verbs + ed | Irregular verbs change in the simple past |
|---------------------------------|--------------------|---|
| create - created                | paint - painted    | sell - sold                               |
| use - used                      | start - started    | make - made                               |
| introduce - introduced          | print - printed    |   |

**I** **Write about an invention that affects or influences our lives.**

Name the company, the thing and when they introduced it. Include what we use it for.



Answers will vary.

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

**G**  **Play charades.**

Ask students to write a sentence in past tense on a sheet of paper. Tell them to fold the papers and collect them in a plastic bag. Ask volunteers to go to the front and take a sheet of paper from the bag to act out the sentence. The rest of the class must guess it.

**H** **Read the spelling rules below and complete the examples with the verbs seen in this lesson.**

Read each rule in the headings of the chart and give students some time to work on the activity. Check orally, paying special attention to the pronunciation of the regular verbs in past.

**I** **Write about an invention that affects or influences our lives.**

Ask a volunteer to read the instructions and the specifications aloud. Answer with your personal information to show students what they have to do. Give them time to work on their writing individually and when they finish ask some volunteers to share their work with the whole class.

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

Have students read the instructions in the workbooks. Ask different students what kind invention they would like to design. Have students read the information on the page and clear up any doubts. As students write, monitor and help. When they finish, encourage students to share their answers with the whole class.

## PROJECT

Do you think you could invent something? What would you invent?

- 1 Go to <http://www.greatbusinessschools.org/10-great-inventions-dreamt-up-by-children/>. Read about inventions by kids and choose one. Write your choice here.

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- 2 Write a short summary of the invention you chose. What is it? What's it for? Do you think it is useful or not? Does it affect our lives in any way?

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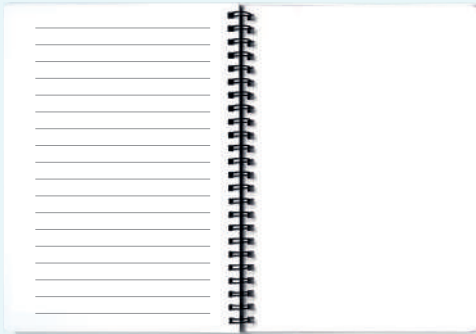
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- 3 Come up with an invention that will be useful for your community. Draw and explain the invention in the space below.



Lesson 1

41

## PROJECT

Material:

color pencils

- 1 Go to <http://www.greatbusinessschools.org/10-great-inventions-dreamt-up-by-children/>.

Read about inventions by kids and choose one. Write your choice here.

Call on volunteers to read the information on the page. Clear up any doubts. Have students get into their project groups. If you have Internet access, give them some time to find information on the suggested site. This part of the project can be assigned for homework.

- 2 Write a short summary of the invention you chose. What is it? What's it for? Do you think it is useful or not? Does it affect our lives in any way?

Have teams complete the activity. Recommend they write a draft first. Monitor as they work. Encourage them to speak only in English.

- 3 Come up with an invention that will be useful for your community. Draw and explain the invention in the space below.

Ask teams to present their inventions and display their drawings.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 2

## Vocabulary

achievement  
award  
pattern

## A Moment to Ourselves

What do you know about the latest Latin American achievements?




After reading the question, call on volunteers to mention any Latin American achievements they know about.


## Getting Started



On the board write the name of some famous people: Shakira, Messi, Billie Eilish, Harry Styles, and ask students if they know them and what they have in common (they are famous around the world and Latin American). Brainstorm more names of famous people and ask students to say what they are famous for.


## Lesson 2

### What do you know about the latest Latin American achievements?

**A**  **Track 18** Listen to the conversation. Number the pictures as you hear them.


**B**  **Track 19** Listen and complete the paragraph with the words in the box.

won      had      sang


**Dad:** I know an internationally famous Latin American.  
**Mom and child:** Who?  
**Dad:** A famous singer.  
**Mom and child:** Who?  
**Dad:** She had a baby recently.  
**Mom and child:** Who?  
**Dad:** In 2006, she won a Grammy Award and an American Music Award. In 2012, she won another American Music Award.  
**Mom and child:** Who?  
**Dad:** She sang the title song for the World Cup in South Africa.  
**Mom and child:** Ohhhh. Shakira!  
**Dad:** Yes, Shakira!

Look at these simple past tense irregular verbs. Can you see any patterns?

|       |           |
|-------|-----------|
| hit   | – hit     |
| hurt  | – hurt    |
| keep  | – kept    |
| sleep | – slept   |
| bring | – brought |
| buy   | – bought  |
| catch | – caught  |
| have  | – had     |
| give  | – gave    |
| say   | – said    |

**C**  Give each other clues about a famous Latin American and have them guess who he/she is. Use the past tense. Talk about that famous person's achievements.


42
**Unit 2 Looking into the Past**

**A**  **Track 18** Listen to the conversation. Number the pictures as you hear them.


Have students close their books, and play the track. Check to see how much they understood, ask: *What are they talking about?* Ask students to open their books and play the track again. As they read and listen, ask them to order the pictures.

### Cross-Check

Ask your students to form a big circle and throw one of them a rubber/paper ball saying an irregular verb; ask that student to say the past form of the verb you said and throw the ball back. Repeat the procedure until all your students have a chance to answer. Finally, ask them to look at the verbs in the box to see if they can identify any patterns. Elicit answers.

**B**  **Track 19** Listen and complete the paragraph with the words in the box.

Ask students to fill in the blanks using the words from the box, then play the track again in order to check their answers. Then ask them to mention other Latin American singers who have become famous.

**C**  Give each other clues about a famous Latin American and have them guess who he/she is. Use the past tense. Talk about that famous person's achievements.

On the board write the following sentences: She was born in Colombia. She danced very well when she was 8 years old. She lived in Los Angeles for some years. She had 2 sons. She got married to a footballer. Ask students to guess (Shakira). Arrange students in pairs and ask them to write 3-5 sentences about a famous person and their partner has to guess the celebrity. If time allows, change partners.



**D** Look at the map and match the country with the achievement.

1. Money earned from mining copper, gold and other minerals represented one third of Chile's economy in 2022.

2. Millions of tourists visited the Meso-American ruins in Mexico in 2022.

3. Mexican chemist Mario Molina won the Nobel Prize in Chemistry in 1995 for research in environmental issues.

4. Rigoberta Menchu from Guatemala won the Nobel Peace Prize in 1992 for her work in human rights.

5. Brazil exported more than 200 million head of cattle in 2022.

6. The new pope elected in 2013 was from Argentina.

**E** Work with three friends and discuss which of the achievements above you think were important.

**Lesson 2** **43**

**Vocabulary**

chemist  
 environmental  
 rights  
 cattle


**CLIL:** Geography

**D** Look at the map and match the country with the achievement.

Show students a big map of America and ask them to locate some of the countries. Then, call on students to read the achievements aloud. Clear up any doubts. Give them some time after each achievement is read to write the corresponding number on the map. Check by asking a volunteer to point to each number in the big map.

**E** Work with three friends and discuss which of the achievements above you think were important.

Organize the class into groups of four. Tell them to share their points of view concerning the importance of the achievements mentioned in activity D. Monitor and provide help when needed. Ask volunteers to share their conclusions with the whole class.

**F**  **Say the chant.**

|                                       |                 |
|---------------------------------------|-----------------|
| Chile, Peru, Argentina, Bolivia,      | South America   |
| Brazil, Venezuela, Ecuador, Colombia, | South America   |
| Honduras, Guatemala,                  | Central America |
| Nicaragua, Belize,                    | Central America |
| Cuba, Puerto Rico,                    | The Caribbean   |
| Mexico, Mexico.                       | North America   |

**G** **Look at the spelling patterns of nationalities and use your dictionary to add your own examples.**

Mexico – Mexican    Brazil – Brazilian    Venezuela – Venezuelan    Cuba – Cuban

- Answers will vary. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**H** **Write about a Latin American achievement.**

Think of a person or country and mention an achievement in sports, science, politics, or industry.

Answers will vary.

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

**44**    **Unit 2 Looking into the Past**

**F**  **Say the chant.**

Students will continue working with the same team. Ask them to read the chant and give them some time to invent a tune for it. The teams present their chant.

**G** **Look at the spelling patterns of nationalities and use your dictionary to add your own examples.**

Read each of the examples in the box aloud. Say some other Latin American countries aloud and organize a dictionary contest. The first student that spells the nationality will get a point. Finally ask students to write the countries and nationalities that were mentioned in their books.

| Beginners  | Fast finishers                     |
|--|------------------------------------|
| Have students work in pairs to find the word and answer with the correct spelling. | Have students answer individually. |

**H** **Write about a Latin American achievement.**

Ask a student to read the instructions. Ask volunteers to give examples for each of the different areas mentioned. Writing the following questions on the board: *What is the achievement? Why was it important? How did this achievement help people?* Give them some time to work on their writing. When they finish, ask some volunteers to share their work with the whole class.

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

Ask a volunteer to read the instructions and the phrases aloud. Tell students to complete each of the phrases. Monitor and help if necessary. Ask some students to share what they wrote with the rest of the class.

## PROJECT

- 1 Go to <https://documents.mx/document/grandes-inventos-y-logros-c-inventos-y-logros-c-los-antiguos-mayas-inventaron.html?page=1> and read about Latin American achievements. Choose one and write it here.

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- 2 Write a short summary of the achievement you chose. What is it? What's it for? Do you think it is useful or not? Does it impact us today?

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- 3 Do you remember the invention you planned in Lesson 1? Work in the same groups of 5 and discuss what you think it will take to create this invention. Fill in the chart below.

|                       |  |  |
|-----------------------|--|--|
| Time invested         |  |  |
| Materials             |  |  |
| We need to know about |  |  |

Lesson 2

45

## PROJECT

### Material:

pen, previous lesson's project

- 1 Go to <https://documents.mx/document/grandes-inventos-y-logros-c-inventos-y-logros-c-los-antiguos-mayas-inventaron.html?page=1> and read about Latin American achievements. Choose one and write it here.

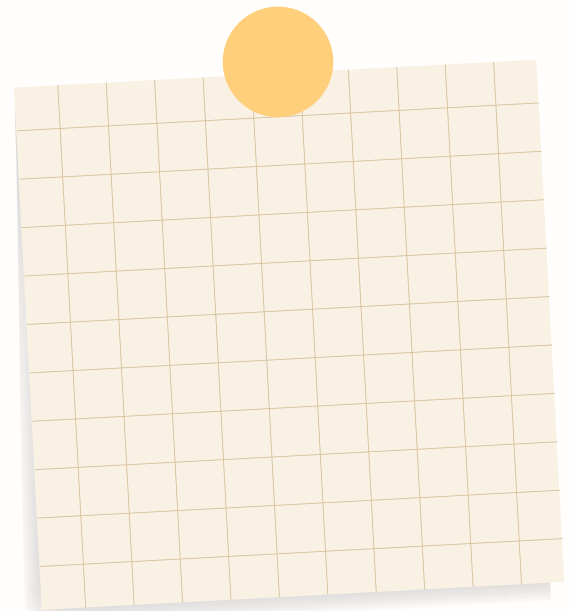
Have students get into their project groups. Call on volunteers to read the instructions. Clear up any doubts. If you have Internet access have them look for Latin American achievements on the recommended site. If not, assign it for homework.

- 2 Write a short summary of the achievement you chose. What is it? What's it for? Do you think it is useful or not? Does it impact us today?

Once they have the necessary information, have them complete the task in their groups. Encourage them to speak in English all the time.

- 3 Do you remember the invention you planned in Lesson 1? Work in the same groups of 5 and discuss what you think it will take to create this invention. Fill in the chart below.

Monitor and help.



Lesson 2

45

# Lesson 3

## Vocabulary

athletics  
prize  
essay

## A Moment to Ourselves

Why is it good to reflect on your own accomplishments?


Tell students to think about the answer, then, to stand up and share it with other classmates.











## Getting Started

Write the following words on the board: *prize, diploma, award, medal*. Ask students to brainstorm things related to the words to obtain vocabulary related to the unit. Then, ask them if they have ever received one and invite them to share their experiences with the group.

# Lesson 3

Why is it good to reflect on your own accomplishments?

**A**  **Track 20** Listen to the announcements. Circle the topic.

|   |  |
|---|--|
| 1. a)  | b)  |
| 2. a)  | b)  |
| 3. a)  | b)  |
| 4. a)  | b)  |
| 5. a)  | b)  |

What did you do yesterday? Who went with you?


**B** Match, then listen again Track 20 and check.

- |  |   |
|--|---|
| 1. Who won the Science prize?              | a) He made a model of the universe.     |
| 2. What did he make?                       | b) They were on time to class.          |
| 3. How did Rosa win the athletics medal?   | c) He wrote the best essay.             |
| 4. Which band won the Battle of the bands? | d) She won the 400 meters race.         |
| 5. What did Grade 5 do to win an award?    | e) Alberto Nuñez won the Science prize. |
| 6. How did Alan West win the book prize?   | f) The Scrubby Bunnies.                 |


**C**  **Work with a friend. Share something you won or achieved.**

46

Unit 2 Looking into the Past

**A**  **Track 20** Listen to the announcements. Circle the topic.


Show students the picture of the group in their books. Ask them to predict what the listening will be about. Play the track and have students choose the topic for each of the announcements. Play the track again and check.

**B**  **Track 20** Match, then listen again and check.

Go through the sentences in the first column and ask students to match each of them with the ones in the second column. If there's disagreement between the answers, encourage them to say why they choose one and not the other. Then play the track and let them check.

## Cross-Check

Ask students to read the information in the box and analyze them. In groups of four, have them discuss the difference. Elicit their conclusions.

**C**  **Work with a friend. Share something you won or achieved.**

Divide the class into pairs. Make sure students understand what they have to talk about. Have students begin the activity. Ask volunteers to share their answers with the class.

**D** Read the interview.



**Climbers Weekly:** Hello James. What is your greatest achievement as a rock climber?  
**James:** I climbed the Mileski Wall in El Potrero Chico. It's a rock climbing area north of Monterrey in Nuevo Leon. El Potrero Chico is an internationally famous climbing area with a lot of difficult rock formations that are steep and sharp. It was a great challenge.  
**Climbers Weekly:** Congratulations! How did you prepare to climb the wall?  
**James:** Well, I practiced a lot on other walls. I trained every week for 6 months before attempting the Mileski. The Mileski has a lot of difficult parts so I prepared my ropes and my safety gear very well. I asked my friends to help me train. For a year before the climb, I lifted weights in my spare time. I ate a very healthy diet and I meditated every day. The night before the climb, I ate a big meal of pasta and potatoes for energy and I went to bed early.  
**Climbers Weekly:** Well done! You are an inspiration to other climbers.

**E** Work with a friend, read again and circle the time references.

**F** Get together with another pair and discuss what James did to prepare for his climb.

**Vocabulary**

- steep gear
- sharp spare
- challenge

**Material:**

3 pictures: a person rock climbing, a person hiking and a person skiing.

**CLIL:** History

**D** Read the interview.

On the board write the questions: *What are both persons doing? What kind of clothes are they wearing? What equipment are they using? Where are they?* Then, ask two volunteers to read, one will be the interviewer and the other will be James.

**E** Work with a friend, read again and circle the time references.

Nominate students to read the text for the class. Ask students to stop every time they get to a time expressions and elicit meaning as they circle the phrases. Once you have finished, ask student to practice the conversation in pairs.

**G** Get together with another pair and discuss what James did to prepare for his climb.

Form teams of four by joining two pairs together. Make sure they understand that they have to identify specific actions. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

| Beginners   | Fast finishers   |
|---|--|
| Students work only in pairs and discuss, making sure strong students work with weak students. | Have students work in their groups. Then, have them share their conclusions. |

**G** Look at the word snake. Find and write the time expressions.



last week \_\_\_\_\_ six months before \_\_\_\_\_ before the climb \_\_\_\_\_  
 last month \_\_\_\_\_ for a year \_\_\_\_\_ the night before \_\_\_\_\_

**H** Look at these words. In words ending in **-mb** the b is silent when spoken. Work with a friend. Say the words and watch how your friend's lips move. Then, use your dictionary to find the meaning of the words. Possible answers:

| -mb words | Meaning   |
|-----------|---|
| climb     | move up something using your feet or sometimes your hands |
| bomb      | an exploding device                                       |
| limb      | leg or arm of a human; branch of a tree                   |
| thumb     | short, thick finger on the side of your hand              |
| crumb     | a very small piece of food                                |

**I** Think of a personal achievement and how you prepared for it. Then, write about it.

1. What did you achieve? (A medal, a prize, a good grade, a recognition, a trophy.)
2. When did it happen?
3. What did you do to prepare for it?
4. How did you feel?

Answers will vary.

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

**G** Look at the word snake. Find and write the time expressions.

Tell students to read the words included in the word snake, suggest they draw a vertical line between each of the time expressions. Then, ask them to write them all on the lines. Check.

**H** Look at these words. In words ending in **-mb** the b is silent when spoken. Work with a friend. Say the words and watch how your friend's lips move. Then use your dictionary to find the meaning of the words.

Organize the class into pairs and read the instructions aloud. Monitor while they work in the first part of the activity in order to correct them if they mispronounce the words. Then, give them some time to look up the words in the dictionary and check by asking volunteers to write the meanings on the board.

**I** Think of a personal achievement and how you prepared for it. Then write about it.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Tell them they can use the text in activity A as model. When they finish, ask some volunteers to share their work with the whole class.

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

Have volunteers read the instructions aloud. Clear up any doubts. This activity can be done for homework. Call on volunteers to share what they wrote with the class.

# PROJECT

- 1 In groups, brainstorm all of your personal achievements. Then, write a list.

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- 2 Rank your group's personal achievements. (You choose the ranking!) E.g. Most amazing to normal, or most common to most unusual.

- 3 Make an award for each member of the group.



We award this medal to \_\_\_\_\_ for \_\_\_\_\_.

- 4 Hold a mini award ceremony for your group in front of the class.



Lesson 3

49

# PROJECT

## Material:

color cardboard, ribbon, markers.

- 1 In groups, brainstorm all of your personal achievements. Then, write a list.

Have students get into their project groups.

- 2 Rank your group's personal achievements. (You choose the ranking!) E.g. Most amazing to normal, or most common to most unusual.

Call on volunteers to read the instructions aloud and clear up any doubts.

- 3 Make an award for each member of the group.

Encourage them to speak only in English and to be creative in their awards.

- 4 Hold a mini award ceremony for your group in front of the class.

Have the groups present their awards in class.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 4

## Vocabulary

earthquake    warning  
drought        shelter

## A Moment to Ourselves

### How past catastrophes can be helpful?

On the board write the words: tornado, hurricane and storm. Ask students if they know what these words mean and brainstorm similar words. Ask students if they have been, seen or heard about a catastrophe lately.


## Getting Started






Play charades with your students. Write the names of natural disasters on small pieces of paper (*tornado, hurricane, earthquake, flood, etc.*). Fold and put them inside a bag. Ask a volunteer to go to the front, take a paper from the bag and act out the natural disaster without using any words. Tell the group that they have 30 seconds to guess what the natural disaster is.

# Lesson 4

## How past catastrophes can be helpful?



**A**  **Track 21** Listen and choose the catastrophe she describes.

- |  |                                     |  |   |
|--|-------------------------------------|--|---|
| 1.  | earthquake <input type="checkbox"/> | 4.  | tsunami <input type="checkbox"/>            |
| 2.  | flood <input type="checkbox"/>      | 5.  | tornado <input checked="" type="checkbox"/> |
| 3.  | drought <input type="checkbox"/>    |  |   |


**B** Choose the best option, then listen again Track 21 and check your answers.

1) I looked / watched out the window and I 2) knew / felt something was wrong. The sky was dark and strange. My sister 3) called / wrote me and 4) told me / said to me there was a high wind warning. I 5) collected / packed some things and the baby and 6) filled / packed the car. On the way out, I 7) saw / greeted my neighbor and 8) invited / told her to come to my sister's shelter with me. She 9) declined / refused.

10) We spent / stayed the night in my sister's basement with her family and other families from my sister's block. We 11) heard / perceived the wind and we 12) heard / watched things flying around. It 13) was / were very loud and scary.


The next morning, I 14) traveled / went back home and there is / was nothing left on the street. I don't know what happened to my neighbor. It 15) can be / was the worst tornado in memory.

**What's different about these two sentences?**  
We bought the jackets last week.  
We were lucky to find them because they were very cheap.


**C**  Working together, retell the neighbor's story.

50

## Unit 2 Looking into the Past

**A**  **Track 21** Listen and choose the catastrophe she describes.

Tell students to close their books and play the track, ask some volunteers to say the main ideas of what they listened to. Then, ask them to open their books again and circle the picture of the natural disaster that was described. You may play the track again if necessary.

**B**  **Track 21** Choose the best option, then listen again and check your answers.

Ask students to choose the correct form of the verb for each of the sentences in the story. Play the track and pause after each answer is said in order to check.


## Cross-Check

Have students read the information in the box aloud. Ask them to discuss the answers in pairs. Elicit their answers. Mention that we can use was/were to describe how people feel in the past.

**C**  Working together, retell the neighbor's story.

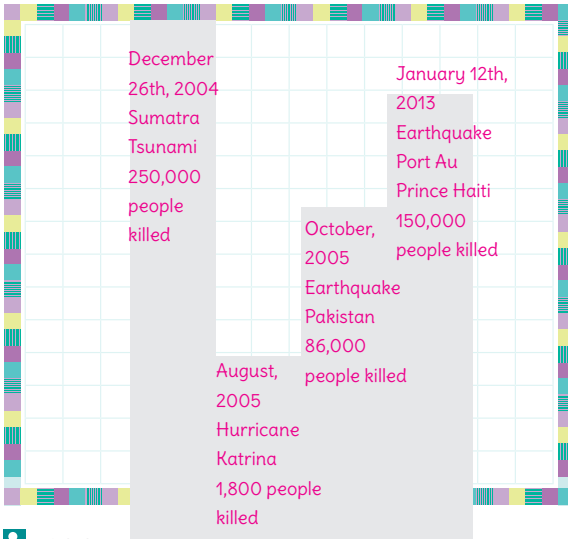
Arrange students in pairs and ask them to read the text again and imagine they have to explain what happened to the class. Encourage them to use past simple in their explanation and make some notes to remember. Ask them to change pairs and tell their partners their version of the story. Ask them to check how different or similar are both stories.



- D**  Work with three classmates and look at the chart. Decide which is the worst catastrophe. Why do you think it is the worst? *Answers will vary.*

| Date                             | Natural disaster                | People killed | Other damage   |
|----------------------------------|---------------------------------|---------------|--|
| January 12 <sup>th</sup> , 2013  | Earthquake Port Au Prince Haiti | 150,000       | 250,000 homes and 30,000 businesses collapsed        |
| December 26 <sup>th</sup> , 2004 | Sumatra Tsunami                 | 250,000       | Whole island destroyed                               |
| August, 2005                     | Hurricane Katrina               | 1,800         | New Orleans destroyed, \$81 billion damage           |
| October, 2005                    | Earthquake Pakistan             | 86,000        | 600,000 homes destroyed<br>3 million people homeless |

- E** Using the information from the chart, make a bar graph.



- F**  Circle the numbers and discuss the references.

### Vocabulary


collapse  
damage  
homeless

Lesson 4

51

CLIL:

History

- D**  Work with three classmates and look at the chart. Decide which is the worst catastrophe. Why do you think it is the worst?

Give students some minutes to read the information in the chart, encouraging the use of a dictionary as they read, to find the meaning of any word they do not understand. Monitor and help as they work. Then, have them work in teams of four and let them discuss which the worst catastrophe is. Ask each team to share their choice encouraging them to explain why they chose it over the others.


- E** Using the information from the chart, make a bar graph.

Remind students what a bar graph is and elicit different ways of making one to record the information included in the chart in activity D. Give them some time to design their own graphs. Monitor and provide help if needed. Encourage some pairs to draw their graphs on the board.


- F**  Circle the numbers and discuss the references.

Read instructions aloud and let them circle all the numbers included in the chart. Ask some volunteers to say them aloud.


If you notice that they need further practice, write some other similar numbers on the board and encourage students to read them aloud.

**G**  **Track 22** Listen and circle the numbers as you hear them.

300,000      155,000      250,000  
 1,800      1,350,150      \$81 billion  
 86,000      30,000      26<sup>th</sup>

**H**  **Work with a friend and say the words chorally. Then use your dictionary to find other examples of this sound and write them in the box.**


The letter 'q' is usually followed by 'u'. These letters together are pronounced /kw/.  
 earthquake      quit      quick

**I**  **Choose a catastrophe. Discuss it with a friend. Then, write about it.**

What happened?  
 When did it happen?  
 What was the damage?  
 Answers will vary.


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

**52**      **Unit 2 Looking into the Past**

**G**  **Track 22** Listen and circle the numbers as you hear them.

Play the track and ask students to circle the number that is said. If time allows, form pairs and ask them to write a similar activity in their notebooks: Tell them to write two series of three numbers in their notebooks and exchange it with a classmate. Ask them to say as many numbers as they can aloud.

| Beginners  | Fast finishers  |
|--|---|
| Have students work in pairs to identify the numbers. | Have students do the activity individually and share their answers. |

**H**  **Work with a friend and say the words chorally. Then use your dictionary to find other examples of this sound and write them in the box.**

Encourage your class to say the three words in the box chorally. Elicit what's the *qu*-sound. Then, organize the class into pairs and tell them to

look up at least three more words with this sound in their dictionaries. Ask pairs to share their words with the class.

**H**  **Choose a catastrophe. Discuss it with a friend. Then write about it.**

Have them choose one of the catastrophes that they studied in this lesson. Ask them to exchange all the information they know about that catastrophe and discuss why it is dangerous. Tell them to be sure to include all the information they shared with their classmate. Ask some volunteers to share their work.

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

Have a volunteer read the instructions and title aloud. Clear up any doubts. Ask students to do this activity for homework. Call on volunteers to share what they wrote.

## PROJECT

- 1 Go to <http://www.isurvivalsupply.com/inventions-that-could-save-your-life-during-a-natural-disaster/> Read about inventions made for disasters. Choose one and describe it here.

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- 2 Write a short summary of the invention here. What is it? What's it for? Do you think it is useful or not?

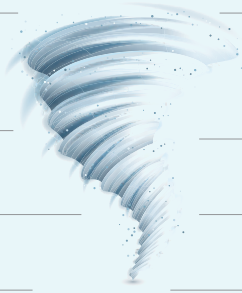
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- 3 Work in groups of 5 and discuss which of the inventions have helped people the most when facing a natural disaster. Write the invention and supporting ideas.



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Lesson 4

53

## PROJECT

- 1 Go to <http://www.isurvivalsupply.com/inventions-that-could-save-your-life-during-a-natural-disaster/> Read about inventions made for disasters. Choose one and describe it here.

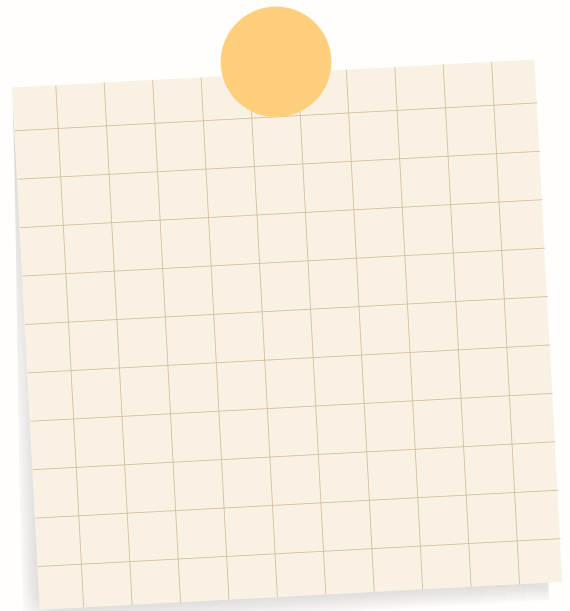
Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts.

- 2 Write a short summary of the invention here. What is it? What's it for? Do you think it is useful or not?

Ask students to do their research at school or at home (wherever they have easy Internet access.)

- 3 Work in groups of 5 and discuss which of the inventions have helped people the most when facing a natural disaster. Write the invention and supporting ideas.

Have students present the inventions they chose in class.



# Lesson 5

## Vocabulary

safety wave  
shake receded

## A Moment to Ourselves

### Are you prepared for a catastrophe?

Have students read the question and think about it. Form groups of four to discuss their answers. Elicit some of their conclusions.


## Getting Started

Divide the group into five big teams and assign a natural disaster to each: *tornado, hurricane, flood, earthquake, fire*. Tell each team to assign a secretary to record all the ideas the team has about the natural disaster in a web graphic organizer. If you have Internet access, let them browse on the web to find out more about their disaster. When finished, have teams present their webs to the class.

# Lesson 5


## Are you prepared for a catastrophe?

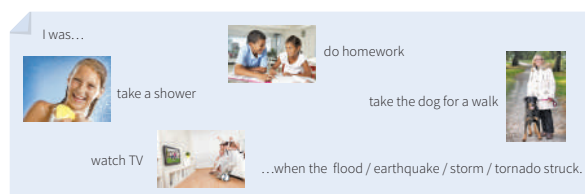
**A**  **Track 23** Listen to the personal account and put the pictures in order.



**B** Join the sentences below. Listen again Track 23 and check.

- |  |   |
|--|---|
| 1. I was washing the dishes                        | a) when we heard that the town was flooded.     |
| 2. Later, I was working on my computer             | b) when I felt the floor shake.                 |
| 3. When the big wave came towards the house,       | c) I picked up the dog.                         |
| 4. When the first wave receded,                    | d) we realized another one was probably coming. |
| 5. I was carrying our belongings into the shelter, | e) when I heard the news on TV.                 |


**C**  **Work with your partner. Make sentences.**




Answers will vary.

54

Unit 2 Looking into the Past

**A**  **Track 23** Listen to the personal account and put the pictures in order.


Have students look at the pictures in the activity and describe them. Play the track and ask students the following questions: *Who is talking? What happened?* Tell them to use numbers 1 - 4 to order the pictures. Play the track again to check.

**B**  **Track 23** Join the sentences below. Listen again and check.


Work on this activity as a whole class. Ask volunteers to read each of the sentences from the left column and elicit which is the correct match from the rest of the class. Finally, play the track to check.

## Cross-Check

Ask students to read the information in the box and analyze. Have them discuss their opinions in trios. Elicit answers.

**C**  **Work with your partner. Make sentences.**

Tell students to write sentences similar to the one they wrote at the beginning of the class with the aid of the time line. Have students begin the activity. Ask volunteers to share their answers with the class.


- D**  Read the letters and discuss the reason for why they were written.

Dear Samut,  
I was vacationing in Thailand when the Tsunami struck the island of Phuket. The wave affected Indonesia, Sri Lanka, India and Thailand. Many people were killed and injured. I was sitting by the hotel pool when water and a big tree hit me. I held on to the tree and tried to hold my breath. When the wave pulled me back, you grabbed me and held on to me with a rope. Then you took me to the hospital and now I'm OK. I want to thank you for saving my life.

From,  
Ana Robles  
Spain

Dear Asia Aid,  
I was reading about the disaster in the Indian Ocean when I realized I can help with a donation. I want my money to go towards rebuilding a community center for those people who were injured in the disaster. Many local people were injured while saving tourists. I hope you can use my donation to do something good for them.

From,  
Brian Smith  
UK

- E**  Read again and underline the nouns. Make a list and compare it with two friends.

- F**  Choose a topic to discuss with a friend.

- How to thank someone who saves your life.
- How to use a large donation to rebuild a community.


Lesson 5

55


### Vocabulary

strike  
injure  
grab

### CLIL: Literature

- D**  Read the letters and discuss the reasons for writing why they were written.

Arrange students in pairs and ask them to discuss the following questions: *Who is the sender and who is the receiver of each letter? What is the purpose of each letter?* Monitor students' work and provide help if necessary.

- E**  Read again and underline the nouns. Make a list and compare it with two friends.

Before they start working on the task, elicit that a noun is a word that names a person, place, thing or idea. Ask for some examples of each of the categories and then, have them begin. Monitor and help if necessary. Ask pairs to join with another pair to compare their lists.

- F**  Choose a topic to discuss with a friend.

Read the two topics aloud and tell students to choose one of them to discuss with their partner. Give them some time to work on the activity and when they finish ask pairs to share their conclusion about the topic they chose.

**G** Choose the word that doesn't belong. Use your dictionary if you don't know the meaning of some words.



**H** Look at the rule and say the words. Then, use your dictionary to find more examples.

When a vowel is followed by a consonant and an 'e' it usually has a long sound and the 'e' is silent.

wave / rope / hope / fire / **Answers will vary.** / \_\_\_\_\_ / \_\_\_\_\_

**I** Discuss these questions. Then, choose one to write about.

What were you doing when it started raining?

What were you doing when the last earthquake struck?

What were you dreaming about when you woke up?

**Answers will vary.** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

**G** Choose the word that doesn't belong. Use your dictionary if you don't know the meaning of some words.

Read the instructions and clear up any doubts. Tell them to use a dictionary for any words they don't know. Check answers with the whole class.

**H** Look at the rule and say the words. Then, use your dictionary to find more examples.

Ask a volunteer to read the rule aloud. Then read each of the examples exaggerating the long vowel a little bit. Ask some students at random to repeat the words. Then, give them some time to work on the activity. Ask students to go to the board and write their words. Have everyone say the words aloud to see if they correspond to the rule.

**I** Discuss these questions. Then choose one to write about.

Ask some volunteers to read the instructions and the questions aloud.

Clear up any doubts before they begin to work. Ask some students to share their work with the class.

| Beginners   | Fast finishers  |
|---|---|
| Have students work in teams to decide which question to answer. Only one student writes the answer. | Students work individually and support their choice orally. |

Have students read the instructions in their workbooks. Clear up any doubts. Tell them to be creative if they are making up a story. When they finish, ask them to share their answers with the whole class. This activity can be done for homework.

## PROJECT

- 1 Find a documentary about a catastrophe that occurred somewhere around the world. Listen to the introduction and complete the chart.

|                        |  |
|------------------------|--|
| What kind of disaster? |  |
| Where did it happen?   |  |
| When did it happen?    |  |

- 2 Watch the introduction again.

- 3 Work in pairs.

A: Write down the words you can hear.

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B: Write down the images you can see.

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- 4 Check your list. Compare your list with another pair. Then, share information with the rest of the group. Finally, discuss these questions.

According to the introduction, do you think it is a good documentary?

Would you like to watch it?



Lesson 5

57

## PROJECT

Material:

notebook, pen

- 1 Find a documentary about a catastrophe that occurred somewhere around the world. Listen to the introduction and complete the chart.

Form new teams of four or five and tell them that they will be working together for the second half of the unit.

- 2 Watch the introduction again.

Ask volunteers to read the instructions aloud. Clear up any doubts. If you do not have Internet access at school, have students do the first part of the activity at home.

- 3 Work in pairs.

Have them complete the task at school.

- 4 Check your list. Compare your list with another pair. Then, share information with the rest of the group. Finally, discuss these questions.

Have volunteers share what they found.

NOTES : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Lesson 6

## Vocabulary

fire fighter    alarm  
kit

## A Moment to Ourselves

### What should you do during a disaster?


Ask a student to read the question aloud. Give students a moment to think about it; then, pair them up to discuss what they should do.

## Getting Started

On the board write the words: earthquake, hurricane, volcanic eruption, tsunami. Ask students to list as many elements of each disaster as they can in 1 minute. Check lists as a whole class. Arrange the group in four teams and assign a disaster to each team. Tell the teams they have to come up with a list of actions in the given case. Give students a few minutes and nominate groups to come to the front and explain their actions to the whole class.

# Lesson 6

## What should you do during a disaster?

**A**  **Track 24** Listen to the report and circle the things you hear.



**B** Write some sentences using past continuous and simple past based on what you just heard. Compare your sentences with a classmate's.

Look at these sentences and discuss the differences. When we arrived, they were setting up the chairs. She was sleeping at 7:45 am. When he finished the exam, she picked it up.

Answers will vary.


**C**  Work with your partner. Illustrate the sentence below on the timeline.

We were watching the movie when the lights went out.



58

Unit 2 Looking into the Past

**A**  **Track 24** Listen to the report and circle the things you hear.


Play the track once and ask students to tell you who was talking and what were they talking about. Then, tell them to open their books, read instructions aloud and give look at the pictures. Play the track again so they can complete the activity. Check.

**B** Write some sentences using the past continuous and simple past based on what you just heard. Compare your sentences with a classmate's.

On the board, write: When he finished the exam he picked it up. Ask students: *Which action interrupted the other? Which action was in progress?* Check the differences between past simple and past continuous and elicit differences in structure. Arrange students in pairs to complete the activity and check answers as a whole class.

## Cross-Check

Ask a volunteer to read the information in the box aloud. Have them work in pairs to find the differences in the sentences. Elicit their conclusions.

**C**  Work with your partner. Illustrate the sentences below on the timeline.

Divide the class into pairs. Have students begin the activity. Ask volunteers to share their answers with the class.



D Read the manual and choose the correct titles.

### What to do during a flood, fire or earthquake?

Inside      Outside      On the road      In a crowded place

1. Inside

STOP – DROP – COVER  
Stop what you are doing.  
Drop to the floor next to your desk.  
Cover your head with your hands.



2. Outside

Stay clear of buildings and power lines.



3. On the road

Stop driving, Pull over. Don't park under bridges.




4. In a crowded place

Don't panic. Don't rush for the exit. Stay low.  
Cover your head and neck.



E  Underline the verbs. Make a list and compare it with a friend.

F  Act out the manual with some friends.

Lesson 6

59

### Vocabulary

power lines

bridges


rush

CLIL:


Social Studies

D Read the manual and choose the correct titles.

Read instructions aloud and ask some volunteers to read the words in the box. Make sure everybody understands them. Have students read in silence and answer the activity while you monitor. Check by asking some students to read aloud the titles and instructions aloud.

E  Underline the verbs. Make a list and compare it with a friend.

Before students start working on this activity elicit that a verb is a word that expresses an action and ask them to give you some examples. Give students some time to work on the activity individually and then, form pairs so they can compare their answers. Finally, check with the whole class by asking volunteers to read their answers as you write the verbs on the board.

F  Act out the manual with some friends.

Have students work in teams of four. Make sure they understand what to do before they begin the activity. Give them some minutes to rehearse the instructions of the manual and then ask some teams to act them out in front of the class.

**G** Find words and write them in the correct category.

rescuer    devastation    alarm    hurricane    panic  
 tsunami    victim    flood    earthquake    survivor  
 tornado    drought



disasters  
 hurricane \_\_\_\_\_  
 tsunami \_\_\_\_\_  
 flood \_\_\_\_\_  
 earthquake \_\_\_\_\_  
 tornado \_\_\_\_\_  
 drought \_\_\_\_\_

words related to disasters  
 rescuer \_\_\_\_\_  
 devastation \_\_\_\_\_  
 alarm \_\_\_\_\_  
 panic \_\_\_\_\_  
 victim \_\_\_\_\_  
 survivor \_\_\_\_\_

**H** Work with a friend, look at the rule below and say the words. Then find two more examples in Activity G.

We often add **-r**, **-er** or **-or** to a verb to make it a noun for a person

visit-visitor    admire-admirer    lead-leader

rescue — rescuer    survive — survivor

**I** Discuss these questions. Then, choose one to write about.

Think of a recent disaster. What were the rescuers doing when it occurred? What were the victims doing? What were the survivors doing?

Answers will vary.

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

**G** Find the words and write them in the correct category.

Read the instructions and have the students read the words aloud. Clear up any doubts about meanings. Ask them to work individually to complete the task. Arrange students in pairs to compare answers. Nominate students to check answers with the whole class.

**H** Work with a friend, look at the rule below and say the words. Then find two more examples in Activity G.

Form pairs and give them some time to read and discuss the rule. Then, have students look at the list of words in the previous activity to find two words that follow this rule. Elicit that *rescuer* comes from the verb *rescue* and *survivor* from the verb *survive*. Ask if they can think of any more examples.

| Beginners  | Fast finishers  |
|--|---|
| Have students help each other to discuss and write the correct answer. | Have students write sentences individually, and then compare their answers. |

**I** Discuss these questions. Then, choose one to write about.

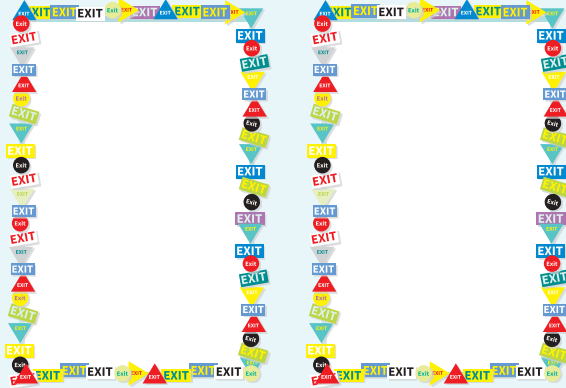
Ask students if they have seen in a video or heard about a natural disaster. Ask students to say what they know about people involved, such as survivors, helpers and what each person did.

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

Read the instructions on the blog page aloud and have students think about it for a moment. Have them finish the task and call on volunteers to share with the class. This activity can be done for homework.

# PROJECT

- 1 Find the evacuation routes signs and emergency warning posters in your school and draw quick sketches here.



- 2 Work in pairs. Use poster paper and markers to reproduce the warning posters and evacuation route signs around your school in English. You can use your dictionary.



- 3 Share your posters and signs with the class.

Lesson 6

61

# PROJECT

## Material:

color cardboards, markers

- 1 Find the evacuation routes signs and emergency warning posters in your school and draw quick sketches here.

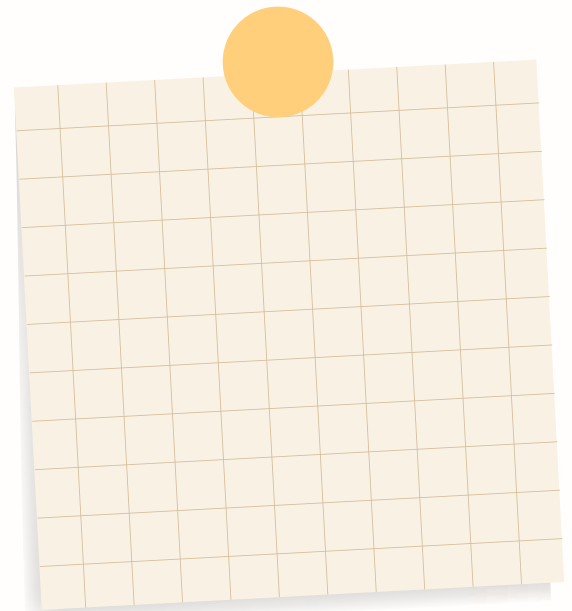
Have students get into their project groups. Read the instructions aloud and clear up any doubts.

- 2 Work in pairs. Use poster paper and markers to reproduce the warning posters and evacuation route signs around your school in English. You can use your dictionary.

Students pair up to complete the task. Encourage them to speak in English all the time and be creative with their posters.

- 3 Share your posters and signs with the class.

Have students present their work and display the posters around the classroom or school.



# Lesson 7

## Vocabulary

flashlights    extinguisher  
batteries

## A Moment to Ourselves

What can you do to be prepared for a catastrophe?


To set context, ask students to think about what they do when the seismic alarm turns on, either at school or at home. Ask what else they think they can do to be prepared for a catastrophe.

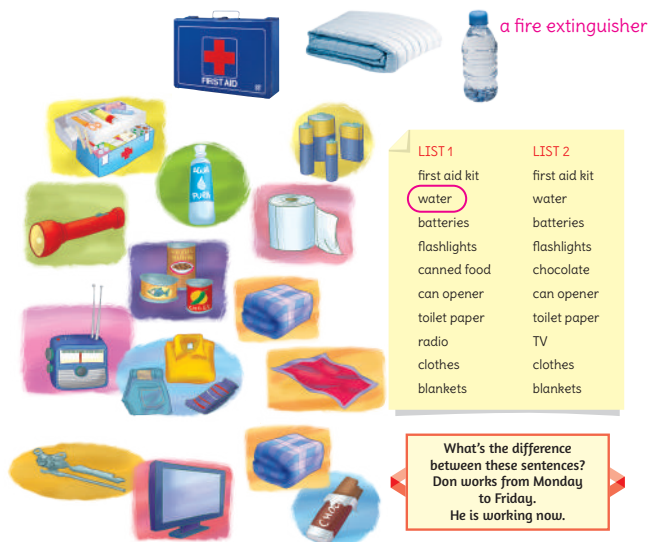
## Getting Started

Form teams of three and give them some cardboard to cut out four flashcards. Tell them to draw the picture of one item that they think may be useful in case of a catastrophe on each one. Give them five minutes to work on their flashcards and then ask each of the teams to go to the front and show the class their emergency kits.

# Lesson 7

## What can you do to be prepared for a catastrophe?

**A**  **Track 25** Listen to the conversation and choose the right list. Then, write what's missing.



| LIST 1        | LIST 2        |
|---------------|---------------|
| first aid kit | first aid kit |
| water         | water         |
| batteries     | batteries     |
| flashlights   | flashlights   |
| canned food   | chocolate     |
| can opener    | can opener    |
| toilet paper  | toilet paper  |
| radio         | TV            |
| clothes       | clothes       |
| blankets      | blankets      |

**What's the difference between these sentences? Don works from Monday to Friday. He is working now.**


**B** Match the questions and answers.

- |                                |   |
|--------------------------------|---|
| 1. What are you doing?         | a) Flashlights, batteries and a first aid kit |
| 2. What are you putting in it? | b) I'm preparing an earthquake kit.           |
| 3. How much water do I need?   | c) You don't have a fire extinguisher.        |
| 4. What's missing?             | d) You need 2 liters per person per day.      |

**C**  Work with two friends and make your own list for an earthquake kit.

62

Unit 2 Looking into the Past

**A**  **Track 25** Listen to the conversation and choose the right list. Then write what's missing.


Ask students to close their books, play the track once and ask them to tell you what they are talking about. Then, tell them to open their books, and look at the different items. Elicit their names in English. Read instructions aloud, play the track again so they can complete the activity.

## Cross-Check

Read the information in the box aloud and elicit the difference between the two sentences. (one is a routine and the other action is in progress at the moment of speaking)

**B** Match the questions and answers.

After reading the instructions, have students read the questions aloud. Then, call on different pairs to take turns reading the question and the corresponding answer.

**C**  Work with two friends and make your own list for an earthquake kit.

Form groups of four. Ask them to make a list for an earthquake kit. Tell them they can use their flashcards to help them and can add anything else they think is useful. Have one person from each group go to the board to write their list so everyone can compare.

**D** Read the map and count the number of different disasters represented.

**E** Circle the correct direction for the state.

Yucatan      North / East / **South** / West

Baja California      **North** / East / South / West

Mexico City      Northern Mexico / **Central Mexico**

Chiapas      North / East / **South** / West

**F** Point to the different parts of the map and ask your friend the questions below.

What state is this?

What's the capital of this state?

What disasters happen in this area?

Do you know this area?

Do you know anyone who lives here?

**Lesson 7** **63**

**Vocabulary**

|            |          |        |
|------------|----------|--------|
| cardinal   | tornados | storms |
| directions | floods   |        |

**CLIL:** **Geography**

**D** Read the map and count the number of different disasters represented.

Have students look at the map. Go to the legend or key symbols and make sure they understand what each color represents. Then, ask:


*How many earthquakes are represented in the map? How many floods, tornados or storms?*

**E** Circle the correct direction for the state.


Draw a compass rose on the board and elicit the four cardinal directions: *North, South, East* and *West*. Elicit some combinations: North-east, South-west, etc. Have them complete the task and check their answers. Discuss any variations.

**F** Point to the different parts of the map and ask your friend the questions below.

Organize the class into pairs and read instructions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**G**  **Play charades in groups of five.**

1. Have everyone write a present continuous action of a piece of paper.
2. Collect the papers.
3. Exchange papers with another group.
4. Have one person from each group select a paper, act it out and ask, "What am I doing?"
5. The person who guesses gets the next turn.
6. Try to guess as quickly as possible, because the group that guesses all of the activities first wins.

**H**  **Say the tongue twister in front of the class.**

Whether the weather is warm,  
Whether the weather is hot,  
We have to put up with the weather,  
Whether we like it or not.

**I** **Discuss these questions. Then, choose one to write about.**

Do you know anyone who has been in a disaster?

Have you been in a disaster?

Have you heard about any disasters recently?

*Answers will vary.*

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 **Go to page 48 in your workbook and write an entry in your blog.** 

**G**  **Play charades in groups of five.**

Put together teams of five and ask a volunteer to read the instructions aloud. Model each instructions to make sure they understand. Set some basic rules regarding respect: Not to interrupt others, not to make fun of their partners. Have fun as they are together.



**H**  **Say the tongue twister in front of the class.**

Read the tongue twister aloud. Have students repeat it slowly. Tell students that each member of the team should memorize one line from the tongue twister. Give them some time to do it and then have groups take turns saying the complete tongue twister in front of the class. The team that does it fastest wins.

**I** **Discuss these questions. Then, choose one to write about.**

Ask one volunteer to read the instructions and questions aloud. Make sure students know exactly what they have to write about. Give them some time to work individually. Ask some students to share their work.

| Beginners   | Fast finishers                                       |
|---|--|
| Forms pairs or groups and share their answers. Only one student writes the answer to the questions. | Have students work individually to write the answer. |

 **Go to page 48 in your Workbook and write an entry in your blog.** 

Ask a volunteer to read the instructions in their workbooks. Clear up any doubts. When they finish, ask them to share their answers with the whole class. This activity can be done for homework.

## PROJECT

- 1 Look at the chart and decide what you will need for your class earthquake kit.

Answers will vary.

How many people? \_\_\_\_\_ How many days? \_\_\_\_\_

### Earthquake Kit:

1 large plastic bin per 5 people = \_\_\_\_\_

1 flashlight per 5 people = \_\_\_\_\_

batteries for each flashlight (number of batteries depends on the flashlight) = \_\_\_\_\_

2 liters of water per person per day = \_\_\_\_\_

3 cans food per person per day = \_\_\_\_\_

1 can opener

1 change of clothes per person

1 radio

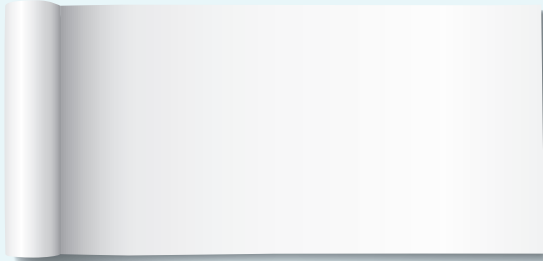
1 first aid kit

1 roll toilet paper per 5 people per day = \_\_\_\_\_

1 fire extinguisher



- 2 Plan a poster of your Class Earthquake Kit in the space below. Draw the poster.



- 3 Share the poster with your class.

Lesson 7

65

## PROJECT

### Material:

book, pen, sheets of color paper

- 1 Look at the chart and decide what you will need for your class earthquake kit.

Ask students to get into their project groups. Have them read the information in silence and clear up any doubts.

- 2 Plan a poster of your Class Earthquake Kit in the space below. Draw the poster.

Tell them to draw their earthquake kits on large pieces of cardboard or poster board.

- 3 Share the poster with your class.

Have groups present their kits to the class and display them around the classroom.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 8

## Vocabulary

tuna            oil  
sardines       safety razor

## A Moment to Ourselves

### Who helps people after a disaster?

Form trios to have students answer the question. Elicit their ideas.

## Getting Started

Ask students: *Why should we help people during a disaster?* Have a class discussion. Encourage students to defend their points of view with arguments, providing any vocabulary they may need. Finish the discussion by asking them: *What kind of help would you want to receive if you were victims of a disaster?* Elicit answers from different students.

# Lesson 8

## Who helps people after a disaster?



**A** Look at the pictures and label the things in the pile. You can use your dictionary.



Look at the questions and answers and find the differences. How much milk is there? There is half a liter of milk. How many apples are there? There are 2 apples.

**B** **Track 26** Listen and complete the articles.

1. a can of tuna
2. a bag of sugar
3. a jar of mayonnaise
4. a bottle of oil
5. a box of chocolate powder
6. a packet of dish towels
7. a tube of tooth paste
8. a packet of crackers

**C** **Work with a friend. Test them on the vocabulary in Activity A.**

What's this?

It's a tube of toothpaste.

66

Unit 2 Looking into the Past

**A** Look at the pictures and label the things in the pile. You can use your dictionary.

Have students look at the pile of items. Have them read the labels aloud. Clear up any doubts. Then elicit some of the containers. Ask them to label all of the containers. Write an example on the board. They can use the list in activity B for help. Elicit answers and call on volunteers to spell them.

### Cross-Check

Form pairs. Have students read the information in the box to find the differences in the sentences. Elicit their answers and write them on the board to come up with a rule for quantity expressions.

**B** **Track 26** Listen and complete the articles.

Have students read the names on the containers, ask some volunteers to draw them on the board to make sure everybody understands the meaning of each word. Play the track pausing after each number so they can answer and check.

**C** **Work with a friend. Test them on the vocabulary in Activity A.**

Read the instructions aloud and make sure everybody understand that they have to ask the objects in activity A. Have students begin the activity. Monitor and help if required. Read the instructions aloud and clear up any doubts. Monitor, encouraging them to speak in English all the time.





**Vocabulary**  
 range relief  
 provide wounded

**D** Read the article and circle the services the Red Cross provides.

The American Red Cross responds to approximately 70,000 disasters in the United States every year. These disasters range from home fires that affect a single family, to hurricanes that affect tens of thousands, to earthquakes that impact millions.

In these events, the Red Cross provides shelter, food, and health services to help families and entire communities recover. The Red Cross works with other agencies to provide services to disaster victims.

The Red Cross is active all over the world. In Mexico, when Guerrero was flooded in 2013, the Mexican Red Cross coordinated rescue, food and shelter for those with homes destroyed or damaged. In Afghanistan the Red Cross gives shelter to refugees, helps them contact family members and assists the wounded and disabled.

**E** Work with a friend and look for examples of these, mentioned in the text. Possible answers:

disasters: homefires , hurricanes , earthquakes  
 services: shelter , rescue , contacts families  
 countries: Mexico , Afghanistan , United States

**F** Discuss the work the Red Cross does. Do you know of any other services the Red Cross provides?

Lesson 8 67

**CLIL:** Literature

**D** Read the article and circle the services the Red Cross provides.


Elicit from students that a service is an act of help or assistance and ask for examples. Form trios and have them take turns reading the article aloud. Give them some time to circle the services. Check by asking students to read answers aloud.

**E** Work with a friend and look for examples of these, mentioned in the text.

Elicit some answers and have them work. Ask volunteers to share their answers with the class.

**F** Discuss the work the Red Cross does. Do you know of any other services the Red Cross provides?

Read instructions aloud and have them begin. Monitor and provide help when needed. Encourage teams to share their answers and write a list of services on the board.

**G**  In groups, play “hangman” with words from this lesson.

Have one person choose a word and represent each letter with a dash.

E.g. \_\_\_\_\_

Take turns guessing a letter.

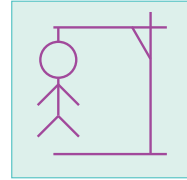
If the letter is not in the word write it on the board and draw a part of the hangman. E.g. ‘a’


If the letter is in the word write it on the corresponding dash.

E.g. ‘e’

\_\_\_\_\_ e \_\_\_\_\_ e \_\_\_\_\_ e \_\_\_\_\_ (detergent)

The aim is to guess the word before the hangman is complete.



**H**  Look, cover, write and check the words below.

**mayonnaise** **toothpaste** **vegetables** **sardines**

**I** Imagine you are in a disaster. Discuss what you need. Write about it.

Describe the disaster. Describe what you lost. Describe what you need.

Answers will vary.

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Go to page 51 in your workbook and write an entry in your blog.

68

Unit 2 Looking into the Past

**G**  In groups, play “hangman” with words from this lesson.

Go over the procedure. Form groups of four to play. Ask them to guess at least 8 words from the lesson. Tell them that the person who guesses the word must make a sentence with it to get a point. The students with the most points win.

**H**  Look, cover, write and check the words below.

Read the instructions. Give students 30 seconds to memorize the words. Have them cover the words in their books and give them another 30 seconds to write them. Check by having volunteers write the words on the board.

**I** Imagine you are in a disaster. Discuss what you need. Write about it.

Ask a volunteer to read the instructions and the paragraph aloud. Give

them some time to write. Monitor and offer any help when needed. Ask some students to share their work.

| Beginners   | Fast finishers  |
|---|---|
| Draw a diagram on the board to help classify the information and write <i>disaster, what you lost, what you need.</i> | Students work individually to write the descriptions. |

Go to page 51 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Read the parts of an outfit aloud and clear up any doubts. Give them some time to write about their outfit. Monitor and help. When they finish, encourage some of them to share their writings with the whole class.

## PROJECT

- 1 Work as a class and decide on a group that needs help. E.g. A local women's shelter, the local Red Cross, a soup kitchen, a local orphanage.
- 2 Find out what they need by calling them, writing or visiting (you need your teacher's help and parent's permission). E.g. Canned goods or cleaning supplies
- 3 Decide on the content and make multiple copies of a flier. Include this information:
  - who and where the organization is located?
  - what you are collecting to help them out?
  - where and when people leave their donations?



- 4 Distribute the flier, collect the donations and coordinate with the group you are helping to deliver the items.

Lesson 8

69

## PROJECT

### Material:

telephone, sheets of paper, computer, copier

- 1 Work as a class and decide on a group that needs help. E.g. A local women's shelter, the local Red Cross, a soup kitchen, a local orphanage.

Have students get into their project groups. Call on volunteers to read the instructions aloud. Clear up any doubts.

- 2 Find out what they need by calling them, writing or visiting (you need your teacher's help and parent's permission). E.g. Canned goods or cleaning supplies.

Have them do their research and make their fliers.

- 3 Decide on the content and make multiple copies of a flier. Include this information.

Encourage them to be creative in their designs and to speak only in English as they work.

- 4 Distribute the flier, collect the donations and coordinate with the group you are helping to deliver the items.

Once they are finished, have students present their fliers to the class, and distribute them around school and their neighborhoods.

Collect the donations and deliver the items as a whole class.

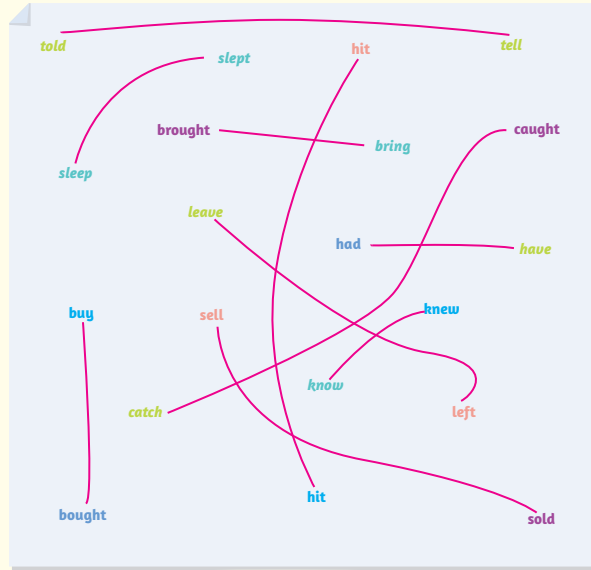
## Review 2

**A** Complete the sentences using the verbs below in the correct tense.

invent   paint   see   be   know   discover

1. Carl Benz invented the car in 1886. Today they are a part of our everyday transportation system.
2. Picasso painted the famous painting, *The Weeping Woman*, in France in 1937. Today you can see it in the Tate Gallery in London.
3. John Sutter discovered gold in California in 1848 near San Francisco. Today we know California for technology companies and Silicon Valley.

**B** Match the verb to its simple past form.



**A** Complete the sentences using the verbs below in the correct tense.

**B** Match the verb to its simple past form.

Read the instructions to each of the activities aloud. Clear up any doubts.

Have students work individually to complete the tasks. Monitor and check with the whole class.

**C** Write two sentences about what you were doing when the teacher arrived. E.g. I was sleeping when the teacher arrived.



Answers will vary.

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**D** Write the sentences.

1. I was / the floor shake / washing the dishes / I felt / when /  
I was washing the dishes when I felt the floor was shaking
2. came towards my house / a very big wave / drinking coffee / While I was /  
While I was drinking coffee, a very big wave came towards my house
3. on my computer / I was / working / the news on the radio / when I heard /  
I was working on my computer when I heard the news on the radio

**E** Circle the odd one out.

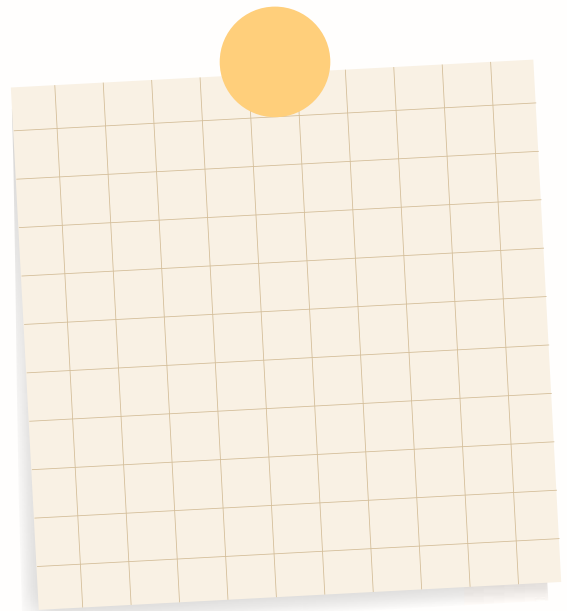
1. earthquake    drought    tidal wave    safety plan
2. fire    flood    inundation    deluge
3. dry spell    lack of rain    drought    flood

**C** Write two sentences about what you were doing when the teacher arrived. E.g. I was sleeping when the teacher arrived.

**D** Write the sentences.

**E** Circle the odd one out.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and check with the whole class.



## Keeping Order

## Vocabulary

relationship  
respect  
trust


## A Moment to Ourselves

Do you have obligations at home? Why?

Read the questions aloud, form pairs to discuss the things they do at home. Have students tell you their obligations.




## Getting Started


On the board write the phrases: wash the dishes, do your homework. Ask students if these are benefits or obligations (obligations). As a whole class, ask students to brainstorm more activities related to obligations.


UNIT 3

## Keeping Order

Do you have obligations at home? Why?

**A**  **Track 27** Read and listen to the following text.

Do you really help at home?


To build a relationship of mutual respect and trust at home, children have to help their parents with chores. But, does this always happen? How often do you help your parents around the house? Answer the following questions and find out if you help your parents enough, or if you need to help them a bit or a lot more.

|  |   |
|--|---|
| <p>1. When you finish breakfast you...</p> <ul style="list-style-type: none"> <li>a. pick up your plate and put it in the sink.</li> <li>b. grab your bag and go to school.</li> <li>c. say thank you and get ready for school.</li> </ul> | <p>3. On weekends you...</p> <ul style="list-style-type: none"> <li>a. clean your room and ask your mom if she needs help.</li> <li>b. play with friends.</li> <li>c. make your bed and watch TV.</li> </ul>  |
| <p>2. When you come back from school you...</p> <ul style="list-style-type: none"> <li>a. put your bag away where it belongs.</li> <li>b. put your bag anywhere and go to your room.</li> <li>c. take your bag to your room.</li> </ul>    | <p>4. When your mom goes to the supermarket you...</p> <ul style="list-style-type: none"> <li>a. help her with the bags.</li> <li>b. ask her if she got your favorite candy.</li> <li>c. pick up the things she drops on the way to the kitchen.</li> </ul> |

- **Most of your answers are (a)**  
You help at home and I'm sure your parents feel very proud of you!
- **Most of your answers are (b)**  
You really have to help more at home. Remember that helping other can be rewarding.
- **Most of your answers are (c)**  
You are on your way, but you have to make a greater effort.


What do these sentences mean?  
Children have to go to school.  
My brother has to study for the test.

**B** Read again and answer the test with your own information.

**C**  Work with a friend and share the results of the test. Then, tell each other what you can do to help more at home. Write down what you will do.

Answers will vary.

72
Unit 3 Keeping Order

**A**  **Track 27** Read and listen to the following text.


Tell students to describe the pictures, check vocabulary. Have students close their books, and play the track. Encourage students to share their answers. Have them open their books and play the track again so they can follow the reading.

Cross-Check

Read the information in the box aloud and pair students up to talk about the meaning of the sentences. Call on volunteers to say what they mean and give more examples.

**B** Read again and answer the test with your own information.

Play the track again pausing after each question is said and ask students to answer it with their own information

**C**  **Work with a friend and share the results of the test. Then, tell each other what you can do to help more at home. Write down what you will do.**

Make sure students understand what they have to do. Have students begin the activity. Ask volunteers to share their answers with the class.

**D** Read the following leaflet.

**Did you know that you can exercise by doing chores?**

**Stay active and help at home!**  
Cleaning may be considered a terrible thing, but have you realized you can get a workout while you are helping your parents at home?

**Cleaning can be fun!**  
Cleaning doesn't have to be boring. Why not dance while you're cleaning or at least listen to your favorite music? That way you turn something you don't like into something really fun. Washing the car is a good way to work your arm and back muscles.

**Earn some money!**  
Why not do some extra work at home for cash? Ask your parents, or even your neighbors whether you can help them with those chores they never do because of lack of time. That way you will be helping and earning some extra money.




**E** Read the leaflet again and underline the advantages of helping at home.

**F**  Work with a friend and think of more advantages. Write them down.

Answers will vary.

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**Lesson 1** 73

**Vocabulary**

workout  
boring  
cash


**CLIL:** Social Studies

**D** Read the following leaflet.


Ask students to take turns reading the information related to household chores in the leaflet. Tell them to come up with suggestions on how to make a boring chore more fun. Elicit some of their ideas.


**E** Read the leaflet again and underline the advantages of helping at home.

Ask students what an advantage is and tell them to give some examples of advantages concerning different obligations. Read instructions aloud and give students time to underline. Check and ask them if they agree with the information included in the leaflet, encourage them to support their answers.

**F**  Work with a friend and think of more advantages. Write them down.

Divide the class into pairs. Read the instructions aloud with the students. Make sure they understand what to do before they begin the activity. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**G**  Work in teams and mime the chores.

**H**  **Track 28** Listen to the pronunciation and say the words. Then, find more words in the texts from Activities A and D.

Have you noticed that the h sound is soft in English?

house    hint    hello    hit

**I** Describe your daily routine at home before and after you go to school. Then, write about it.



Before I go to school, I...

After I come back from school, I...

I always / never keep my room clean because...

Answers will vary.

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Go to page 54 in your workbook and write an entry in your blog.

74

Unit 3 Keeping Order

**G**  Work in teams and mime the chores.

Form teams of four. Write the chores that have been mentioned in the lesson on separate sheets of paper and give one sheet to each team. Tell teams to think of a situation in which that chore is done. Have the teams act out the situations for everyone to guess.

**H**  **Track 28** Listen to the pronunciation and say the words. Then find more words in the texts from Activities A and D.

Tell students to listen to the track and play it. Play it again, pausing after each word so they can repeat chorally. Then, have them complete the task and say their words aloud.

**I** Describe your daily routine at home before and after you go to school. Then, write about it.

Read the instructions aloud and ask students to describe the illustrations. Elicit the difference. Have them do the task, encouraging

them to use the phrases in the activity. Once they have finished, call on volunteers to share their work with the class.

| Beginners   | Fast finishers  |
|---|---|
| Form pairs or groups of three to describe their routines. Have them write lists instead of sentences. | Students work individually to write about their daily routines and share them with the class. |

Go to page 54 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Clear up any doubts. This activity can be done for homework. Have them share their work with the class.



# PROJECT

What can you do to help out at home?

- 1 Go to <http://planningwithkids.com/2013/08/25/kids-chores-what-my-kids-do-in-the-evening/>

What ideas to help at home did you get from the web page? Are the chores suggested the same if you are 4 or 14? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2 Go to the web page again and find your age on the chart. Make a schedule of afternoon chores.
- 3 Work in teams and compare your schedules.
- 4 Discuss the most important chores and make one schedule per team.
- 5 Attach your schedules to the walls in your classroom. Are you ready to accomplish your chores at home?



Lesson 1

75

# PROJECT

### Material:

Internet, color sheets of construction paper, markers, tape

Form groups of four or five students to work together for the next four weeks.

- 1 Go to <http://planningwithkids.com/2013/08/25/kids-chores-what-my-kids-do-in-theevening/>

Ask them to read the instructions in silence and clear up any doubts.

- 2 Go to the web page again and find your age on the chart. Make a schedule of afternoon chores.

If you have Internet access, give them some time to browse through the suggested site. If you don't have Internet access you assign this activity for homework.

- 3 Work in teams and compare your schedules.

Have students work on the project.

- 4 Discuss the most important chores and make one schedule per team.

Monitor and help if necessary.

- 5 Attach your schedules to the walls in your classroom. Are you ready to accomplish your chores at home?

Ask students to paste their schedules on the walls and commit themselves to do what they wrote.

# Lesson 2

## Vocabulary

assign  
hand (v)  
shame

## A Moment to Ourselves

Which school obligations and rules do you like the least? Why?


As a whole class, ask students what the least popular rule at school is and to say why they think that. On the board list other rules students brainstorm.

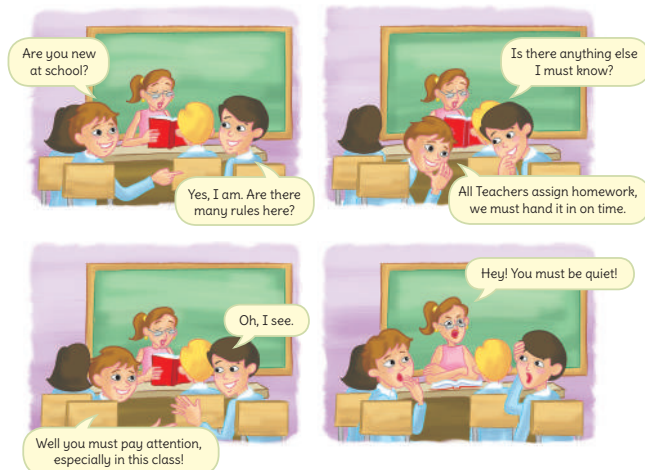
## Getting Started

Ask students what they think will happen if they don't do anything they are supposed to do at school. Listen to some of your students' answers. Then, ask them: *Why do we have responsibilities at school?* Encourage them to share their thoughts.

## Lesson 2

Which school obligations and rules do you like the least? Why?


**A**  Track 29 Listen and read the following cartoon.



Compare how we use **have to** and **must**.  
She **has to** wash the dishes after dinner.  
He **must** clear up the table.


**B** Unscramble the rules.

- You / on time / hand in your homework / must /  
You must hand your homework in on time
- in class / pay attention / must / You /  
You must pay attention in class
- You / when the teacher / be quiet / must / is speaking /  
You must be quiet when the teacher is speaking

**C**  Talk about the obligations and rules there are at your school.

76

Unit 3 Keeping Order

**A**  Track 29 Listen and read the following cartoon.


Have students look at the pictures, and play the track. Check to see how much they understood, ask: *What is the cartoon about?* Then, invite some volunteers to read the dialogues aloud.

### Cross-Check

Have students read the information in the box and discuss it in pairs. Elicit the difference between *have to* (necessary) and *must* (obligation). Have them give you a few more examples of each one and write them on the board.

**B** Unscramble the rules.

Ask students to unscramble the words to form sentences. Draw their attention to the sentences that you wrote on the board from the last activity. Monitor while they work and check answers by asking volunteers to write the sentences on the board.

**C**  Talk about the obligations and rules there are at your school

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage students to share some of the obligations and rules with the class.

**D** Read the following article.




**Japanese school rules**

Did you know that rules not only apply in your school but also in distant countries such as Japan? Schools in Japan have rules and some of them are stricter than the ones in America. Check this out:

Rules in Japan are referred to as *kosoku*. *Kosoku* includes prohibition of the use of electronic devices. In addition to this, students are not allowed to consume or possess any kind of candy, cookie or other kind of treat during school time. Rules in this country include student's appearance, like their hair, young people must not dye their hair while they are students.

Moreover, schools have rules that have to do with their personal belongings, behavior during vacation and certain rules involving students' home life.

**E** Read the article again and underline the words that you don't know. Use your dictionary to get their meaning. *Answers will vary.*

**F**  Work with a friend. Compare the words you looked up in the dictionary and write sentences using them.

*Answers will vary.*

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**Vocabulary**

- distant
- dye
- belongings

**CLIL:**

**Social Studies**

**D** Read the following article.

Have students read the article aloud. When they finish ask them if they would like to live in Japan or if they prefer the school rules from their country. Encourage them to give reasons for their answers.

**E** Read the article again and underline the words that you don't know. Use your dictionary to get their meaning.


Give students some time to read the article again in silence and work on the activity. Invite students to share the meaning of the any new words they found with their classmates.


**F** 

Work with a friend. Compare the words you looked up in the dictionary and write sentences using them.

Form pairs. Tell each pair to choose two words from their lists and to write sentences. Monitor and provide help when needed. Ask volunteers to share their sentences with the whole class.

| Beginners  | Fast finishers                              |
|--|---|
| Students do the activity in pairs and help each other write the sentences. | Have students do the activity individually. |

**G**  Have a spelling bee.

**H**  **Track 30** Listen to the following words and repeat. Then, circle the ones that don't have the same sound.



- |         |          |
|---------|----------|
| 1. dust | 5. truck |
| 2. luck | 6. bust  |
| 3. must | 7. you   |
| 4. use  | 8. fuse  |

**I** Write about why you think rules and obligations in the classroom are important.



Rules and obligations at school / in the classroom are...  
They are important because...

Answers will vary.


 Go to page 57 in your workbook and write an entry in your blog. 

78

Unit 3 Keeping Order

**G**  Have a spelling bee.



Form teams of 4. Ask the teams to make a list of eight words from the lesson. Pair teams up for the spelling bee. First one team reads their words and the students on the other team spell the words, then they switch.

**H**  **Track 30** Listen to the following words and repeat. Then, circle the ones that don't have the same sound.

Play the track so that students can hear the words. Ask them if they noticed which two words have a different sound than the rest. If they didn't notice, tell them to listen carefully for sounds that are different and play the track again. Elicit answers.

**I** Write about why you think rules and obligations in the classroom are important.

Ask students to look at the picture and describe what is happening. Then, ask one student to read the instructions aloud. Give them some time to write their opinions. When they finish, ask some volunteers to share their work with the whole class.

 Go to page 57 in your workbook and write an entry in your blog. 

Ask a volunteer to read the instructions and the question aloud. Clear up any doubts. Ask some students to share what they wrote with the rest of the class.

## PROJECT

- 1 Go to <https://waltersrd-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html> and choose at least one rule from each list.

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- 2 Read the following poster and complete it with some of the rules you found on the web page.

Basic rules in the classroom.

We must...

- Raise our hands when we want to participate.
- Follow instructions.
- Behave appropriately.
- Remain in our seats.

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- 3 Work in groups, think of the rules there are in your classroom and make your own poster.

- 4 Share your poster with your class. Compare your rules.

Lesson 2

79

## PROJECT

### Material:

Internet, color sheets of construction paper, markers

- 1 Go to <https://waltersrd-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html> and choose at least one rule from each list.

Have students get into their project groups. Ask them to read the instructions in silence and clear up any doubts.

- 2 Read the following poster and complete it with some of the rules you found on the web page.

If you have Internet access, give them some time to browse through the site and choose one rule from each list. If you don't have Internet access you can assign this activity for homework.

- 3 Work in groups, think of the rules there are in your classroom and make your own poster.

As they work, monitor and help if necessary. Encourage them to speak in English all the time and to be creative.

- 4 Share your poster with your class. Compare your rules.

Once they have finished, ask them to share their rules with the class.

Monitor while they work. Encourage teams to paste their posters around the classroom so everybody can see them.

# Lesson 3

## Vocabulary

assignments  
outdoors  
accustomed

## A Moment to Ourselves

### Why do obligations change over the years?


Have students think about the answer before standing up and talking about it with other classmates. Call on volunteers to share their conclusions.


## Getting Started

Write the following words on the board: *prize, diploma, award, medal*. Ask students to brainstorm things related to the words to obtain vocabulary related to the unit. Then, ask them if they have ever received one and invite them to share their experiences with the group.

# Lesson 3

## Why do obligations change over the years?

**A**  **Track 31** Listen and read the following blog.




Hey there! This is Frank. Have you noticed our responsibilities and obligations have changed a lot over the years? I didn't know it until now that I'm spending some time with Raul. Raul is 4 years old and he's my cousin.

First, when my mom picks us up from school, she immediately takes Raul's bag, so he doesn't have to carry anything. I am as tired as Raul, I thought. Anyway, when we get home I have to help my mom with anything she asks me to, while Raul plays or watches TV. Later, I have to spend the rest of the afternoon doing homework assignments. But Raul, doesn't have to do homework, instead he can spend time outdoors! I guess I have to get used to the responsibilities that come as we get older.

**B** Read the blog again and write sentences using **has to** or **doesn't have to**.


Analyze the following sentences and discuss the differences.  
**You have to dress up for the party.**  
**You don't have to wear a tie.**

|  |  |
|--|--|
| Frank...   | Raul...  |
| <u>has to carry his school things.</u>                           | <u>doesn't have to carry his school things.</u>  |
| <u>He has to help his mom with many things.</u>                  | <u>He doesn't have to help around the house.</u> |
| <u>He has to spend the afternoon doing homework assignments.</u> | <u>He doesn't have to do homework.</u>           |
| _____  | _____  |
| _____  | _____  |
| _____  | _____  |

**C**  Work with a friend and compare the different obligations you have from those of other people in your family.

80

Unit 3 Keeping Order

**A**  **Track 31** Listen and read the following blog.


Ask the students to predict what the blog entry it will be about. Play the track and have students follow the reading while they listen.

**B** Read the blog again and write sentences using **has to** or **doesn't have to**.

Read the blog entry aloud again and tell students to underline each activity that the kids have to do in the evenings. Ask them to write three affirmative and three negative sentences using *have to* expressing the obligations / lack of obligations of each kid.

## Cross-Check

Have a student read the information aloud. Give them a few minutes to think about the differences and talk about them with other classmates. Elicit some of their answers

**C**  Work with a friend and compare the different obligations you have from those of other people in your family.

Divide the class into pairs. Make sure students understand what they have to talk about. Have students begin the activity. Ask volunteers to share their answers with the class.

**D** Read the following web page.

**Recycling**

Are you familiar with the word recycling? Recycling means finding the best way to reuse limited resources. Recycling doesn't have to be difficult nor complicated, just read the following recommendations in order to be a successful "recycler."

You have to:

- Make a list of the types of materials that can be recycled: paper, plastic, metal, glass. Keep in mind all the organic waste, known as biodegradable.
- Label as "others" items like clothes.
- Keep a list at school and at home and check how much you can recycle in a week, ask your family to help!
- Don't forget to share your experience with others.

**E** How many words can you form from the word recycle? Write them down.

Possible answers: cycle, cry, reel, lye, eye, eel, rely

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**F**  Work in teams and talk about the things you and your family recycle. Divide all the items mentioned in different categories.

Answers will vary.

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**Lesson 3** 81

**Vocabulary**

resources

waste

label

**CLIL:** Ecology


**D** Read the following web page.

Tell students to read the title and ask: *What is the meaning of Recycling? What kind of information do you think this article includes?* Then, ask some volunteers to take turns reading the article. When they finish reading ask the class to mention the steps that they have to follow in order to recycle.

**E** How many words can you form from the word recycle? Write them down.

Write the word *recycle* on the board. Ask students to form as many words as they can, using the letters of the word, E.g.: *eye, cry, cycle*, etc. Set the activity and monitor as they work. Encourage students to share their words with the group.

If they finish quickly tell them to do the same thing with the word *resources*.

**F**  Work in teams and talk about the things you and your family recycle. Divide all the items mentioned in different categories.

Form teams of four. Make sure that they understand what they have to do. Elicit some answers and have them begin. Monitor and help when needed. Ask volunteers to share their answers with the class.



**G** Find the following words.

recycle                      glass

plastic

biodegradable

clothes

metal

paper

**H** **Track 32** Listen to the following words, then repeat.

your      you      yoyo      young      yell

How does the y sound? Is it a weak or strong sound? Can you think of other words that have this sound?

**I** Write about the importance of recycling.

Why do you think recycling is an obligation as a citizen?

When should we start recycling?

When we recycle we help the planet because...

We have to learn to recycle since we are little children...

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go to page 60 in your workbook and write an entry in your blog.

**G** Find the following words.

Ask students to find the words in the word search activity. When they find them all, ask volunteers to say one sentence using as many words from the list as they can.

**H** **Track 32** Listen to the following words, then repeat.

Play the track for students to hear the pronunciation of each of the words. Play it again, pausing after each word so students can repeat them chorally. Elicit the answers to the questions at the end of the activity and then give them some time to find at least two more examples for that phonetic rule.

**I** Write about the importance of recycling.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Encourage them to use new vocabulary from this lesson. When they finish, ask some volunteers to share their work with the whole class.

| Beginners  | Fast finishers  |
|--|---|
| Students write isolated sentences about recycling. | Students write a composition about the importance of recycling. |

Go to page 60 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help. When they finish, encourage some of them to share their work with the whole class.



## PROJECT

- 1 Go to <https://school-uniforms.procon.org/> and read the different opinions about uniforms. What's your opinion?

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- 2 Work in pairs and ask at least 10 students in your class or at school these questions.

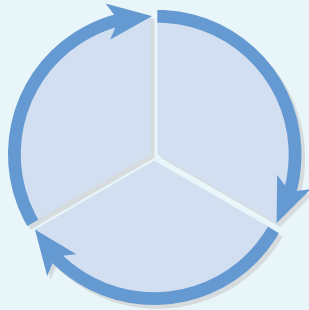
Do you like wearing a uniform?

What are the advantages of wearing a uniform?

What are the disadvantages of wearing a uniform?

What would you change in your uniform?

- 3 Use three pie graphs like the one below to show the answers to your questions.



- 4 Share and compare your graphs with your class.

Lesson 3

83

## PROJECT

### Material:

Internet, color cardboards, ribbon, markers.

- 1 Go to <https://school-uniforms.procon.org/> and read the different opinions about uniforms. What's your opinion?

Have students get into their project groups. Ask them to read the instructions in silence and clear up any doubts.

- 2 Work in pairs and ask at least 10 students in your class or at school these questions.

As they work, monitor and help when needed. Encourage them to speak in English all the time.

- 3 Use three pie graphs like the one below to show the answers to your questions.

Once they have finished, ask them to share their graphs with the class.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 4

## Vocabulary

get used to      early  
since

## A Moment to Ourselves

Do students around the world have different obligations and rules?

Have students think about the answer. Form groups of four to discuss what they think is different. Elicit their ideas.

## Getting Started

Ask students what they know about school in other countries. They can share their ideas about schools in movies, TV series, tik toks, etc. Ask them to mention if they think schools in other countries are similar or different from the ones in Mexico.

# Lesson 4

Do students around the world have different obligations and rules?

**A**  **Track 33** Read and listen to the following e-mail.

Dear Sun,  
It feels like such a long time since I last heard from you. How's the school year going for you? Can you believe we're in 6th grade?

Many things have changed and we have new rules at school. Now, we have to wear a uniform from Monday to Thursday, my classmates and I are still getting used to it. Besides, we cannot use our cell phones at school.

I spend every afternoon at the park, playing with my friends, but I have to be back home by 6 p.m., since I have to do my homework and I must go to bed early.

On weekends, I have to help my mom clean the house and I must prepare everything I need for school on Monday.

I hope the school year's going well for you. Write and tell me about it!

Your friend,  
Austin

**Do these sentences mean the same thing? Why?**

**We have to listen to the teacher.**


**They must turn in the homework every day.**

**She doesn't have to take the test.**

**You must not use your cell phone in the classroom.**


**B** Listen again Track 33 and decide if the sentences are TRUE (T) or FALSE (F).

1. Austin and Sun are studying in different schools.   T
2. Sun lives in Mexico.   doesn't say
3. Sun is in the 5th grade.   F
4. Austin has to wear a uniform this school year.   T
5. Austin must use his cellphone at all times at school.   F
6. Austin has to be back home by 6 p.m.   T
7. Austin spends his weekends playing with friends.   F

**C**  Work with a friend and share all the obligations you have at home. Write them down.

84


Unit 3 Keeping Order

**A**  **Track 33** Read and listen to the following e-mail.


Tell students to close their books and play the track. Ask: *Who wrote the e-mail? Who received the e-mail? What is the theme of the e-mail?* Then, tell them to open their books again and play the track so they can follow the reading.

## Cross-Check

Have students discuss the meaning of the sentences in groups of four. Elicit the concepts and ask for more examples.

**B**  **Track 33** Listen again and decide if the sentences are TRUE (T) or FALSE (F).

Ask students to choose the correct form of the verb for each of the sentences in the story. Play the track and pause after each answer is said in order to check.

**C**  **Work with a friend and share all the obligations you have at home. Write them down.**

Divide the class into pairs. Tell students to talk about their obligations at at home. Monitor to check that they're using auxiliaries correctly. Ask pairs to share their obligations with the rest of the class.

**D** Read the article and compare your school with others.

**Incredible Schools**

Did you know that schools around the world are different in many ways? Can you imagine taking classes in a cave?, or How about on a boat?

**A typical school day**

In southwest China, there's a village called Dongzhong, up in the mountains. The school in this community is very unusual; it is in caves! However, students still have typical school days in these caves. They learn Music, Art, Math and Mandarin there.

**Sailing to knowledge**

In Bangladesh, climate change has made flooding common and it has made people find different alternatives for their children to continue studying. That's why they have turned boats into classrooms! Though boats lack electricity, students and teachers can use CD players, DVDs and computers with the use of solar panels. Students also have access to the Internet through wireless technology. Some boats even have two or three classrooms.

*How typical is your school now?*

**E** Read again and find the different characteristics of each classroom or school described. Write them down.

The school in Dongzhong is in caves. They learn Music, Art, Math and Mandarin. In Bangladesh, they use boats for classrooms. Students use track players, DVDs and computers with solar panels for electricity. Some boats have two or three classrooms.

**F** Do you have friends or family in another country? What is their daily life like? How are their obligations different from yours? Share with a friend and write down your conclusions.

Answers will vary.

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**Lesson 4** 85

**Vocabulary**

caves

lack

wireless

**CLIL:** Social Studies

**D** **Read the article and compare your school with others.**


Nominate students to read the text out loud. Ask the class if they have vocabulary questions and list the words on the board. In pairs, ask students to check the word in their dictionaries. Then, form teams of four and give them some time to compare their school with the ones described on the article. Ask each team to share their conclusions with the class.

**F** **Do you have friends or family in another country? What is their daily life like? How are their obligations different from yours? Share with a friend and write down your conclusions.**

Form pairs. Read instructions and questions aloud and give them some time to discuss and write. Monitor and help if needed. Encourage some pairs to share their conclusions with the class.

**E** **Read again and find the different characteristics of each classroom or school described. Write them down.**

Students will continue working with the same teams. Read instructions aloud and let them circle all the characteristics schools have in common such as classrooms. Then, have students write them down with the differences, E.g. *Classrooms in China are caves, in Bangladesh they are boats and in my country they are rooms.*

- G**  Scan the text in Activity D. Find and write the places described there. Work with a friend and ask each other to spell them.

*Dongzhong and Bangladesh*

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- H** Read the following words and check the pronunciation. What is the sound of the double *o*? Use a dictionary to find more words with this sound and write them down. *Answers will vary.*

| pool  | classroom | school |
|-------|-----------|--------|
| _____ | _____     | _____  |
| _____ | _____     | _____  |
| _____ | _____     | _____  |
| _____ | _____     | _____  |
| _____ | _____     | _____  |

- I** Write about a place where you would like to study.

Why would you like to study in this country? Do you think their rules are different?

I would like to study in... because...

*Answers will vary.*

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Go to page 63 in your workbook and write an entry in your blog.

86

Unit 3 Keeping Order

- G**  Scan the text in Activity D. Find and write the places described there. Work with a friend and ask each other to spell them.

Form pairs, tell students to circle the names of the places mentioned in activity D. Have them practice spelling the words. If time allows, ask them to think of any other place which name might be difficult to spell. Call on volunteers to spell the words to the class. Ask them to spell any other ones they thought of.

- H** Read the following words and check the pronunciation. What is the sound for the double *o*? Use a dictionary to find more words with this sound and write them down.

Encourage your class to say the three words chorally. Elicit the *oo*-sound. Then, encourage students to look for at least three more words with this sound in their dictionaries. Ask some volunteers to share their words with the class.

- I** Write about a place where you would like to study.

Form pairs. Ask pairs to choose a place where they would like to study. Ask them to share all the information they know about this place and to discuss why it might be interesting to be there. Before they begin writing, tell them to include as much information as possible about the place.

Go to page 63 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. Elicit some examples. When they finish, encourage some of them to share their writing with the whole class.

## PROJECT

- 1 Do you know where Australia is? Do you think children in Australia have rules like yours? Go to [http://raisingchildren.net.au/articles/family\\_rules.html](http://raisingchildren.net.au/articles/family_rules.html) and find out.

Write the rules that are different from the ones in your country.

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- 2 Work in teams and discuss what may happen if you break a rule. Do you think breaking rules may have the same consequences in Australia as in your country?
- 3 Reread the web page and make a collage with different rules. You can plan your collage in the frame below.



- 4 Decorate your collage.
- 5 Attach the collage to the walls in your classroom.

Lesson 4

87

## PROJECT

### Material:

Internet, sheets of construction paper, magazines, scissors, glue.

- 1 Do you know where Australia is? Do you think children in Australia have rules like yours? Go to [http://raisingchildren.net.au/articles/family\\_rules.html](http://raisingchildren.net.au/articles/family_rules.html) and find out.

Ask students to get into their project groups. Call on volunteers to read the instructions aloud.

- 2 Work in teams and discuss what may happen if you break a rule. Do you think breaking rules may have the same consequences in Australia as in your country?

Clear up any doubts and have them begin. Monitor as they work.

- 3 Reread the web page and make a collage with different rules. You can plan your collage in the frame below.

Encourage them to speak in English at all times and be creative in their collages.

- 4 Decorate your collage.
- 5 Attach the collage to the walls in your classroom.

Display their work around the classroom.

# Lesson 5

## Vocabulary

subject      allowed  
chemistry

## A Moment to Ourselves

Do you have to follow the same rules in all of your classes? Why?

Have students discuss the answer in pairs. Elicit some of their answers.

## Getting Started

Divide the group into five big teams and assign a school subject to each: *Music, Physical Education, Art, English, Spanish*, etc. Tell them to brainstorm the rules they have to follow in the subject they were assigned. Ask teams to share the rules with the class and mention why they are important.

# Lesson 5

Do you have to follow the same rules in all of your classes? Why?



**A** **Track 34** Read the magazine article.

## School Rules

Have you noticed that some rules apply in some classes and not in others?

That is because different subjects are taught in different spaces at school. For example, respecting rules in the chemistry laboratory is extremely important due to the different materials and substances in this place. You mustn't touch equipment or chemicals without specific instructions. In gym class,

running, throwing balls and even physical contact are allowed. You really don't have to worry about hitting something or someone. Can you imagine playing soccer in the classroom? Impossible, right? That is because everyone's safety would be at risk. As you can see, it is all about being safe.

**Read and talk about the difference.**  
You don't have to copy the information from the board.  
You mustn't copy the information from the board.  
Write your own ideas!

**B** Use **don't have to** and **mustn't** to write the rules in your favorite classes.

Answers will vary.

**C** Work with a friend and talk about your favorite sports. What are the rules in these sports?



88

Unit 3 Keeping Order

**A** **Track 34** Read the magazine article.

Ask students to look at the pictures and describe them. Play the track and ask students the following questions: *What rules can you find in the article?* Tell them to open their books and play the track again so they can follow the reading.

## Cross-Check

Have students think of the differences between the two sentences and write their ideas. Call on volunteers to share with the class.

**B** Use **don't have to** and **mustn't** to write the rules in your favorite classes.

Ask students what their favorite class is and write it on the board. Then, draw a chart with two columns on the board, the headings will be: *don't have to / mustn't*. Finally tell them to brainstorm the rules and ask a

volunteer to write them under the correct heading. Encourage students to reflect on the difference between the two modals.

**C** **Work with a friend and talk about your favorite sports. What are the rules in these sports?**

Tell students to talk about the rules in their favorite sports. Have students begin the activity. Ask volunteers to share their rules with the class saying them with complete sentences.

**D** Read the manual and choose the correct title. Possible answer: Rugby

\_\_\_\_\_

This sport is also known as 'a game of ruffians and brutes played by gentleman' because of its rough nature.

Rugby, was first played in 1823. It is very similar to football but it has its own rules. Rugby players earn points by scoring tries. But this is not as simple as it sounds, players are allowed to have physical contact that no other sport allows. Even kicking, tackling and scrumming are not considered penalties, they are only a minor infringement.

This sport is very popular in the U.S. and UK. If you want to know more about it go to <https://www.rugbyfootballhistory.com/originsofrugby.htm>



**E** Read the web page again and write the adjectives from the text.  
 rough, similar, own, simple, physical, minor, popular

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**F**  Work in teams and discuss why it is important to penalize sport players if they don't respect the rules of the game. Write your reasons.

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson 5** 89

**Vocabulary**

ruffian  
brute  
rough


**CLIL:** History

**D** Read the manual and choose the correct title.

Ask volunteers to read the article aloud by turns. If any students are familiar with this sport, have them share any extra information they know about it.

**E** Read the web page again and write the adjectives from the text.

Elicit students that an adjective is a word that gives extra information about a person, place, thing or idea and ask for some examples. Read the instructions aloud and give them some time to work on the activity. Ask volunteers to share their lists.

**F**  Work in teams and discuss why it is important to penalize sport players if they don't respect the rules of the game. Write your reasons.

Form teams, read the instructions aloud and give students some time to discuss the theme with their team. Then, ask them to write their reasons while you monitor. When they finish, ask volunteers to share their conclusions.

**G** Write ten words from Activities A and D. Work with a friend and dictate your words to each other.

Answers will vary.

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**H** Track 35 Listen to the following words and repeat.

|        |         |       |          |
|--------|---------|-------|----------|
| sports | stand   | spoon | study    |
| school | student | smart | strategy |

**I** Write about the rules that you consider necessary at school. Then, answer the question.

What would happen if there weren't rules at school?

Answers will vary.

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

Go to page 66 in your workbook and write an entry in your blog.

**G** Write ten words from Activities A and D. Work with a friend and dictate your words to each other.

Invite students to choose the most difficult words from each of the activities suggested in the instructions. Give them some time to dictate each other while you monitor.

**H** Track 35 Listen to the following words and repeat.

Play the track pausing after each word is said so that students can repeat them chorally. After they repeat all the words, ask them if they can think of any other words that start with an s followed by a consonant. Write them on the board.

**I** Write about the rules that you consider necessary at school. Then, answer the question. What would happen if there weren't rules at school?

Read the instructions and elicit a couple of rules. Monitor as they work. Ask some students to share their work with the class.

| Beginners  | Fast finishers  |
|--|---|
| Students draw a picture of some important rules. | Students write the importance of the rules necessary at school. |

Go to page 66 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. Elicit some examples before they begin. When they finish, encourage some of them to share their work with the whole class.



## PROJECT

- 1 Go to [http://familyfitness.about.com/od/waystoplay/a/sports\\_for\\_kids.htm](http://familyfitness.about.com/od/waystoplay/a/sports_for_kids.htm). On this web page, you will find information about different sports.
- 2 Read about sports and choose your five favorite ones.
- 3 Work in teams and compare your sports. Now invent a new sport using a combination of at least three sports.
- 4 Make your own rules for the sport.

Sport 1

Sport 2

Sport 3

Sport 4

Our sport and rules

- 5 Be ready to explain the rules of your new sport to the class.

Lesson 5

91

## PROJECT

### Material:

Internet, notebook

- 1 Go to [http://familyfitness.about.com/od/waystoplay/a/sports\\_for\\_kids.htm](http://familyfitness.about.com/od/waystoplay/a/sports_for_kids.htm). On this web page, you will find information about different sports.

Form new project groups to work together for the next four weeks.

- 2 Read about sports and choose your five favorite ones.

Call on volunteers to read the instructions aloud. Clear up any doubts.

If you have Internet access, have teams browse through the suggested site to look for the information they need; if not, you can assign this activity for homework.

- 3 Work in teams and compare your sports. Now invent a new sport using a combination of at least three sports.

Have teams work on their sports.

- 4 Make your own rules for the sport.

Monitor and help if necessary.

- 5 Be ready to explain the rules of your new sport to the class.

Once they have finished, have teams present their sports and the rules. If time, encourage them to get together to play the new sports.

# Lesson 6

## Vocabulary

injured      signal  
crossing      witness

## A Moment to Ourselves

Can you imagine a world with no rules?  
What could happen?

Have a student read the questions aloud. Have a brief class discussion with what they think.

## Getting Started

Make some cards with one of the following themes on each one: *What would happen if... there were no rules in a music concert?... in a sports event... in an amusement park?... no driving rules?... no rules in a restaurant?*

Form five teams and give each team a card. Tell them to prepare a short presentation that answers the question they were given. Ask teams to present to the class.

# Lesson 6

Can you imagine a world with no rules?  
What could happen?



**A** **Track 36** Read and listen to the following newspaper article.

Ten people were injured in a car accident this morning. Authorities in the area report that the accident occurred when one of the cars ran through a crossing signal and hit another one. At least four people had to be hospitalized. "Witnesses say the car did not even slow down."

**B** Read the article again and write the rule that wasn't respected according to the report.

According to the report, one  
of the drivers did not pay  
attention to the crossing  
signal, and he did not slow  
down.

Work with a partner to answer the questions.  
What do we express obligation with?  
What do we express necessity with?  
What do we express prohibition with?

**C** Talk about how you think the driver could have avoided the accident.

92

Unit 3 Keeping Order

**A** **Track 36** Read and listen to the following newspaper article.

Have students look at the picture and ask a volunteer to describe it. Play the track once and ask students the main idea of what they heard. Then, tell them to open their books, play the track again and follow the reading.

**B** Read the article again and write the rule that wasn't respected according to the report.

Ask students to read the article in silence and to identify which was the rule that was not followed. Tell them to write it and ask them what other consequences are possible if that rule is not followed.

## Cross-Check

Form pairs. Ask students to read the information in the box and think about the answers. Tell them to make a sentence for each concept. Call on volunteers to share their sentences.

**C** Talk about how you think the driver could have avoided the accident.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Ask volunteers to share their answers with the class.

**D** Read the following blog.

Hey! This is Anne again. I'll write about an important issue that I think is useful for everybody if you don't want to make a fool of yourselves! Yesterday, my family and I went out to dinner. The restaurant where we went is one of the most prestigious in the city. My parents and I dressed up for the occasion, but my older brother Nelson didn't, so he got to this place

wearing jeans and sneakers. The first thing the hostess asked him was to wear a jacket they had there at the restaurant, otherwise he couldn't stay. Nelson didn't like the idea at all! After that, the salad was served, it looked delicious, but Nelson didn't know which fork to use! It was embarrassing to see my mother instructing him in front of the waiter.



**E** Read the blog again and write what Nelson had to do to stay in the restaurant.

To stay in the restaurant, Nelson had to wear a jacket they lent him.

**F** Work in teams and share an embarrassing situation. Write the one you consider the most embarrassing.

Answers will vary.

**Vocabulary**

- issue
- prestigious
- embarrassing

**CLIL:** Literature

**D** Read the following blog.

Ask some volunteers to read the blog entry aloud. Check comprehension by asking: *Who wrote the entry? What is it about?* Ask if they have ever had an experience like this.

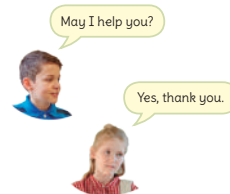
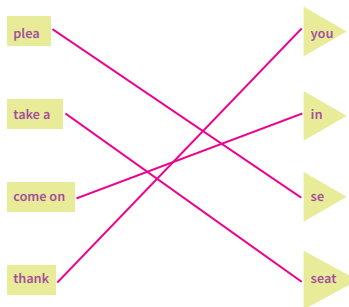
**E** Read the blog again and write what Nelson had to do to stay in the restaurant.

Give students some time to work on the activity individually and then, have students get into pairs so they can compare their answers. Finally, check as a whole class asking volunteers to read their answers.

**F** Work in teams and share an embarrassing situation. Write the one you consider the most embarrassing.

Form teams of four. Make sure they understand what to do before they begin the activity. Students will share their anecdotes while you monitor encouraging everybody to speak in English. Then, give them some time to write. When they finish, ask some of them to share what they wrote. Class may vote for the most embarrassing situation of all.

**G** Match the following polite words and phrases.



**H** Work with a friend. Say the words and watch how your tongues move when you say them.

thick      think      three      thing

**I** Write a short story about someone that didn't follow the rules in a busy city.

Answers will vary.

Go to page 69 in your workbook and write an entry in your blog.

**G** Match the following polite words and phrases.

Give students some time to work on the activity and check orally. Ask volunteers to explain in which situation they would use each of the words/phrases.

**H** Work with a friend. Say the words and watch how your tongues move when you say them.

Read the words aloud exaggerating the /th/ sound. Then, organize the class into pairs and give them some time to pronounce each of the words. Ask them to find some other examples of words that include this sound.

**I** Write a short story about someone that didn't follow the rules in a busy city.

Have students write a story. Draw a story map on the blackboard and elicit the names of three main characters and the setting (name of a busy city and time). Tell them that the problem in this story is that one of the main characters didn't follow the rules and that they have to write three

main events and a resolution. Give them some minutes to work while you monitor. When they finish, invite some volunteers to share their stories with the class.

| Beginners  | Fast finishers   |
|--|--|
| Students draw a cartoon with situations and short sentences. | Students write a story about the rules in a busy city. |

Go to page 69 in your Workbook and write an entry in your blog.

Have students read the instructions on the page in silence. Clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their writing with the whole class.

## PROJECT

Do you like board games? What is your favorite board game?

- 1 Go to <https://studiousguy.com/fun-history-games-kids/> and learn more about board games and their history.
- 2 Work on your own. Get ideas from these old games and invent your own game, write at least three rules for your game.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Work in pairs and compare your ideas and rules. Are there any similarities? Using both team members' ideas make one game. Draw your game and write the rules next to it.



- 4 Get together with another pair and play your games, are they fun? What else do they need?

Lesson 6

95

## PROJECT

### Material:

Internet, cardboards, markers, coins or seeds

- 1 Go to <https://studiousguy.com/fun-history-games-kids/> and learn more about board games and their history.

Have students get into their project groups. If you have Internet access, tell them to go to the suggested site to get information about board games. If not, they can do it for homework.

- 2 Work on your own. Get ideas from these old games and invent your own game, write at least three rules for your game.

Ask volunteers to read the instructions aloud and clear up any doubts. Tell them to be creative designing the game and the rules, but to keep it relatively simple.

- 3 Work in pairs and compare your ideas and rules. Are there any similarities? Using both team members' ideas make one game. Draw your game and write the rules next to it.

Monitor as they work.

- 4 Get together with another pair and play your games, are they fun? What else do they need?

Once they have their games, have them get together with another team to play. Have them share their experiences with the class.

# Lesson 7

## Vocabulary

advice      dumb  
advise

## A Moment to Ourselves

Do you always agree with the rules?  
Why?



Read the questions aloud. Have students talk about their experiences with a classmate. Call on volunteers to share.

## Getting Started

Ask students: *What rules do you hate to follow the most?* Elicit answers from different students. Ask them to work in teams of three. Have them discuss the following questions: *Why do you hate those rules? What benefits could you get by following them?* Monitor, and make sure everybody participates in the group discussion. Then, have a speaker from each team share their answers with the class.


## Lesson 7

### Do you always agree with the rules? Why?

**A** Read the following blog entry.


Hey there! This is Brian sharing important thoughts for young children that don't understand what some simple rules are for. I remember when I was younger, I didn't like responsibilities and even advice from my parents bothered me. One of the rules I didn't like at all was wearing a jacket after 6 p.m. "If you want to go out, you have to wear a jacket" they used to say. At that time, you feel that's just a dumb rule and nothing will happen if you don't wear a jacket. Now that I am a parent and I have a son, I understand that some rules I didn't like were necessary. For example, at this very moment, I'm at home taking care of my son who didn't want to wear a jacket, and I can see how important the rule was.

**B**  **Track 37** Now listen to what Brian says and complete the sentences with a synonym from the box.

recommendations    mother and father    didn't like    looking after

1. I didn't like responsibilities and even recommendations \_\_\_\_\_ from my mother and father \_\_\_\_\_ bothered me.
2. One of the rules I didn't like \_\_\_\_\_ at all was wearing a jacket after 6 p.m.
3. I'm at home, looking after \_\_\_\_\_ my sick son that didn't want to wear a jacket...

What does the following sentence mean?  
"If you want to go out, you have to wear a jacket" they used to say.


**C**  Work with a friend and talk about rules you don't like and that you consider necessary or important.

96

Unit 3 Keeping Order

**A** Read the following blog entry.


Tell students to take turns reading the blog entry in pairs. On the board write the following questions: *Who wrote the blog entry? What is he talking about? How old do you think he is now?* Elicit answers from students and ask them to talk about rules they don't like to follow now, but that they may understand when they grow up.

**B**  **Track 37** Now listen to what Brian says and complete the sentences with a synonym from the box.

Ask students what a synonym is, elicit that it is a word that has the same meaning as another word. Play the track and pause after each blank so that students can identify the word that they have to replace, ask a volunteer to write it on the board case.

### Cross-Check

Have students think about the information in the box and elicit some answers. Be sure they say that *have to* means something is necessary.

**C**  Work with a friend and talk about rules don't like and that you consider necessary or important.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Ask volunteers to share their answers with the class.

**D** Read the following ad.

## Are you ready to protect the planet?

The following tips will help you save the Earth.

### Recycle and reuse

Help your community or neighborhood collect all recycling materials such as bottles or batteries!

### Plant a tree

If you plant a tree inside or outside your house, it will cool your house. Besides trees help clean the air we breathe!

### Save water

Don't forget to put a bucket under the shower while the water gets warm.

Can you think of other ways to help save the Earth?


### Share

Talk to relatives and friends about these measures, spread your good ideas!



**E** Read the ad again and complete the sentences.

1. To recycle you have to collect recycling materials such as bottles or batteries.
2. To get cleaner air you can plant trees.
3. You must not waste water so you should put a bucket under the shower.

**F**  Can you think of more ideas that you can add to this ecological campaign? Talk about them and write them down.

### Vocabulary

neighborhood

breathe

bucket

Lesson 7

97

CLIL:

Ecology

**D** Read the following ad.

Ask students to read the ad in silence. When they finish, on the board write the following questions: *What is the ad about? What tips does it give? What are they for?* Finally, ask them for some more tips to take care of the environment. Write them on the board.

**E** Read the ad again and complete the sentences.

Ask students if they know what the word *scan* means, elicit that it means *to glance over quickly*. Ask students to scan the text in order to identify specific information. Help them to do the first one by telling them to underline a key word, in this case, *recycle*. Then, tell them to scan the text looking for that word. When they find it, they should look at the information near it to find the information they are looking for to complete the sentence. Once they are finished, call on volunteers to say their answers.




**F** Can you think of more ideas that you can add to this ecological campaign? Talk about them and write them down.


Form teams and read the instructions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class, tell the group to vote for the best ideas.

Lesson 7

97

**G**  Can you follow orders? Discuss, and write your conclusions.

Answers will vary.

**H**  **Track 38** Listen to the following words and repeat.

will      water      waste      while      warm


**I** Write about rules that have consequences if they are not followed.

E.g. Every afternoon my mother tells me I have to read everything I learned in class because...  
 I don't always like this but I have to do it otherwise...

Answers will vary.


Go to page 72 in your workbook and write an entry in your blog.

**98 Unit 3 Keeping Order**

**G**  Can you follow orders? Discuss and write your conclusions.

Tell students that before doing the activity you will play a game. Have everyone stand up and tell them you will give them some commands, but, that they must do the opposite. So if you say stand up, they must sit down. If they make a mistake, they will be out of the game and must sit down. The last student standing is the winner. Then, have them do the activity in the book.

| Beginners  | Fast finishers  |
|--|---|
| Students work in pairs or groups of three to write the conclusions after they share their ideas. | Students work individually to write the conclusions about following orders. |

**H**  **Track 38** Listen to the following words and repeat.

Play the track for students to listen in silence. Play the track again, pausing after each word is said for students to repeat chorally.

**I** Write about rules that have consequences if they are not followed.

Ask a volunteer to read the instructions and questions aloud. Ask if many rules have consequences when they are not followed. Elicit an example. Give them time to write. Ask some students to share their work.

Go to page 72 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Have them read the questions aloud and clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their work with the whole class.



## PROJECT

- 1 Go to <http://www.wordsmyth.net/?level=3&ent=civic> and find the word civic there. What does it mean? Write the meaning here.  

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- 2 What is a civic rule? Are there civic rules in your community? What are they?  

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- 3 Work in teams and share the civic rules in your community, are they different?
- 4 Ready to be an important authority? You are the one setting the rules in your town this time. Imagine a town. Plan your town, the different places there are in your town and the civic rules you will set there. Are they the same rules you have in your real community now?
- 5 Draw your imaginary town and write your rules and regulations.

| My Town | Rules and Regulations |
|---------|-----------------------|
|         | <hr/>                 |
|         | <hr/>                 |
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Lesson 7

99

## PROJECT

### Material:

Internet, sheets of construction paper, markers, color pencils

- 1 Go to <http://www.wordsmyth.net/?level=3&ent=civic> and find the word civic there. What does it mean? Write the meaning here.

Have students get into their project groups. Call on volunteers to read the instructions on the page.

- 2 What is a civic rule? Are there civic rules in your community? What are they?

If you have Internet access, let them go to the site to find the definition of the word civic.

If you don't have Internet access, assign this activity for homework.

- 3 Work in teams and share the civic rules in your community, are they different?

- 4 Ready to be an important authority? You are the one setting the rules in your town this time. Imagine a town. Plan your town, the different places there are in your town and the civic rules you will set there. Are they the same rules you have in your real community now?

Ask them to follow the format in their books to draw their town and the rules and regulations.

- 5 Draw your imaginary town and write your rules and regulations.

Have the different groups present and display their work around the classroom.

# Lesson 8

## Vocabulary

sturdy      wires  
furniture

## A Moment to Ourselves

Are there rules you have to follow in certain situations such as disasters? Why?




Form groups of four. Have students discuss the importance of rules during a disaster. Ask students to brainstorm some examples of rules they have to follow in these situations and list them on the board.



## Getting Started


On the board write the following statement: *We should always follow rules especially during emergency situations.* Have a class discussion about following rules during emergency situations. Encourage students to defend their points of view with arguments, providing any vocabulary they may need.

## Lesson 8

Are there rules you have to follow in certain situations such as disasters? Why?

**A**  **Track 39** Listen and read the following poster: Safety rules in case of Earthquake.

**SAFETY RULES IN CASE OF EARTHQUAKE**

Are you aware of all the things you have to do in case of an earthquake?

During an earthquake you must:

Keep calm.

- Take cover next to a sturdy table or other piece of furniture or drop under, and hold on to a desk or table.

If you are outside you must:

- Move away from buildings and wires.

If you're inside you have to:

- Stay away from glass or loose hanging objects.

**B** What rules have you followed from Activity A? Have you done anything differently? Write it down.

Answers will vary.

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How are these sentences different from the affirmative form?


They don't have to go to school tomorrow.

You must not go to school tomorrow.

**C**  Share your answers from Activity B with a classmate. Have you followed safety rules?

100

**Unit 3 Keeping Order**

**A**  **Track 39** Listen and read the following poster: Safety rules in case of Earthquake.


Ask students to look at the picture and have a volunteer describe it. Play the track once and ask students the main idea of what they heard. Then, tell them to open their books, play the track again and follow the reading. Play the track again, pausing after each line for students to repeat.

**B** What rules have you followed from the ones in Activity A? Have you done anything differently? Write it down.

Ask the questions aloud and elicit answers from students. Encourage them to explain each of the things they have done differently.

## Cross-Check

Have students read the information in the box aloud and discuss the difference between the two sentences in trios. Ask a student to go to the board to write everyone's conclusions.

**C**  Share your answers from Activity B with a classmate. Have you followed safety rules?

Read the instructions aloud and make sure everybody understands what they have to talk about. Have students begin the activity.

**D** Read the following article.

### Triangle of Life

Have you heard about the triangle of life? This method has spread very rapidly to become one of the most popular, though controversial, measures in case of an earthquake.

According to this method, you can take cover next to objects like beds, sofas and desks when there is an earthquake. If a part of the ceiling falls on the object, a triangular shape forms and protects you.

Unfortunately, this theory has not been proved

by any scientific method. Most scientists recommend three simple actions: drop, cover and hold on. What is your opinion?



**E** Read the article again and write the advantages and disadvantages of the Triangle of Life.

| Advantages  | Disadvantages  |
|---|--|
| When you take cover next to objects like beds, sofas and desks, they protect you if a part of the ceiling falls. A triangle shape forms and protects you. | The theory has not been proved by any scientific method. |

**F** Work with a friend and compare both theories, decide which you consider the best. You can either write or draw your ideas. *Answers will vary.*

| Triangle of life | Drop, cover, hold on |
|------------------|----------------------|
|                  |                      |

Lesson 8

101

### Vocabulary

spread  
controversial  
hold on

**CLIL:** Literature

**D** Read the following article.

Read the title aloud and ask students if they know what the triangle of life is. Tell them to take turns reading the text aloud; then, ask: *Does the triangle of life really work? What do scientists recommend?*

**E** Read the article again and write the advantages and disadvantages of the Triangle of Life.

Read instructions aloud. Elicit examples and have students work. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

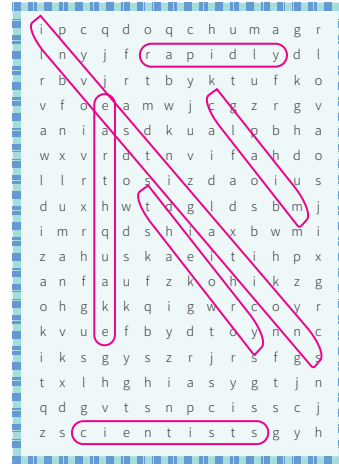
**F** Work with a friend and compare both theories, decide which you consider the best, you can either write or draw your ideas.

Form pairs. Read instructions aloud and have them begin. Monitor and help. Encourage teams to share their answers or drawings.

| Beginners   | Fast finishers                                    |
|---|---|
| Students draw the theory that they consider the best. | Students write their ideas about the best theory. |

**G** Find and circle the following words.

- scientists
- investigations
- earthquake
- rapidly
- claim
- theory



**H** Read the following words.

**Homophones are words that are pronounced the same, they may be written differently and have different meanings.**

- |                 |             |                |
|-----------------|-------------|----------------|
| allowed – aloud | meat – meet | night – knight |
| ad – add        | blew – blue | tale – tail    |

**I** Ask older members of your family if they know what to do in an earthquake or other emergency situation. Write their answers and give recommendations on how to keep people informed.

Answers will vary. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Go to page 75 in your workbook and write an entry in your blog.

**G** Find and circle the following words.

Give students some time to find the words in the word search activity. When they find all the words, ask volunteers to form sentences using them. You can model the first sentence and encourage students to continue.

**H** Read the following words.

Read the words aloud and elicit definitions, word stress and number of syllables. If students don't know tell them the meanings. Then, ask students to find some other homophones to have a longer list. When they're ready, use the list to have a Spelling Bee. They will have to ask for a sentence before they begin to spell.

**I** Ask older members of your family if they know what to do in an earthquake or other emergency situation. Write their answers and give recommendations on how to keep people informed.

Ask a volunteer to read the instructions and the paragraph aloud. Assign this activity for homework. Have some students to share their work the next day.

Go to page 75 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Tell them to think about each of the questions and write their answers. Encourage them to include as many details as possible. While students write, monitor and help. When they finish, encourage some of them to share their paragraphs.

## PROJECT

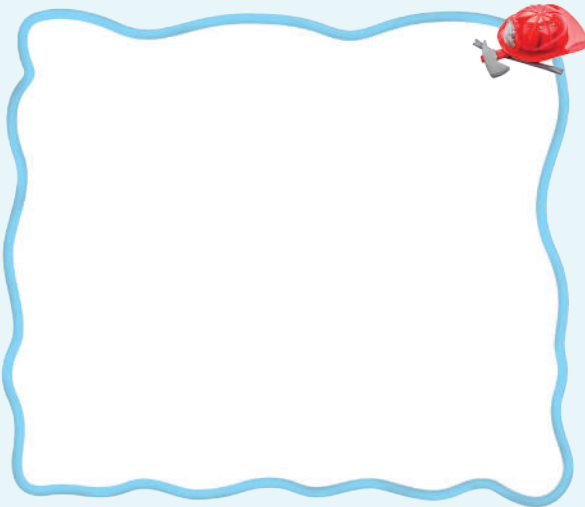
- 1 Go to <https://www.hantsfire.gov.uk/community/young-people/playing-with-fire/> and find out about firefighting. What important information did you find on this web page?

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- 2 Work in groups of three and make a poster like the one in Activity A, this time to prevent people from getting injured in a fire. If you need more information you can read the web page again.
- 3 Share your poster with your class.



- 4 Make a prevention campaign and attach your posters to different walls in your school.

Lesson 8

103

## PROJECT

### Material:

Internet, sheets of construction paper, markers

- 1 Go to <https://www.hantsfire.gov.uk/community/young-people/playing-with-fire/> and find out about firefighting. What important information did you find on this web page?

Have students get into their project groups and read the instructions in silence. Clear up any doubts. Have them begin.

- 2 Work in groups of three and make a poster like the one in Activity A, this time to prevent people from getting injured in a fire. If you need more information you can read the web page again.

Monitor while they work. Encourage them to speak in English all the time.

- 3 Share your poster with your class.

When everyone has finished, ask them to present their posters to the class.

- 4 Make a prevention campaign and attach your posters to different walls in your school.

Then, have students put their posters up around the school. Before putting them up you can ask other teachers to allow your students to explain their posters to other classes.

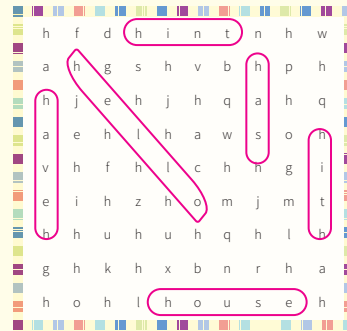
## Review 3

**A** Complete the following sentences using **have to** or **must**.

- I **have to** run if I want to get to school on time!
- We **must** help the teacher after classes.
- My mom **has to** wake up at 5 am.
- Mr. James **must** deliver the letters once a week.
- She **has to** study for the exams if she wants to go to the party.

**B** Find the following words.

house    hint    hello    hit    has    have



**C** Choose the correct answer.

- You **mustn't** **don't have to** eat in the theatre.
- We **don't have to** **mustn't** bring the homework until next week.
- You **don't have to** **mustn't** throw paper balls at your classmates.
- We **mustn't** **don't have to** cross the street when the traffic light is red.
- You **mustn't** **don't have to** run down the hallway.

**A** Complete the following sentences using **have to** or **must**.

**B** Find the following words.

**C** Choose the correct answer.

Read the instructions to each of the activities aloud. Clear up any doubts.  
Have students work individually to complete the tasks. Monitor and check with the whole class.

**D** Write about the things you must or have to do during the week. Which ones do you like, and which don't you like? Why?

1. *Answers will vary.*
- 2.
- 3.
- 4.
- 5.

**E** Which rules do you think are more important for people to follow? Write a list and give your reasons.

*Answers will vary.*

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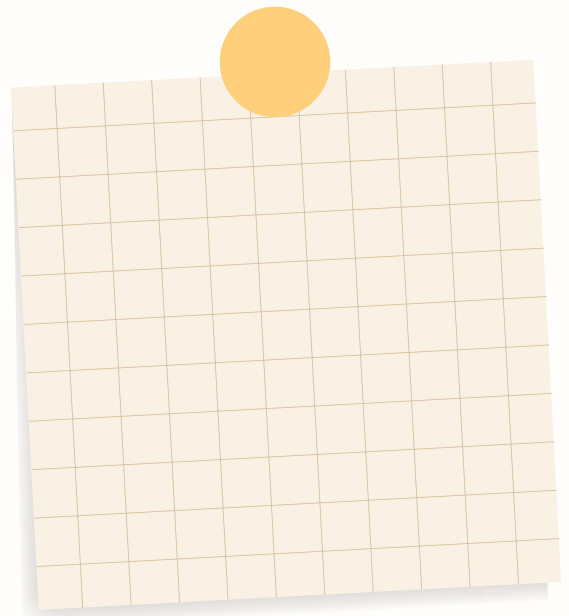
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**D** Write about the things you must or have to do during the week. Which ones do you like, and which don't you like? Why?

**E** Which rules do you think are more important for people to follow? Write a list and give your reasons.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and call on volunteers to read their answers to the class. You can have a class discussion with activity E if time allows.



## Using your imagination

### Vocabulary

unusual  
interesting  
reliable


### A Moment to Ourselves

What happens in your mind when you read?

Ask the question and give students a few minutes to think about it before sharing their ideas with others.

### Getting Started

Ask students to work in teams of three. Have them discuss the following questions: *What kind of books do you read? How do you feel when you read them?* Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.

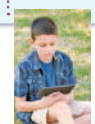



## Lesson 1


## Using your imagination

## UNIT 4

What happens in your mind when you read?



**A**  **Track 40** Listen to an excerpt of a novel by Jules Verne. Underline the verbs.



**Fridriksson:** It is a very good idea, Professor, to study this unusual volcano. You will make many interesting observations there. But tell me, how will you cross the Snaefellsnes Peninsula?

**Lindenbrock:** We will cross by sea.

**Fridriksson:** But we don't have a small boat. You will have to go by land, following the coast. It will take longer, but it will be more interesting.


**Lindenbrock:** Good. I will need a guide.


**Fridriksson:** I have one; his name is Hans. He's reliable and intelligent.

**Lindenbrock:** When will I see him?

**Fridriksson:** He will be here tomorrow.

**Lindenbrock:** Tomorrow then. And in one week, we will be in the center of the Earth.


**B**  Read the conversation again. Underline the sentences that express future.

**C**  Talk to your partner using these prompts.


We will cross the bay.  
He will be here tomorrow.  
What are we expressing in these sentences?

Tomorrow I'll be \_\_\_\_\_  
I'll \_\_\_\_\_

**106** Unit 4 Using your imagination

- A**  **Track 40** Listen to an excerpt of a novel by Jules Verne. Underline the verbs.


Tell students to describe the pictures, on the board write the following questions: *When do you think this scene take place? Who is talking?* Have students close their books, and play the track. Check to see how much they understood, on the board write: *What are they talking about? Where do you think this dialogue appears?* Encourage different students to share their answers. Then, tell them to open their books and play the track again so they can follow the reading and underline the verbs. Check.

- B**  Read the conversation again. Underline the sentences that express future.

Organize the class into pairs; give them some time to work on the activity. Check orally and ask them how they did to identify the sentences in future.

### Cross-Check

Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.


- C**  Talk to your partner using these prompts.

Continue working in the same pairs. Make sure students understand what they have to do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



**D** Read another excerpt of the same novel by Jules Verne. Circle the best title for the novel.

**Journey to the Center of the Earth**      **Journey to the Volcano**



"Now," said Professor Lidenbrock, "let's think of the baggage. We will divide it into three, and each of us will carry one part and something else: Hans will carry the tools and you, Axel, will carry the firearms. I will carry the delicate instruments."

"But what about the ropes and ladders?" asked Axel, "Who will carry them?"

"Don't worry about them," said the professor.

"Why? How will we get to the center of the Earth?"

"You will see."

**E** Circle the kind of story the texts are from.

a romantic story      a funny story      **an adventure story**

**F** Read the excerpt again and answer the questions.

- Who are Hans and Axel?  
**Hans and Axel are guides**
- Why will the Professor need the instruments?  
**He will need the instruments to record data in the center of the Earth.**
- How do you think they will get into the center of the Earth?  
**Answers will vary**

**Lesson 1**      **107**

**Vocabulary**

baggage  
tools  
firearms

**CLIL:**      **Literature**

**D** Read another excerpt of the same novel by Jules Verne. Circle the best title for the novel.

Ask students to read the text in silence and decide the title for the novel. Encourage the use of a dictionary to find the meaning of unknown words. Check orally and ask students to tell you which line made them decide their choice.

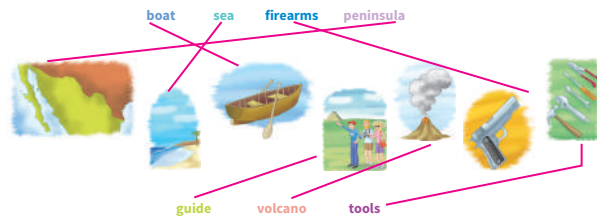
**F** Read the excerpt again and answer the questions.

Review questions, asking the function of each of them. Divide the class into pairs. Read the instructions aloud with the students. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**E** Circle the kind of story the texts are from.

Elicit from students the general characteristics of funny, romantic and adventure stories. The first one makes you laugh; in the second there is always a love story and in the third case stories are always dominated by action. Based on their answers, tell them to decide which genre is 'Journey to the Center of the Earth'.

**G** Match the word to the picture.



**H** Write a few sentences using the words above.

Answers will vary.

**I** You and a friend will go to the center of the Earth. Answer the questions and share them with your group. Answers will vary.

1. Where will the entrance to the center of the Earth be?  
\_\_\_\_\_
2. How will you travel?  
\_\_\_\_\_
3. How long will you be there?  
\_\_\_\_\_
4. What will you take with you?  
\_\_\_\_\_
5. How will you return?  
\_\_\_\_\_

Go to page 78 in your workbook and write an entry in your blog.

108

**Unit 4 Using your imagination**

**G** Match the word to the picture.

Form pairs. Give them some time to work in the matching activity. Check orally asking each team to form one sentence with each of the words.

**H** Write a few sentences using the words above.

Tell students that they will have 30 seconds to look and memorize the words. After that time, shout: *Write!* and they will have to cover them and write all on the lines. When they finish writing them, they will uncover the words and check. Prize the students that write all words correctly.

| Beginners   | Fast finishers  |
|---|---|
| Form pairs or groups of three to describe their routines. Have them write lists instead of sentences. | Students work individually to write about their daily routines and share them with the class. |

**I** You and a friend will go to the center of the Earth. Answer the questions and share them with your group.

Read the questions aloud to check if there are doubts. Give them some time to work while you monitor and help if necessary. When they finish, ask teams to share their work with the whole class.

Go to page 78 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions in the workbooks. Ask different students to share their answers. Go statement by statement to show the rest of the class what they have to write about. Clarify any doubt they may have. As students write individually, monitor and help. When they finish, encourage students to share their answers with the whole class.

## PROJECT



- 1 Work in pairs.
- 2 Choose a character from the first excerpt of the novel *A Journey to the Centre of the Earth* on page 106.
- 3 Read your lines from the text.
- 4 Learn your lines by heart.
- 5 Decide on gestures and actions to go with your lines.
- 6 Practice acting out the text.
- 7 Get into groups of four and act out the short scene from *A Journey to the Centre of the Earth* on page 107.

Lesson 1

109

## PROJECT

### Material:

books

- 1 Work in pairs.
- 2 Choose a character from the first excerpt of the novel *A Journey to the Centre of the Earth* on page 106.

Have students get into their project groups.

- 3 Read your lines from the text.
- 4 Learn your lines by heart.

Ask them to read the instructions in silence. Clear up any doubts.

- 5 Decide on gestures and actions to go with your lines.
- 6 Practice acting out the text.

Tell them to split up into pairs to do the activity. Give them enough time to practice and learn the dialog.

- 7 Get into groups of four and act out the short scene from *A Journey to the Centre of the Earth* on page 107.

Ask pairs to act out the dialog in front of the class.

# Lesson 2

## Vocabulary

keyboard  
either

## A Moment to Ourselves

What do we use today that we won't use in the future?

Ask the question on the first page of the lesson and give students a few minutes to think about it before sharing their ideas with others.

## Getting Started

Bring some flashcards to the class such as a cd player, a polaroid camera, a home phone, etc. Tell students that in the past people used these objects but now they are useless. Organize the class in teams of four. Ask them to think how their daily life will be in 30 years. Tell them to write a description of their day focusing on the technology they will use in order to perform their activities. Monitor while they work encouraging them to use their imagination. When they finish, ask the teams to share their descriptions and ask: *What do we use today that we won't use in the future?*

## Lesson 2

What do we use today that we won't use in the future?



**A** **Track 41** Listen to the conversation and check the things the speakers don't think we will use in the future.



1.

3.



2.



4.

**B** Listen again Track 41 and complete the paragraph.

1. He thinks we won't use keyboards in the future.
2. We probably won't use paper either.
3. We might not go to shops anymore.

**C** **Work with your partner. Predict things we won't use in the future. Answers will vary.**

We won't \_\_\_\_\_  
We might not \_\_\_\_\_  
We probably won't \_\_\_\_\_  
Maybe we won't \_\_\_\_\_

110

Unit 4 Using your imagination

**A** **Track 41** Listen to the conversation and check the things the speakers don't think we will use in the future.

Have students describe the pictures. Play the track and ask: *Which objects did they mention?* Tell them to check those objects.

## Cross-Check

Tell students to draw an object that we use nowadays, but that they think we will not use in the future on a flashcard. Ask each of your students to go to the front and show their flashcard. Write the following phrases on the board: *We might not... We probably won't... Maybe we won't...* Tell them to choose one in order to say a complete sentence about their object; encourage them to add extra information.

**B** **Track 41** Listen again and complete the paragraph.

Play the track again so students complete the activity.

**C** **Work with your partner. Predict things we won't use in the future.**

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage students to use the dictionary in order to look for words they do not know in English.

**D** Read the article and underline the words related to technology.

### Google Glass will change the world.

Not yet, but soon, we will be able to do many cool things with our affordable smart glasses. Everyone will have them. No one will have smartphones anymore. Your Google glasses will do everything your smartphone now does and more. You will connect to the Internet, your friends and other experts using these slim glasses you wear on your head, leaving your hands free. This will be a virtual connection and you will be able to get any information, any directions and any expertise you might need.



Do you need directions? Easy, tell your glasses where you are going.

Do you need to know where your friends are right now? No problem, ask your glasses.

Do you want to buy a blender? Perfect, your glasses will tell you if the blender you are looking at is the best deal or if there is a better price at the shop around the corner or online.

Browsers and chat rooms will become a thing of the past.

**E** Check and discuss your answer with a classmate.

1. I agree with the author's point of view.
2. I disagree with the author's point of view.

Answers will vary.



**F** Discuss these questions. Then, write your answers. Answers will vary.

- Do you have a cellular phone? \_\_\_\_\_
- Do you have a smartphone? \_\_\_\_\_
- Do you have a computer? \_\_\_\_\_
- What do you use your computer for? \_\_\_\_\_
- Do you use voice recognition? \_\_\_\_\_
- Do you think keyboards will become obsolete? \_\_\_\_\_
- Do you think smartphones will become obsolete? \_\_\_\_\_

Lesson 2

111

### Vocabulary

affordable

slim

smart

CLIL:

Literature

**D** Read the article and underline the words related to technology.

Ask students what are the gadgets they use in their every day life. Ask students to read the article in silence to find words related to technology. When they finish, have students get into teams of eight to write a list of words including those underlined. One person from each team will write their list on the board so everybody can see all the words. Finally, have students compare and decide which words should be included and which shouldn't.

**E** Check and discuss your answer with a classmate.

Tell students to check the box that best expresses their opinion about the article. Ask volunteers to share their opinion with the class and to explain why they think that way.



**F** Discuss these questions. Then, write your answers.

Read each of the questions aloud and check if there are doubts. Monitor and provide help when needed. Ask volunteers to share their conclusions with the whole class.

**G** Circle the odd one out.

1. cellphone pen smartphone keyboard
2. blender browser Internet interface
3. connect surf train chat

**H** Add the vowels to complete the words.

1. d i \_ r \_ e \_ c \_ t \_ i \_ o \_ n \_ s
2. k \_ e \_ y \_ b \_ o \_ a \_ r \_ d
3. g l \_ a \_ s \_ s \_ e \_ s
4. c \_ o \_ n \_ n \_ e \_ c \_ t \_ i \_ o \_ n
5. f \_ u \_ t \_ u \_ r \_ e



**I** Write about technology that you use now that you probably won't continue to use in the future.

Answers will vary.

A large blue rectangular box with horizontal lines for writing.

Go to page 81 in your workbook and write an entry in your blog.

**G** Circle the odd one out.

Read instructions and elicit that the odd one out is the one thing that doesn't share any characteristics with others from a list. Give them some time to work on the activity.

**H** Add the vowels to complete the words.

Give students one minute to complete the activity, then, ask them to go back to the lesson to check the correct spelling of each of the words. Check by asking volunteers to write the words on the board.

**I** Write about technology that you use now that you probably won't continue to use in the future.

Elicit some of the things students talked about technology and the future at the beginning of the class. Tell them to put all their ideas together to write about technology that they will no longer use in the future. Stress that they have to use: *Maybe we won't...* / *We probably won't...* / *We*

*might not...* Monitor while they work and offer any help when necessary. Ask some volunteers to share their writing with the class.

| Beginners  | Fast finishers   |
|--|--|
| Students work in pairs or groups of three to write about technology. Students may write only sentences using will and won't. | Students work individually to write about technology. Students write paragraphs. |

Go to page 81 in your Workbook and write an entry in your blog.

Have students open their workbooks and ask a volunteer to read the instructions and the headings aloud. Tell students to use the graphic organizer to describe the technology and then to use those ideas in their blog. Monitor while they work and offer any help when needed. Ask some students to share what they wrote with the rest of the class.

## PROJECT

- 1 Work in pairs.
- 2 Decide if you think Google Glass will change the world or not.
- 3 Go to [http://en.wikipedia.org/wiki/Google\\_Glass](http://en.wikipedia.org/wiki/Google_Glass) to find out more about the device.
- 4 Write statements to support your position on Google Glass.

Google Glass will/will not change the world because...

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- 5 Have a debate.



Lesson 2

113

## PROJECT

Material:

Internet

- 1 Work in pairs.
- 2 Decide if you think Google Glass will change the world or not.

Have students get into their project groups and form pairs. Ask volunteers to read the instructions aloud and clear up any doubts.

- 3 Go to [http://en.wikipedia.org/wiki/Google\\_Glass](http://en.wikipedia.org/wiki/Google_Glass) to find out more about the device.

Ask students to choose if they want to support that Google Glass will change the world or not. Make sure you have students for both options.

- 4 Write statements to support your position on Google Glass.

Have pairs find more information about the device. Tell them to pool their information to prepare their arguments.

- 5 Have a debate.

Begin the debate with yourself as moderator.

NOTES : \_\_\_\_\_

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# Lesson 3

## Vocabulary

sunscreen  
helmet  
seatbelt

## A Moment to Ourselves

### What are good New Year's resolutions?

Ask students what they usually do to celebrate New Year. Allow volunteer students to share their answers with the class.

## Getting Started

On the board write the word: RESOLUTIONS and ask students if they know what a resolution is. Tell them to work in pairs to discuss: *Do you always do what you decide to do? What's the importance of taking our resolutions seriously?* Ask pairs to share their conclusions and finally ask: *What are good New Year's resolutions?* Elicit answers from students and write a list on the board.

# Lesson 3

## What are good New Year's resolutions?



**A** **Track 42** Read and listen to the New Year's resolutions. Write H for healthy and S for silly resolutions.

- H  S I will drink water every day.
- H  S I will drink soda three times a day.
- H  S I will apply sunscreen before I go outdoors on bright sunny days.
- H  S I will never go out in the sun.
- H  S I will play a sport.
- H  S I will always wear a helmet when bicycling.
- H  S I will wear my seat belt every time I get in a car.
- H  S I will be nice to other kids.
- H  S I will never give out personal information on the Internet.
- H  S I will send my photo to anyone who wants it on the Internet.

**B** **Unscramble the resolutions. Listen again Track 42 and check.**

What do we use when we talk about resolutions?

1. when bicycling / I / wear a helmet / always / will  
*I will always wear a helmet when bicycling* \_\_\_\_\_
2. wear my / I will / seat belt / I get in a car / every time  
*I will wear my seat belt every time I get in a car* \_\_\_\_\_
3. other kids / I'll / nice to / be  
*I'll be nice to other kids* \_\_\_\_\_
4. never / I'll give out / on the Internet / personal information  
*I'll never give out personal information on the Internet* \_\_\_\_\_

**C** **Choose three resolutions from the list in Activity A and share them with your partner.**

114

Unit 4 Using your imagination

**A** **Track 42** Read and listen to the New Year's resolutions. Write H for healthy and S for silly resolutions.

Draw students' attention to the picture and tell them to describe it. Ask them if they usually write New Year's resolutions and ask some volunteers to share theirs. Play the track and have students follow the reading while they listen. Finally, ask them to classify the resolutions. Check orally, asking for reasons to support each case.

**B** **Track 42** Unscramble the resolutions. Listen and check.

Give students some time to work on the activity. Play the track and pause after each sentence is said so they can check their answers.

## Cross-Check

Ask students to read the information in the box and discuss it. Give them a few minutes. Elicit their conclusions.

**C** **Choose three resolutions from the list in Activity A and share them with your partner.**

Divide the class into pairs. Make sure students understand what they have to talk about. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



**D** Read the text and insert the paragraph headings.

**Resolutions nowadays**

**The first New Year**

**Ancient resolutions**

**Different groups, different dates**

### **New Year's Resolutions**

#### The first New Year

Making New Year's resolutions is a very old tradition. People have made resolutions since they started celebrating New Year. The ancient Babylonians celebrated New Year in March, which coincided with spring. The Romans changed it to January 1st.

#### Ancient resolutions

Even in ancient times, people made resolutions. For example, the Babylonians resolved to return borrowed farm equipment. The Romans asked for their enemy's forgiveness. Anglo Saxons wanted a good harvest and peace.

#### Different groups, different dates

Today there are different dates to celebrate New Year for different groups. The Chinese New Year is in February or March and the Orthodox New Year is January 14.

#### Resolutions nowadays

Regardless of when New Year falls, many people make New Year's resolutions. Some people resolve to be nicer to others. Others want to save money and many people want to be healthier. They resolve to go on a diet, exercise more or quit smoking.

**E** Underline the opening sentence in each paragraph and circle supporting examples.

**F** Discuss the main points of the article with a friend.

1. Who observed the first New Year celebrations? The ancient Babylonians observed the first celebrations.
2. How did the Romans change it? Instead of making resolutions the Romans asked for their enemy's forgiveness.
3. What were some ancient resolutions? The Babylonians resolved to return borrowed equipment, the Anglo Saxons wanted a good harvest and peace.
4. What are some modern resolutions? Nowadays, some people resolve to be nicer to others, some want to save money, be healthier, go on a diet, exercise more or quit smoking.

Lesson 3

115

### **Vocabulary**

forgiveness

harvest

quit

**CLIL:**

Literature

**D** Read the text and insert the paragraph headings.

Ask volunteers to read each of the paragraphs aloud. After each paragraph is read, go through the headings in order to decide together, which one fits the best.

**E** Underline the opening sentence in each paragraph and circle supporting examples.

Go back to the text, work together with students on the first paragraph to set an example of what they have to do. Give them some time to work on the rest of the text individually. Check orally.

**F** Discuss the main points of the article with a friend.

Form pairs. Make sure that they understand that main ideas don't necessarily include specific information. Elicit some answers and have them begin. Monitor. Check orally.

**G** Complete each group.

| money      | New Year | resolutions |
|------------|----------|-------------|
| New Year's |          | resolutions |
| healthy    |          |             |
| modern     |          |             |
| save       |          | money       |
| spend      |          |             |
| make       |          |             |
| every      |          | New Year    |
| Chinese    |          |             |
| Orthodox   |          |             |

**H** Read the rule and complete examples.

The sounds **ti**, **si**, and **ci** are often the spelling for the sound /sh/ at the beginning of a second or subsequent syllable.

resolution    ancient

tradition                      celebration                      information

**I** Write your resolutions for next year. Share your list with a friend.

Answers will vary.

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Go to page 84 in your workbook and write an entry in your blog.

**G** Complete each group.

Read the words at the top and tell students to place them in a box in which they fit with the rest of the words logically. Give them some time to work and check orally.

**H** Read the rule and complete examples.

Ask a volunteer to read the rule aloud. Read each of the examples aloud stressing the final sound. Tell students to use a dictionary in order to check the spelling of each of the words. Ask them to write more examples of words that share the same ending sound.

**I** Write your resolutions for next year. Share your list with a friend.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually, encourage them to use new vocabulary from this lesson. When they finish, organize the class into pairs so they can share their resolutions.

| Beginners   | Fast finishers   |
|---|--|
| Students work in pairs to make a list and only one of them writes both students' list of resolutions. | Students work individually to write their resolutions. |

Go to page 84 in your Workbook and write an entry in your blog

Ask a volunteer to read the instructions in the workbook. Explain that they have to describe different aspects concerning New Year's Celebrations at home. While students write, monitor and provide any help they may need. When they finish, encourage some of them to share their writing with the whole class.

## PROJECT

- 1 Work on your own.
- 2 Go to <https://greenglobaltravel.com/celebrate-new-year-traditions-around-the-world/> and read about New Year's celebrations and customs in different parts of the world.
- 3 Choose one of the celebrations and make notes.

Where? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

What happens? \_\_\_\_\_

\_\_\_\_\_

- 4 In groups of four, share your information about New Year's celebrations and customs in different parts of the world.



Lesson 3

117

## PROJECT

### Material:

Internet

- 1 Work on your own.

Ask volunteers to read the instructions aloud.

- 2 Go to <https://greenglobaltravel.com/celebrate-new-year-traditions-around-the-world/> and read about New Year's celebrations and customs in different parts of the world.

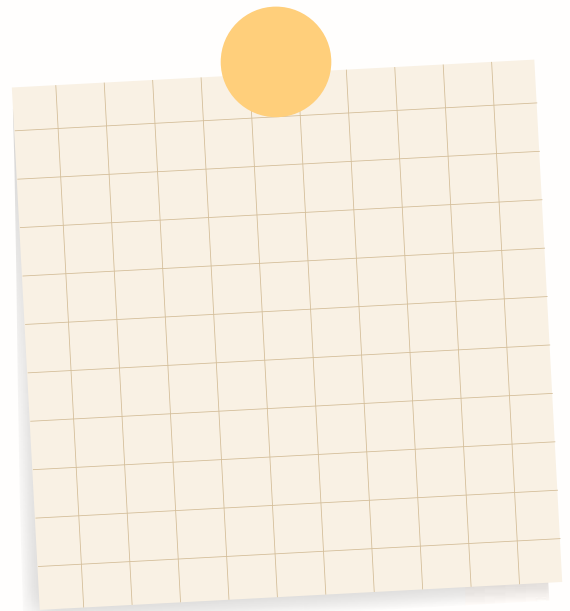
Clear up any doubts.

- 3 Choose one of the celebrations and make notes.

Have them get into their project groups. If you have Internet access, allot time for research, if not, assign this part of the activity for homework.

- 4 In groups of four, share your information about New Year's celebrations and customs in different parts of the world.

Encourage them to illustrate their work and prepare enough material for everyone in the group to present. Have them share their information with the class.



# Lesson 4

## Vocabulary

catering  
engineer

## A Moment to Ourselves

### Why is it important to plan your life?


Have students read the question and think about the answer. Ask students if they have plans for the next year and share their answers with the class.


## Getting Started

Ask students if they have ever imagined themselves 30 years from now. Invite some of them to share what they have imagined and ask them what they have to do if they really want to be that way. Finally, write on the board the following questions: *Why is it important to plan your life?* Elicit answers from different students.

## Lesson 4

### Why is it important to plan your life?



**A**  **Track 43** Listen to the life plan and circle the differences. Then, listen again and make changes.


| Next year  | The year after next   | In 5 years  | In 10 years   | When I'm 30  |
|--|---|---|---|--|
| 13 years old   | 14 years old  | 18 years old  | 22 years old  | 30 years old   |
| I will be thirteen. I'll be in secondary school. I want to take guitar lessons. I will be better at volleyball. I hope to win a science contest. | I'll be fourteen. My volleyball team will win the cup. I'll write a book. | I'll go to university. I'll still live with my parents. I hope to study catering. | I'll travel the world for a year. I'll go to Thailand and Singapore. I'll visit my uncle in Rome. I'll play the guitar very well. | I'll be married. I'll work in a company as an engineer. I'll have two children. I'll live near my friends. |
| math competition   | song  | engineering   | Paris   | Parents  |

**B** Read the chart again and match.

What expressions can we use to talk about our own future?


- When I'm thirteen, \_\_\_\_\_
- When I'm fourteen, \_\_\_\_\_
- I hope to be married \_\_\_\_\_
- I'll still live with my parents \_\_\_\_\_
- When I'm 22, \_\_\_\_\_

- when I'm 30.
- my volleyball team will win the cup.
- I'll visit my uncle in Rome.
- when I'm 18.
- I'll be in secondary school.

**C**  **Work with your partner. Use the prompts to make sentences like those in Activity B.**

Next year,      The year after next,      In 2028,      When I'm 22,

118      Unit 4 Using your imagination

**A**  **Track 43** Listen to the life plan and circle the differences. Then, listen again and make changes.


Ask students to close their books and play the track. Then, tell them to read the life plan and ask them to circle the differences they remember. Play the track again so they can check and add anything they forgot to circle before. Ask them to write the changes they remember. Play the track again to check if the changes they wrote were correct.

### Cross-Check

Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers.

**B** Read the chart again and match.

Ask students to check the information in the life plan to match the sentence halves and form complete sentences. Check orally.

**C**  **Work with your partner. Use the prompts to make sentences like those in Activity B.**

Tell students to talk about the plans they have for the future using the prompts provided. Ask pairs to share their plans with the class.

**D** Look at the quotes and check the ones you agree with. **Answers will vary.**

Seeing the future is making the future.

A good life is a planned life.

"Go confidently in the direction of your dreams. Live the life you've imagined."  
H.D. Thoreau


When writing the story of your life, don't let anyone else hold the pen.

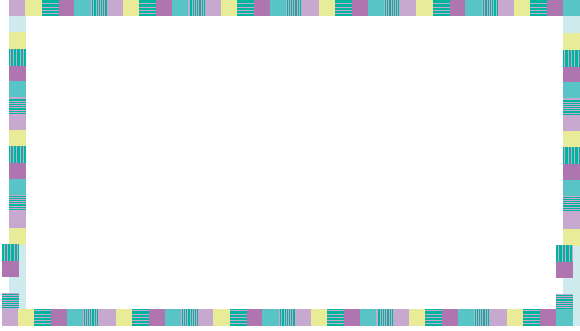
"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin."  
Mother Teresa

**E** Read the quotes again and circle the best description.

The quotes...

a) tell us about the past      b) give us information      c) give us advice

**F**  Draw a picture to illustrate one of the quotes. Share it with a friend. **Answers will vary.**



**Lesson 4** 119

**Vocabulary**  
confidently  
direction


**CLIL:** Literature

**D** Look at the quotes and check the ones you agree with.

Give students some minutes to read the quotes in silence. Tell them to use a dictionary or ask some classmates to find the meaning of words they do not understand. Monitor and help as they work. Then, ask them to check the ones they agree with. Ask volunteers to share which ones they liked and why.

**E** Read the quotes again and circle the best description.

Ask a volunteer to read instructions aloud. Tell students to choose the correct answer, elicit where they can find the options they didn't choose. E.g. old newspapers or magazines and history books tell us about the past, science magazines or books also give us information.

**F**  Draw a picture to illustrate one of the quotes. Share it with a friend.

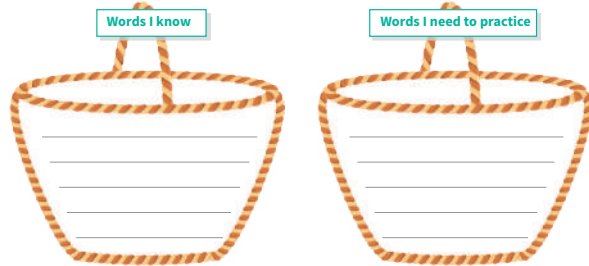
Read instructions aloud and give students some time to illustrate one of the quotes. Monitor and provide help if needed. Then, form pairs so they can share their drawings. Invite some pairs to show them to the rest of the class.

**G** Complete the chart.

The year after next      Next month      In two weeks  
 Next year      The day after tomorrow      This week

| Today      | Tomorrow     |                        | In two days   |
|------------|--------------|------------------------|---------------|
| This week  | Next week    | The week after next    | In two weeks  |
| This month | 14 years old | The month after next   | In two months |
| This year  | next month   | the day after tomorrow | In two years  |

**H** Add 5 words to each basket. *Answers will vary.*



**I** Discuss this question. Write about it.

Is it better to plan your life or just let it happen?

*Answers will vary.*

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Go to page 87 in your workbook and write an entry in your blog.

**G** Complete the chart.

Ask students to use the phrases on top of the chart to complete it following a logical order. Check orally.

**H** Add 5 words to each basket.

Tell students to go through the lesson and circle all the new words they learned. Then, ask them to classify those words in the two baskets.

**I** Discuss this question. Write about it.

Form pairs, read the instructions and the question aloud. Ask them to discuss the question. Then, give them some time to work individually including all the information they previously shared with their classmate. Monitor and offer any help when needed. Ask some volunteers to share their work.

| Beginners  | Fast finishers  |
|--|---|
| Students work in pairs and discuss the questions. Have weaker students draw the answer to the question while the other one writes it down. | Students work individually to write the answer to the question. |

Go to page 87 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and provide any help they may need. When they finish, encourage some of them to share their blog with the whole class.

## PROJECT

- 1 Work on your own.
- 2 Think of your plans for the future.
- 3 Write a 5 year plan.

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- 4 In groups of three, share your plans.

Lesson 4

121

## PROJECT

### Material:

graphic organizer

- 1 Work on your own.

Read the instructions with students and clear up any doubts.

- 2 Think of your plans for the future.
- 3 Write a 5 year plan.

Give them time to work on their 5-year plans individually, then, have them discuss what they wrote in their groups.

- 4 In groups of three, share your plans.

Finally, have volunteers share with the class.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 5

## Vocabulary

surrounded  
field  
ambitious

## A Moment to Ourselves

### Can you predict the future?


Have students read the question and think about the answer. Ask students what forms they know to make predictions about the future. Allow volunteers to share their answers with the whole class.


## Getting Started

On the board write the following questions: *Have you ever gone to a fortune teller? Do you believe in those things?* Ask students to work in teams of three. Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible. Finally ask: *Can you really predict the future?*


## Lesson 5

### Can you predict the future?


**A**  **Track 44** Listen to the lecture and check the ways to tell the future.




1.



3.



2.




4.

**What do we use to predict and ask about the future?**


**B** Match the questions and answers.

|                                   |  |
|-----------------------------------|--|
| 1. Who will I marry?              | a) You will live in a place surrounded by trees. |
| 2. How many children will I have? | b) You will work in the medical field.           |
| 3. Where will I live?             | c) You will have two children.                   |
| 4. When will I travel?            | d) You will marry a short, ambitious person.     |
| 5. What will I be?                | e) You will travel soon.                         |

**C**  **Imagine you can see the future. Take turns predicting the future. Ask questions to find out.**

I want to know who/what/where/when/how much/how many I will \_\_\_\_\_.

122
Unit 4 Using your imagination

**A**  **Track 44** Listen to the lecture and check the ways to tell the future.


Play the track and ask students to listen carefully. Ask them to open their books and check the pictures of the things that were mentioned in the lecture. Play the track again so they can check their answers.

### Cross-Check

Have students think of the differences between the two sentences and write their ideas. Call on volunteers to share with the class.

**B** Match the questions and answers.

Work on this activity as a whole class. Ask the questions from the left column and elicit the answers from the column on the right. Nominate students to check answers.

**C**  **Imagine you can see the future. Take turns predicting the future. Ask questions to find out.**

Tell students to talk about what they would like to know about their own future. Encourage them to use the correct question word depending on what they want to know. Ask volunteers to share their questions with the class.



**D Read the article and insert the missing topic sentences.**

- a) Paul is not the only famous animal to choose winners.
- b) Paul's career as an oracle didn't start there, however.
- c) Paul the Octopus became famous when he predicted Spain would win the 2010 World Cup final over the Netherlands.

c \_\_\_\_\_ Paul lived at the Sea Life Center in Germany. His handlers showed him two feed boxes with a team flag on each one. He went to the box decorated with the Spanish flag and chose the Spanish team by eating the mussels in the box.

b \_\_\_\_\_ He had been forecasting the winners of football matches throughout the World Cup 2010. He correctly foretold Germany's seven wins in the series. He had a success rate of over 85%.

a \_\_\_\_\_ Sony Wool, a New Zealand sheep correctly foresaw the outcome of his team's Rugby matches. A parrot in South Korea divined successful stock on the stock market. The parrot's conjectures were better than the humans' guesses.

**E Where might you see this article? Circle.**

- a) In a magazine for pet lovers.
- b) In the sports section of a newspaper.
- c) On a cooking website.

**F Discuss with a friend. Then, write your answers.**

Imagine that you have an animal that can help you predict things. What will you ask it?

Answers will vary.

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**Vocabulary**

- handler
- mussel
- conjectures

**CLIL: Literature**

**D Read the article and insert the missing topic sentences.**

Ask students if they have ever heard about Paul the Octopus and what they know about him. Guide students to work on the activity; tell them to first read each of the topic sentences to identify the theme of the paragraph, then, read each of the paragraphs paying attention to the details to decide which of them corresponds to each of the topic sentences. Give them some time to work and check orally.

**E Where might you see this article? Circle.**

Read the three options with students and elicit the correct answer. Ask students to argue why the incorrect options are not possible answers.

**F Discuss with a friend. Then write your answers.**

Organize the class into pairs, read the instructions aloud and give students some time to discuss which questions would they ask. Then, ask them to write their answers individually while you monitor. When they finish, ask volunteers to share their questions and answers.

**G Find synonyms to these words in Activity D.**

predict (v) ch oose fore told fore saw  
 fore casting div ined  
 conjecture (n) gu ess

**H Look at the stress patterns and add the words in the box to the correct column.**

| surrounded        | successful | medical        | conjecture | correct        | animal |
|-------------------|------------|----------------|------------|----------------|--------|
| oOo               |            | Ooo            |            | oO             |        |
| ambitious         |            | decorate       |            | predict        |        |
| <u>surrounded</u> |            | <u>medical</u> |            | <u>correct</u> |        |
| <u>successful</u> |            | <u>animal</u>  |            |                |        |
| <u>conjecture</u> |            |                |            |                |        |
|                   |            |                |            |                |        |
|                   |            |                |            |                |        |

**I Investigate and write about other ways to predict the future.**

Answers will vary.

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Go to page 90 in your workbook and write an entry in your blog.

**G Find synonyms to these words in Activity D.**

Remind students that a synonym is a word that has the same meaning as another word and that they can find synonyms in a thesaurus. Give them some time to look up the synonyms of each word and check by asking a volunteer to write them on the board.

| Beginners   | Fast finishers  |
|---|---|
| Students work in pairs. Make sure weaker students use dictionaries for all the words. | Students work individually, they may know some of the synonyms and not need a dictionary. |

**H Look at the stress patterns and add the words in the box to the correct column.**

On the board draw the stress patterns in this activity and read the examples of the words in each column as you exaggerate the stresses. Say

a word from the box and encourage students to classify it in the correct column. Arrange students in pairs to complete the activity and nominate them to check answers.

**I Investigate and write about other ways to predict the future.**

Arrange students in groups to share ways they know to predict the future. Ask them to list at least three of them and explain how they work. Nominate a student of each groups to read their work.

Go to page 90 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions and questions in the workbook. While students write, monitor and help. When they finish, encourage some of them to share what they wrote with the whole class.

## PROJECT

- 1 Work on your own.
- 2 Think of 8 fortunes. E.g. You will have 7 children.
- 3 Write them here and keep them secret.

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- 4 Make a fortune-teller.



- 5 Write fortunes in the fortune-teller.
- 6 Tell your friend's fortune.

Lesson 5

125

## PROJECT

### Material:

colors, sheets of construction paper

- 1 Work on your own.
- 2 Think of 8 fortunes. E.g. You will have 7 children.

Ask a volunteer to read the instructions aloud and clear up any doubts.

- 3 Write them here and keep them secret.

Remind them that fortune can refer to good and bad things. Have students write the fortunes individually and compare them in their groups.

- 4 Make a fortune-teller.

Guide students to design their fortune tellers by following the instructions on their books. Encourage them to be creative.

- 5 Write fortunes in the fortune-teller.
- 6 Tell your friend's fortune.

Ask students to check: [http://en.wikipedia.org/wiki/Paper\\_fortune\\_teller#Telling\\_fortunes](http://en.wikipedia.org/wiki/Paper_fortune_teller#Telling_fortunes) find out how to use the fortune-teller. Then, have students get into pairs to tell each other's fortunes.

# Lesson 6

## Vocabulary

hairdresser  
shoppings

## A Moment to Ourselves

### Is it a good idea to plan your weekend?

Ask students what they did last weekend and if they planned those activities. Allow some volunteers to share their answers with the whole class.

## Getting Started

Form pairs and give them some time to talk about their weekends, on the board write the following questions: *What do you usually do? Do you enjoy those activities?* After a while, ask pairs to share what they do with the class and if they would like to do something different. Listen to students' answers.

## Lesson 6

### Is it a good idea to plan your weekend?

**A** **Track 45** Listen to the conversation and check the correct diary.

*Lillian's Diary*

**Saturday**  
sleep in until 9 a.m.  
Breakfast/dad/  
Breakfast Barn  
hairdresser  
shopping -new shirt  
Lisa's party at the Club House

**Sunday**  
help mom  
homework  
movies  
read a book

*Lillian's Diary*

**Saturday**  
sleep in until 9 a.m.  
breakfast/mom/  
Breakfast Hill  
hairdresser  
shopping -new shirt  
Lisa's party at the Wally House

**Sunday**  
help dad  
homework  
movies  
read a book

**To talk about our plans we use...**

**B** **Circle the best option. Listen and check.**

1. What are you going to do this weekend yesterday?
2. I'm going to play tennis, sleep in until 9 a.m. on Saturday.
3. I'm going to go out for breakfast go shopping with my dad at the Breakfast Barn.
4. I'm going to go went to her party on Saturday afternoon.

**C** **Look at the clues and tell your partner what Lillian is going to do this Saturday.**

**Breakfast Barn**

Eggs benedict \$4  
Yoghurt and fruit \$3  
Breakfast smoothie \$2

**shirts  
50%  
off**

**You are invited to a party!**

2:00 p.m. at the Club House  
Saturday  
She is going to  
go to a party.

**126** **Unit 4 Using your imagination**

**A** **Track 45** Listen to the conversation and check the correct diary.

Have students look at the pictures and ask a volunteer to describe them. Play the track once and ask students to mention some of the activities they heard. Then, tell them to open their books and select the correct diary; play the track again and check answers.

### Cross-Check

Ask students to read the information in the box and discuss it with a classmate. Call on volunteers for the answer.

**B** **Circle the best option. Listen and check.**

Ask students to circle the best option taking into account the information they heard in the previous activity. Then play the track, so they can check.

**C** **Look at the clues and tell your partner what Lillian is going to do this Saturday.**

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

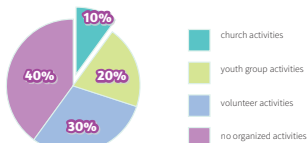
**D** Look at the charts and write the titles.

Time spent on the Internet    Weekend Activities    Organized activities

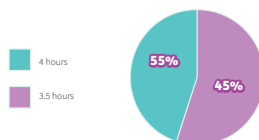
a) Weekend activities



b) Organized activities



c) Time spent on the Internet



**E** Match the text below to the graphs in Activity D.

- Eight students are going to go to the movies this weekend. Nine people are going to hang out with friends and only two are going to read a book.
- Fifty-five percent of the students in our class are going to spend more than 4 hour on the Internet.
- Twenty percent of the students in our class are going to participate in youth-group activities this weekend.

**F** Tell each other what you are going to do this weekend.

**Vocabulary**

clean up  
hang out

**CLIL:**

**Math**

**D** Look at the graphs and write the titles.

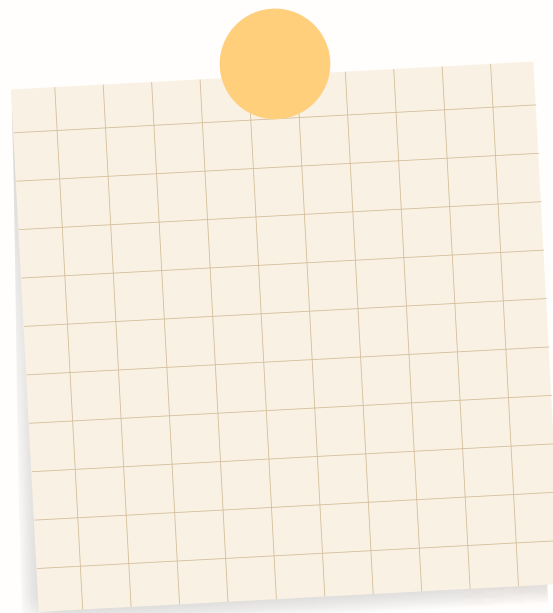
Have students look at the different graphs and ask what is represented in each of them. Then, give them some time to choose the correct title. Check orally.

**E** Match the text below to the graphs in Activity D.

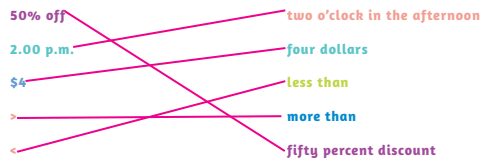
Ask three volunteers to read each option aloud. After they read, ask the class what they describe and give them some time to write their answers in their books.

**F** Tell each other what you are going to do this weekend.

Make sure they understand what to do before they begin the activity. Students talk about their plans while you monitor to check that they're speaking in English. Then, give them some time to write and when they finish, ask some of them to share what they wrote. Have the class vote on the best plan.



**G** Match the symbols to the meaning.



**H** Practice saying these words. Pay attention to the /v/ sound. Watch each other's lips.

invitation      volunteer      activities

**I** Discuss these questions. Then choose one to write about.

1. What are you going to do this weekend?
2. What organized activity are you going to do this weekend?
3. How much time are you going to spend using the Internet?

Answers will vary.

Go to page 93 in your workbook and write an entry in your blog.

**G** Match the symbols to the meaning.

Give students some time to work on the activity and check orally. Ask volunteers to mention where they might find the symbols.

**H** Practice saying these words. Pay attention to the /v/ sound. Watch each other's lips.

Read the words aloud exaggerating the /v/ sound. Model the pronunciation putting your teeth on the lower lip and ask students to imitate your movement. Then, form pairs and give them some time to pronounce each of the words. Ask them to find some other examples of words that include this sound and invite them to share them with the class.

**I** Discuss these questions. Then choose one to write about.

Ask the three questions and elicit a few answers from students. Ask them to choose a question and answer it using as much detail as possible.

**Beginners**

Pair students up to choose a question and answer together.

**Fast finishers**

Students work individually to write the answer to one of the questions.

Go to page 93 in your Workbook and write an entry in your blog.

Ask a volunteer to read instructions and questions aloud. Clear up any doubts. Encourage students to speak in English. When they finish, have volunteers share their writing with the whole class.

## PROJECT

- 1 Work in pairs.
- 2 Write questions to interview a friend about what they are going to do this weekend.
- 3 Each member of the pair interviews a different person.
- 4 Compare the interviews you did.



Lesson 6

129

## PROJECT

### 1 Work in pairs.

Have students get into their project groups and read the instructions in silence.

### 2 Write questions to interview a friend about what they are going to do this weekend.

Clear up any doubts. Have them divide up into pairs and begin.

### 3 Each member of the pair interviews a different person.

Monitor while they work. Encourage them to speak in English all the time.

### 4 Compare the interviews you did.

When everyone has finished, ask them to stand up and find someone to interview. Tell them to write the answers in their notebooks. Finally, have them get back into pairs and compare their answers.

Ask volunteers to mention some things they found out.

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 7

## Vocabulary

look around  
campus

## A Moment to Ourselves

### Why is it important to plan your vacation?



Ask students to look at the photos and say the type of holidays presented (beach and small town). Students will be asked to say which type of holiday they prefer.


## Getting Started

Ask students to work in teams of three. Have them ask each other the following questions: *Where would you go? What exactly would you do? Go around the classroom, and make sure everybody participates.* Then, encourage teams to share their answers with the class. Elicit comments from the rest of the class whenever possible. Finally ask: *Why is it important to plan your vacation?*

## Lesson 7

### Why is it important to plan your vacation?

**A**  **Track 46** Listen and read the email. Circle the activities mentioned.

Dear Fred,

I'm going to go to Mexico City this weekend and I don't have much money, so I'm going to do as many free activities as I can.

I'm going to go to Chapultepec Park and then, I'm going to visit the pyramids on Sunday.

I'm going to walk around the 'Centro Historico' and go to the Zoo.

I'm planning to have a look around the markets.


I'm going to walk around the UNAM campus.


I'm looking forward to going to the National Art Museum, which is free on Sunday and I'm also going to go to The National Palace.

Love,  
Chris

What do these sentences refer to?  
I'm going to buy shoes tomorrow.  
He is planning to travel next year.  
We are looking forward to using our cousins in the summer.


**B** Circle the number of free activities Chris is going to do.

**C**  Ask your partner about what Chris is going to do this weekend in Mexico City.



What is Chris going to do this weekend in Mexico City?

**130** **Unit 4 Using your imagination**

**A**  **Track 46** Listen and read the email. Circle the activities mentioned.


Play the track so students can listen and silently read the text. Pause after each activity is mentioned so they have time to circle the activities.

### Cross-Check

Ask students to read the information in the box, and discuss the answer with a classmate. Call on volunteers for the answer.

**B** Circle the number of free activities Chris is going to do.

Elicit the meaning of 'free activity'. Tell them to go back to the e-mail to count how many free activities were mentioned. Elicit the number and then, tell them to circle the correct option.

**C**  Ask your partner about what Chris is going to do this weekend in Mexico City.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



**D** Read the flier about activities for kids to do in Paris. Circle your favorite activity.  
**Answers will vary.**

**Do a kid's cooking class**  
 Let the kids get their hands dirty in this 4-hour cooking class. It is lots of fun and lots of mess. Make croissants and other pastries and eat them too. Learn about classic French ingredients.



**Climb the Sacre Coeur**  
 Buy a ticket and then climb the 300 steps to the top of this beautiful old church. Paris will be spread out below you. And best of all! No lines. No waiting.



**Take a boat ride on the Canals**  
 Everyone loves a boat ride on the River Seine but the canals are even more exciting. They take a winding route through Paris on wide and narrow waterways. You will see the sights and experience the thrill of opening and closing locks. You will also go underground at some points.



**E** Circle who the flier is for.

retired people
romantic couples
families

**F**  Imagine you are going to go to Paris this weekend. Tell your friend what you are going to do in Paris.

**Answers will vary.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Lesson 7** 131

**Vocabulary**

mess  
 winding  
 thrill


**CLIL:** Literature

**D** Read the flier about activities for kids to do in Paris. Circle your favorite activity.

Ask students to read the flier in silence and when they finish, ask:  
*What activities does it suggest? What does each one consist of?*  
 Finally ask them to circle their favorite.

**E** Circle who the flier is for.

Ask students to circle the correct answer and ask them what kind of activities they would suggest for retired people and romantic couples in Paris.

**F**  Imagine you are going to go to Paris this weekend. Tell your friend what you are going to do in Paris.

Put students into pairs and read instructions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and help. Ask volunteers to share their answers with the class, tell the group to vote for the best activities.


| Beginners  | Fast finishers  |
|--|---|
| Have students discuss what they want to do in pairs. Then, ask one student to draw the activity and the other one to write about it. | Have students work individually to write about the whole weekend. |

**G** Follow the code to write the message. Check with a classmate.

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

r'n tlrmt gl tl gl gsv nlrvh

I'm going to go to the movies.

**H**  **Track 47** Listen and repeat the contractions. Then, practice with a classmate.

going to = /gonna/

want to = /wanna/

have to = /hafta/



Going to



Gonna

**I** Write about things to do in your town.

Answers will vary.


Go to page 96 in your workbook and write an entry in your blog.

132

Unit 4 Using your imagination

**G** Follow the code to write the message. Check with a classmate.

Model the first word for students to start decoding the message and let them finish. Ask a volunteer to write the message on the board to check.

**H**  **Track 47** Listen and repeat the contractions. Then, practice with a classmate.

Play the track for them to listen to the pronunciation. Play it again and pause it after each word is said so they can repeat chorally.

**I** Write about things to do in your town.

Ask a volunteer to read the instructions aloud. Make sure students know exactly what they have to write about. Give them some time to work individually. Monitor and offer any help when needed. Ask some students to share their work.

Go to page 96 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook and clear up any doubts. Give them some time to write about their plans. When they finish, encourage some of them to share their plans with the whole class.

## PROJECT

- 1 Work with a partner.
- 2 Choose a city.
- 3 Look for free things to do in that city.

Search: Free things to do in \_\_\_\_\_.

- 4 Make a plan of free things to do for a weekend in your chosen city.

Saturday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sunday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5 Work in a group of four.
- 6 Present your plan to your group.

Lesson 7

133

## PROJECT

**Material:**

Internet

### 1 Work with a partner.

Have students get into their project groups and read the instructions in silence.

### 2 Choose a city.

Clear up any doubts. Ask them to work in pairs.

### 3 Look for free things to do in that city.

If you have Internet access, give them some time to browse the web about the city they chose. If you don't have Internet access assign this part for homework.

### 4 Make a plan of free things to do for a weekend in your chosen city.

Tell them to make it as interesting as possible.

Monitor while they work. Encourage them to speak in English all the time.

### 5 Work in a group of four.

### 6 Present your plan to your group.

When everyone has finished, ask them to present their plans to the class.

Ask them which plan they liked the most.

# Lesson 8

## Vocabulary

itinerary  
arranged

## A Moment to Ourselves

Is it good to have an itinerary for your vacation?

Ask students to say some activities they do when they go on holidays. Arrange students in groups and check how different or similar their activities are.

## Getting Started

Play *Hangman* with the word *itinerary*; when they guess the word, tell students that itineraries are used mainly by travel agencies to plan group trips. Ask them if they have ever gone on a trip in which they have to follow an itinerary; encourage students to share their experiences with the class. Finally ask: *Is it good to have an itinerary for your vacation?* Elicit answers from different students.

# Lesson 8

Is it good to have an itinerary for your vacation?



**A** **Track 48** Read the itinerary and circle where they are going to go.



Rio de Janeiro



Orlando



New York

Tomorrow we are leaving at 1 p.m. We are arriving tomorrow evening. On Friday we are touring the Museum of Modern Art. On Saturday we are visiting the Statue of Liberty. Saturday evening we are going to a show on Broadway. Then on Sunday we are seeing the Yankees play baseball.

**B** Read again and circle the actions. Then, underline the time phrases.

**C** Tell your partner what the travelers are going to do in Activity A. Write about the activity you like the most and explain why you like it.

Answers will vary.

134

Unit 4 Using your imagination

**A** **Track 48** Read the itinerary and circle where they are going to go.

Have students look at the pictures and ask volunteers to describe them. Play the track once and ask students where they are going to go. Then, tell them to open their books, play the track again, follow the reading and circle the correct answer.

**B** Read again and circle the actions. Then, underline the time phrases.

Read the article aloud, tell students to shout *Stop!* when you mention an action verb; you will stop reading so they can circle them. Finally, elicit each of the time phrases and ask students them to underline them all.

**C** Tell your partner what the travelers are going to do in Activity A. Write about the activity you like the most and explain why you like it.

Divide the class into pairs. Read the instructions aloud and clear up any doubts. Monitor and help if required. Have volunteers share what they wrote with the class.

Answers will vary.

**D** Read the celebrity honeymoon destinations and choose your favorite.



For celebrities, money is not a problem and they want privacy and seclusion. Necker Island is a private island in the Caribbean with plenty of open empty beaches.



The Amalfi Coast in Italy has lots of history and romance. The Italian people will not bother you.



For the more adventurous celebrities, Hawaii is a great destination. Go shopping, hiking, diving, snorkeling, explore volcanoes, go kayaking, go surfing or just hang out at the pool.

**E** Where would you see the text in Activity D?

travel website

math textbook

wedding magazine

**F** Think about the activities celebrities do on holiday and write about it in your notebook.

Lesson 8

135

### Vocabulary

privacy

seclusion

destination

CLIL:

Geography

**D** Read the Celebrity honeymoon destinations and choose your favorite.

Ask students if they know what Honeymoon means (a trip for people who just got married). Tell students to describe each of the pictures and ask volunteers to read the descriptions. Then, ask them to pick their choice.

**E** Where would you see the text in Activity D.

Read instructions aloud. Elicit examples of different places where they might find the article. On the board write some options: a story book, a magazine, a newspaper, a travel book, a website.

**F** Think about the activities celebrities do on holiday and write about it in your notebook.

Read instructions aloud and elicit some activities they think celebrities do on holiday. Tell them they can use information from the previous activity or any other they can think of. Monitor and provide help when needed. Encourage teams to share their answers.

**G** In groups, play hangman with words from this lesson.

- Have one person choose a word and represent each letter with a dash.

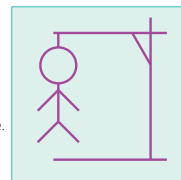
E.g. \_\_\_\_\_

- Take turns guessing a letter.
- If the letter is not in the word write it on the board and draw a part of the hangman. E.g. 'a'
- If the letter is in the word write it on the corresponding dash.

E.g. 'e'

\_\_\_\_ e \_\_\_\_ e \_\_\_\_ e \_\_\_\_ (detergent)

- The aim is to guess the word before the hangman is complete.



**H** Look, cover, write and check the words below.

**destination   snorkeling   kayaking**

**I** Imagine you are a tour guide. Write about the most extravagant thing to do in your city.

Answers will vary.

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Go to page 99 in your workbook and write an entry in your blog.

**G** In groups, play hangman with words from this lesson.

Have students get into groups of four to play hangman. Monitor as they play to make sure they speak in English all the time.

**H** Look, cover, write and check the words below.

Tell students that they have 30 seconds to memorize the words. After that time, shout: *Write!* They have to cover them and write the words. When they finish, have them uncover the words and check.

**I** Imagine you are a tour guide. Write about the most luxurious thing to do in your city.

Ask a volunteer to read the instructions aloud. Clear up any doubts. Monitor and if necessary as they work. Help. Ask some students to share their work.

**Beginners**

Students work in groups of three to write about an activity in the city. Weaker students should write, but do not have to share their work with the class.

**Fast finishers**

Students work individually to write about an activity in the city and share their work with the class.

Go to page 99 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help. When they finish, encourage some of them to share their lists with the whole class.



**Review 4**

**A** Label the pictures.

cellular phone    smartphone    laptop computer    keyboard    paper    pen

**B** Choose from the pictures in Activity A, use the words below to write five sentences.

We might not / we probably won't / maybe we won't / have / use / in the future.

- Answers will vary.
- 
- 
- 
- 

**C** Read and circle the incorrect resolution.

- I will play a sport.
- I will always wear a helmet when bicycling.
- I will never wear my seat belt when I get in a car.
- I will be nice to other kids.

138    Unit 4 Using your imagination

**A** Label the pictures.

**B** Choose from the pictures in Activity A, use the words below to write five sentences.

**C** Read and circle the incorrect resolution.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and call on volunteers to read their answers to the class or check with the whole group. The activities on these two pages help students see strong and weak points. Give them suggestions for improvement.



**D** Write about your plans. *Answers will vary.*

Tomorrow I'm going to \_\_\_\_\_

\_\_\_\_\_

The day after that I'm \_\_\_\_\_

\_\_\_\_\_

Next week \_\_\_\_\_

\_\_\_\_\_

Next month \_\_\_\_\_

\_\_\_\_\_

**E** Match.

diving   snorkeling   hiking   museum



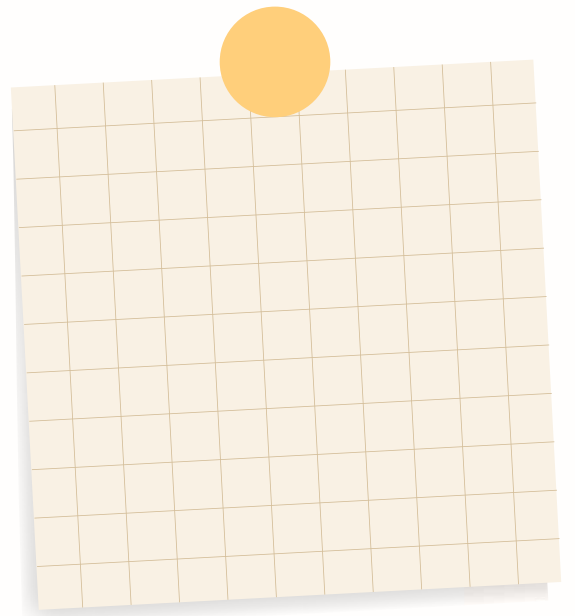
show on Broadway   baseball game   kayaking

Review 4

139

**D** Write about your plans.

**E** Match.



Review 4

139

## All About Food!

### Vocabulary

tasty  
delicious

### A Moment to Ourselves

What kind of food is available in your neighborhood?

Ask students to say if there are food stalls in their neighborhood, what they sell and if they like it.

### Getting Started

Ask students to work in teams of three. Have students discuss the following questions: *Is your favorite food available in your neighborhood? Is it healthy? What are the main ingredients?* Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.

## Lesson 1

# UNIT 5

## All About Food

What kind of food is available in your neighborhood?

**A** **Track 49** Listen and check the person's favorite food.

|   |   |
|---|---|
| <br>Linda                                     | <br>Paul                                      |
| <br><input type="checkbox"/> pizza            | <br><input checked="" type="checkbox"/> pizza |
| <br><input type="checkbox"/> quesadillas      | <br><input type="checkbox"/> quesadillas      |
| <br><input checked="" type="checkbox"/> salad | <br><input type="checkbox"/> salad            |

**B** Match the questions and answers. What expressions can we use to talk about our favorite food?

|                                       |   |
|---------------------------------------|---|
| 1. What's your favorite food?         | <del>a) I like chocolate milk because it's delicious.</del> |
| 2. What's your favorite healthy food? | <del>b) My favorite food is pizza because it's tasty.</del> |
| 3. What's your favorite drink?        | <del>c) I like salad.</del>                                 |

**C** Work with your partner and ask the questions from Activity B.

**140** Unit 5 All About Food

**A** **Track 49** Listen and check the person's favorite food.

Tell students to describe the pictures, ask them which of these three places they prefer. Have students close their books, and play the track. Ask: *What is Linda's favorite food? What is Paul's favorite food?* Then tell them to open their books to check the correct answers.

**B** Match the questions and answers.

Work on this activity as a whole class. Ask the questions from the left column and have volunteers select the correct answer from the column in the right.

**Cross-Check**

Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.

**C** Work with your partner and ask the questions from Activity B.

Divide the class into pairs. Make sure students understand what they have to do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**D** Read the poster and circle the food you like. **Answers will vary.**

**International Food Festival in The Central Plaza August 20th-27th**

**Brazilian**  
We use local food like cassava, mango, papaya, guava, orange, passion fruit, and pineapple in our dishes. Come and try a delicious dish called Feijoada. We prepare it with black beans and pork, bacon and sausage. Then we add vegetables like cabbage, kale, potatoes and carrots.



**Venezuelan**  
Black beans, plantains, rice, and pulled pork. We have it all here to try during the International Food Festival. You will love our Arepas. It is a cornmeal cake, baked, grilled or fried and filled with cheese, avocado and chicken, or pulled pork or beef.

**Chinese**  
There are many different food traditions in China. However rice, noodles, and tofu and vegetables are common ingredients. A delicious fresh salad dish is our Chinese Cucumber salad. It has cucumber, vinegar, soy sauce, sugar and chili peppers.



**German**  
Vegetables, potatoes and meat are important ingredients in German food. Come and try our spaetzle. Spaetzle is a dish we make from wheat flour and eggs. We then top it with cheese and roasted onions. Our fried potato pancakes can be served with fish or made into a delicious dessert by topping them with applesauce, sugar and cinnamon.



**E** Complete the chart.

| What                              | International Food Festival                          |
|-----------------------------------|--|
| Where                             | Central Plaza  |
| When                              | August 20th - 27th                                   |
| Who is it for?                    | Everyone   |
| What is the purpose of the event? | For people to get to know food from other countries. |

**F**  Discuss these questions with a friend and then write your answers. **Answers will vary.**

- Do you want to try Brazilian / Venezuelan / Chinese / German food?
- What dish described above do you want to try?
- What is a food used in Brazilian / Venezuelan / Chinese / German food?

**Lesson 1** 141

**Vocabulary**

pork  
beef  
flour


**CLIL:** Social Studies

**D** Read the poster and circle the food you like.

Ask students to look at the poster and describe it. Put them in pairs to take turns reading the paragraph aloud. Have them circle the food they prefer. If they don't like any of the food described, ask them to tell you what kind of food they like.

**E** Complete the chart.

Ask students to complete the chart using the information from the chart in the previous activity. Check by asking a volunteer to write the answers on the board.

**F**  Discuss these questions with a friend and then write your answers.

Read the instructions aloud with the students. Make sure they understand what to do before they begin the activity. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

| Beginners   | Fast finishers   |
|---|--|
| Students work in pairs to discuss the questions. One of the students writes the answers to the questions. The student who doesn't write the answers reads them in front of the class. | Students discuss and write the answers to the questions. |

**G** Write the category of the fruit and vegetables below.

| berries  | citrus | stone fruit  | bulbs | vegetables |
|--|--------|--|-------|------------|
| <div style="border: 1px solid purple; padding: 5px; width: fit-content;">           strawberry<br/>grape<br/>blackberry<br/>blueberry         </div> | _____  | _____  | _____ | _____      |
|  |        | <div style="border: 1px solid orange; padding: 5px; width: fit-content;">           peach<br/>plum<br/>apricot         </div>                      | _____ | _____      |
|  |        | <div style="border: 1px solid green; padding: 5px; width: fit-content;">           garlic<br/>onion         </div>                                 | _____ | _____      |
| <div style="border: 1px solid yellow; padding: 5px; width: fit-content;">           lemon<br/>orange<br/>lime         </div>                         | _____  |  |       | _____      |
|  |        | <div style="border: 1px solid teal; padding: 5px; width: fit-content;">           broccoli<br/>pumpkin<br/>cauliflower<br/>eggplant         </div> |       | _____      |

**H** Add the vowel to complete the word or phrase used to describe food.

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1. big th _u_ mbs _u_ p           | 5. sup _er_ rb        |
| 2. del _i_ c _i_ ous              | 6. unbe _a_ t _a_ ble |
| 3. d _i_ v _i_ ne                 | 7. h _e_ av _e_ nly   |
| 4. f _i_ ngerl _i_ ck _i_ ng good | 9. y _u_ mmy          |

**I** Write about an international food you have seen in this lesson.

Answers will vary.

---



---



---

Go to page 102 in your workbook and write an entry in your blog.

**G** Write the category of the fruit and vegetables below.

Read each of the words in the box aloud and ask students for their meaning. Give them some time to write them next to the fruits in their category. Check orally.

**H** Add the vowel to complete the words or phrases used to describe food.

Give students one minute to complete the activity, then ask them to go back to the lesson to check the correct spelling of the words. Check by asking volunteers to write the words on the board.

**I** Write about an international food you have seen in this lesson.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually, encourage them to use new vocabulary from this lesson. When they finish, encourage some students to share what they wrote with the class.

Go to page 102 in your Workbook and write an entry in your blog.

Have students read the instructions on the page in silence. Clear up any doubts. Ask different students to share which international food they would like to try. As students write, monitor and help. When they finish, encourage students to share their answers with the whole class.

## PROJECT

- 1 Work in a group of three.
- 2 Choose a food group. E.g. Citrus, stone fruit, berries, bulbs, vegetables, meat, dairy, legumes, or nuts.
- 3 In your group, brainstorm as many items as you can think of in your category.
- 4 Write a list.



- 5 Use a dictionary to find the meaning of the words in English and your language.
- 6 Use a dictionary to add more words to the list.
- 7 Make a poster to show the glossary of words.
- 8 Post your glossary poster somewhere in the classroom and invite others to see it.

Lesson 1

143

## PROJECT

### Material:

dictionary, color sheets of construction paper, cutouts, markers, glue

### 1 Work in a group of three.

Put students into groups. Tell them they will be working together for four weeks.

### 2 Choose a food group. E.g. Citrus, stone fruit, berries, bulbs, vegetables, meat, dairy, legumes, or nuts.

### 3 In your group, brainstorm as many items as you can think of in your category.

Remind them of the importance of participating since it is a group activity.

### 4 Write a list.

Ask a volunteer to read Instructions aloud.

### 5 Use a dictionary to find the meaning of the words in English and your language.

Clear up any doubts.

### 6 Use a dictionary to add more words to the list.

### 7 Make a poster to show the glossary of words.

Encourage students to speak in English as they work and to be creative with their posters.

### 8 Post your glossary poster somewhere in the classroom and invite others to see it.

Have students present their posters and display them around the classroom.

# Lesson 2

## Vocabulary

recipe                      stir  
mix

## A Moment to Ourselves

### Why is it good to share recipes?




Ask the question on the first page of the lesson and give students a few minutes to think about it before sharing their ideas with others. Ask students to say how their relatives get recipes of new dishes: from other relatives, friends, youtube videos, tik toks, magazines, etc.


## Getting Started


Ask: *What are the two main parts of a recipe?* Elicit that one is the list of ingredients indicating the quantities and the other is the procedure. Talk about recipes they know, asking where they got them from; encourage them to share experiences related with preparing food. Finally, ask: *Why is it good to share recipes?*

## Lesson 2


### Why is it good to share recipes?

**A**  **Track 50** Listen to the recipe and check the picture.



1.



2.


**B** Listen again Track 50 and complete the recipe. Then, underline the imperative verbs in the text.

**Flan**

**Ingredients:**  
 1 liter of milk  
 250 grams of sugar  
 8 eggs  
 4 egg yolks  
 ¼ cup of sugar to make the caramel


Put the milk and the sugar in a saucepan over very low heat and mix until the sugar dissolves.  
 Put the 8 eggs and 4 egg yolks in a bowl and beat. Then add slowly to the milk.  
 In another saucepan heat the sugar. Stir it constantly until it turns to caramel. Don't let it burn. Put a little sugar in the bottom of 12 molds and allow it to cool.  
 Fill each mold with the milk mixture.  
 Put the molds in a pan with hot water and put the pan in the oven.  
 Cook the flans for 30 to 40 minutes at 200 degrees C.  
 Take them out of the oven. Let them cool and then, put them in the refrigerator.

What form of the verb do we use in recipes?  
Mix, add, cook, put it/them in the bowl, take it/them out, don't let it burn, stir  
 Underline the imperative verbs in the text.


**C**  **Track 50** Say the recipe above and have them act out making the dish.

144

Unit 5 All About Food

**A**  **Track 50** Listen to the recipe and check the picture.

Have students look at the pictures and describe them. Tell them to close their books and play the track. Ask: *What is the recipe for?* Elicit the correct answer, tell students to open their books and check the picture.

**B**  **Track 50** Listen again and complete the recipe. Then, underline the imperative verbs in the text.

Play the track; pause after each answer is said so they can fill in the gaps. Check the spelling of the answers by asking a volunteer to write them on the board.

### Cross-Check

Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.

**C**  **Track 50** Say the recipe above and act out making the dish.

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage some students to act out the recipe in front of the class.

**D** Look at the recipe and mark the photos that correspond.




**E** Read the recipe and check your predictions in Activity D.

**Huevos Rancheros**

**Ingredients (per person):**

- 2 corn tortillas
- 2 eggs
- 2 tomatoes
- ¼ onion
- ½ green chili
- pinch of salt
- 1 tablespoon of olive oil



**Method:**

- Chop the tomatoes, onions and chili. Heat the oil in a pan. Add the tomatoes, onions and chili to the pan. Add salt and mix. Cook for 7 minutes. Take the mixture off the heat and put a lid on the pan to keep it warm.
- In another pan cook the tortillas quickly on both sides. Then take them out of the pan and keep them warm.
- Fry the eggs.
- When the eggs are ready, put the tortillas on a plate. Carefully put the eggs on the tortillas and then put the tomato mixture on top. Serve warm.

**F** Discuss the recipe above using the questions below.

Do you like this dish?  
Who cooks at home?  
Do you think you can cook this dish?

Do you like to cook?  
Do you want to learn to cook?

Lesson 2

145

### Vocabulary

pinch  
chop  
mixture

**CLIL:** Social Studies

**D** Look at the recipe and mark the photos that correspond.

Point to the pictures. On the board write the question: *What do you think this recipe is for?* Elicit that it is a recipe for *Huevos Rancheros*. Encourage them to tell you the correct order of the pictures. Have them read the instructions for each of the steps aloud.

**E** Read the recipe and check your predictions in Activity D.

Give students some time to read the recipe in silence, encourage them to use a dictionary to look up the meaning of the words they don't understand. Invite students to share the meaning of the words they found with their classmates. Finally, ask if their predictions were correct.

**F** Discuss the recipe above using the questions below.

Read instructions and questions aloud and make sure they understand what they have to talk about. Monitor and provide help when needed. Ask volunteers to share their sentences with the whole class.

**G** Say the chant.

**Onions, Tomatoes, Eggs**

onions, tomatoes, eggs  
onions, tomatoes, eggs  
onions, tomatoes,  
onions, tomatoes,  
onions, tomatoes, eggs



**H** Write the abbreviations next to the quantities.

u e      ½ l    ¼ c    2 tsp    1 tbs

1. quarter of a cup 1/4 c



3. two teaspoons 2 tsp



2. one tablespoon 1 tbs



4. half a liter 1/2 l



**I** Write a recipe for a dish you can make.

Answers will vary.

Blank lined writing area for students to write a recipe.

Go to page 105 in your workbook and write an entry in your blog.

**G** Say the chant.

Say the chant aloud and invite the class to repeat it chorally. If time allows, put students into teams of four and ask them to create a new chant using food words and recite them to the rest of the class.

**H** Write the abbreviations next to the quantities.

Read each of the abbreviations aloud, saying the word each of them stands for. Give them some time to work on the activity and check orally.

**I** Write a recipe to a dish you can make.

Encourage students to talk about the dishes they are able to make. Ask them to choose one of them and write the recipe in the space provided. Tell them not to forget to write the ingredients specifying the quantities and each of the steps using imperatives. Invite some students to share their recipes with the class.

**Beginners**

Students draw the steps and ingredients to the recipe.

**Fast finishers**

Students write the steps and ingredients of the recipe.

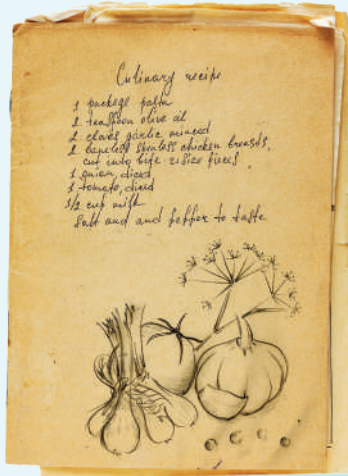
Go to page 105 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions on the page and the questions aloud. Clear up any doubts. Monitor while they work. Ask some students to share their dishes with the rest of the class.



## PROJECT

- 1 Work on your own.
- 2 Think of a dish you like that you think might be easy to make.
- 3 Search <https://www.allrecipes.com/recipes/16082/world-cuisine/latin-american/mexican/side-dishes/rice/> for your recipe.
- 4 Copy the recipe in your notebook.
- 5 Check that you understand the quantities and convert them if you need to.
- 6 Copy the recipe neatly on a piece of paper.
- 7 Draw simple illustrations to show the steps of the recipe.
- 8 Put your recipes together to form a class recipe book.



Lesson 2

147

## PROJECT

### Material:

Internet, color pencils

- 1 Work on your own.
- 2 Think of a dish you like that you think might be easy to make.
- 3 Search <https://www.allrecipes.com/recipes/16082/world-cuisine/latin-american/mexican/side-dishes/rice/> for your recipe.

Ask volunteers to read instructions aloud. Clear up any doubts. Let students work on their recipes.

- 4 Copy the recipe in your notebook.
- 5 Check that you understand the quantities and convert them if you need to.
- 6 Copy the recipe neatly on a piece of paper.

Call volunteers to read some of their recipes.

- 7 Draw simple illustrations to show the steps of the recipe.
- 8 Put your recipes together to form a class recipe book.

Put all of the recipes into a class recipe book.

NOTES : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 3

## Vocabulary

weird  
tuna  
grasshoppers

## A Moment to Ourselves

### How many weird dishes can you think of?

If possible, bring a flashcard of crickets and elicit characteristics from students. Tell students that in Mexico, people have crickets as a snack. Ask students if they know about other insects that people eat.

## Getting Started

Ask the class if they have ever eaten weird food. Encourage some volunteers to share their experiences telling where they were and what it was like. Then ask them: *Are there many weird dishes you can think of?* Elicit answers, asking students to describe the dishes thoroughly.

# Lesson 3

## How many weird dishes can you think of?



**A** **Track 51** Listen to the conversation and match the food to the country.



**B** **Track 52** Unscramble the questions. Listen and check.

- ever eaten / Have you / weird food / any /  
Have you ever eaten any weird food \_\_\_\_\_?
- weird food / heard of any / Have you /  
Have you heard of any weird food \_\_\_\_\_?
- strange / drunk / Have you / anything /  
Have you drunk anything strange \_\_\_\_\_?
- want to try / weird food / What / do you /  
What weird food do you want to try \_\_\_\_\_?

What do we want to know in this question??  
Have you ever eaten octopus?  
a) about the future  
b) about past experiences

**C** **Work with your partner. Ask the questions in Activity B.**

148

Unit 5 All About Food

**A** **Track 51** Listen to the conversation and match the food to the country.

Tell students to describe the pictures and ask them to tell you if they would like to eat those foods. Play the track once and ask students to identify where the food is from to match to the countries. Check orally.

**B** **Track 52** Unscramble the questions. Listen and check.

Ask students to order the words to form questions. Then, play the track again so they can check.

### Cross-Check

Ask a volunteer to read the information in the box aloud. Elicit the answer.

**C** **Work with your partner. Ask the questions in Activity B.**

Divide the class into pairs. Make sure students understand what they have to talk about. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**D** Read the article.

**The History and Truth about Competitive Eating**

Joey Chestnut Eats 69 Hot Dogs!

Have you ever felt so full you just couldn't eat any more food? Have you eaten so much you've had a stomachache? Have you ever wanted to participate in an eating contest?

Competitive eating or 'speed eating' contests are popular hobbies in the USA, Japan and Canada. Some call it a sport.

People compete against others to eat a lot of food in a short time. They eat as much as they can of a certain food as quickly as they can. A record holder, Joey Chestnut, ate 69 hot dogs in 10 minutes in 2013!

Traditionally competitors ate hot dogs.

The hot dog eating contest started as an annual 4th of July (American Independence Day) tradition on Coney Island in the USA.

Nowadays, there are many different kinds of food eating contests like tacos, hamburgers, pies, pancakes, sushi, and noodles.

However, competitive eating is not always

a safe sport. A man died in Florida after choking on cockroach legs during a cockroach eating contest and another man died in Australia during a pie eating contest.

**E** Underline the opening sentence and the supporting examples in each paragraph with a different color.

**F** Discuss the main points of the article. Write your answers.

What is competitive eating? Where is it popular? Share an example of an eater mentioned. What's the history of the sport? How has it changed? Share some examples of bad outcomes of competitive eating.

In competitive eating, people compete against others to eat a lot of food in a short time. It is popular in the USA, Japan and Canada.  
Joey Chestnut, ate 69 hot dogs in 10 minutes in 2013. It began as an annual 4th of July tradition in the USA. It began with hot dogs, but now, they also eat food like tacos, hamburgers, pies, pancakes, sushi and noodles.  
It is not always safe, for example a man died during a cockroach eating contest and another man died in a pie eating contest in Australia.

Lesson 3

149

**Vocabulary**

stomachache

choking

cockroach

CLIL:

Literature

**D** Read the article.

Ask students to take turns reading the article. Tell them to underline the main idea of each paragraph in red. Elicit their choices.

**E** Underline the opening sentence and the supporting examples in each paragraph with a different color.

Tell students to look at the main ideas they underlined in the previous activity. Mention that opening sentences are often the ones that explain the main idea of a paragraph. Ask them to find at least two examples for each case and to underline them in green.

**F** Discuss the main points of the article. Write your answers.

Form pairs. Read instructions and questions aloud. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**G Complete each group.**

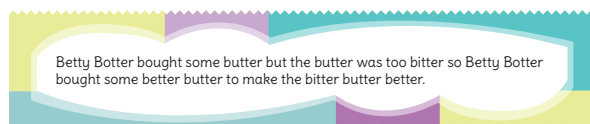
sport      food      eating competition

|           |                                       |
|-----------|---------------------------------------|
| hot dog   | _____ <u>eating competition</u> _____ |
| sushi     |                                       |
| cockroach |                                       |

|             |                          |
|-------------|--------------------------|
| safe        | _____ <u>sport</u> _____ |
| dangerous   |                          |
| competitive |                          |

|           |                         |
|-----------|-------------------------|
| a lot of  | _____ <u>food</u> _____ |
| certain   |                         |
| delicious |                         |

**H Say the tongue twister as quickly as you can.**



**I Discuss a food you don't like eating. Then, write about it.**

Have you ever had to eat something you really don't like?  
 What did you do?  
 What food do you usually have to eat that you don't like?  
 Why don't you like it?

Answers will vary.

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Go to page 108 in your workbook and write an entry in your blog.

**G Complete each group.**

Read the three words at the top of the page and ask students to go back to the article in activity B, and read it again to decide where they will place the words.

**H Say the tongue twister as quickly as you can.**

Say the tongue twister aloud once so students can hear the pronunciation and intonation. Give them some time to practice on their own and if possible to learn it by heart. Then, ask volunteers to say it as quickly as they can.

**I Discuss a food you don't like eating. Then write about it.**

Ask a volunteer to read the instructions aloud and give them some time to share their bad experiences concerning food. Encourage them to use

new vocabulary from this lesson. When they finish, ask them to answer the questions.

| Beginners  | Fast finishers  |
|--|---|
| Students draw and mention the food they don't like eating. | Students write and share about the food they don't like eating. |

Go to page 108 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their what they wrote with the whole class.

## PROJECT

- 1 Work in pairs.
- 2 Imagine a food to be eaten at a Food Eating Contest and write it here:

\_\_\_\_\_

- 3 Design an advertisement for your eating contest.

What food will the competitors eat? \_\_\_\_\_

Where is the competition? \_\_\_\_\_

When is the competition? \_\_\_\_\_

Who holds the record and what is the record? \_\_\_\_\_

What is the prize? \_\_\_\_\_

- 4 Show the class your advertisement and tell them about your food eating contest.



Lesson 3

151

## PROJECT

### Material:

color sheets of construction paper, markers

- 1 Work in pairs.

Tell students to get into their project groups.

- 2 Imagine a food to be eaten at a Food Eating Contest and write it here.

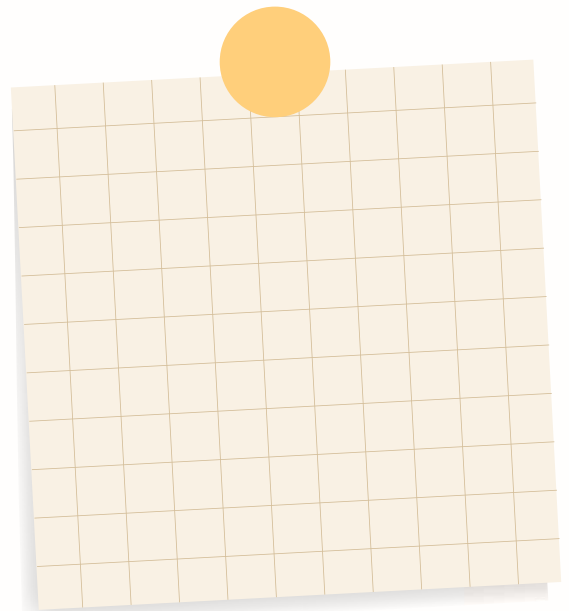
Have volunteers read the instructions aloud, and tell them to begin their project.

- 3 Design an advertisement for your eating contest.

Encourage them to speak only in English as they work and to be creative with their advertisements.

- 4 Show the class your advertisement and tell them about your food eating contest.

When finished, ask them to share their work with the class.



# Lesson 4

## Vocabulary

dessert      crepes  
waffles

## A Moment to Ourselves

How many desserts from around the world can you think of?

Ask students to look at the photos and say the name of the desserts. Ask students to say if they like these dishes and if they know the origin of them.

## Getting Started

Play *Hangman* with the word *dessert*. When they guess the word, ask students for the meaning. Write the following questions on the board: *What do you usually eat for dessert? Are these dishes typical of this country? Then ask: Which desserts have you tried when you have gone to other places? Encourage students to share experiences and if possible to mention the ingredients of the desserts they have tried.*

## Lesson 4

How many desserts from around the world can you think of?



**A** **Track 53** Match the flag to the country. Then, match the flag of each country to the dessert. Then, listen and check.

- |              |  |  |                 |   |
|--------------|--|--|-----------------|---|
| 1. France    |  |  | Belgian waffles | 2 |
| 2. Belgium   |  |  | crepes          | 1 |
| 3. Lebanon   |  |  | pavlova         | 4 |
| 4. Australia |  |  | baklava         | 3 |

Are we sure about what will happen when we use *if*?  
If I have time, I will go to the movies.

**B** Listen again Track 53 and complete.

- If you go to Australia, they might serve you pavlova for dessert.
- If you go to Lebanon they might serve you baklava for dessert.
- If you go to Belgium, they might serve you Belgian waffles for dessert.
- If you go to France, they might serve you crepes for dessert.

**C** Use the prompts to make sentences like those in Activity B.

|  |           |  |           |  |            |
|--|-----------|--|-----------|--|------------|
|  | Venezuela |  | Peru      |  | Brazil     |
|  | flan      |  | corn cake |  | brigadeiro |

152

Unit 5 All About Food

**A** **Track 53** Match the flag to the country. Then, match the flag of each country to the dessert. Then listen and check.

Draw students' attention to the flags and ask them to tell you where each of them is from. Then, read the names of the desserts and invite them to match them with the flags. Play the track so they can check if their guesses were correct.

**B** **Track 53** Listen again and complete.

Play the track again and pause after each answer is said so they can write it in the corresponding gap. Ask a volunteer to write the answers on the board to check spelling.

## Cross-Check

Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers. Clarify that this sentence is composed by 2 particles: a condition and a result. Elicit which particle is the condition and which one is the result.

**C** Use the prompts to make sentences like those in Activity B.

Read instructions aloud and make sure everybody knows exactly what they have to do. Monitor to check that they're using the structure correctly. Ask pairs to share their sentences with the class.

**Vocabulary**  
 confidently  
 direction

**D** Look at the map and say the countries. Then read the article and identify the countries mentioned. **Greece, Turkey, Lebanon, Armenia, Georgia,**

**Baklava**

Baklava is an ancient recipe and we don't know exactly where it is from. If you go to Greece, they might tell you that baklava is Greek. If you go to Turkey, they might tell you baklava is Turkish. If you go to Lebanon, they might tell you it is Lebanese. One thing for certain is that baklava is a delicious dessert.

The ingredients of baklava are phlo pastry, butter, chopped nuts and sweetened syrup. If you eat baklava in Armenia it might have cinnamon and cloves in it. In Georgia, they might add sour cream.



If you are Muslim, you might eat it during Ramadan. If you are Christian, you might eat it during Easter and Christmas. In the past it was only for the rich people. Now everyone eats it. However, there is a saying in Turkish, "I'm not rich enough to eat baklava every day."

**E** Read the article again and complete the chart.

| When do people eat it? | What are the ingredients? | Where is baklava from? |
|------------------------|---------------------------|------------------------|
| Paragraph 1            | Where is baklava from?    |                        |
| Paragraph 2            | What are the ingredients? |                        |
| Paragraph 3            | When do people eat it?    |                        |

**F** Make a list of the desserts you know and where they are from. Then, compare with a friend.

Answers will vary.

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**CLIL: Social Studies**

**D** Look at the map and say the countries. Then read the article and identify the countries mentioned.

Ask students to look at the map and read the names of some of the countries. Elicit what they know about those countries and if they have ever tried their food. Then ask them to read the article in silence and to circle the names of the countries mentioned so they can identify them on the map.

**E** Read the article again and complete the chart.

Work as a whole class. Ask students to underline main ideas in each of the paragraphs, then, have them fill in the chart using that information.

**F** Make a list of the desserts you know and where they are from. Then compare with a friend.

Tell students to write a list of five desserts and their origin. Put the class into pairs so they can compare their lists. Monitor and provide help if needed. Encourage some pairs to share their conclusions with the class.



**G** Use your dictionary to check the words below. What do you think you can make with these ingredients?

|                |                |                |                |                     |
|----------------|----------------|----------------|----------------|---------------------|
| flour<br>1 cup | yeast<br>¼ cup | nutmeg<br>salt | sugar<br>½ cup | ½ cup<br>warm water |
|----------------|----------------|----------------|----------------|---------------------|

**H** Read the food proverbs and say them as naturally as you can.

A FULL STOMACH MAKES A HAPPY HEART.  
TOO MANY COOKS SPOIL THE SOUP.



**I** Discuss these questions.

What's your favorite dessert and where is it from?

If you go to your grandma's house for lunch what might she serve for dessert?

Answers will vary.



Go to page 111 in your workbook and write an entry in your blog.

**G** Use your dictionary to check the words below. What do you think you can make with these ingredients?

Have a dictionary contest, say the words aloud and ask students to raise their hands as soon as they have the definition. If it is correct they get a point.

| Beginners  | Fast finishers   |
|--|--|
| Students work in pairs and participate in the contest. Students continue working in pairs to circle the words. | Students work individually to participate in the contest and circle the words. |

**H** Read the food proverbs and say them as naturally as you can.

Read the first proverb aloud and ask students what it means, invite them to describe a situation in which it make sense for them. Follow the same procedure with the second proverb and finally ask them if there is an equivalent in Spanish.

**I** Discuss these questions.

Put students into pairs. Read instructions and questions aloud and let them share their answers. Monitor and offer any help when needed. Ask some volunteers to share with the class.

Go to page 111 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts about the information on the page. Elicit some examples of the topics in the graphic organizer. Then, ask them to continue with the task. When they finish, encourage some of them to share what they wrote with the whole class.



## PROJECT

- 1 Work on your own.
- 2 Think of a dessert you like that you think might be easy to make.
- 3 Search <https://www.allrecipes.com/recipes/16082/world-cuisine/latin-american/mexican/side-dishes/rice/> for your recipe.
- 4 Copy the recipe in your notebook.
- 5 Check that you understand the quantities and convert them if you need to.
- 6 Copy the recipe neatly on a piece of paper.
- 7 Draw simple illustrations to show the steps of the recipe.
- 8 Find out where the recipe is from and draw a little flag in the corner of your recipe.
- 9 Put your recipes together to make a class recipe book.



Lesson 4

155

## PROJECT

### Material:

Internet, sheets of construction paper, magazines, scissors, glue

- 1 Work on your own.
- 2 Think of a dessert you like that you think might be easy to make.  
Have students get to work individually.
- 3 Search <https://www.allrecipes.com/recipes/16082/world-cuisine/latin-american/mexican/side-dishes/rice/> for your recipe.
- 4 Copy the recipe in your notebook.
- 5 Check that you understand the quantities and convert them if you need to.
- 6 Copy the recipe neatly on a piece of paper.

Give students some time to go through the internet and other sources in order to check dessert and the recipes.. Ask them to add any others they might think of.

- 7 Draw simple illustrations to show the steps of the recipe.

Guide them to use images and all the information related their choices.

- 8 Find out where the recipe is from and draw a little flag in the corner of your recipe.

Once they have finished, ask them to share and put in the recipe book of the class.

## Vocabulary

dairy  
wholegrain  
cholesterol

## A Moment to Ourselves

Why is it important to know about food groups?




Ask students to look at the food pyramid and say what they know about it and if they think it is important to know about its groups.


## Getting Started


Form five big teams and assign a food group to each: *carbohydrates, protein, dairy, fruits and vegetables, fats and sugars, etc.* Ask teams to brainstorm as many foods as they can. Have teams present their lists to the class and explain the benefits of those foods.


## Lesson 5

### Why is it important to know about food groups?


**A**  **Track 54** Look at the food pyramid and circle what is unhealthy. Listen and check.



**B**  **Unscramble the sentences below.**


What are we talking about in this sentence?  
You'll feel better if you eat more healthy foods.

1. you'll be healthy / eat / If you / fruit and vegetables  
If you eat fruit and vegetables , you'll be healthy.
2. be healthy / a balanced diet / you'll / If you eat  
If you eat a balanced diet , you'll be healthy.
3. you eat / If / you'll be healthy / less sugar  
If you eat less sugar , you'll be healthy.

**C**  **Work with your partner. Make sentences. Look at the example. Answers will vary.**

If you eat more/less/fewer \_\_\_\_\_, you'll be healthy.

156
Unit 5 All About Food

**A**  **Track 54** Look at the food pyramid and circle what is unhealthy. Listen and check.

Point to the food pyramid and ask them why the food is in a pyramid. Elicit that it is to show the quantities that we must eat from each of the food groups. Ask them to infer which the unhealthy group is and to circle it. Play the track so students can check that it is the group that shows junk food.


**B** **Unscramble the sentences below.**

First, elicit that *If* should be the first word; then, tell them to find the subject of the first part of the conditional sentence, then find the verb and the complement to put before the comma; finally, tell them to write the consequence after the comma. Monitor as they work.

| Beginners   | Fast finishers                         |
|---|--|
| Students work in pairs to put the sentences in order. | Students do the activity individually. |

### Cross-Check


Ask students to read the information in the box and discuss it. After a few minutes, have some volunteers share their answers.

**C**  **Work with your partner. Make sentences. Look at the example.**


Draw three columns on the board, write: *more / less / fewer*. Elicit when we use them (more and fewer are for countable nouns and less for uncountable.) Write the sentence on the board and complete it as an example for students to follow. Call on volunteers to write nouns on the board.

**D** Read the food diary, check the healthy list.

|   |   |
|---|---|
| 1 <input type="checkbox"/>  | 2 <input checked="" type="checkbox"/>   |
| <b>breakfast</b><br>2 cups of coffee<br><b>lunch</b><br>hamburger<br>can of soda<br><b>dinner</b><br>French fries<br>hamburger<br>onion rings<br>cake | <b>breakfast</b><br>2 boiled eggs<br>1 piece of toast<br>yoghurt<br>fruit: apple,<br>banana<br><b>lunch</b><br>mushroom soup<br>chicken breast<br>vegetables: potato,<br>broccoli, carrot<br><b>dinner</b><br>fish<br>rice<br>spinach |

**E**  Make a list of what you ate yesterday. Compare your list with a friend.

*Answers will vary.*

**F**  Discuss with a friend. Write your answers.

- What food groups did you eat most of yesterday?
- Is your diet usually balanced?
- What food group should you eat more of?
- What food groups should you eat less of?

*Answers will vary.*

**Lesson 5** 157


**Vocabulary**

boiled  
 mushroom  
 breast


**CLIL:** Social Studies

**D** Read the food diary, check the healthy list.

Ask volunteers to read the lists aloud. If students don't know the meaning of a word, have them look them up in a dictionary. Once you're sure everybody understands the meaning of all the words, ask them which of the two lists is healthier.

**F**  Discuss with a friend. Write your answers.

Give students some time to discuss them. Then, ask them to write their answers individually while you monitor. When they finish, ask volunteers to share their conclusions.

**E**  Make a list of what you ate yesterday. Compare your list with a friend.

Read instructions aloud and give them some time to work on the activity. Monitor and help. Ask volunteers to share their lists and encourage the class to analyze the menus to identify if they're including all food groups properly.

**G** Choose the odd one out.

1. spinach carrots **French fries** broccoli saw
2. **apples** bread rice tortillas
3. chicken **egg** fish meat **ice-cream**

**H** Look at the stress patterns and say the words. Then, add more examples.

surrounded successful medical conjecture correct animal

oOo

spinach

Ooo

broccoli

oo

rice

Answers will vary.

**I** Draw a food pyramid with food from your country. *Answers will vary.*



Go to page 114 in your workbook and write an entry in your blog.

158

Unit 5 All About Food

**G** Choose the odd one out.

Read instructions and remind students that the odd one is the one thing that doesn't share any characteristics with others from a list. Give them some time to work on the activity. Nominate students to check answers.

**H** Look at the stress patterns and say the words. Then add more examples.

Read each of the words emphasizing the stressed syllable and ask students to recognize it. Tell them use a dictionary to find more examples and monitor while they work. Nominate students to check answers.

**I** Draw a food pyramid with food from your country.

Give students some time to work on their pyramid individually. Encourage them to include the most typical food in their region. Monitor and help. Ask some students to share their work with the class and compare differences.

Go to page 114 in your Workbook and write an entry in your blog.

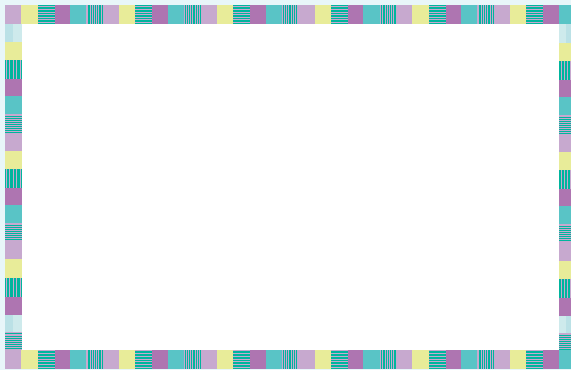
Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor provide help if necessary. When they finish, encourage some of them to share what they wrote with the whole class.

## PROJECT

- 1 Work with a partner.
- 2 Think of a healthy school lunch that includes all of the food groups.
- 3 For inspiration, go to Google images and search 'healthy school lunches'.



- 4 Draw a picture of a healthy school lunch.



- 5 Label the picture.
- 6 Put the labeled healthy school lunch ideas in a class booklet.

Lesson 5

159

## PROJECT

### Material:

Internet, sheets, color markers, cutouts, scissors, glue

### 1 Work with a partner.

Form new project groups to work together for the next four weeks.

### 2 Think of a healthy school lunch that includes all of the food groups.

Have a student read instructions aloud. Clear up any doubts.

### 3 For inspiration, go to Google images and search 'healthy school lunches'.

If you have Internet access, give them some time to browse the suggested site to look up some healthy lunches; if not, assign this activity for homework.

### 4 Draw a picture of a healthy school lunch.

Encourage them to be creative.

### 5 Label the picture.

Have them share their work with the class and put them in a booklet.

# Lesson 6

## Vocabulary

packet      calories  
processed

## A Moment to Ourselves

### Why should you read food labels?




Ask students if they are aware of the labels on some products and what they are for. Ask students if they think these labels are good or bad and why.


## Getting Started

Organize the class into teams of five. Show them a food label. Write the following questions on the board: *Have you ever seen one of these? What information can you get from them? Do you usually read them before buying your food? Form teams of four to discuss the answers. Elicit some answers.*

Lesson 6

## Why should you read food labels?

**A**  **Track 55** Listen to the conversation and put the conversation in order; use numbers 1 to 9.

\_\_\_1\_\_\_ **A:** What are you doing? Why are you looking at the packets?

\_\_\_3\_\_\_ **A:** Right... and?

\_\_\_5\_\_\_ **A:** What are calories?

\_\_\_7\_\_\_ **A:** OK. So, the food labels tell you about calories, fat, salt and sugar in processed food.

\_\_\_9\_\_\_ **A:** If you want a good snack, you should choose an apple and leave that energy bar behind!

\_\_\_6\_\_\_ **B:** A calorie is a measure of energy. We need about 2000 calories a day to have enough energy to do our daily activities. We get energy from what we eat. If we eat more calories than we need, then the body stores the extra energy as fat. You can see that this energy bar has 170 calories per serving and this one has 100 calories per serving. Look this one has more sugar than this one.

\_\_\_2\_\_\_ **B:** Well, the labels on the food packaging tell you a lot about the ingredients.


\_\_\_4\_\_\_ **B:** Well, I am trying to be careful about the amount of calories I eat, so I am trying to choose the best energy bar.

\_\_\_8\_\_\_ **B:** That's right! If you want to be careful about what you eat, you should read the labels. If you want to lose weight, you should eat fewer calories. If you want to be healthy you should eat less salt.

**What do we use should for?**  
Discuss with a classmate.


**B** Choose the best option. Reread the text and check.

1. If you want to be careful / careless about what you eat, you should eat / read the labels.
2. If you want to gain / lose weight, you should eat / write fewer calories.
3. If you want to be unhealthy / healthy you should eat / make less salt.

**C**  **Work with a partner. Give them advice about being healthy.**  
If you want to be healthy, you should Answers will vary.

160

Unit 5 All About Food

**A**  **Track 55** Listen to the conversation and put the conversation in order; use numbers 1 to 9.


Tell students to look at the conversation and decide the correct order, tell them to use a pencil. Play the track and ask students to check their work. Ask some volunteers to role-play the complete conversation.

**B** Choose the best option. Reread the text and check.

Go through each of the sentences with students and elicit the correct options, guide them by eliciting the meaning of each pair of words. Tell them to reread the conversation in order to check.

### Cross-Check

Ask students to read the information in the box and discuss it with a classmate. Call on volunteers for the answer.

**C**  **Work with a partner. Give them advice about being healthy.**

Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**Vocabulary**  
 fat  
 sodium  
 fiber

**D** Read the manual and circle the correct title.

How to Read Food Labels      How to Choose Good Food

| Nutritional Facts      |             |
|------------------------|-------------|
| Serving size           |             |
| Servings per container |             |
| Amount per serving     |             |
| Calories 120           | Daily value |
| Total fat 10g          | 15% of      |
| Sodium 300 mg          | 12% of      |
| Carbohydrate 15 g      | 5% of       |
| Dietary fiber 1g       | 3% of       |
| Sugars 1g              |             |
| Protein 3 g            |             |

1. Start at the top and check the number of calories per serving.
2. Check serving size and how many servings are in a packet.
3. Check fat content. The lower the fat content the better.
4. Check sodium and sugar content. You want these to be low.
5. Check carbohydrate content. Carbohydrates are not bad because they give you energy but you should balance them with protein.
6. Check dietary fiber and protein content. Your daily intake of dietary fiber and protein should be as high as possible. If you want a healthy diet, you should increase these.
7. Check ingredients. The ingredients are listed in order of volume. This means that if sugar is one of the first ingredients, it is one of the highest ingredients.

**E** Underline the good contents and circle the bad contents in the label above. Make a list and compare it with a friend.

Good contents: carbohydrates, dietary fiber, protein.  
 Bad Contents: calories, fat, sodium, sugars

**F** Work with a partner. Find a food label and compare it to the one in Activity D.

**CLIL:** Literature

**D** Read the manual and circle the correct title.

Ask some volunteers to read the manual aloud. Check comprehension by asking: *What are these instructions for?* Tell them to choose the correct title.

**E** Underline the good contents and circle the bad contents in the label above. Make a list and compare it with a friend.

Give students some time to work on the activity individually and then form pairs so they can compare their answers. Finally, check as a whole class asking volunteers to read their answers.

**F** Work with a partner. Find a food label and compare it to the one in Activity D.

Encourage students to follow instructions from the manual in activity D in order to read their food level. Then, give them some time to write similarities and differences between their label and the one from the book. Invite pairs to share their findings with the class.

**G** Write the word next to its definition.

sugar sodium calorie fat carbohydrate dietary fiber protein

\_\_\_ **calorie** \_\_\_ A unit of energy

\_\_\_ **fat** \_\_\_ A natural oily substance occurring in animal bodies they are usually solid at room temperature.

\_\_\_ **sodium** \_\_\_ Also known as salt.

**carbohydrate** Found in starches and cereals. It breaks down to give energy.

**dietary fiber** Found in fruit, vegetables and cereals. It is good for digestion.

\_\_\_ **sugar** \_\_\_ It is used to sweeten things.

\_\_\_ **protein** \_\_\_ It builds, maintains, and repairs tissue in the human body. It helps the blood carry oxygen.

**H** Look at the rules in the chart and then add more examples from the lesson. *Answers will vary.*

| When the letter 'c' is before e, i or y, it sounds like /s/. | When the letter 'c' is before any other letter, it sounds like /k/. |
|--|---|
| cent   | cat   |
| city   | cot   |
| cycle  | cut   |
|  |   |
|  |   |

**I** Discuss these questions. Then, choose one to write about.

Do you read food labels?

Do you think you know how to read food labels after this lesson?

How can you find out more about reading food labels?

*Answers will vary.*

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Go to page 117 in your workbook and write an entry in your blog.

162

Unit 5 All About Food

**G** Write the word next to its definition.

Give students some time to work on the activity. Check orally, asking volunteers to give examples of foods that contain high amounts of each of the ingredients.

**H** Look at the rules in the chart and then add more examples from the lesson.

Read the words in the chart aloud. Then, have a contest; tell students they have three minutes to find as many words as they can that have these two sounds. After three minutes shout: *Time!* Ask how many words they listed. The student with the most words wins.

**I** Discuss these questions. Then, choose one to write about.

Read instructions and questions aloud. Call on some students to answer. Clear up any doubts. Ask some volunteers to share with the class.

| Beginners  | Fast finishers  |
|--|---|
| Students work in groups of three to decide what to write about, one student writes the answer and the other two illustrate it. | Students work individually to write the answer to the question. |

Go to page 117 in your Workbook and write an entry in your blog.

Read the instructions on the workbook page aloud. Clear up any doubts. When they finish, encourage some of them to share their writing with the whole class.

This activity can be assigned for homework.



## PROJECT

- 1 Work in groups of 4.
- 2 Collect 5 food packages / wrappers.
- 3 Cut out the ingredients part of the food nutritional label and translate the ingredients.
- 4 Cut out the front of the package so it is clear what food it is.
- 5 Make a matching game by writing the ingredients and sticking the packaging on a piece of poster paper.
- 6 Number the entries so players can record their guesses.
- 7 Remember to record the answers somewhere.
- 8 Post the game in the classroom.
- 9 Go and play another group's matching game.



Lesson 6

163

## PROJECT

### Material:

poster paper, food packages/wrapping,  
dictionary

### 1 Work in groups of 4.

Have students get into their project groups. Choose some students to read instructions aloud. Clear up any doubts.

### 2 Collect 5 food packages / wrappers.

### 3 Cut out the ingredients part of the food nutritional label and translate the ingredients.

### 4 Cut out the front of the package so it is clear what food it is.

Tell students to cut out squares of cardboard with the packaging and the ingredients you wrote. You should have ten squares.

### 5 Make a matching game by writing the ingredients and sticking the packaging on a piece of poster paper.

### 6 Number the entries so players can record their guesses.

### 7 Remember to record the answers somewhere.

### 8 Post the game in the classroom.

### 9 Go and play another group's matching game.

Tell teams to exchange their matching games with another team and play. Tell them to place their cards face down on a desk, players take turns flipping pairs of cards over. On each turn, the player will first turn one card over, then a second. If the two cards match, the player scores one point, the two cards are removed from the game, and the player gets another turn. If they do not match, the cards are turned back over.

# Lesson 7

## Vocabulary

milk (v)      harvest  
harmful

## A Moment to Ourselves

Why is it important to be aware of where your food comes from?

Ask students to look at the photos and say what they can see and the food presented. Allow volunteer students to share their answers with the whole class.

## Getting Started

Divide the class into teams of four. Tell them to write a list of ten foods they ate recently. Then, ask them to think where these foods come from, tell them to avoid answering: *From the supermarket*. If they don't know where it comes from, they should write a question mark. Monitor while they work and when teams finish their lists ask them to share with the class.

# Lesson 7

Why is it important to be aware of where your food comes from?



**A** Track 56 Listen to the conversation and order the processes.



**B** Listen to the conversation again (Track 56) and match the answers to the questions.

1. What if there is not enough cheese to sell?
  2. What happens if they don't treat the milk?
  3. What if there is too much cheese to sell?
  4. What happens if they don't milk the cows twice a day?
- a) If they don't milk the cows twice a day, the cows get sick.
  - b) Then we get sick. The treatment kills any harmful bacteria.
  - c) If there is too much cheese to sell, the price goes down.
  - d) If there is not enough cheese to sell, the price goes up.

Look at the question and discuss what we mean by **cause and effect**. What happens if you eat a lot of sugar? If you don't eat fruit and vegetables, what happens?

**C** Order the process, then ask your partner **What if** questions using the prompts below.

|   |  |                        |   |
|---|--|------------------------|---|
| <br>1<br>First they grow the carrots,   | <br>2<br>then, they wash the carrots,  |                        |   |
| <br>4<br>finally they sell the carrots. | <br>3<br>next, they harvest the carrots,   |                        |   |
| What if<br>What happens if              | there is too much<br>there isn't enough<br>there are too many<br>they don't wash the | rain<br>sun<br>carrots | ? |

164

Unit 5 All About Food

**A** Track 56 Listen to the conversation and order the processes.

Have students look at the pictures and ask them what they think is happening. Then, play the track so they can put them in order. Finally, ask a volunteer to repeat all the steps of the process using his/her own words.

**B** Track 56 Listen to the conversation again and match the answers to the questions.

Play the track again and pause after each answer is said so that students can match. Check orally.

## Cross-Check

Ask students to read the information in the box, and discuss the answers with a classmate. Call on volunteers for the answer.

**C** Order the process, then ask your partner **What if** questions using the prompts below.

Give students some time to complete the task. Then, divide the class into pairs, read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

### Vocabulary

locally  
seasonal  
deal

**D** Read the calendar about seasonal produce in Mexico and circle the things you like.

|                      |     |     |     |     |     |     |     |     |     |     |     |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| zucchini             | FEB | MAR | ABR |     |     |     | AUG | SEP | OCT |     |     |
| onions               |     |     | ABR | MAY |     |     | AUG | SEP | OCT | NOV | DIC |
| chayote              |     | FEB | MAR | ABR | MAY | JUN | JUL | AUG |     |     |     |
| Poblano chiles       | JAN | FEB |     |     | MAY | JUN | JUL | AUG | SEP | OCT |     |
| green Serrano chiles |     | FEB | MAR | ABR |     |     |     | AUG | SEP | OCT |     |
| stringbeans          |     | FEB | MAR |     |     |     |     |     |     | NOV |     |
| beans                |     | FEB | MAR |     |     |     |     |     |     | NOV |     |
| tomatoes             |     | FEB | MAR | ABR |     |     |     |     | OCT | NOV | DIC |
| lettuce              |     |     | ABR | MAY |     |     | AUG | SEP |     |     |     |
| cabbage              |     |     | ABR | MAY |     |     | AUG | SEP |     |     |     |
| nopales              |     |     | MAR | ABR | MAY | JUN | JUL | AUG | SEP | OCT | NOV |
| peas                 |     | FEB | MAR | ABR | MAY | JUN | JUL | AUG | SEP |     |     |
| potatoes             |     | FEB | MAR | ABR | MAY |     |     | SEP | OCT | NOV |     |

If I want to buy in season, what should I look for?

Buying locally and in season means you can get the freshest food at the best prices. If you look for the seasonal produce at the market, you'll enjoy a delicious variety of food all year round. You can be close to nature's abundance and in touch with what the earth has to offer!

If you buy things that are in season, you'll notice the colors are brighter and the flavors are stronger. If you compare a locally grown strawberry that has just been picked to an imported strawberry that has been refrigerated for weeks, you'll see a big difference. Let your nose and your taste buds be the judge!

And if you buy seasonal produce, you'll get a better deal.

**E** Complete the chart.

| How many different products are available in |       |
|--|-------|
| April?                                       | July? |
| 10   | 4     |
| Why do you think this number varies?         |       |

**F** Ask your friend the questions below.

- Does your family shop at the market or the supermarket?
- What seasonal fruit and vegetables do you eat at home?
- Does your family buy mainly imported fruit and vegetables?
- Does your family buy locally produced fruit and vegetables?
- What food does your state produce?
- Do you grow anything at home?

Lesson 7

165

CLIL:

Social Studies

**D** Read the calendar about seasonal produce in Mexico and circle the things you like.

Ask students to read the information in the calendar in silence.

Encourage them to use a dictionary to look up the words they don't understand. Ask them to circle all the foods they like and invite some of them to share their answers with the class.

**E** Complete the chart.

Ask students to count the number of products that are available in both months. Tell them to write the numbers in the corresponding column and then to reflect upon the difference. Read the question at the bottom aloud, and invite some of them to share their opinions with the class.

**F**

Ask your friend the questions below.

Put students into pairs for this activity. Read instructions and questions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and help. Ask volunteers to share their answers with the class.

**G** Follow the code to write the message.

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

yfb nzmrluh lm nlmwzbh rm nzixs

Buy mangoes on Mondays in march.

**H** Say the tongue twisters.

Please pass the peas.

A pumpkin! A munchkin! A munchkin munching on a pumpkin!

**I** Write about the fresh fruit and vegetables produced in your state or country. **Answers will vary.**

In my state we grow \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



Go to page 120 in your workbook and write an entry in your blog.

166

Unit 5 All About Food

**G** Follow the code to write the message.

Help students with the first word before they start decoding the message. Clear up any doubts. Call on a volunteer to write the message on the board to check.

**H** Say the tongue twisters.

Read the tongue twister slowly and ask students to repeat after you. Say the tongue twister again, this time do it faster, and encourage students to repeat again. Ask students to memorize the tongue twister and practice in pairs. Arrange students in pairs to practice for a competition. The pair who says the tongue twister faster will win the competition.

**I** Write about the fresh fruit and vegetables produced in your state or country.

Ask students to give some examples to make sure students know exactly what they have to write about. Give them some time to work individually.

Monitor and offer any help when needed. Ask some students to share their work.

| Beginners   | Fast finishers  |
|---|---|
| Students work in pairs. Have them write a list of the fruits and vegetables and include where they are grown. | Students work individually to write about the fruits and vegetables in their country. |

Go to page 120 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Tell them to use the graphic organizer to write information related to both kinds of foods. While students write, monitor and help if necessary. When they finish, encourage some of them to share what they wrote with the whole class.

## PROJECT

- 1 Work with a partner.
- 2 Choose a seasonal fruit or vegetable.
- 3 Write three words to describe it.  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Write a list of as many dishes as you can think of with this ingredient.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5 Describe three of those dishes.
  - How do you make it? \_\_\_\_\_
  - What ingredients are in the dish? \_\_\_\_\_
  - What adjectives describe the dish? \_\_\_\_\_

- 6 Illustrate the dishes.



- 7 Prepare to do a short infomercial to promote your seasonal fruit or vegetable by describing different dishes that people can make with it. Be a good salesperson!
- 8 Present your infomercial to the class.

Lesson 7

167

## PROJECT

### Material:

sheets of construction paper, color pencils,  
markers

- 1 Work with a partner.

Have students get into their project groups.

- 2 Choose a seasonal fruit or vegetable.
- 3 Write three words to describe it.
- 4 Write a list of as many dishes as you can think of with this ingredient.

Choose some students to read the instructions aloud. Clear up any doubts.

- 5 Describe three of those dishes.
- 6 Illustrate the dishes.

Encourage them to be creative and speak only in English as they work.

- 7 Prepare to do a short infomercial to promote your seasonal fruit or vegetable by describing different dishes that people can make with it. Be a good salesperson!

Finally ask students to present their infomercials in front of the class.

- 8 Present your infomercial to the class.

Ask the class to vote on which one(s) was/were the most convincing.

# Lesson 8

## Vocabulary

sturdy                      wires  
furniture

## A Moment to Ourselves

### What does it mean to be a good friend?

Ask students how many friends they have, either at school, in their neighborhood or even in their family. Allow volunteer students to share their answers with the class.

## Getting Started

Form pairs and ask: What characteristics should a good friend have? Tell pairs to write a list of them in their notebooks. Monitor while they work and when they finish, ask pairs to share their lists. Write the words they say on the board and finally ask: *What does it mean to be a good friend?* Elicit answers from different students.

# Lesson 8

## What does it mean to be a good friend?



**A** **Track 57** Read the letter to an advice column. Then listen, circle the differences and correct the text.

**Dear Abby,** I am worried about my friend mother. She is underweight overweight and I never see her eat. She is often cold hot. She wants to do exercise all the time. She says she is unhappy with her car. What should I do if I think my friend has a problem? What should I do if she gets mad at me for trying to help?

From, Worried

**Dear Worried,** If you think your friend is in trouble, then she probably is. Trust your instinct cat and talk to an adult about it. Your friend might need counseling, treatment or even hospitalization. She might be mad at you for trying to help now, but later she will thank you for being a good neighbor. Listen to her but don't hesitate to tell a clown an adult friend.

**How would you answer this question?**  
What should I do if I feel sick?

**B** Listen and complete the sentences.

1. What should I do if I'm worried about my friend?
2. What should I do if I think my friend has a problem?
3. What should I do if she gets mad at me for trying to help?
4. If you think your friend is in trouble, then she probably is.
5. Your friend might need counseling.

**C** Work with your partner. Use the prompts to ask for advice.

smoking    bullying    underweight    in trouble    worried

What should I do if...

168

Unit 5 All About Food

**A** **Track 57** Read the letter to an advice column. Then listen, circle the differences and correct the text.

Draw students' attention to the picture and ask a volunteer to describe it. Ask students to read the letter in silence. When they finish, ask: *Is there anything weird in this letter?* Since their answer will surely be Yes! Tell them that they will listen to the correct version and that they have to circle all the differences they hear.

**B** Listen and complete the sentences.

Play the track again pausing after each answer is said so students may be able to fill in the gaps. Check orally.

### Cross-Check

Ask students to read the question in the box, and discuss the answer with a classmate. Call on volunteers for the answer.

**C** Work with your partner. Use the prompts to ask for advice.

Divide the class into pairs. Read the instructions aloud ask one pair to go to the front to show the rest of the class what they have to do. Have students begin the activity. Monitor and help if required.

- D** Look at the medical poster and circle the words that are new to you. *Answers will vary.*

**We are all our own shape!  
Don't let anyone tell you  
that you are not beautiful!**

Magazines and the media promote one certain shape for women and men, girls and boys. But guess what? The magazines don't determine your shape. Hundreds of years of genetics and family history do. Do you look more like your mom or your dad? Is your mom short or tall? You are the shape you are because of a very special and unique mix of history. Be proud! Be healthy! Be yourself!

- E** Read the poster aloud. Pay attention to punctuation.
- F** Discuss the way the media portrays beauty.

Lesson 8

169

### Vocabulary

shape  
genetics  
unique

**CLIL:** Social Studies

- D** Look at the medical poster and circle the words that are new to you.

Ask students to scan the information in the poster in silence to look for words they don't understand. Tell them to circle those words and finally, have a dictionary contest with them. Elicit the meanings of the words and have some students form sentences with them.

- E** Read the poster aloud. Pay attention to punctuation.

Tell students to read the information in the poster aloud, stress the intonation marked by punctuation marks: exclamatory, interrogative and pauses marked by periods and commas.

- F** Discuss the way the media portrays beauty.

Have a class discussion about the way the media portrays beauty. First, ask students which images the media uses as examples of beauty. Then, ask them if they agree, encouraging them to give reasons to support their opinions.

**G** Match the opposites.

overweight     unhealthy     short     proud     happy  
sad     healthy     tall     ashamed     underweight

**H** Look, cover, write and check the words below.

counseling     treatment     hospitalization

**I** Write a letter to your friend telling him/her all the good things about him/her. *Answers will vary.*

You are good at \_\_\_\_\_ . You have a really nice \_\_\_\_\_ .

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Go to page 123 in your workbook and write an entry in your blog.

**G** Match the opposites.

Give students some time to match the words. Check orally and elicit that these pairs of words are called antonyms. Encourage students to say sentences using them.

**H** Look, cover, write and check the words below.

Tell students that they will have 30 seconds to memorize the words. Tell them that you will shout: *Write!* and they must cover them and write them down. Give them another 30 seconds for this and say *Stop!* Ask them to uncover the words and check. Elicit how they did.

**I** Write a letter to your friend telling him/her all the good things about him/her.

Ask a volunteer to read the instructions and the prompts aloud. Give them some time to write as you monitor. Encourage them to use new words from this lesson. When they finish, invite them to give their letters to their friends.

| Beginners  | Fast finishers   |
|--|--|
| Have students work in pairs to write a list of all the good things about their friend. Ask them to read their lists to each other. | Students come up with their own sentences to write the letter. |

Go to page 123 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Tell them to think about each of the headings and write their answers in the corresponding space. Encourage them to use a dictionary to look for words they don't know in English. While students write, monitor and help. When they finish, encourage some of them to share their lists with the whole class.



## PROJECT

- 1 Work in a group of three.
- 2 Think of an issue that young people face E.g. Body image, eating disorder, bullying.
- 3 Make a poster giving advice about how to help a friend in this situation.

What should I do if my friend is being bullied?

- You should be a good friend and not abandon them.
- Help them stick up to the bully with words (not violence).
- Help them avoid the bully.
- Tell a teacher or adult what is happening.

- 4 Illustrate your poster.
- 5 Present your poster to the class.



Lesson 8

171

## PROJECT

### Material:

sheets of construction paper, markers, magazines, scissors, glue

- 1 Work in a group of three.

Have students get into their project groups.

- 2 Think of an issue that young people face E.g. Body image, eating disorder, bullying.

Ask volunteers to read instructions aloud and clear up any doubts.

- 3 Make a poster giving advice about how to help a friend in this situation.

- 4 Illustrate your poster.

Tell them to be creative in their design and encourage them to speak in English as they work.

- 5 Present your poster to the class.

Have them present their posters to the class.

Display their posters around the classroom and school if possible.

## Review 5

**A** Complete the sentences with the correct verb. Then, ask a partner.

like   can   is   eaten   is

- a) What is your favorite food?
- b) What is your favorite drink?
- c) What kind of food do you like?
- d) What dish can you cook?
- e) Have you ever eaten any strange food?

**B** Write an example for each category. *Answers will vary.*

- |                    |                     |
|--------------------|---------------------|
| citrus – _____     | stone fruit – _____ |
| berries – _____    | bulbs – _____       |
| vegetables – _____ | meat – _____        |
| dairy – _____      | legumes – _____     |
| nuts – _____       |                     |

**C** Circle the odd one out.

- a) overweight   unhealthy   unhappy   healthy
- b) sad   proud   happy   healthy
- c) sad   ashamed   underweight   happy

**D** Choose the correct option.

- a) If you go were going to Australia they might serve you pavlova for dessert breakfast.
- b) If you eatoo very much sugar you will go get sick.
- c) If you eat are a healthy diet you'll they'll have more energy.
- d) When you plan for the past future things turn out well.

**A** Complete the sentences with the correct verb. Then, ask a partner.

**B** Write an example for each category.

**C** Circle the odd one out.

**D** Choose the correct option.

Read the instructions to the activities aloud before they do them. Clear up any doubts. Have students work individually to answer. Check answers with the group. Ask how they did.

**E** Play 'Connect 4'. **Answers will vary.**

**Instructions:** Play in pairs. Take turns. You can begin anywhere you like. Answer a question to win a square. Try and win 4 squares in a row - across, down or diagonally. Try and block your partner from winning 4 in a row!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| What's your favorite food?  | <b>Complete.</b><br>If you go to Australia, they might serve you pavlova for _____. | Give an example of a citrus.  | Where are arepas from?  | What is another word for sodium?            | What flag is this?<br> |
| What flag is this?<br> | Where is feijoada from?   | Name 3 kinds of meat.   | Name a weird food.  | Name 3 examples of fast food.               | <b>Complete.</b><br>If you go to France, they _____<br>serve you crepes for dessert.                    |
| What kind of food did they eat at the first eating contests?  | Milk and cheese are part of the meat/dairy group.                                   | What's your favorite drink?   | What flag is this?<br> | Where is spaetzle from?                     | What does buying 'in season' mean?  |
| What does 'tasty' mean?   | Name the ingredients in huevos rancheros.   | Have you ever had to eat something you don't like? What was it?     | What's your favorite healthy food?  | Give an example of a stone fruit.           | What flag is this?<br> |
| <b>Complete.</b><br>_____ you go to Belgium, _____ might serve you Belgian waffles for dessert.         | Give an example of a berry.   | Name these quantities.<br>$\frac{1}{2}$ c<br>1 l<br>$\frac{1}{4}$ c | <b>Complete.</b><br>If _____ go to Lebanon, they _____<br>serve you baklava for dessert.                | Name three possible ingredients in baklava. | <b>Complete the saying.</b><br>"A full _____ makes a happy heart."                                      |

Review 5

173

**E** Play 'Connect 4'.

Read the instructions aloud. Have them read the information in the game and clear up any doubts. Have students play in pairs. Ask them to take turns beginning anywhere they like. Explain they can block their partner from winning four in a row by landing in front of their partner (you cannot jump over a token.)

NOTES : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review 5

173

# Assessment Unit 1

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## A Fill in the blanks.

1. My last name is \_\_\_\_\_.
2. How do you \_\_\_\_\_ your name? M-A-R-I-A
3. I live in ( \_\_\_\_\_ ).
4. I am ( \_\_\_\_\_ ) years old.
5. I \_\_\_\_\_ two brothers.

## B Circle the correct option.

- |  |  |
|--|--|
| 1. I _____ tennis.<br>go            play            do | 3. They _____ camping.<br>go            play            do     |
| 2. She _____ karate.<br>goes        plays        does  | 4. We will _____ swimming.<br>go            play            do |

## C Write the question for each of the underlined answers.

1. \_\_\_\_\_.  
Your keys are in the drawer.
2. \_\_\_\_\_.  
Maureen is coming to the party.
3. \_\_\_\_\_.  
It is a harmless insect.
4. \_\_\_\_\_.  
My brother is coming with me.

## D Write a short paragraph about yourself. Say your name, age, address, describe your family and talk about your favorite sport.

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# Assessment Unit 1

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## A Fill in the blanks.

1. I like \_\_\_\_\_ in my free time.
2. My dad usually watches TV \_\_\_\_\_ night.
3. My sister likes to \_\_\_\_\_ the web.
4. I have to \_\_\_\_\_ an e-mail.
5. \_\_\_\_\_ clothes do you like to wear?

## B Circle the correct option.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. I like _____.                 | 3. My birthday is _____ January.   |
| kniting      knitting      knit  | on              in              at |
| 2. She likes _____.              | 4. She always comes _____ Mondays. |
| dancing      dance      danceing | on              in              at |

## C Write the question for each of the following answers.

1. \_\_\_\_\_.  
Yes, I like collecting stamps.
2. \_\_\_\_\_.  
I get up at 6 o'clock everyday.
3. \_\_\_\_\_.  
I play basketball three times a week.
4. \_\_\_\_\_.  
Lisa wears baggy shorts.

## D What is your favorite hobby? Write about it, describe it including: *how much time you spend doing it, when you do it and who you do it with.*

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## Assessment Unit 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### A Fill in the blanks using the past tense of the verb in brackets.

1. Fleming \_\_\_\_\_ (discover) penicillin.
2. Da Vinci \_\_\_\_\_ (paint) the Mona Lisa.
3. The movie \_\_\_\_\_ (start) at eight.
4. My mom \_\_\_\_\_ (sell) my old bike last week.
5. I \_\_\_\_\_ (make) some tea.

### B Circle the correct option.

1. Zuckerberg \_\_\_\_\_ Facebook.  
creatted      created      create
2. The workshop \_\_\_\_\_ last week.  
startted      start      started
3. I \_\_\_\_\_ very well last night.  
sleep      slept      slept
4. She \_\_\_\_\_ some cookies!  
bringged      brought      bring

### C Answer each question with complete sentences.

1. Did you use the microwave last week?  
\_\_\_\_\_.
2. Did Mario Molina win the Nobel Prize in Chemistry in 1995?  
\_\_\_\_\_.
3. What is your nationality?  
\_\_\_\_\_.
4. What did you do yesterday?  
\_\_\_\_\_.

### D What Latin American do you admire the most and why? Write about his/her past achievements.

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## Assessment Unit 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks with the correct word from the box.

fire      earthquake      droughts      tremors

1. An \_\_\_\_\_ struck Mexico City in 1985.
2. Before a volcano erupts you may feel \_\_\_\_\_.
3. There was a terrible \_\_\_\_\_ that burned many trees in California.
4. Hunger is a consequence of \_\_\_\_\_ because there isn't much to harvest.

**B** Circle the correct option.

1. I \_\_\_\_\_ everyday.  
was studying      studied      study
2. She \_\_\_\_\_ at 3 o'clock yesterday.  
was eating      ate      eats
3. I \_\_\_\_\_ a wonderful movie last night.  
was watching      watch      watch
4. My dad \_\_\_\_\_ dinner last Sunday.  
was cooking      cooked      cook

**C** Answer the questions with complete sentences.

1. What were you doing yesterday at noon?

\_\_\_\_\_.

2. Were you taking a shower at seven?

\_\_\_\_\_.

3. How many students are there in your classroom?

\_\_\_\_\_.

4. How much time do you spend at school?

\_\_\_\_\_.

**D** What were you doing when it rained last time? Write a short paragraph including as many details as you can remember.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Assessment Unit 3

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks with: *must, have to, don't have to or mustn't*.

1. You \_\_\_\_\_ bring your cell phone to school.
2. I \_\_\_\_\_ do my homework if I don't want my mom to get angry.
3. I \_\_\_\_\_ tell you the truth or I won't sleep well tonight.
4. You \_\_\_\_\_ step on the grass.
5. You \_\_\_\_\_ worry about silly things.

**B** Circle the correct option.

1. My mother says I \_\_\_\_\_ tidy up my room; she won't do it for me!  
have to    must    don't have to
2. You \_\_\_\_\_ bring anything for the party.  
have to    must    don't have to
3. I \_\_\_\_\_ go now, I don't like to walk alone at night.  
have to    must    don't have to
4. I believe that we \_\_\_\_\_ respect each other to live in harmony.  
have to    must    don't have to

**C** Answer the following questions with complete sentences.

1. What do you have to do at home?  
\_\_\_\_\_.
2. What must you do every afternoon?  
\_\_\_\_\_.
3. What mustn't you do during a concert?  
\_\_\_\_\_.
4. Do you have to work?  
\_\_\_\_\_.

**D** What are your obligations both at school and at home? Write about them and explain why it is important to be responsible.

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## Assessment Unit 3

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks with: *must, have to, don't have to or mustn't*.

1. I must read that book, they told me it's really interesting!
2. "You \_\_\_\_\_ ask for permission", my mom said.
3. You \_\_\_\_\_ park here, there is a double yellow line.
4. We \_\_\_\_\_ go if you don't want.
5. It's forbidden, you \_\_\_\_\_ do that.

**B** Circle the correct option.

1. You \_\_\_\_\_ take pictures and send them to me!  
have to    must    don't have to    mustn't
2. She \_\_\_\_\_ clean her desk or the teacher won't let her leave.  
has to    must    doesn't have to    mustn't
3. You \_\_\_\_\_ be late, the bus won't wait you.  
have to    must    don't have to    mustn't
4. It's informal, you \_\_\_\_\_ wear a tie.  
have to    must    don't have to    mustn't

**C** Answer the following questions with complete sentences.

1. What happens if you don't do your homework?  
\_\_\_\_\_.
2. What happens if you are late at school?  
\_\_\_\_\_.
3. What happens if you fall asleep at class?  
\_\_\_\_\_.
4. What happens if you are responsible?  
\_\_\_\_\_.

**D** What are the advantages of following rules? Write a short paragraph explaining your ideas. Start with the following phrase: *If I follow the rules...*

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## Assessment Unit 4

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks to complete the fortune teller's predictions using the future tense of the verb in brackets.

1. You \_\_\_\_\_ (study) a very interesting career.
2. You \_\_\_\_\_ (travel) around the world.
3. You \_\_\_\_\_ (meet) lots of interesting people.
4. Everything \_\_\_\_\_ (be) wonderful!

**B** Circle the correct option.

1. We \_\_\_\_\_ use cell phones anymore.  
might not      will
2. We \_\_\_\_\_ drive flying cars.  
might not      will
3. We \_\_\_\_\_ use cash any longer.  
might not      will
4. We \_\_\_\_\_ use electronic money instead.  
might not      will

**C** Ask a question for each of the following resolutions.

1. \_\_\_\_\_  
I will eat more fruits and vegetables.
2. \_\_\_\_\_  
Yes, I will study more.
3. \_\_\_\_\_  
Yes, I will work out daily.
4. \_\_\_\_\_  
No, I won't watch a lot of TV.

**D** What resolutions would you include in next year's list. Write about them.

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## Assessment Unit 4

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks with the correct word from the box.

who    where    what    when    how many

- \_\_\_\_\_ are you going on vacation?
- \_\_\_\_\_ are you planning to do?
- \_\_\_\_\_ is going to travel with you?
- \_\_\_\_\_ days are you going to stay?
- \_\_\_\_\_ are you going to come back?

**B** Circle the correct option to complete the itinerary.

8:15 - We \_\_\_\_\_ at the park.

18:00 - We \_\_\_\_\_ dinner.

arrives    arrived    arrive

have    took    takes

9:00 - We \_\_\_\_\_ the attractions.

20:00 - We \_\_\_\_\_ to the hotel.

ride    rode    rides

returns    returned    return

**C** Write a question for each of the following answers, use question words.

- \_\_\_\_\_ ?  
My sister is going to go biking.
- \_\_\_\_\_ ?  
I'm going to visit a museum tomorrow.
- \_\_\_\_\_ ?  
We are going to eat hamburgers.
- \_\_\_\_\_ ?  
I will eat two hamburgers.
- \_\_\_\_\_ ?  
We are going to meet at the restaurant.

**D** What are your plans for your following vacation? Explain what you are going to do.

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# Assessment Unit 5

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks using the words from the box.

**pour    mix    preheat    bake    butter**

1. \_\_\_\_\_ the oven.
2. \_\_\_\_\_ the cake pan.
3. \_\_\_\_\_ all the ingredients.
4. \_\_\_\_\_ the batter into the pan.
5. \_\_\_\_\_ for 35 minutes.

**B** Circle the correct option for each category of food.

- |   |   |
|---|---|
| 1. Bulbs<br>garlic    broccoli    oranges     | 3. Berries<br>onions    apricots    grapes          |
| 2. Vegetables<br>apples    eggplants    limes | 4. Stone fruit<br>plums    pumpkins    blackberries |

**C** Answer the questions in complete sentences.

1. What's your favorite food?  
\_\_\_\_\_.
2. Have you tried sushi?  
\_\_\_\_\_.
3. What is your favorite dessert?  
\_\_\_\_\_.
4. What might you eat if you go to Belgium?  
\_\_\_\_\_.

**D** Write your favorite recipe. Don't forget to include exact quantities.

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# Assessment Unit 5

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**A** Fill in the blanks.

fruit      candy      milk      chicken

1. If you eat \_\_\_\_\_, you will get vitamins.
2. If you drink \_\_\_\_\_, your teeth will be healthy.
3. If you eat \_\_\_\_\_, your muscles will be stronger.
4. If you eat a lot of \_\_\_\_\_, your teeth will spoil.

**B** Circle the correct option.

1. If you want to lose weight, you \_\_\_\_\_ work out.  
will      should
2. If you want to select your food properly, you \_\_\_\_\_ check food labels.  
will      should
3. If you eat healthy, you \_\_\_\_\_ live longer.  
will      should
4. If you do a lot of exercise, you \_\_\_\_\_ eat more calories.  
will      should

**C** Answer each question with complete sentences.

1. What happens if we don't wash vegetables properly?  
\_\_\_\_\_.
2. What happens if we eat fresh food?  
\_\_\_\_\_.
3. What happens if we eat too much sugar?  
\_\_\_\_\_.

**D** Write a healthy menu. Don't forget to include food from every group.

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# Assessment Answer Key

## Assessment 1

- A** Answers will vary. spell, Answers will vary. Answers will vary. have
- B** play, does, go, go
- C** Where are my keys? Who is coming to the party? What is that / this? Who is coming with you?
- D** Answers will vary.

## Assessment 2

- A** discovered, painted, started, sold, made
- B** created, started, slept, brought
- C** Answers will vary. Yes, Mario Molina won the Nobel Prize in Chemistry in 1995.  
Answers will vary. Answers will vary.
- D** Answers will vary.

## Assessment 3

- A** mustn't, have to, must, mustn't, don't have to
- B** have to, don't have to, must, must
- C** Answers will vary in all four.
- D** Answers will vary.

## Assessment 4

- A** will study, will travel, will meet, will be
- B** might not, will, might not, will
- C** What will you do to stay healthy? Will you study more? Will you work out every day? Will you watch a lot of TV?
- D** Answers will vary.

## Assessment 5

- A** Preheat, Butter, Mix, Pour, Bake
- B** garlic, eggplants, grapes, plums
- C** Answers will vary in all three.
- D** Answers will vary.

- A** Answers will vary. at, surf, send, What
- B** knitting, dancing, in, on
- C** Do you have any hobbies? What time do you get up? How often do you play basketball? Who wears baggy shorts?
- D** Answers will vary.

- A** earthquake, tremors, fire, droughts
- B** study, was eating, watched, cooked
- C** Answers will vary in all four.
- D** Answers will vary.

- A** must, have to, mustn't, don't have to, mustn't
- B** have to, has to, mustn't, don't have to
- C** Answers will vary in all four.
- D** Answers will vary.

- A** Where, What, Who, How many, When
- B** arrive, ride, see, have, return
- C** Who is going to go biking? What are you going to do tomorrow? What are you going to eat? How many hamburgers are you going to eat? Where are we going to meet?
- D** Answers will vary.

- A** fruit, milk, chicken, candy
- B** should, should, will, should
- C** Answers will vary in all three.
- D** Answers will vary.

 **Track 1**

Rainbow of words Level 6 by Liliana Plata  
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 **Track 2**

**Boy:** Welcome to Book Club! Let me just fill out this nametag and you can stick it on. What's your name?

**Girl:** Elisa.

**Boy:** What's your family name?

**Girl:** Torres...mmm but I have two family names, Torres Jimenez.

**Boy:** Great...Torres Jimenez. How do you spell Jimenez?

**Girl:** J-I-M-E-N-E-Z

**Boy:** N-E-Z. OK, so...What's your nickname?

**Girl:** I'm sorry... 'nickname', What does that mean?

**Boy:** Oh, that's the name your friends and family call you. It could be a different name or a short version of your name.

**Girl:** Oh, Eli.

**Boy:** Perfect. Here's your nametag. Just stick it on here where people can see it.

 **Track 3**

Charlotte / Liam / Amelia / Noah / Violet / John / Henry / Kimberly / Brian / Mary / James

 **Track 4**

**Sarah:** I don't get it. How many brothers and sisters do you have?

**Emily:** I don't have any brothers or sisters. I'm an only child. How many do you have?

**Sarah:** I have a sister and two brothers and they really get on my nerves!

 **Track 5**

uncle bicycle circle miracle obstacle

 **Track 6**

### The Boys on a Path to Success

The Boys, a boy band from the UK, has become

famous in the last few years. They released their first album in 2010 after placing 3rd in the Music Competition. The Music Competition is a music entertainment show. Singers compete against each other. The Boys' first album was called, *Out All Day*. Their first hit single was called, *What Makes You Wonderful*. They made \$50 million dollars in their first two years as a group.

There are 5 members in the group; Ricky, Hayden, Michael, Darren and Rex. They all come from England except Michael who comes from Ireland.

 **Track 7**

**Interviewer:** What is your favorite group?

**Girl:** My favorite group is The Boys

**I:** Who is your favorite singer?

**G:** My favorite singer is Hayden.

**I:** Where are they from?

**G:** They are from the UK

**I:** What's your favorite song right now?

**G:** My favorite song is called, "Our Cool Song" by, guess who...The Boys!

 **Track 8**

(short excerpts of electronic, classical, country, rock music)

 **Track 9**

#### (Conversation 1)

**Male 1:** What sport do you play?

**Female 1:** I play tennis.

**Male 1:** What sport did you play when you were a child?

**Female 1:** I played tennis and volleyball when I was a kid.

**Male 1:** And you are a tennis champ now. Congratulations!

#### (Conversation 2)

**Male 1:** What sport do you play?

**Male 2:** I do Karate.

**Male 1:** What sport did you play when you were a child?

**Male 2:** I played soccer. But now I like to do karate.

#### (Conversation 3)

**Male:** What sport do you play?

**Girl:** We go rock climbing every weekend.

**Male:** What sport did you play when you were children?

**Girl:** I played volleyball.

**Boy:** And I played tennis.

#### (Conversation 4)

**Male:** What sport do you play?

**Female:** I play volleyball.

**Male:** What sport did you play when you were a child?

**Female:** I played volleyball then too. I love it.

#### (Conversation 5)

**Male:** What sport do you play?

**Male:** I play soccer.

**Male:** What sport did you play when you were a child?

**Male:** I didn't play any sports when I was a kid.

 **Track 10**

**Woman:** Welcome to the program, Karl.

**Man:** Thank you.

**Woman:** You are here to talk about the hobbies expo that is taking place at the Big Stadium this Saturday.

**Man:** Yes, I'd like to tell all of your listeners about this incredible event. We have more than 300 exhibitors who are showing many different hobbies that people enjoy here and all over the world.

**Woman:** What kind of hobbies?

**Man:** Well the hobbies are many and varied. They range from old-fashioned hobbies, like collecting stamps, collecting coins and knitting, to technology influenced hobbies like video games and online games. Sounds interesting. What else? Well there are hobbies that promote self-expression, for example, painting, singing, dancing, playing an instrument and acting. And then there are hobbies like model making and sewing that are manual hobbies where

you make something.

**Woman:** Great! I might go to the Expo too. What do we have to do to get in? Is there any charge? Does it cost anything to go?

**Man:** No the entrance is free. We just ask that you fill in a registration form so we know the kinds of hobbies people are interested in.

**Woman:** So I guess there is only one last question before we finish. Do you have any hobbies, Karl?

**Man:** I like playing the guitar and making model ships.



## Track 11

1. Do you have any hobbies? I like playing online games.
2. What do you like to do in your free time? I like dancing.
3. What are your hobbies? I like collecting stamps.



## Track 12

**Girl:** Hi, Bernardo.

**Boy:** Hi, Belinda.

**Girl:** So you are pretty organized, aren't you?

**Boy:** Yes, I'm organized. I get up at 6:15 a.m. every day, I have breakfast, check my planner to see what activities I have on that day, then, I check my backpack to see that I have everything I need. How about you? What time do you get up?

**Girl:** Well, I usually get up at 7:15 a.m. I don't have any breakfast and I often get to school late?

**Boy:** How many times a week do you get to school late.

**Girl:** About 3 times a week.

**Boy:** What sports and activities do you do?

**Girl:** I play volleyball on Saturday and we practice Monday, Wednesday and Friday, from 2:00 to 4:00 p.m. I take guitar lessons on Tuesday and Thursday. What time do you do your homework?

**Boy:** I have lunch from 2:00 to 4:00 p.m. on Tuesday and Thursday, and volleyball practice on Monday, Wednesday and Friday. Then, I do my homework from 4:00 to 6:00 p.m.



## Track 13

Phones that are also computers. Who knew this would happen? In 1962 the first computer game was invented, It was called Space War and it was a very simple game. Since then, we have had the cell phone in 1973, the first PC in 1981, the first iPod in 2001, smartphone in 2008 and tablet in 2010. It's crazy the rate at which technology is progressing! Now your phone is your computer, your game center, your camera and your TV.



## Track 14

Who wears track jackets and zip-up hoodies? Kids who like Urban style wear track jackets and zip-up hoodies.

Who wears leather shoes and straight-leg pants?

Those who like Preppy style wear leather shoes and straight-leg pants.

Who wears flip-flops and baggy casual pants? Kids who like Surfer style wear flip flops and baggy casual pants.



## Track 15

In the history of the world, humans have created new things to make their lives better. There are many developments that were revolutionary at the time they were made and continue to be relevant today.

An example of something that changed everything is the assembly line. Henry Ford didn't invent the first car. But he made the first cars that ordinary people could afford to buy.

He did this by putting parts together in a new way. Henry Ford used the assembly line for manufacturing cars. The assembly line is the basis of all manufacturing today. The difference is that today robots are used on the assembly line instead of human labor.



## Track 16

1. The assembly line for Model T cars started in 1913. Today we use the assembly line to manufacture many products.
2. Leonardo DaVinci painted the Mona Lisa in 1503. Today 7 million people visit the Mona Lisa each year.
3. Alexander Flemming discovered penicillin in 1928. Today millions of people take antibiotics to cure bacterial diseases.



## Track 17

1. Johannes Gutenberg printed the first book in 1455.
2. Alexander Graham Bell made the first phone in the 1870s.
3. Barclay's Bank introduced the first ATM in 1967.
4. Xerox made the first portable computer in 1976.



## Track 18

**Child:** Do you know any internationally famous Latin Americans?

**Mother:** What about that singer who won the American Music Award for Favorite Latin Artist?

**Child:** What is his name?

**Mom:** Mmm... I can't remember.

**Child:** Dad, who won the Favorite Latin Artist award?

**Dad:** Oh, that was Jennifer Lopez.

**Child:** Where is she from?

**Dad:** She was born in the States. Her parents are from Puerto Rico.

**Mom:** I know one, Carolina Herrera.

**Child:** Who is she?

**Mom:** She's a famous Venezuelan clothing designer.

**Child:** What did she do?

**Mom:** She made clothes for first ladies and actresses. She won a lifetime award last year.





## Track 19

- Dad:** I know an internationally famous Latin American.
- Mom:** and child: Who?
- Dad:** A famous singer.
- Mom and child:** Who?
- Dad:** She had a baby recently.
- Mom and child:** Who?
- Dad:** In 2006, she won a Grammy Award and an American Music Award. In 2012, she won another American Music Award.
- Mom and child:** Who?
- Dad:** She sang the title song for the World Cup in South Africa.
- Mom and child:** Ohhhh. Shakira!
- Dad:** Yes, Shakira!



## Track 20

- The winner of the science contest is Alberto Nuñez. He had the best experiment. It was a model of the universe.
- Rosa Jackson won the 400 meters race and won the medal for 1st place.
- Congratulations to The Scrubby Bunnies the school rock band. They won the Battle of the Bands last week.
- The punctuality award went to grade 5. They were on time to class all of last month.
- Susy West wrote the best essay and won the book prize. Well done, Susy.



## Track 21

I looked out the window and I knew something was wrong. The sky was dark and strange. My sister called me and told me there was a high wind warning. I collected some things and the baby and I packed the car. On the way out, I saw my neighbor and invited her to come to my sister's shelter with me. She declined. We spent the night in my sister's

basement with her family and other families from my sister's block. We heard the wind and we watched things flying around. It was very loud and scary. The next morning, I went back home and there was nothing left on the street. I don't know what happened to my neighbor. It was the worst tornado in memory.



## Track 22

two hundred fifty thousand  
eighteen hundred  
thirty thousand  
one million three hundred fifty thousand,  
one hundred fifty  
twenty sixth



## Track 23

I was washing the dishes when I felt the floor shake, but I didn't worry about it. Later, I was working on my computer when I heard the news on TV. We didn't think it was important to us and we went outside to walk the dog. Then, an hour later, I saw a very big wave in the distance. When the big wave came towards the house, we realized another one was probably coming. When the first wave receded, I picked up my dog and we ran to the car. The second wave was bigger and stronger and brought more water, but we were already on higher ground. I was carrying our belongings into the shelter, when we heard that the town was flooded.



## Track 24

I was eating dinner when the alarm sounded. When I heard the alarm, I grabbed my kit and ran to the fire truck. While we were riding to the scene, we got dressed. The earthquake was a big one. Some buildings collapsed in the center of the city. When we arrived, we all got out of the truck and listened to our captain. We turned off the gas and electricity in the area. We used the hoses to spray a special foam over everything. It stops explosions and fires. While we were spraying the area, the rescue team was pulling out survivors.



## Track 25

- Boy:** What are you doing with that big plastic bin? What's that, flashlights batteries, bottles of water? Are you going camping?
- Girl:** No, I'm preparing an earthquake kit.

- Boy:** A what?
- Girl:** An earthquake kit.
- Boy:** Why?
- Girl:** Well, as you know, we live in an area where earthquakes happen so we should be ready just in case. So I'm putting things in this plastic bin and I'm putting it in a safe place.
- Boy:** OK so what do we need in an earthquake kit besides flashlights, batteries and water.
- Girl:** Canned food, a can opener, clothes, blankets, toilet paper, but most important is a radio and first aid kit.
- Boy:** So why do we need these things again?
- Girl:** Well, what happens if you are trapped in a building?
- Boy:** Someone will rescue me.
- Girl:** Yes, they will. But there might be many people to rescue and they may not get to you for days. You'll need these things to survive for a few days before the rescuers reach you. Oh no! I just remembered! Something's missing!
- Boy:** What's missing?
- Girl:** A fire extinguisher.
- Boy:** Wow. I'm going home right now to make my kit. How much water do I need?
- Girl:** 2 liters per person per day.



## Track 26

- a can of tuna
- a bag of sugar
- a jar of mayonnaise
- a bottle of oil
- a box of chocolate milk powder
- a packet of dish towels
- a tube of toothpaste
- a packet of crackers



## Track 27

### Do you really help at home?

To build a relationship of mutual respect and trust at home, children have to help their parents with chores. But, does this always happen? How often do you help your parents around the house? Answer the following questions and find out if you help your parents enough, or if you need to help them a bit or a lot more.

- When you finish breakfast you...
  - pick up your plate and put it in the sink.
  - grab your bag and go to school.
  - say thank you and get ready for school.
- When you come back from school you...

- a. put your bag away where it belongs.
  - b. put your bag anywhere and go to your room.
  - c. take your bag to your room.
3. On weekends you...
- a. clean your room and ask your mom if she needs help.
  - b. play with friends.
  - c. make your bed and watch TV.
4. When your mom goes to the supermarket you...
- a. help her with the bags.
  - b. ask her if she got your favorite candy.
  - c. pick up the things she drops on the way to the kitchen.
- Most of your answers are (a) You help at home and I'm sure your parents feel very proud of you!
  - Most of your answers are (b) You really have to help more at home. Remember that helping others can be rewarding.
  - Most of your answers are (c) You are on your way, but you have to make a greater effort.



## Track 28

house    hint    hello    hit



## Track 29

- BOY 1:** Are you new at school?
- BOY 2:** Yes, I am. Are there many rules here?
- BOY 1:** Well you must pay attention, especially in this class!
- BOY 2:** Oh, I see.
- BOY 2:** Is there anything else I must know?
- BOY 1:** All Teachers assign homework, we must hand it in on time.
- TEACHER:** Hey! You must be quiet!



## Track 30

- 1. dust
- 2. luck
- 3. must
- 4. use
- 5. truck
- 6. bust
- 7. you
- 8. fuse



## Track 31

Hey there! This is Frank.  
Have you noticed our responsibilities and obligations have changed a lot over the years? I didn't know it until now that I'm spending

some time with Raul. Raul is 4 years old and he's my cousin.

First, when my mom picks us up from school, she immediately takes Raul's bag, so he doesn't have to carry anything. I am as tired as Raul, I thought.

Anyway, when we get home I have to help my mom with anything she asks me to, while Raul plays or watches TV. Later, I have to spend the rest of the afternoon doing homework assignments. But Raul, doesn't have to do homework, instead he can spend time outdoors! I guess I have to get used to the responsibilities that come as we get older.



## Track 32

your    you    yoyo    young  
Yell



## Track 33

Dear Sun,

It feels like such a long time since I last heard from you. How's the school year going for you? Can you believe we're in 6th grade?

Many things have changed and we have new rules at school. Now, we have to wear a uniform from Monday to Thursday, my classmates and I are still getting used to it. Besides, we cannot use our cell phones at school.

I spend every afternoon at the park, playing with my friends, but I have to be back home by 6 pm. since I have to do my homework and I must go to bed early.

On weekends, I have to help my mom clean the house and I must prepare everything I need for school on Monday.

I hope the school year's going well for you. Write and tell me about it!

Your friend,  
Austin



## Track 34

Have you noticed that some rules apply in some classes and not in others?

That is because different subjects are taught in different spaces at school. For example, respecting rules in the chemistry laboratory

is extremely important due to the different materials and substances in this place. You mustn't touch equipment or chemicals without specific instructions. In gym class, running, throwing balls and even physical contact are allowed. You really don't have to worry about hitting something or someone. Can you imagine playing soccer in the classroom? Impossible, right? That is because everyone's safety would be at risk. As you can see, it is all about being safe.



## Track 35

sports    stand    spoon    study  
school    student    smart    strategy



## Track 36

Ten people were injured in a car accident this morning. Authorities in the area report that the accident occurred when one of the cars ran through a crossing signal and hit another one. At least four people had to be hospitalized. "Witnesses say the car did not even slow down."



## Track 37

1. I didn't like responsibilities and even advice from my parents bothered me.
2. One of the rules I didn't agree with at all was wearing a jacket after 6 pm.
3. I'm at home, taking care of my sick son that didn't want to wear a jacket.



## Track 38

will    water    waste    while  
warm



## Track 39

### Safety rules in case of earthquake.

Are you aware of all the things you have to do in case of an earthquake?

During an earthquake you must: Keep calm.

- Take cover next to a sturdy table or other piece of furniture or drop under, and hold on to a desk or table. If you are outside you must:
- Move away from buildings and wires. If you're inside you have to:
- Stay away from glass or loose hanging objects.



## Track 40

- Fridriksson:** It is a very good idea, Professor, to study this unusual volcano. You will make many interesting observations there. But tell me, how will you cross the Snaefells peninsula?
- Lindenbrock:** We will cross by sea.
- Fridriksson:** But we don't have a small boat. You will have to go by land, following the coast. It will take longer, but it will be more interesting.
- Lindenbrock:** Good. I will need a guide.
- Fridriksson:** I have one; his name is Hans. He's reliable and intelligent.
- Lindenbrock:** When will I see him?
- Fridriksson:** He will be here tomorrow.
- Lindenbrock:** Tomorrow then. And in one week, we will be in the center of the Earth.



## Track 41

- A:** I was talking to my friend the other day and he said he thinks keyboards will become obsolete.
- B:** What does obsolete mean?
- A:** It means we won't use keyboards in the future.
- B:** Oh? What will we use?
- A:** We will use voice recognition to send emails, send text messages and work on the computer.
- B:** Oh, that's cool.
- A:** We probably won't use paper in future either. We might not use department stores either. We will do all of our shopping online.
- B:** What about cars? Will we use car?
- A:** Yes, I hope so. I want to learn to drive and get my own car!



## Track 42

- I will drink water every day.
- I will drink drink soda three times a day.
- I will apply sunscreen before I go outdoors on bright sunny days.
- I will never go out in the sun.
- I will play a sport.
- I will always wear a helmet when bicycling.
- I will wear my seat belt every time I get in a car.
- I will be nice to other kids.

- I will never give out personal information on the Internet.
- I will send my photo to anyone who wants it on the Internet.



## Track 43

Next year, in 2015, I will be thirteen. I'll be in secondary school. I want to take guitar lessons. I will be better at volleyball. I hope to win a math competition. The year after next, in 2016, I'll be fourteen. My volleyball team will win the cup.

I'll write a song.

In 5 years, in 2019, I'll be 18 years old and I'll go to university. I'll still live with my parents. I hope to study engineering.

In 10 years, in 2024, I'll be 22 years old. I'll travel the world for a year. I'll go to Thailand and Singapore. I'll visit my uncle in Paris. I'll play the guitar very well.

When I'm 30 years old I'll be married. I'll work in a company as an engineer. I'll have two children. I'll live near my parents.



## Track 44

Palmistry or palm reading is a popular way to read your future. The lines on your palm will tell you how many children you will have and when you will travel.

The Celtic priests, the Druids, predicted the future using apple peel. They peeled the skin in one long piece and then had the person who wanted to know who they would marry throw the peel over their shoulder. They read the form of the peel as a letter and that letter represented the name of the person the questioner would marry.

The Zodiac is another way to divine future paths. The Zodiac takes your date of birth and matches it to the stars under which you were born. The Zodiac and the movement of the stars give you clues about the future.



## Track 45

- A:** What are you going to do this weekend?
- B:** I'm going to sleep in until 9 a.m. on Saturday. Then I'm going to go out for breakfast with my dad at the Breakfast Barn. After that, I'm going to go the hairdresser and then I'm going to go

shopping for a new shirt. Lisa invited me to her party at the Club House so I'm going to go to her party on Saturday afternoon.

**A:** How about Sunday?

**B:** I'm going to help my mom around the house and then I'm going to do my homework. I'm going to go to the movies on Sunday evening with my best friend. Oh, and I'm going to read a book.

How about you? What are you going to do this weekend?



## Track 46

Dear Fred,

I'm going to go to Mexico City this weekend and I don't have much money, so I'm going to do as many free activities as I can.

I'm going to go to Chapultepec Park and then, I'm going to visit the pyramids on Sunday. I'm going to walk around the 'Centro Historico' and go to the Zoo.

I'm planning to have a look around the markets.

I'm going to walk around the UNAM campus.

I'm looking forward to going to the National Art Museum, which is free on Sunday and I'm also going to go to The National Palace.

Love,  
Chris



## Track 47

going to   gonna  
want to   wanna  
have to   hafta



## Track 48

Tomorrow we are leaving at 1 p.m. We are arriving tomorrow evening.

On Friday we are touring the Museum of Modern Art.

On Saturday we are visiting the Statue of Liberty. Saturday evening we are going to a show on Broadway.

Then, on Sunday we are seeing the Yankees play baseball



## Track 49

**Paul:** Hi, Linda.

**Linda:** Hi, Paul.

**Paul:** What did you have for lunch?

**Linda:** Oh, I had the most delicious quesadillas.

**Paul:** Really?

**Linda:** Yes, they were filled with chicken and they were fried. Yummy!

**Paul:** You shouldn't eat fried food. It isn't healthy.

**Linda:** Oh, once in a while is OK.

**Paul:** Are quesadillas your favorite food?

**Linda:** No, my favorite food is definitely pizza. Pizza is really tasty. I like it with salami and anchovies. Pizza is originally Italian food but now it's everywhere.

**Paul:** Oh... (groan)

**Linda:** How about you, Paul. What's your favorite food?

**Paul:** I like salad because it's healthy, tasty and fresh.



## Track 50

You need:

1 liter of milk

250 grams of sugar

8 eggs

4 egg yolks

¼ cup of sugar to make the caramel

- Put the milk and the sugar in a saucepan over very low heat and mix until the sugar dissolves.
- Put the 8 eggs and 4 egg yolks in a bowl and beat. Then add slowly to the milk.
- In another saucepan heat the sugar. Stir it constantly until it turns to caramel. Don't let it burn. Put a little sugar in the bottom of 12 molds and allow it to cool.
- Fill each mold with the milk mixture.
- Put the molds in a pan with hot water and put the pan in the oven.
- Cook the flans for 30 to 40 minutes at 200 degrees C.
- Take them out of the oven. Let them cool and then, put them in the refrigerator.



## Track 51

**A:** Have you ever eaten any weird food?

**B:** Yes, When I was in Cambodia, I ate fried tarantulas.

**A:** That sounds gross.

**B:** I know it does, but actually, if you don't think about it too much, it tastes excellent.

**A:** Oh, not for me.

**B:** Have you ever eaten any weird food?

**A:** I haven't but I have heard of some... like big tuna eyes in Japan and grasshoppers in Mexico.



## Track 52

1. Have you ever eaten any weird food?
2. Have you heard of any weird food?
3. Have you drunk anything strange?
4. What weird food do you want to try?



## Track 53

1. If you go to Australia, they might serve you Pavlova for dessert.
2. If you go to Lebanon they might serve you baklava for dessert
3. If you go to Belgium, they might serve you Belgian waffles for dessert.
4. If you go to France, they might serve you crepes for dessert.



## Track 54

If you want to be healthy, eat lots of fruit and vegetables. Think of fruit and vegetables, cereal, breads and potatoes as the base of your pyramid. Milk, cheese and yoghurt are also part of a balanced diet. If you care about your body eat meat in moderation. Chicken and fish are a good source of protein. If you care about your body, eat fewer chocolate bars, cakes and sweets. Try to stay away from sodas. Maybe drink them only on special occasions.



## Track 55

- A:** What are you doing? Why are you looking at the packets?
- B:** Well, the labels on the food packaging tell you a lot about the ingredients.
- A:** Right... and?
- B:** Well, I am trying to be careful about the amount of calories I eat, so I am trying to choose the best energy bar.
- A:** What are calories?
- B:** A calorie is a measure of energy. We need about 2000 calories a day to have enough energy to do our daily activities. We get energy from what we eat. If we eat more calories than we need, then the body stores the extra energy as fat. You can see that this energy bar has 170 calories per serving and this one has 100 calories per serving. Look this one has more sugar than this one.
- A:** OK. So, the food labels tell you about calories, fat, salt and sugar in processed food.
- B:** That's right! If you want to be careful about what you eat, you should read the labels. If you want to lose weight, you should eat fewer calories. If you want to be healthy you should eat less salt.

**A:** If you want a good snack, you should choose an apple and leave that energy bar behind!



## Track 56

**A:** My uncle has a dairy farm.

**B:** He must be rich!

**A:** Well, he works really hard. First they milk the cows twice a day and collect the milk.

**B:** What happens if they don't milk the cows twice a day?

**A:** If they don't milk the cows twice a day, the cows get sick. Then, they send the milk to the treatment plant.

**B:** What happens if they don't treat the milk?

**A:** Then we get sick. The treatment kills any harmful bacterial. Then they make cheese and they sell the cheese.

**B:** What if there is too much cheese to sell?

**A:** Then the price goes down.

**B:** What if there is not enough cheese to sell?

**A:** Then the price goes up.

**B:** Huh?



## Track 57

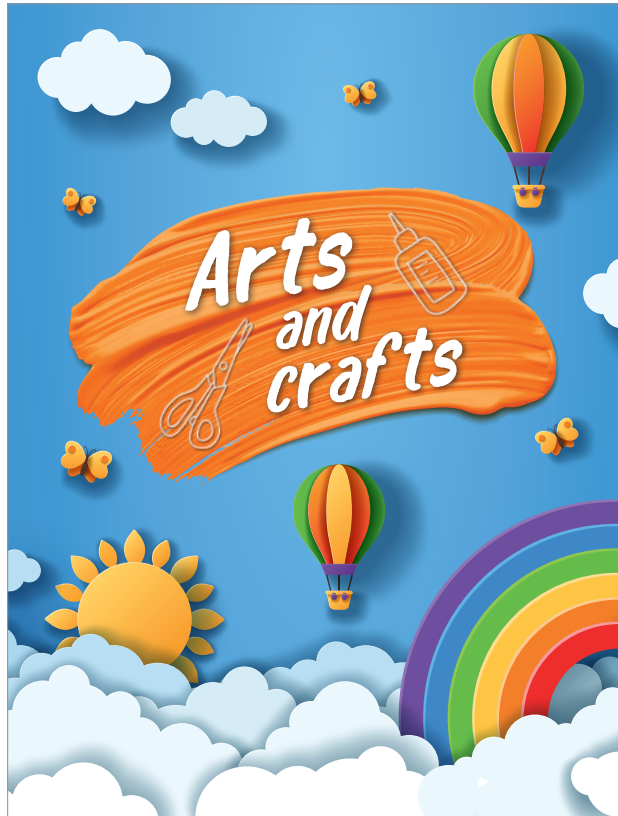
Dear Abby,

I am worried about my friend. She is underweight and I never see her eat. She is often cold. She wants to do exercise all the time. She says she is unhappy with her body. What should I do if I think my friend has a problem? What should I do if she gets mad at me for trying to help?

From, Worried

Dear Worried,

If you think your friend is in trouble, then she probably is. Trust your instinct and talk to an adult about it. Your friend might need counseling, treatment or even hospitalization. She might be mad at you for trying to help now, but later she will thank you for being a good friend. Listen to her but don't hesitate to tell an adult.



### Jigsaw Reading

'The Hare With Many Friends' by Aesop (adapted)

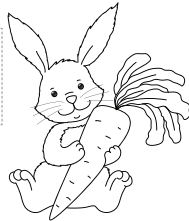
1. Cut out the paragraphs.
2. In groups of four, have each person read a paragraph aloud.
3. Order the paragraphs.

The goat, however, said he might hurt his back if she rode on it. "Go and ask the ram. The ram is probably the best animal to ask." So she went to the ram and told him the problem. The ram replied, "Another time, my dear friend. I do not want to interfere this time. Dogs like to kill sheep too".

First she went to the horse, and asked him to save her from the dogs by carrying her away on his back. But he declined, saying that he had important work to do for his master. "I am sure," he said, "that all your other friends will come to your assistance." She then went to the bull and asked him to butt the dogs with his horns. The bull replied, "I am very sorry, but I have an appointment today." When he saw the hare was disappointed, he said, "But I'm sure our friend the goat will help you out."

There was once a hare. She was a very happy hare. She was a very popular hare. The hare had a lot of friends. She always had friends around her. They went out together. They went to parties together. They were always having a good time. But one day she heard the dogs approaching. They were barking and snarling. The dogs were trained to catch and kill hares. She didn't worry about it too much. She knew her friends would save her from the dogs.

The Hare's last hope was the calf. "I'm sorry," said the calf. "I can't help you. The others would do a better job at helping you than me. I don't want such responsibility." By this time the dogs were near, and the Hare turned and ran off and luckily she escaped.



Arts and Crafts 175

### 'The Hare With Many Friends': Discussion

Discuss the story 'The Hare With Many Friends'

1. Cut out the questions.
2. Place the questions face down on the table.
3. Take turns choosing and answering the questions.

What's the moral of the tale, 'The Hare with Many Friends'?

Which animal friends does she approach for help?

What excuses do they use when they refuse to help her?

In your opinion, what makes a good friend?

Tell us about a time you have refused to help a friend.

Tell us about a time you have helped a friend.

What would you do in this situation?

Which character's excuse was the most convincing?

What will happen to the hare?

Arts and Crafts 177



## Fabric Wreath: Merry Christmas

### Material:

scissors, chalk, 3 pieces of different fabric (approx 1m x 15cm), 1m festive ribbon, needle, thread, fiberfill or fabric scraps, ruler, pins.

1. Fold each piece in half lengthwise, measure a 4 cm seam allowance, and mark it.
2. Sew only one of the 15 cm sides closed. You now have 3 fabric tubes.
3. Use the ruler to push the tubes inside out.
4. Stuff the tubes with fiberfill or fabric scraps.
5. Braid the entire length tightly. Sew the two ends of the wreath together. Attach a festive bow.
6. Cut the letters from the sign below and use them as a stencil on construction paper. Decorate your wreath with it.



Arts and Crafts 179



## Charades

Play charades with these expressions from Unit 2

Making a cup of coffee in the microwave oven.

Playing a video game.

Checking out groceries at the supermarket.

Receiving a music award.

I was rock climbing when I dropped my cell phone.

I was washing the dishes when the phone rang.

I was watching TV when my friends arrived.

I was sunbathing on the beach when it started raining.

I was taking a shower when the earthquake struck.

I was holding on to a branch in the flood when someone rescued me.

I was brushing my teeth when the tornado struck.

Arts and Crafts 181





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