

TEACHER'S  
EDITION

# CRISS CROSS 4

**Liliana del Carmen Plata Quiróz**



**Kells**  
EDUCATION



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*Teacher's Edition Criss Cross 4*



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## Dear Teacher,

Welcome to **Criss Cross** a series aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and facilitate your daily teaching practice.

You will find the series to be well rounded, enjoyable 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 learn.

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 relax and learn 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 **Criss Cross** to become your daily tool to help you and your students reach your goals.

Best wishes,

**The Kells Education Team**

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## Criss Cross Methodology

**Criss Cross** 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.

**Criss Cross** 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 **Criss Cross** 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. **Criss Cross** 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	Waystage 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 **Criss Cross** 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 to work on pronunciation, and chants are aimed 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 CD 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 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.

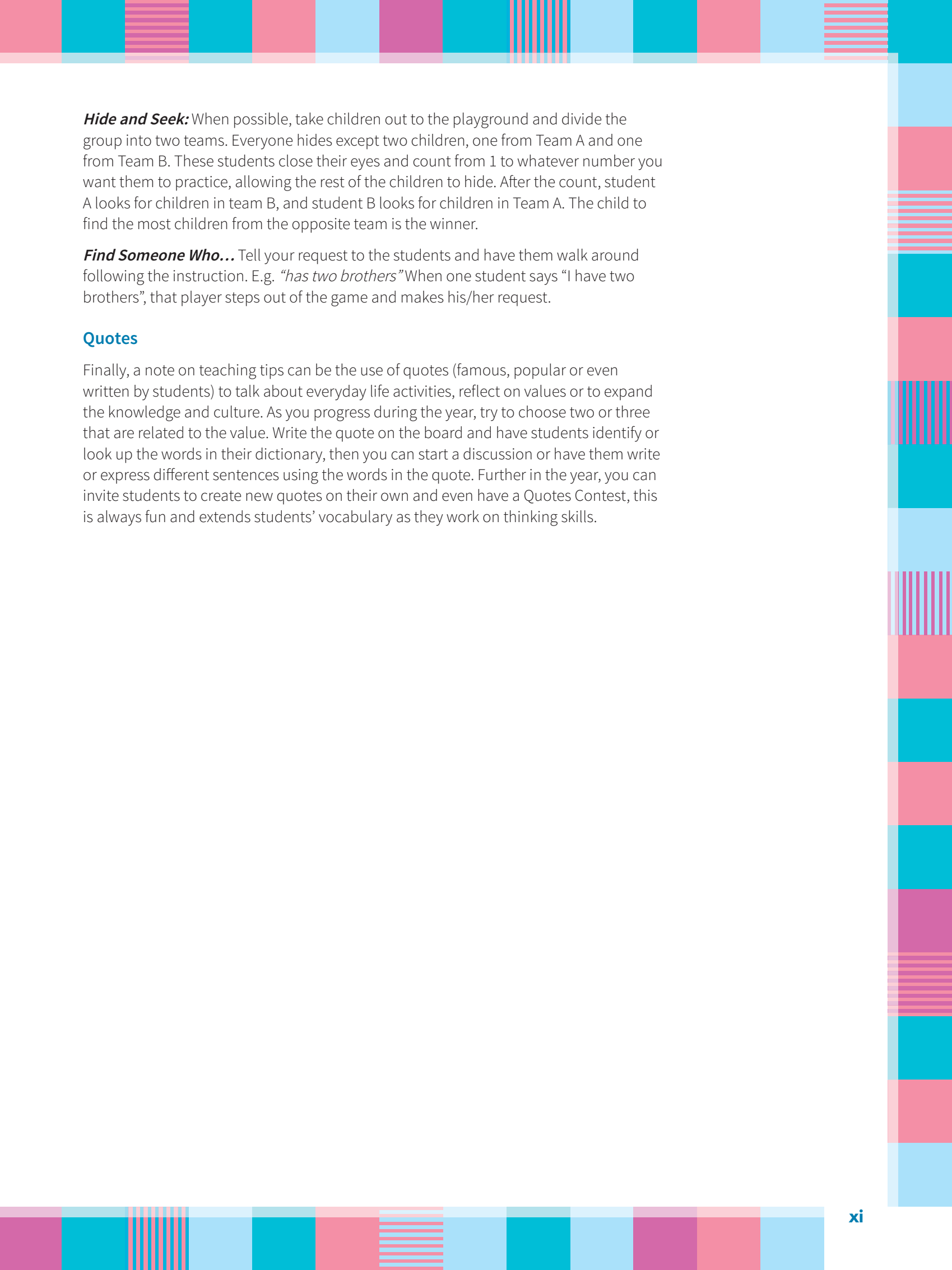
**Reading, Reading:** This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student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

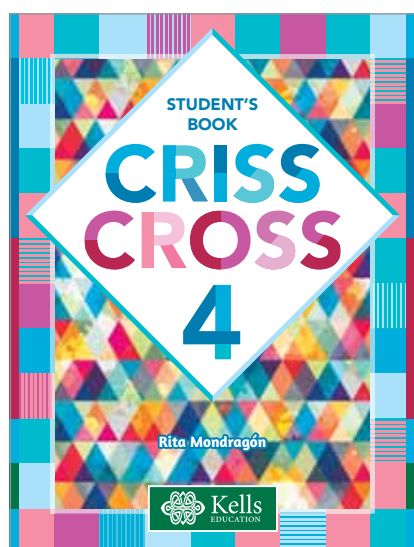
## Quotes

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

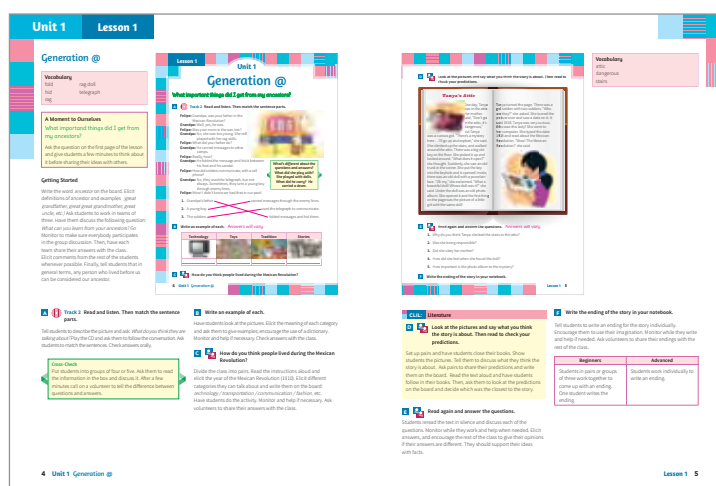
### Student's Book

- 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.



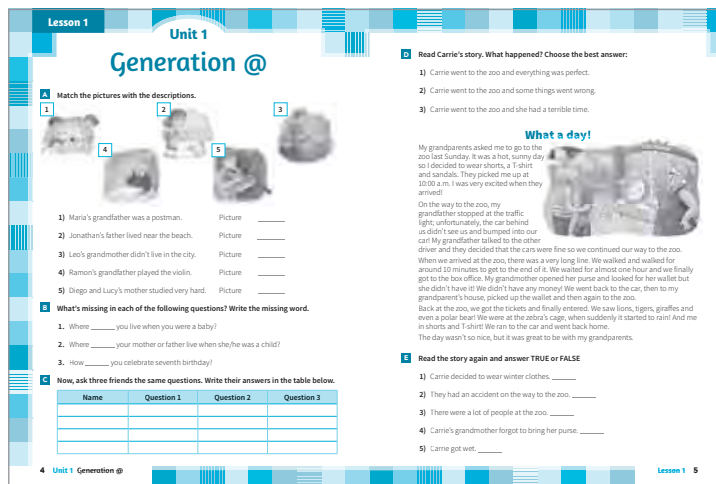
## Teacher's Edition

- 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 Criss Cross, 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.



## Audio CD

- One audio CD accompanies the Student's book including all listening tasks plus songs and chants to work on developing listening comprehension strategies as well as on pronunciation and stress of the language.
- All listening activities are student-centered, theme-related and fun!

# Scope & Sequence 1<sup>st</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> <li><b>Greetings,</b> <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: <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>Simple present 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>Numbers 1 to 10</li> <li>Ordinals and cardinals</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense of <i>to be</i></li> <li>Simple present 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> mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</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>Simple present verb to be: questions</li> <li>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: 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.*

- Simple present, 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

- Simple present: *It goes in the living room.*
- Singular and plural
- Demonstratives: *This goes... / That goes...*
- Possessive adjectives
- Possessives: 's
- Simple present: *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> healthy and unhealthy food</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 20 to 30</b></li> </ul>	<ul style="list-style-type: none"> <li>• Simple present: <i>Like / Likes</i></li> <li>• <i>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:</b> <i>Costumes, 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>• Simple present: <i>Have / Has</i></li> <li>• <i>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 30 to 40</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Question words: <i>who, what</i></li> <li>• <i>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 50 to 60</b></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) verb + one or more prepositions</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></li> <li>• 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>• Spelling rule for plurals (+s, +es, +ies)</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>• Simple present (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	<ul style="list-style-type: none"> <li>• <b>School activities</b></li> <li>• <b>Extra activities</b></li> <li>• <b>Activities in a schedule:</b> <i>time</i></li> <li>• <b>Health:</b> <i>energy, tired, exercise, stethoscope, heart, etc.</i></li> <li>• <b>Parts of the body</b></li> <li>• <b>The dentist:</b> <i>teeth, tooth, false tooth, brush</i></li> <li>• <b>Healthy activities:</b> <i>run, eat, exercise, etc.</i></li> <li>• <b>Food:</b> <i>meat, eggs, bread,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple present (aff, neg, int)</li> <li>• Question about frequency: <i>How often...?</i></li> <li>• Adverbial phrases of frequency: <i>every day, once a week</i></li> <li>• Telling the time</li> <li>• <i>Have / Has</i></li> <li>• Frequency phrases and order of the activity: <i>I play tennis twice a week.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>/a:/</b></li> <li>• <b>/o/</b> as in <i>cow</i></li> <li>• <b>/e:/</b> as in <i>bleat</i></li> <li>• <b>/b/</b> Vs. <b>/v/</b></li> <li>• Stress on syllables</li> <li>• <b>/e/</b></li> <li>• <b>/y/</b></li> <li>• Endings: <b>/cle/</b>, <b>/ing/</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Math:</b> times tables, fraction, decimal point</li> <li>• <b>Sports</b></li> <li>• <b>Pets</b></li> <li>• <b>Leisure activities</b></li> <li>• <b>The months of the year</b></li> <li>• <b>The seasons</b></li> <li>• <b>Amphibians:</b> <i>tadpole, frogspawn</i></li> <li>• <b>Numbers 1 to 100</b></li> <li>• <b>Ordinals to 31st</b> (for dates)</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense of verb <i>to be</i>, <i>was</i>, <i>were</i></li> <li>• Aff., neg., int. <i>wasn't / weren't</i></li> <li>• <i>Wh</i> questions in the past</li> <li>• Dates</li> <li>• Prepositions for dates</li> </ul>	<ul style="list-style-type: none"> <li>• <b>/u:/</b> as in <i>rule</i></li> <li>• Endings: <b>/tion/</b></li> <li>• Beginning <b>/s/</b> + consonant</li> <li>• Rhyming sounds: <i>nice, mice, rice</i></li> <li>• <b>/nd/</b> as in <i>second</i></li> </ul>

# 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: <i>/t/, /d/, /id/</i></li> <li>• <i>/rk/</i> phoneme</li> <li>• Final 's' sound: <i>/s/, /z/, /iz/</i></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 <i>like, start, love, go, enjoy</i></li> <li>• Infinitives: after <i>want, 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> <i>/ng/</i></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> <i>ft, nt, st</i></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>Quantity expressions:</b> <i>some, many, etc.</i></li> <li>• <b>Countable and uncountable nouns</b></li> <li>• <b>Food</b></li> <li>• <b>Food related words:</b> <i>bowl, serve, etc.</i></li> <li>• <b>Giving directions:</b> <i>Turn right/left, walk to, corner, etc.</i></li> <li>• <b>Prepositions:</b> <i>up, towards, to, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative</li> <li>• Giving directions: <i>walk up, down, towards, to, turn, right, left</i></li> <li>• Imperatives: <i>open, close, stand up, sit down, give me, etc.</i></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>Geography:</b> <i>mountain, river, waterfall, features, lake, etc.</i></li> <li>• <b>Vacation/traveling:</b> <i>plane, fly, hot, cold, latitude, longitude, ice,</i></li> <li>• <b>Seasons:</b> <i>winter, spring, summer, fall</i></li> <li>• <b>Animals:</b> <i>lion, rabbit, lady bug, camouflage, etc.</i></li> <li>• <b>Space travel:</b> <i>astronaut, space ship, planet, universe, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far / the farthest good / he best bad / the worst</i></li> <li>• Going to</li> <li>• Linking words: <i>and, then</i></li> </ul>	<ul style="list-style-type: none"> <li>• /dge/sound</li> <li>• <b>Pronunciation:</b> <i>they're, there, their</i></li> <li>• Pronunciation soft <b>c</b>, strong <b>c</b></li> <li>• /wh/ sound</li> <li>• /sw/ sound</li> <li>• Tongue twisters (<i>p, sh, s</i>)</li> </ul>

# 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> /t/, /d/, /id/</li> <li>• Spelling and pronunciation of /ou/ words</li> <li>• Tongue twisters (k, 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. in different places and times</i></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 (sh, s, ch)</li> <li>• /z/, /v/ 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</li> <li>• <i>for, since, already, yet, ever, never</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemes:</b> ft, nt, st</li> <li>• /wh/ sound</li> <li>• /ie/ 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, while for two actions occurring at the same time</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>) + present, + present</li> </ul>	<ul style="list-style-type: none"> <li>• /dge/ 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>iPhone, 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>• To be: 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>• <i>Must</i> vs. <i>have to</i>: necessity, obligation, prohibition</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones</li> </ul>

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

## Generation @

## Vocabulary

fold	rag doll
hid	telegraph
rag	

## A Moment to Ourselves

What important things did I get from my ancestors?

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

Write the word *ancestor* on the board. Elicit definitions of ancestor and examples (*great grandfather, great great grandmother, great uncle, etc.*) Ask students to work in teams of three. Have them discuss the following question: *What can you learn from your ancestors?* Monitor to make sure everybody participates in the group discussion. Then, have each team share their answers with the class. Elicit comments from the rest of the students whenever possible. Finally, tell students that in general terms, any person who lived before us can be considered our ancestor.

## Lesson 1

## Unit 1

## Generation @

What important things did I get from my ancestors?

**A**  **Track 2** Read and listen. Then match the sentence parts.

**Felipe:** Grandpa, was your father in the Mexican Revolution?

**Grandpa:** Well, yes, he was.

**Felipe:** Was your mom in the war, too?

**Grandpa:** No, she was too young. She still played with her rag dolls.

**Felipe:** What did your father do?

**Grandpa:** He carried messages to other camps.




**Felipe:** Really, how?

**Grandpa:** He folded the message and hid it between his foot and his sandal.

**Felipe:** How did soldiers communicate, with a cell phone?

**Grandpa:** No, they used the telegraph, but not always. Sometimes, they sent a young boy through enemy lines.

**Felipe:** Wow! I didn't know we had that in our past!


- Grandpa's father  carried messages through the enemy lines.
- A young boy  used the telegraph to communicate.
- The soldiers  folded messages and hid them.




What's different about the questions and answers? What did she play with? She played with dolls. What did he carry? He carried a drum.

**B** Write an example of each. **Answers will vary.**

Technology	Toys	Tradition	Stories
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**C**  How do you think people lived during the Mexican Revolution?

4 Unit 1 Generation @

**A**  **Track 2** Read and listen. Then match the sentence parts.


Tell students to describe the picture and ask: *What do you think they are talking about?* Play the CD and ask them to follow the conversation. Ask students to match the sentences. Check answers orally.

## Cross-Check


Put students into groups of four or five. Ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell the difference between questions and answers.

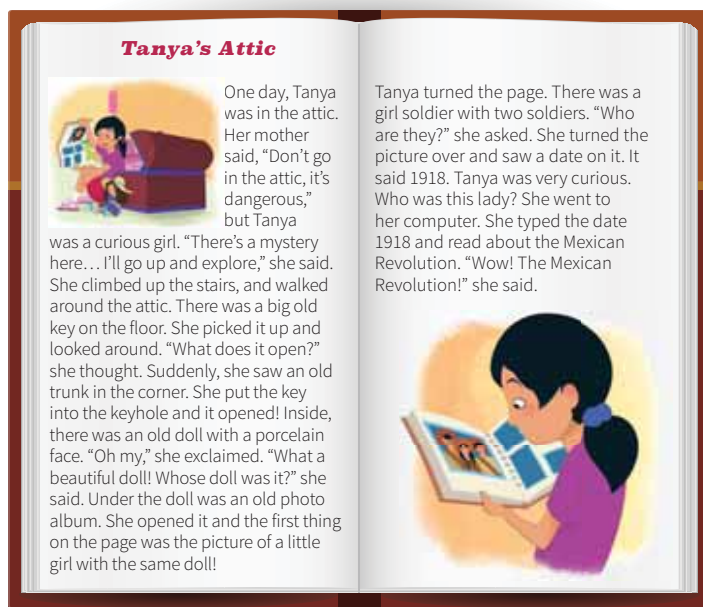
**B** Write an example of each.


Have students look at the pictures. Elicit the meaning of each category and ask them to give examples; encourage the use of a dictionary. Monitor and help if necessary. Check answers with the class.

**C**  How do you think people lived during the Mexican Revolution?

Divide the class into pairs. Read the instructions aloud and elicit the year of the Mexican Revolution (1910). Elicit different categories they can talk about and write them on the board: *technology / transportation / communication / fashion, etc.* Have students do the activity. Monitor and help if necessary. Ask volunteers to share their answers with the class.

- D**  Look at the pictures and say what you think the story is about. Then read to check your predictions.



- E**  Read again and answer the questions. *Answers will vary.*

1. Why do you think Tanya climbed the stairs to the attic?
2. Was she being responsible?
3. Did she obey her mother?
4. How did she feel when she found the doll?
5. How important is the photo album to the mystery?


- F** Write the ending of the story in your notebook.

Lesson 1 5


## Vocabulary

attic  
dangerous  
stairs

## CLIL: Literature

- D**  Look at the pictures and say what you think the story is about. Then read to check your predictions.

Set up pairs and have students close their books. Show students the pictures. Tell them to discuss what they think the story is about. Ask pairs to share their predictions and write them on the board. Read the text aloud and have students follow in their books. Then, ask them to look at the predictions on the board and decide which was the closest to the story.

- E**  Read again and answer the questions.

Students reread the text in silence and discuss each of the questions. Monitor while they work and help when needed. Elicit answers, and encourage the rest of the class to give their opinions if their answers are different. They should support their ideas with facts.

- F** Write the ending of the story in your notebook.

Tell students to write an ending for the story individually. Encourage them to use their imagination. Monitor while they write and help if needed. Ask volunteers to share their endings with the rest of the class.

Beginners	Advanced
Students in pairs or groups of three work together to come up with an ending. One student writes the ending.	Students work individually to write an ending.

**G** Lead the horses to the correct barn. Then write the verbs in the past.

**H** Listen to your teacher and circle the ending sound. Listen again and repeat.

communicated	/d/	/t/	/id/
played	/d/	/t/	/id/
walked	/d/	/t/	/id/

**I** Answer the questions and write about your grandparents. Answers will vary.

Where were your grandparents born? Where did they live? Did they move to another city? Where? When? What school did they go to? Where did they work? What is special about them?

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

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**G** Lead the horses to the correct barn. Then write the verbs in the past.

Elicit which verbs are regular and which irregular. Then, give them some time to write the past tense verbs in the corresponding place. Elicit that the past form of regular verbs is formed by adding *-ed* at the end. Have them give you more examples of regular and irregular verbs.

**H** Listen to your teacher and circle the ending sound. Listen again and repeat.

Say the words aloud, stressing the final sound so that students can tell the difference between them and identify the ending sound. Say the words again and encourage the class to repeat them chorally.

**I** Answer the questions and write about your grandparents.

Ask a volunteer to read the instructions and each of the questions aloud. Answer each of them with your personal information to show students what they have to do. Give them some 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 6 in your Workbook and write an entry in your blog.

Ask students to look at the pictures on the blog page. Elicit what the kids are doing. Read each of the steps aloud and clear up their doubts. As students work individually, monitor and help. When they finish, encourage them to share their answers with the whole class. **This activity can be assigned for homework.**

# Project

## 1 Interview your grandma and grandpa.

	Grandma	Grandpa
When were you born?		
Where did you live?		
Where did you study?		
Did you have cell phones?		
How did you get in touch with other people?		
What did you use to listen to music?		
How did you celebrate Independence day? Christmas?		
Do you have pictures?		
What stories did your mom and dad tell you?		



## 2 Write three sentences about your grandparents. Share them with your classmates.

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# Project

## Material:

pen or pencil

Elicit that there are two projects per unit. Remind them that the project is an opportunity for them to practice everything they have learned, and that it is important for everyone to participate. Tell them that this time they will work individually to interview their own grandparents.

Assign this activity for homework. Make sure students know exactly what to do by reading each of the questions aloud in class and eliciting possible answers to some of them. In case any of your students don't have a grandma or a grandpa, you can tell them to interview the oldest people in their families.

Have student's write sentences about their grandparents using the past tense. Monitor while they work and ask students to share their sentences with the rest of the class.

# Lesson 2

## Vocabulary

frame  
present  
watch

## A Moment to Ourselves

### Why are toys important in your life?

Have students think about the question. After a few minutes, have students work in pairs to discuss their opinions. Finally, have volunteers share their conclusions with the rest of the class.

## Getting Started

Ask: What are your favorite toys? Elicit answers from different students encouraging them to describe them and what they like about them. Then, form groups of four to discuss why toys are important in their lives? Elicit some of their conclusions after a few minutes.

## Lesson 2

### Why are toys important in your life?

#### A Track 3 Listen and read the text.

Shirley had a birthday party last Saturday. All her friends came with presents. They played and watched the clown show. They broke a beautiful piñata and got lots of candies. Then Shirley cut her cake and opened her presents. She was very happy to see that her friends gave her special presents they made! Mary Ann gave her a new drawing pad and a handmade doll with button eyes. "I made it with my mom," she said. Luis gave her a scarf and a handmade game of serpents and ladders. "I cut and pasted all the figures just for you," he said. Berenice gave her a picture frame. She made it from cardboard and paste. The picture inside was a photo of Shirley and all her friends. Shirley loved her presents!



#### B Color the balloon that completes each sentence.

- Shirley a birthday party last Saturday.
- All her friends with presents.
- They lots of candies.
- They the clown show.
- Mary Ann her a handmade doll with button eyes.

Why do some past tense verbs end in **-ed** and others don't? walked ran called bought waited gave

#### C Talk about the presents you got on your last birthday. Were there any toys?

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#### A Track 3 Listen and read the text.

Ask students to look at the picture and ask: *What are they doing?* Elicit answers. Play the CD and ask them to follow the text in silence, and 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: *What's the girl's name? What did they do at her party? What presents did she receive?* Elicit students' answers.

#### Cross-Check

Have a volunteer read the information in the Cross-Check box aloud. Elicit answers and finally tell them that English is a very old language that has words from many languages. Tell them to choose a regular or irregular verb and find its origin at <http://www.etymonline.com>. Have them share their findings with the class.

#### B Color the balloon that completes each sentence.

Point out the verbs inside the balloons. Ask for the present tense of each of them and make sure everybody understands their meaning. Give them some time to work on the activity while you monitor. Encourage them to use different colors. Check orally.

#### C Talk about the presents you got on your last birthday. Were there any toys?

Have students discuss what they received on their last birthday. Tell them to talk about how easy or difficult it is to choose presents. Monitor and help. Ask volunteers to share their answers with the class.

**D Read and circle the words related to toys.**

**Toys**

Toys are almost as old as human civilization. We know that the Babylonians played checkers 6,000 years ago, and that children in China flew kites 5,000 years ago. People made dolls with sticks and rags. Then in Europe, they used porcelain for doll faces, hands and feet. Early tribes in Mexico made dolls with clay. We can still find them in museums. During the Mexican Independence, lead soldiers became very popular. Before the 1960's, Mexican companies imported toys like Mr. Potato Head and Barbie® dolls from the US. Then Mexican toy factories produced many toys, like little toy kitchens, cars, trains, and, of course, a toy that is very popular all around the world: the ball. It's difficult to think that our grandparents didn't have video games and our parents were just beginning to play with Mario Bros®.

Game Over

**Vocabulary**

sticks  
rags  
clay

**E Answer the questions. Discuss the answers with a classmate.**

- Is this text for history class or math class?  
**This text is for history class.**
- In your opinion, which toy is fun? Explain.  
**Answers will vary.**
- In your opinion, which toy is not fun? Explain.  
**Answers will vary.**
- Imagine that video games don't exist. What can you play with?  
**Answers will vary.**

**F Complete the list. Then say how you play with each toy. Answers will vary.**

- | My Favorite Toys | My Favorite Electronic Toys |
|------------------|-----------------------------|
| 1. _____         | 1. _____                    |
| 2. _____         | 2. _____                    |
| 3. _____         | 3. _____                    |

I like Super Mario Galaxy. You save the princess.



Lesson 2 9

**CLIL: History**

**D Read and circle the words related to toys.**

Write the word scan on the board and ask students if they know what it means. Elicit different answers, then, encourage them to use a dictionary. Tell them to scan, or glance over the text quickly to find and circle words related to toys. Call on volunteers to come to the board and write the words they found. Check with the whole class.

**F Complete the list. Then say how you play with each toy.**


Students give examples of each category of toys in the book. Make sure they all participate in the discussion. Ask volunteers to share their lists with the whole class.

**E Answer the questions. Discuss the answers with a classmate.**

Ask students to read the text in silence. After they read the text, call on different students to read the questions out loud and clear up any doubts they may have. Students work in pairs to answer the questions. Monitor and help if necessary. Have some pairs share their answers.

**G** Unscramble the letters and write the verbs in the past tense. Write R if the verb is regular, or I if it is irregular.

I	know	k e w n	k	n	e	w
I	eat	e t a	a	t	e	
R	play	y e d p a l	p	l	a	y e d
I	go	t n e w	w	e	n	t
I	fly	l f e w	f	l	e	w
I	make	d m e a	m	a	d	e
R	use	s u d e	u	s	e	d

**H**  **Track 4** Listen and number the pictures. Then say the underlined words aloud.

1. I lifted my sparkler and made circles on Independence Day.
2. There was a movie about an ark with lots of animals in it.
3. There are some new games in the park.
4. Wow! Your dog has a loud bark!
5. Watch out! There's something in the water. It's a shark!



**I** Complete the letter to your grandparents. Here is the beginning. Share it with your classmates. **Answers will vary.**

Dear Grandma and Grandpa,  
I'm doing a project. It's about life when you were young. I'm very excited about my project and I need to ask you some questions: Where were you born? Where did you...?


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

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**G** Unscramble the letters and write the verbs in the past tense. Write R if the verb is regular, or I if it is irregular.

Give students some time to work on the activity. Encourage the use of a dictionary to check the spelling of their answers. Check by asking a volunteer to write the answers on the board.

Beginners	Advanced
Have students work in groups of three or four to complete the activity. Once they are finished, they can check their answers with another group.	Have students answer individually and write a sentence in past for each of the verbs. Call on volunteers to read some of their sentences to the rest of the class.

**H**  **Track 4** Listen and number the pictures. Then say the underlined words aloud.

Have students read instructions aloud and play the CD. Check answers. Play the CD again, pausing after each sentence so students can repeat it. Finally, have students say the underlined words.

**I** Complete the letter to your grandparents. Here is the beginning. Share it with your classmates.

Ask a volunteer to read the instructions aloud. Have another student read the letter aloud. Give them some time to work on their writing; tell them to pay special attention to the tenses of the verbs. 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.

Point to the picture and ask them to describe it. Call on volunteers to read the information on the page and clear up any doubts. Monitor and help. Ask them to illustrate their writing and finally, ask some students to share what they wrote with the rest of the class.  
**This activity can be assigned for homework.**

## Project

- 1 Go to website <http://content.time.com/time/specials/packages/0,28757,2049243,00.html>
- 2 Find information on different toys from the past.
- 3 Ask your parents and grandparents which ones they played with.
- 4 What differences can you see between toys in the past, and the ones you play with? Discuss with your group.
- 5 Answer the questionnaire. Compare with the class.

1. What was your favorite toy when you were little?

2. Who gave you the toy?

3. Did you play with your friends?

4. What other toys did you have?

5. Did you play outdoor games?

6. Which games were they?



Lesson 2 11

## Project

### Material:

Internet

Have students get into their project groups and elicit the purpose of the project (to practice everything they have learned.) Remind them that it is important for everyone to participate because it is a group activity. Elicit the importance of respecting one and others' opinions. Ask different students to read the steps aloud and clear up any doubts. Step 3 must be done at home and students put their information together in class.

If you have Internet access, give them time to browse through the website: <http://content.time.com/time/specials/packages/0,28757,2049243,00.html>

If you don't have access they can do this at home.

Ask students to answer the questionnaire individually. Then, have them share their answers in their groups. Finally, ask a speaker from each team, to share their conclusions with the whole class.

# Lesson 3

## Vocabulary

mail  
on sale

## A Moment to Ourselves

### How do people communicate?

Have students read the question and think about the answer. Have them stand up and share their thoughts with different students.

## Getting Started

Have students work in groups of four to decide the best way to deliver the following messages: *an invitation to a party / an appointment / an emergency*. Elicit some answers. Then, ask: *Is communication important? Why?*

## Lesson 3

### How do people communicate?

#### A Track 5 Read and listen.



#### B Underline the correct answer.

- Why didn't Sam go to the mall? Because he had a cold. / Because he was at school.
- Why didn't Sam get a sandwich? Because he didn't go to the mall. / Because he didn't answer the text message.
- Why didn't they buy the game? Because they didn't arrive on time to the store. / Because the store didn't have the game.

Why do you think Sam looked sad?  
Discuss with a classmate.

What do we use questions that begin with **Why didn't... for?**

#### C Act out the dialogue. How are the children in the story communicating?

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#### A Track 5 Read and listen.

Ask students to keep their books closed. Show them the pictures in the cartoon and ask: What do you think the two children are talking about? Elicit some answers. Play the CD and have students follow the reading in their books. Ask students if their predictions were correct.

#### B Underline the correct answer.

Read the questions aloud and elicit answers. Then, have students work in pairs to answer the question at the end of the activity. Monitor and encourage them to speak in English all the time. Ask pairs to share their conclusions with the class.

#### Cross-Check

Write the following question on the board: *Why didn't people use cell phones in 1970?* Elicit the answer: *Because they didn't exist.* Have them read the Cross-Check question and discuss the answer with a classmate for a few minutes. Ask volunteers to share their answers.

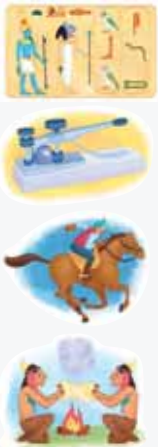
#### C Act out the dialogue. How are the children in the story communicating?

Ask students to act out the dialogue in pairs. Have them practice the dialogue from the book a few times, changing roles. Then, tell them to practice the dialogue with books closed. Encourage them to change some of the sentences or improvise. Monitor and help if necessary. Have volunteers act it out in front of the class without their books.

**D** Read, then write a title for the article.

Answers will vary.

Communication in writing has evolved quite a bit. The Egyptians, for example, used hieroglyphics, and the Chinese wrote messages on bones. The first postal service began in Egypt and China three thousand years ago, but it was very slow. In America people communicated in different ways. For example, the Aztecs used runners who took messages from tribe to tribe, and in North America, Native Americans sent smoke signals from mountain to mountain. In 1837, Samuel Morse invented the long distance telegraph line, which was the fastest way to send short distance messages. Then, the Pony Express began in 1860, and served to send letters, news, and money between the Atlantic and Pacific coasts, although it took almost 18 months to do that! Later on, the Pony Express messengers rode horses from station to station across the country in only ten days. Some years later, Western Union built the first transcontinental telegraph line in 1861. Today we have the modern postal service and we can use the Internet, or our cell phones to send messages, but that's a whole different story.





### Vocabulary

hieroglyphics  
bones  
tribes

**E** Work with a partner. Say how the different means of communication have changed.

Past	Now
hieroglyphics	e-mail
telegraph	postal service
Pony Express	light and flag signals
smoke signals	postman
runner	the alphabet

**F** Find out who the inventors were and write sentences about a) the alphabet, b) the Internet, c) the telephone. Share with other groups.

Lesson 3 13

### CLIL: History

**D** Read, then write a title for the article

Show students the pictures and elicit predictions about the article. Give them a few minutes to read in silence. Encourage the use of a dictionary to find the meaning of any words they do not understand. Monitor as they work. Once they have finished, elicit what the text is about and if their predictions were right or wrong. Finally, elicit titles for the article, write their suggestions on the board and ask the class to choose the most appropriate.

**E** Work with a partner. Discuss how the different means of communication have changed.

Ask students to look at the chart and read the information aloud. Have them discuss the differences between the means of communication used in the past and the ones used nowadays. Monitor while they work and help when needed. Ask some pairs to share their conclusions with the whole class.

**F** Find out who the inventors were and write sentences about a) the alphabet, b) the Internet, c) the telephone. Share with other groups.

Have students work in teams of four. Make sure they understand what to do before they begin the activity. Monitor and help when needed. Once they have found all of the information, ask teams to compare their answers with other teams. Elicit their findings. Ask them which invention had more influence on people.

Beginners	Advanced
Students work in their teams to find the information. Have them take notes without necessarily writing complete sentences.	Have students find the information in their groups. Then, have them write a paragraph on one of the means of communication.

## Vocabulary

judge  
sunk

trunk  
wrinkled

**G**  **Track 6** Listen and complete the poem with words from the box.

hugged letter envelope soldier ink grandpa's





### The Letter


I found a letter in an  
old trunk.  
One look at it and my heart sunk.  
The envelope was wrinkled.  
The ink was smudged,  
Handwriting was old as far as  
I could judge.  
I took it to mother,  
As one usually does,  
And asked her whose it was.  
I knew it was grandpa's,  
But wanted to be sure.  
He died a soldier on  
duty tour.  
Mom took a look,  
And with tears in her eyes,  
Said, "words of love right from  
the skies."

I smiled and hugged her,  
And knew at once  
That gramps was there, looking  
over us.




**H** Listen to your teacher and color the words you hear. Then listen again and repeat.

- 
- 
- 
- 

**I**  Write a short dialogue with a partner about what you did yesterday. Then read it in front of your class.

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

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**G**  **Track 6** Listen and complete the poem with words from the box.

Have students look at the picture and the title of the poem and predict what it is about. Ask them to read the poem and fill in the blanks with the words in the box. Play the CD, pausing after each answer to give them time to check and correct their answers if necessary. Ask if they had many correct answers (how many is not important.) Have students work in pairs to find unknown words in a dictionary. Play the CD again so students can listen to the complete poem. Play CD again and have them repeat after each line.

**H** Listen to your teacher and color the words you hear. Then listen again and repeat.

Tell students to look at the words in their books. Read the words below, pausing to give them time to circle the answer. Check orally. Read the words again and have them repeat each word chorally.

far heart word informed

**I**  Write a short dialogue with a partner about what you did yesterday. Then read it in front of your class.

Ask a volunteer to read the instructions aloud. Have them pair up to write their dialogs. Tell them they can use the text in activity A as a sample. When they finish, ask some volunteers to act out their dialogue for the whole class.

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

Ask a volunteer to read the instructions in the blog. Go over the steps and clear up any doubts. Tell them to read the example in silence. While students write, monitor and help. When they finish, encourage some of them to share their letters with the whole class.  
**This activity can be assigned for homework.**

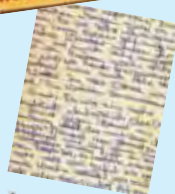
# Project

## 1 Find out information about your ancestors. Follow these steps:

1. Get the items or photos of the items that you found out about in Lessons 1 and 2.
2. Set the items on a table and classify them. For example, get photos of the items your ancestors used to communicate and classify them like this:

Written	Oral	Signs	Others
Communication	Communication		

3. Answer these questions:
  - Who did the item belong to?
  - When did he / she use it?
  - How did he / she get it?
  - Do we use or have something similar now?
  - What is it?
  - Take 5" x 7" cards. Use the answers to write a brief description of the item.



Answers will vary.

This \_\_\_\_\_ belonged to my \_\_\_\_\_,  
 \_\_\_\_\_ (name). He / She used it in  
 \_\_\_\_\_ (year).

He / She got it \_\_\_\_\_.

This is similar to \_\_\_\_\_.

# Project

## Material:

cards, photos, markers

Tell students that they will be working individually on this part of the project. They must fill out index cards describing old items used by their ancestors.

Have different students read the steps aloud and clear up any doubts. Elicit the meanings of **Written Communication, Oral Communication, Signs, Others**. Tell them to use the questions to complete the information on the items they brought in. Monitor and help if necessary. Have them follow the format of the sample card to fill out their own cards. When everyone has finished their cards, display their items /items' pictures together with their cards so that everyone can see them.

# Lesson 4

## Vocabulary

listen  
war  
silly

## A Moment to Ourselves

### How does the media affect our lives?

Elicit that media refers to the different means of communication such as: newspapers, magazines, TV, radio and Internet. Have students think about the answer to the question for a few minutes.

## Getting Started

Ask: *Do you always believe information from the media? Why or why not?* Have students discuss their opinions in groups of three or four. Elicit some of their conclusions.

## Lesson 4

### How does the media affect our lives?

#### A Track 7 Read and listen. Underline the verbs that refer to the past.

**Grandfather:** When I was a little boy, my dad told me about something that happened to him. In the 1930s, families sat around the radio in the evenings to listen to their favorite programs.

**Mike:** What did he listen to, Grandpa?

**Grandfather:** Well, his favorite program was the *Mercury Theater Show*. One day, on October 30th, Orson Wells (an American actor) told a story called "The War of the Worlds."

**Mindy:** What was it about?

**Grandfather:** A Martian invasion!

**Mike:** What happened?

**Grandfather:** Many people turned on the radio after the show started. All they heard was "The Martians are here!"

**Mindy:** Did they think it was true?

**Grandfather:** Thousands of people did.

**Mike:** Then what happened, grandpa?

**Grandfather:** Lots of people got into their cars and left; others ran into the streets, and the police received thousands of calls.

**Mindy:** What happened when they found out that it was just a show?

**Grandfather:** They felt silly. They realized that they couldn't believe everything they heard on the radio.

**Mike:** Our teacher tells us that about television and the Internet.

**Grandfather:** And she's right!



#### B Read the TV schedule and match the sentence parts.

1. We watched Cooking for Kids... on Monday.
2. We watched The Chocolate Factory... on Tuesday, at 7 o'clock.
3. We watched The Wild, Wild West... at 7 o'clock.
4. We watched Science Is Fun! on Tuesday.

Look at these time expressions:  
in September 1938; on October 30th; at 7.30  
When do we use in, on and at?

Kids CHANNEL	
Monday	Tuesday
Cooking for Kids	The History of Television
7:00 p.m.	
The Chocolate Factory	Science Is Fun!
7:30 p.m.	
The Chocolate Factory	The Wild, Wild West

#### A Track 7 Read and listen. Underline the verbs that refer to the past

Have students look at the picture, ask: *Who is in the picture? What do you think they are talking about?* Play the CD and ask them to follow the reading. Have them read the dialog again to underline the verbs in past. Check answers with the whole class. Play the CD again, pausing after each sentence for students to repeat.

#### B Read the TV schedule and match the sentence parts.

Ask students to look at the TV schedule and to use that information to match the sentence parts on the left. Monitor and help. Check answers with the class. Correct any mistakes by referring to the schedule.

## Cross-Check

Ask students to read the information in the box and think about it for a moment. Form groups of three and ask them to come up with a rule for each of the prepositions. Once they have finished, call on volunteers to share their rules. Write them on the board to see if everyone agrees.

**C**  **Discuss the answers to the questions. Then share your information.**

1. Which was your favorite TV program three years ago?
2. On which days was it? At what time?
3. What was it about? What did you like about it?
4. Did it have an influence on you? How?

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

Americans first saw moving pictures in a small box on April 30<sup>th</sup>, 1939. The RCA Corporation presented the first TV on sale to the public, at the New York World's Fair. People watched a parade marching through the fair. Then, at 10:00 o'clock, the President of the United States opened the fair with a speech. It was the first televised presidential speech. La Guardia, the mayor of New York pushed his face right up to the camera and everybody laughed.

The giant television sets we have today are very different from the first ones, but they were just as popular in the past as they are now.



**E**  **Check (✓) the title of the text.**

- ☒ **The Beginning of Television**      ☐ **Modern Television Sets**  
☐ **How Movies and Television are Different**

**F**  **Answer the questions. Share your answers with the class.**

1. What did kids in your country do before they had television sets?  
Answers will vary.
2. How did television change people's life style?  
Answers will vary.

Lesson 4 17

**Vocabulary**

fair  
 mayor  
 parade  
 speech

**C**  **Discuss the answers to the questions. Share your information.**

Students work in groups of four to answer the questions. Have one student from each group share their conclusions with the class.

**CLIL: History**

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

Tell students to scan the article in silence to find words that express time and circle them.

Once they have finished, elicit answers from different students. Next, put students into groups of four and ask them to discuss how TV influences our lives nowadays. Call on volunteers to share their conclusions.

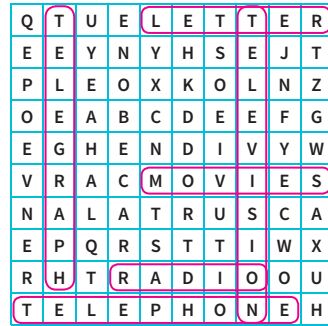
**E**  **Check (✓) the title of the text.**

Ask pairs to read the text carefully, encourage them to use context to find the meaning of words they don't know, as well as the dictionary. When they finish reading, ask the whole class to choose the best title for the article. Have them give reasons for their choice.

**F**  **Answer the questions. Share your answers with the class.**

Form teams of four students by joining pairs. Read the instructions and questions aloud and clear up any doubts. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**G** Look at the pictures. Find and circle the words.



**H** **Track 8** Listen and unscramble the words. Then read them aloud.



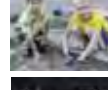
1. rigl g i r l



4. riths s h i r t



2. ulcr c u r l



5. ritd d i r t



3. raelp p e a r l



6. ctornec c o n c e r t

**I** Answer the questions and complete the paragraph. **Answers will vary.**

What was the last movie you saw? When did you go? How did it start?

What was the problem? How did it end? Did you like it?

I saw \_\_\_\_\_, I went \_\_\_\_\_, It started when \_\_\_\_\_

The problem was \_\_\_\_\_

In the end \_\_\_\_\_

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

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**G** Look at the pictures. Find and circle the words.

Have students look at the pictures and tell you the names of each of the items, write them on the board. Give them some time to find the words in the puzzle. If time allows, ask some students to make sentences with different words.

Beginners	Advanced
Have students do the activity in pairs. Ask them to compare their answers with another pair.	Have students do the activity individually and write a sentence for each of the words. Call on volunteers to read some of their sentences.

**H** **Track 8** Listen and unscramble the words. Then read them aloud.

Ask students to look at the pictures and try to unscramble the letters to form words. Play the CD so they can check their words or write the ones they were missing. Ask volunteers to write the

words on the board. Play the CD again so students can repeat the words chorally.

**I** Answer the questions and complete the paragraph.

Ask a volunteer to read the instructions and questions aloud. Give them some time to work on their writing individually. Have students walk around the classroom sharing their work with different classmates.

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

Ask a volunteer to read the instructions aloud. Ask each of the questions and elicit answers from different students. Tell them to read the example before they begin writing. Monitor as they work. When they finish, encourage some of them to share their writing with the whole class.

**This activity can be assigned for homework.**

## Project



### 1 Follow these steps to present your project:

1. Put all your items (toys, old telephones, photo albums, etc.) and information together.
2. Stick the pictures on colorful construction paper with the description cards on one side. Make sure the descriptions are relevant.
3. Make your space look attractive.
4. Decide what you will say in your presentation and practice it in your groups.
5. Check that the spelling and grammar on your cards is correct.
6. Share your work with your audience.
7. Make sure that you have fun!

Lesson 4 19

## Project

### Material:

construction paper, scissors, glue, markers

Have students get into their project groups. Call on volunteers to read the instructions and the steps aloud. Clear up any doubts. Monitor as they work and help if necessary. Encourage students to speak only in English. Remind them to use a dictionary to check their spelling. Have groups take turns presenting their work.

At the end of the presentations, ask students how they felt and encourage them to give respectful suggestions to each other in order to improve.

# Lesson 5

## Vocabulary

disease      kill      vaccinations  
fleas      sickness  
inoculations      spread

## A Moment to Ourselves

### Why are vaccines important?

Have students think about the question for a few minutes and then share their thoughts with another student. Finally, ask them to share their opinions or experiences with the rest of the class.

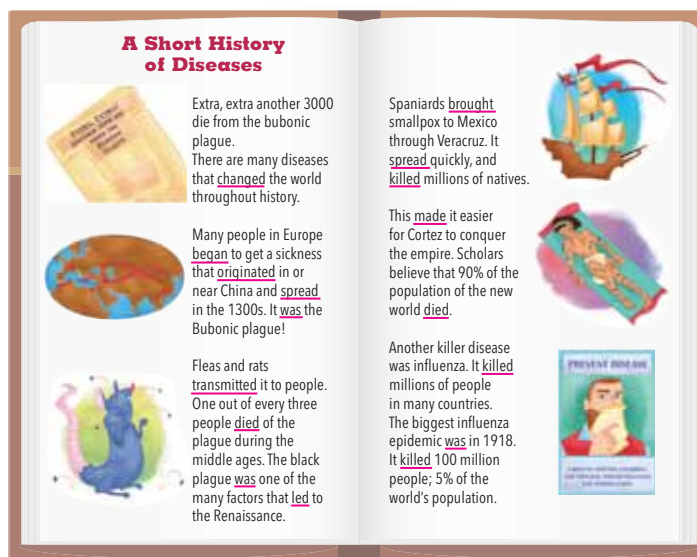
## Getting Started

Ask students: *What vaccines do we normally get?* If they don't know, tell them that the most important ones are for polio, measles, chicken pox and tuberculosis. Write them on the board. Elicit which diseases they have had and how they felt.

## Lesson 5

### Why are vaccines important?

#### A Read the cartoon and underline the verbs in past tense.



#### B Match column A with column B.

First people got a fever; their skin broke out in red spots. It attacked both Aztecs and Spaniards.

It began like a cold followed by a cough and high fever. Most people died soon after. Soldiers spread the virus in Europe during WWI.

Once they were infected, people got a fever and big black spots appeared on their skin, they usually died a few days later.

Bubonic plague

Smallpox

Influenza

Look at the verbs. Which ones are regular and which are irregular?

#### A Read the cartoon and underline the verbs in past tense.

Ask students to describe each of the pictures in their books and to predict what the text is about. Have them take turns reading paragraphs aloud. Ask students to help one another with the meaning of words they don't understand or use a dictionary to look them up. Have them reread the article in silence and underline all the verbs in past tense.


#### B Match column A with column B.

Tell students to scan the text to find the three diseases: Bubonic plague, influenza and smallpox; have them circle the names. Then, tell them to look at the information around each of the names quickly and to check which of the three definitions matches each. Ask them to draw a line from the name of the disease to its definition. Check orally.

## Cross-Check

Have students read the information in the box and look at the words they underlined in the text. Elicit the difference between regular and irregular verbs.

Ask students to draw two actions on separate pieces of paper, fold them and put them into 2 bags (one in each bag.) Divide the board into four parts; write: REGULAR in one column and IRREGULAR in the next one. Do the same in the other two columns. Divide the class into two teams. Give each team a bag with the drawings of the verbs and some tape. Tell them to take turns placing all the papers inside their bag in the correct place on the board. The first team that finishes placing all the verbs correctly will be the winner.

**C**  **Work in pairs, ask and answer.**

What happened to the Aztecs?

Many died of smallpox.

How did they get it?

Spanish conquistadors brought the disease from Europe.




**D**   **Track 9 Listen to the article.**


### VACCINATIONS

We use vaccinations, or inoculations, to keep us safe from deadly diseases. Lady Mary Wortley Montagu, a British ambassador's wife, introduced the practice to the West. She heard about it in Turkey, in 1713; and had her son Eduard inoculated successfully. She sent the information back to England. The Royal families in Europe were the first to take advantage of smallpox inoculations.

Heberden printed 200 pamphlets and gave them out. This pamphlet probably saved thousands of lives. The smallpox vaccination is now given to all children as babies and the disease is almost eradicated.




In 1736, Benjamin Franklin wrote a pamphlet about this for families in America. The pamphlet explained how to inoculate children without a doctor. His friend, Dr. William



After the Spanish influenza pandemic of 1918, doctors tried everything they could to find a vaccination, but they didn't find anything until 1931, when they used chicken eggs. They used the vaccination on WWII soldiers and it worked! Today we get a flu shot once a year.

We also get a polio shot when we are born and other vaccines that keep us safe from different diseases.

**E**  **Work in pairs, answer the questions and share with the group. Answers will vary.**

How did the first inoculations work?

Who did the author write this article for?

Why are they so important?

Did he write it to scare us? Explain.

How else can we keep healthy?

**Lesson 5 21**

### Vocabulary

smallpox  
vaccination  
inoculate

**C**  **Work in pairs, ask and answer.**


Form pairs. Ask a pair to model the questions and answers in the student book. Clear up any doubts. Tell them to use information from the article for their questions. Monitor and help. Ask volunteers to share their questions and answers with the class.

**CLIL: Science**

**D**   **Track 9 Listen to the article.**

Form pairs; have students look at the pictures and title of the article. Ask them: *When did the people in the pictures live? What do you think the article is about?* Play the CD and tell students to follow the reading.

Finally, form trios and have them take turns reading the paragraphs aloud.

**E**  **Work in pairs. answer the questions and share with the group.**

Read each of the questions aloud and clear up any doubts. Elicit the first answer. Have them answer the rest of the questions with their partner. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**F** Work in groups. Write three sentences about one of the diseases.

### DEADLIEST Pandemics in the World

Illness	Number of deaths	Dates	Symptoms
measles	200 million	last 150 years	sore throat, fever, cough, rash
smallpox	500 million	during the 20 <sup>th</sup> century	sore throat, fever, rash, diarrhea, headache
Spanish influenza	50 - 100 million	1918 - 1919 (one year)	fever, headache, cough, blue skin, nose bleed
cholera	approx. 3 million	1817 - today	diarrhea, headache, fatigue, dehydration
bubonic plague	75 - 200 million	1340 - 1771	chills, fever, headache, muscle pain, swelling

- Measles was a deadly epidemic.
- 200 million people died.
- Answers will vary.

**G** Find five epidemics in the word search. Words go across, down and diagonally.

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

**H** **Track 10** Circle the sound that you hear in the sentence.

- trust, house, blood, duck.
- net, tree, fever, chills
- rash, sore, work, drink
- healthy, shot, plow, throat

**I** Choose one epidemic. Write a paragraph about it. Use the vocabulary from the lesson. Share it with your classmates.

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

**F** Work in groups. Write three sentences about one of the diseases.

In teams of four, have students read the information in the chart and complete the sentences, then write three similar sentences. Ask them to share with the class.

Beginners	Advanced
Have students help each other to write sentences.	Tell students to write sentences individually and find more information about diseases on the Internet or other reference source.

**G** Find five epidemics in the word search. Words go across, down and diagonally.

Ask students to reread the text to find the names of the different diseases mentioned. Suggest they write a list. Then, ask them to find them in the puzzle. Check orally

**H** **Track 10** Circle the sound that you hear in the sentence.

Play the CD. Pause after each sentence and ask students to circle the word with the sound they hear. Check with the group.

**I** Choose one epidemic. Write a paragraph about it. Use the vocabulary from the lesson. Share it with your classmates.

Ask a volunteer to read the instructions aloud. Give them time to write their paragraphs. Ask some students to share their work with the class.

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

Ask a volunteer to read the instructions aloud. If you have Internet access, allow time to look for information; if you don't, assign activities 1-5 for homework. Have them write their opinion in class. Have them discuss their opinions in groups of five.

## Project



- 1 Get into groups of four or five.
- 2 Choose an epidemic and a vaccine to present.
- 3 Look for more information about both the epidemic and the vaccine.
- 4 Use a big sheet of paper to illustrate your work and write the descriptions.
- 5 Save your pages for the final presentation.

Lesson 5 23

## Project

### Material:

internet, books, big sheet of paper, markers, color pencils

Go over the steps with students and clear up any doubts they may have. Encourage them to speak only English as they work. Remind them that it is important for everyone to participate. Monitor and check.

# Lesson 6

## Vocabulary

land	settlers
fences	strips
nurseries	wealthy

## A Moment to Ourselves

### Why is fresh food important?

Have students read the question and take a few minutes to consider the answer. Have them discuss the answer in groups of three. Elicit some conclusions.

## Getting Started

Ask students: *What is the difference between fresh and processed food?* Elicit answers and write the main characteristics on the board. Form pairs. Tell them to write a list of all the food they ate the day before and classify them into two groups: *Processed* and *Fresh*. Have them compare and decide which was healthier. Elicit their conclusions.

## Lesson 6

### Why is fresh food important?

#### A Track 11 Listen to and read the story of Johnny Appleseed.

Johnny Appleseed was born in Massachusetts in 1774. His real name was John Chapman. Johnny knew that apples were very good for you and his dream was to produce enough apples so that nobody would go hungry. In 1792, he headed West with other immigrants and his young brother. Later his brother returned to take care of the farm and Johnny walked alone. He bought some strips of land and planted apple trees. He went from Pennsylvania into the Ohio Valley and then to Indiana. He carried a bag of apple seeds and planted them everywhere; in forests, along the roads and next to streams. He also had nurseries with fences to take care of his trees and he went back to fix the fences. Settlers began to wait for his visits. He was a friend to the children and animals, and brought news for the adults. The Native Americans taught him many Indian languages and he was always welcome to stay with them. He ate all natural fresh foods and didn't kill animals. He wasn't a wealthy man, but he didn't need much money, he traded apples for clothes and food. In 1842, he returned to his brother's home in Ohio after traveling and planting apple trees for fifty years. He died on March 18, 1845 when he was visiting a friend. It was the only time in his life that he was sick. Many of his apple trees are still giving apples.



#### B Choose the correct answer. Discuss your choice with a classmate.

- The author probably wrote this story because...
  - he wanted everyone to understand the importance of apples.
  - he wanted to invent a nice legend for Johnny Chapman.
- The author probably wrote this story for...
  - apple growers and merchants.
  - children so they remember Johnny Appleseed.
- Johnny Appleseed understood that...
  - apples were good for your health and wanted to help people.
  - the only way to sell apples was to go around planting trees.

What auxiliary do we use to ask a question in the past tense?  
Who did he stay with?  
Where did he leave?

#### C Answer the questions. Answers will vary

- Why do you think Johnny liked helping people?
- Do you think he was a generous person? Why?

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#### A Track 11 Listen to and read the story of Johnny Appleseed.

Say and write the following questions on the board: *Who was Johnny Appleseed? What was his dream?* Ask students to close their books and listen for the answers. Elicit them. Have them open their books, listen and follow the reading.

Once they have finished ask: *How did Johnny Appleseed respect people, animals and the environment?*

#### B Choose the correct answer. Discuss your choice with a classmate

Ask students to reread the story in silence and to answer each of the questions. When everybody has finished, have them work in pairs to compare and discuss their answers.

### Cross-Check

Ask a student to read the information in the box. Give them a moment to think about how they ask questions in the past. Elicit answers. Write them on the board.

#### C Answer the questions.

Have students answer the questions in pairs. Monitor and help. Form groups of three pairs to compare and discuss their answers.

- D** Read the article and ask a classmate three questions about it; use question words Who, What, When or Where.

We know that food is healthier and better for us when it is fresh and natural. We use different ways to keep our food fresh such as refrigeration, canning and drying it. It wasn't so easy in the past when people didn't have refrigerators. Ancient Romans kept their food fresh in wells with an airtight seal on top, or in large cellars where they buried wine and oil in sand. They also pickled vegetables and dried fruit to make it last long periods of time.



Early American settlers dried, smoked or salted meat to preserve it. They had to eat vegetables and fruit quickly before it spoiled.




Then, ice was used to keep food fresh. People cut big blocks of



it from lakes and rivers, and put them in ice houses with food. Later people used iceboxes at home. Jacob Perkins built the first practical refrigerating machine in 1834. Refrigerators using a process of liquefying gas began in the late 1800s and continued to improve. We now have refrigerators with computers and all types of compartments. The problem now is that we forget to use all the food we put in there!

- E**  Read the article again and use the questions to discuss it in groups.

How healthy were the Romans, in your opinion?  
Were early Americans' diets healthy or not? Why?  
How did early Americans preserve meat?  
Did our ancestors have fresh fruit and vegetables all the time?  
What do you think their diet was like?  
Was it similar to our diet?

- F**  Work in groups. Make a list of five things in your refrigerators and pantry. Next to your list, write if your ancestors had it or not. Give reasons.

Example:  
Cartons of milk : No, because they didn't have refrigerators and it went bad.  
Cheese: Yes, because many types of cheese don't need refrigeration.  
Cheerios: Probably not, because they didn't exist yet.

Lesson 6 25


### Vocabulary

can                      spoil  
healthy                well (n)


### CLIL: History

- D** Read the article and ask a classmate three questions about it, use questions words Who, When or Where.

Elicit what question words are for (who asks for people; what for things; when for time; and where for places.) Tell students to read the article in silence and to write three questions using who, what, when or where in their notebooks. Have students walk around the classroom and ask three classmates their questions. Monitor and help.

- F**  Work in groups. Make a list of five things in your refrigerators and pantry. Next to your list, write if your ancestors had it or not. Give reasons.

Have a few students read instructions and examples aloud. Clear up any doubts. Students work in the same groups to complete the task. Ask groups to share their answers with the class.

- E**  Read the article again and use the questions to discuss it in groups.

Ask some volunteers to read the questions aloud and clear up any doubts. In groups of four, students discuss the article; encourage everybody to speak in English all the time. Once they are finished, call on different students to share their answers.



**G** **Track 12** Listen to the sentences and choose the correct 's ending.

- |                          |                          |
|--------------------------|--------------------------|
| 1. a) /s/ b) /z/ c) /iz/ | 4. a) /s/ b) /z/ c) /iz/ |
| 2. a) /s/ b) /z/ c) /iz/ | 5. a) /s/ b) /z/ c) /iz/ |
| 3. a) /s/ b) /z/ c) /iz/ | 6. a) /s/ b) /z/ c) /iz/ |

**H** What do you think about people's diets in the past? What was good or bad about their food? Discuss it with your classmates. *Answers will vary.*

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

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**G** **Track 12** Listen to the sentences and choose the correct 's ending.

Play the CD, pausing after each sentence so students can circle the correct ending. When there is more than one answer, elicit the words for the endings they chose. Check orally.

**H** What do you think about people's diets in the past? What was good or bad about their food? Discuss it with your classmates.

Students work in groups of four or five. Ask a volunteer to read the instructions aloud. Give them some time to discuss; encourage everybody to speak in English. Finally ask students to record their conclusions individually in the lines provided.

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

Ask a student to read the instructions in the workbook aloud. If you have Internet access, give them some time to browse on the web to find the information requested. Tell them to write notes in their notebook. If you don't have Internet access, assign the research for homework. As soon as they have the information ready, ask them to write a paragraph including the data they found. While students write, monitor and help. When they finish, encourage them to share their findings with the whole class.

## Project



- 1 Get into your groups.
- 2 Choose an epidemic and a vaccine to present.
- 3 Look for more information about both the epidemic and the vaccine.
- 4 Use a big sheet of paper to illustrate your work and write the descriptions.
- 5 Save your pages for the final presentation.

Lesson 6 27

## Project

### Material:

Internet, books, big sheets of paper, markers, color pencils

Go over the steps with the students and clear up any doubts they may have. Encourage them to speak only English as they work. Remind them that it is important for everyone to participate. Monitor and check.

## Vocabulary

awful      refined  
crawl      veggie

## A Moment to Ourselves

### How have our diets changed?

Have students read the question and take a few minutes to consider the answer. Have them discuss their opinions in groups of three or four. Elicit some of their ideas.

## Getting Started

Ask students: *Do you know what your parents and grandparents ate when they were little? What do you think was different?* Form trios and have students talk about what they know. After a few minutes ask: *Did they eat any food different to what you eat now?* Elicit what they believe is different.

## Lesson 7

### How have our diets changed?

**A** Read the cartoon and underline the words you don't know.



**B** Look up the underlined words in a dictionary. Did it help you to understand the story? Is this a real story or a make believe story?

How do bilingual dictionaries help you?

**C** Read the cartoon again and act out the scene.

One student for Erik, one for Mom. Some students can be the green monsters. Add more dialog if you can.

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**A** Read the cartoon and underline the words you don't know.

Have students look at the pictures and ask them what they think the cartoon is about. Then, tell them to read the dialogue and circle the words they don't understand.

**B** Look up the underlined words in a dictionary. Did it help you to understand the story? Is this a real story or a make believe story?


Read instructions aloud and give them some time to look up words they don't understand in a dictionary. Monitor and help. Ask volunteers to write the words they looked up on the board. Finally, ask the questions; elicit answers from different students.

### Cross-Check

Ask a student to read the information in the box aloud. Give them a moment to think about how useful bilingual dictionaries are. Elicit answers from different students.

**C** Read the cartoon again and act out the scene.

Divide the class into groups of four. Read instructions and give them some time to rehearse their dialogues. Encourage them to improvise. Monitor and help. Ask teams to act out their dialogues in front of the class.

- D**  **Track 13** Listen to and read the article. Then circle all the words that relate to food. Is it true that our ancestors had a better diet than we do now?

Nowadays, we can preserve food for long periods of time. We buy canned tuna fish for sandwiches and many other things at the supermarket.

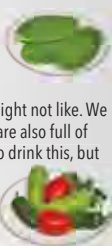
The Aztecs and other tribes in the USA and Mexico, didn't have all the things we have today. So their diet consisted of mainly a few staple foods such as: Corn. They used it to make tortillas and also boiled it to make soups like 'pozole' (made with pork), they also made tamales. We still eat these dishes today.



The 'elite' ate avocados, tomatoes, nopales, various types of squash and greens, chiles and of course, chocolate. Other things you could buy in an Aztec market were fruit, vegetables, beans, spices, flowers, dog, and poultry, especially turkeys.

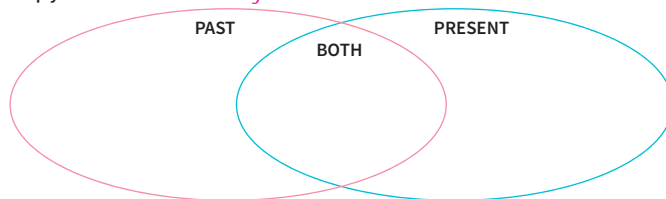


Even though we still eat most of these things today, there are many other things we eat that our ancestors might not like. We use refined flour to make bread, pies and cakes which are also full of refined sugar. Aztecs drank fresh water with fruit, we also drink this, but we also have soda that is full of sugar. The Aztecs ate very little meat. We eat lots of meat because we can refrigerate it. So, yes, our diets are different and maybe we are no longer as healthy as our ancestors.



Look up the food words in your dictionary.

- E** Compare and contrast food from the past and present. Use the Venn diagram to help you. Answers will vary.




What foods do we still eat from the past?

Lesson 7 29

## Vocabulary

preserve  
tuna  
staple


## CLIL: Social Studies

- D**  **Track 13** Listen to and read the article. Then circle all the words that relate to food. Is it true that our ancestors had a better diet than we do now?

Play the CD so students listen and follow the reading. Give them some time to circle words related to food. Ask different students to mention the words they chose and write them on the board. Tell them to look up the words they don't know in a dictionary and to share their findings. Finally, ask the question and have a group discussion. Encourage students to give arguments to support their opinions.

- E** Compare and contrast food from the past and present. Use the Venn diagram to help you.

Tell students that a Venn diagram is an easy way to visualize similarities and differences between two or more things. Begin the activity by drawing the diagram on the board, eliciting some examples of foods they have mentioned and writing them in their corresponding place.

**F**  **Track 14** The past form of regular verbs ending in “ed” can be pronounced /d/ /id/ or /t/. Listen to the sentences and write the ending after the sentence.

Ex. The cat lapped up the milk.   T  

1. I watched TV last night.   T  

2. Aztecs used corn for tortillas.   D  

3. John wanted to come with us.   ID  

4. He walked all the way to school.   T  

5. She covered the baby with a blanket.   D  

6. Mom mended my jeans last night.   ID  



**G** Write a journal about a time you went to a local market in your area. Use these questions to guide your writing.

When did you go to the market?

Where was it?

How was it divided? Were the fruits and vegetables at the front? etc.

What did you find?

What did you buy?

Why did you buy it? A party?


How much did you spend?

Did you buy anything special?

Who did you buy it for?



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

**F**  **Track 14** The past form of regular verbs ending in “ed” can be pronounced /d/ /id/ or /t/. Listen to the sentences and write the ending after the sentence.

Read instructions aloud and play the CD so students can identify the final sound in each word. Ask them to infer the pronunciation rule by asking them to circle the letter before the -ed in each of the verbs in past.

**G** Write a journal about a time you went to a local market in your area. Use these questions to guide your writing.

Ask a volunteer to read the instructions and have different students share their experiences when going to a local market by asking: *Who did you go with? What did you see? Did you like it? Why?* Have students read the questions aloud and clear up any doubts. Encourage the use of a dictionary. Encourage students to share their entries.

#### Beginners

Have students draw a picture about their day at the market. Have them work in pairs to describe their pictures.

#### Advanced

Have students work individually to write their journal. Ask them to compare two different experiences.

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

Ask a volunteer to read the instructions aloud. Ask each of the questions and elicit answers from different students. Tell them to read the example before they begin writing. Monitor and help. When they finish, encourage some of them to share their writing with the whole class.

**This activity can be assigned for homework.**

## Project



- 1 In your teams, brainstorm types of food people ate in the past all over the world.
- 2 Make a list of present day food, healthy and unhealthy.
- 3 On cards describe past diets and if they were healthy or not.
- 4 On cards describe present day diets and if they are healthy or not.
- 5 Write your conclusions.
- 6 Illustrate your work.
- 7 Save your work for the final presentation.
- 8 Invite your parents and/or other groups in school to the presentation next week.

Lesson 7 31

## Project

### Material:

markers, cardboards, cards, magazine cutouts, scissors, glue

Have students get into their project groups. Ask different students to read the steps aloud. Clear up any doubts. Remind them to use different reference materials and be creative in their illustrations.

Decide on a date and time for the presentation. Invite parents, school officials and other groups if possible.

# Lesson 8

## Vocabulary

fever	illness	worried
forbid	hurt	
headache	velvet	

## A Moment to Ourselves

### What did our ancestors do to stay healthy?

Have students read the question and take a few minutes to consider the answer. Have them discuss the answer in groups of three or four.

Elicit answers from different students and encourage them to compare and contrast past and present customs.

## Getting Started

Write: *What do you do to stay healthy?* on the board. Have a class discussion. Encourage students to describe their daily activities. Help them with vocabulary if necessary. Ask if they think our ancestors did the same things and to give examples.

## Lesson 8

### What did our ancestors do to stay healthy?

**A**  **Track 15** Listen to and read the story. Underline the quotes.

Once upon a time, there was a little girl named Natalie who lived in a castle with her mother, the queen, and her father, the king. Natalie was very worried about her mother because she was very sick. The king was very sad too. All the best doctors came to help the queen, but nothing helped her get well. "Their cures are silly," she said. Natalie's friend was a page. He told her to visit the old lady of the leaves. "She gave my mother magic leaves to make tea and she got well: all her patients get well," he said.



When Natalie told her father about the old lady of the leaves, he shouted, "No! I forbid you to go there, that old lady is a witch!" Natalie sat down next to her mother to wait. Her mother got sicker and sicker. She decided to visit the old lady. She ran through the forest to the old lady's hut. A beautiful old lady was inside. She was making tea. "What can I do for you, little princess?" Natalie told her about her mother and the lady gave her a bunch of leaves. "Boil the leaves and give your mother the tea three times a day," she said. "Are you a witch?" asked Natalie. "No, I give people herbs they need when they are sick," she answered. Natalie went back to the castle and boiled the leaves. She gave the tea to her mother. The queen got better and was healthy again. Natalie never told the king about the tea, but she told her mother many years later.

What did the author use the quotes for? Discuss this with a classmate.

**B**  Use the words in the box to complete the questions and answer them orally.

When Where What Who Why

1. Where did princess Natalie live?
2. Who was sick?
3. Why did the king forbid Natalie to go see the lady of the leaves?
4. What did Natalie do with the leaves?
5. When did the queen get better?


How do the question words who, what, when, where and why help us analyze a story?

Where did...?


She....



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**A**  **Track 15** Listen to and read the story. Underline the quotes. What did the author use the quotes for? Discuss this with a classmate.

Point out the picture and ask them to predict what the story is about. Write their predictions on the board. Play the CD so they can listen and follow the reading and ask: *Who was Natalie? What was her problem? How did she solve it?* Have students read the story again and underline the quotes. Ask volunteers to read them aloud. In pairs, have them discuss why the author used the quotes. Call on volunteers to share their conclusions.

**B**  Use the words in the box to complete the questions and answer them orally.

Students continue working in pairs to fill in the gaps with the correct question word. Then, ask them to answer the questions using the story.

## Cross-Check

Ask a student to read the information in the box. Give them a moment to think about how question words help us analyze a story. Elicit examples from different students.

**C Read the article.**

### Ancient Herbs of Mexico

In ancient times people all over the world tried to cure illnesses using 'magic' and herbal remedies. The healer, or medicine man (or woman), was a very important person in the community. People believed that they had magical powers and that the herbs were also magic. Witches supposedly took away pain and gave people infusions and remedies too, but they could also turn you into an undesired animal or make you lose your way back home.

Many of our modern medicines come from herbs. Today, we take an aspirin for a fever or a headache. In ancient times people used the bark of the willow tree for the same remedy. Aspirin comes from the bark of the willow tree.



After the Spanish conquest of Mexico, in 1552, an Aztec physician and two other Aztec Indians (Martinus de la Cruz and Juannes Badianus) wrote down all the medical remedies that the physician could remember. He was worried that the medical history of the Aztecs would be forgotten.

In fact the book, called codex Barberini, was forgotten and lost until Prof. Charles Clark discovered it at the Vatican Library in 1929! The book still had its 16th century red velvet binding and beautiful drawing of the plants and their uses.

It is a shame that only a few of the Aztecs' medicinal plants are used today for cures.



**D Write things that people think witches do in column A and things that healers do in column B. Write anything they have in common in column C.**

Witches...	Healers...	Things in common...
Steal your pets Could turn you into an undesired animal. Could make you loose your way back home	Boil leaves and herbs Had magical powers	Answers will vary

**E Discuss and compare your information. Write sentences about your conclusions. Answers will vary.**

Both witches and healers use herbs for remedies. They both use leaves for tea or infusions.

We think that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary

ancient  
healer  
believe

### CLIL: History

**C Read the article.**

Have students read the article silently. Tell them to underline any words they do not understand. In groups of four, have students take turns reading the article aloud. Ask them to help one another find the meaning of the words they do not know. Write the following question words on the board: *What? Who? When? Where? Why?* Divide the class into five teams. Assign each team a question word and ask them to write questions about the article using it. Tell the teams to ask other teams their questions and record the answers. Elicit some of them.

**D Write things that people think witches do in column A and things that healers do in column B. Write anything they have in common in column C.**

Ask students if they know anything about healers and witches. Read instructions aloud and clear up any doubts before they begin the activity. Elicit some answers for each of the columns and have them add some more information on their own. Monitor and help.

**E Discuss and compare your information. Write sentences about your conclusions.**

In groups of four or five, tell them to compare the information from the previous activity to write their team's conclusion. Monitor and help. Have a group discussion for everyone to share their opinions.

**F**  **Track 16** Listen and fill in the missing words.



- Legends about witches \_\_\_\_\_ **began** \_\_\_\_\_ thousands of years ago.
- In ancient times, witches \_\_\_\_\_ **worked** \_\_\_\_\_ with herbs the same as healers.
- They both \_\_\_\_\_ **used** \_\_\_\_\_ leaves and flowers.
- They both \_\_\_\_\_ **made** \_\_\_\_\_ remedies for sick people.
- Many people \_\_\_\_\_ **thought** \_\_\_\_\_ that healers were witches.
- Today, we \_\_\_\_\_ **go to** \_\_\_\_\_ doctors and healers.

**G**  **Track 17** Listen and unscramble the words that you hear.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. ncro _____ <b>corn</b> _____   | 5. mtrso _____ <b>storm</b> _____ |
| 2. rshka _____ <b>shark</b> _____ | 6. rayd _____ <b>yard</b> _____   |
| 3. lgri _____ <b>girl</b> _____   | 7. thsri _____ <b>shirt</b> _____ |
| 4. wolnc _____ <b>clown</b> _____ |                                   |

**H** Write an article for your school magazine about aspirin. Use the questions to guide you. You may have to look for some more information on the Internet. [inventors.about.com/library/inventors/blaspirin.htm](http://inventors.about.com/library/inventors/blaspirin.htm)

- What is aspirin? **Aspirin is medicine people use for headaches and fever.**
- Where does it come from? **It comes from the bark of the willow tree.**
- How did people use it in the past? **They didn't have aspirin and used the bark.**
- What did they use it for? **They used the bark for headaches and fever.**
- Do we still use it today? Explain. **Yes, we use aspirin today for...**  
(Answers will vary.)

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

**F**  **Track 16** Listen and fill in the missing words.

Play the CD, pausing after each sentence so students can fill in the blanks. Call on volunteers to write the complete sentences on the board. Play CD for a final check.



**G**  **Track 17** Listen and unscramble the words that you hear.

Play the CD and have students repeat the words chorally. Give them time to unscramble the letters. Check with the whole class.

**H** Write an article for your school magazine about aspirin. Use the questions to guide you. You may have to look for some more information on the Internet: [inventors.about.com/library/inventors/blaspirin.htm](http://inventors.about.com/library/inventors/blaspirin.htm)

Ask a volunteer to read the instructions aloud. If you have Internet access, give them some time to browse on the site for the information. If you don't, assign the research for homework. Give them time to work on their writing individually. Call on volunteers to read their articles. Display them around the classroom.

Beginners	Advanced
Draw a diagram on the board to help classify the information and write <i>Aspirin</i> , <i>Where</i> , <i>What</i> , and <i>Uses today</i> , for students to copy. Students write their articles in pairs. Encourage them to illustrate their work.	Students work individually to compile information and write their articles. Ask them to back up their work with specific references. Encourage them to illustrate their work.

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

Have a student to read the instructions. Tell them to do the first part of the assignment for homework and to write notes in their notebooks. In class, have students write their blog entry. Monitor and help. When they finish, encourage them to share their blog with the whole class.

## Project

- 1 Gather all your items and information. Choose the best descriptions from each lesson. You do not have to use everything. Move the desks around to set up your exhibit.



- 2 Glue pictures and drawings on colorful construction paper and write descriptions for each one. Make your space look attractive.
- 3 Take turns practicing your parts of the presentation. Check that the spelling and grammar on your cards is correct. Write out evaluation sheets for your audience.

How well did we do?

Did you enjoy our presentation? \_\_\_\_\_

What did you like best? \_\_\_\_\_

What was missing? \_\_\_\_\_

Lesson 8 35

## Project

### Material:

finished material from lessons 5, 6 and 7, construction paper, scissors, glue, index cards, markers, crayons

Have students get into their project groups. Tell them to put all of their material together and be creative to make their space attractive. Ask different students to read the steps aloud. Clear up any doubts. Tell them to use the index cards to write notes to help them present.

Ask students to practice their individual presentations in their groups to receive feedback on how to improve them. Have them prepare their evaluation.

Present the different projects. Hand out evaluation sheets for feedback.

# Review 1

## Review 1

**A** Fill in the missing words. Use the past form of the verbs in the box.

have do play have

When Mom was young she 1) played with dolls. Her brothers 2) had fishing rods and went fishing in the river. Kids in the 80s and 90s 3) did a lot more outdoor sports. They also 4) played video games but they couldn't play too much.



**B** Draw lines to connect the questions to the answers.

- |                                 |  |
|---------------------------------|--|
| 1. Great grandfather was        | a) in San Marcos when she was little.                      |
| 2. His town had a small market. | b) the long distance telegraph.                            |
| 3. Grandpa's father             | c) on April 30th, 1939.                                    |
| 4. Grandma Sally lived          | d) used the telegraph to send messages around the country. |
| 5. Henry Morse invented         | e) a soldier in the army.                                  |
| 6. Television was born          | f) but now it has a modern supermarket.                    |

**C** Write a sentence to explain the difference between *but* and *because*. Give examples. *Answers will vary.*

**D** Correct the following sentences.

Ex: I wented to the library yesterday. I went to the library yesterday.

- I bought a present for my sister.  
I bought a present for my sister.
- I play with my friends last weekend.  
I played with my friends last weekend.
- They finishes the project on time last night.  
They finished the project on time last night.

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**A** Fill in the missing words. Use the past form of the verbs in the box.

**B** Draw lines to connect the questions to the answers.

**C** Write a sentence to explain the difference between *but* and *because*. Give examples.

**D** Correct the following sentences.

Do activities one by one. Read the instructions and clear up any doubts. Have students answer individually. Check answers with the whole group. Do this for each activity. (In Activity C have volunteers read their explanations and check if everyone agrees.)

**E** Fill in the missing words. Use the past form of the verbs in the box.

land make eat boil have travel build have sit

The Vikings were the first Europeans that 1) landed on American soil. They 2) traveled across the Atlantic Ocean to Canada 500 years before Christopher Columbus 3) made his famous voyage. They 4) built longhouses where the family 5) sat around a fire at night. Their diet was healthy



but scarce. They 6) ate meat and vegetables such as turnips, peas, and carrots. They also 7) boiled beans until they were soft enough to eat. They didn't 8) have much fruit because of the cold weather. They also 9) had milk and wheat for flour to make bread.

**F** What do you think it was like to travel on a Viking ship? Write a short paragraph describing it. *Answers will vary.*

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**G** Link the questions to the answers.

- |   |   |
|---|---|
| 1. Where did your Dad go to school when he was young? | a) We finished it last week.                              |
| 2. What did your grandparents play with?              | b) They are at home; they were too heavy to carry.        |
| 3. What did you do yesterday?                         | c) With the new boy in our group.                         |
| 4. When did you finish your project?                  | d) He went to school in San Luis Potosi.                  |
| 5. Where did you leave your bags?                     | e) They played games outside with dolls and toy soldiers. |
| 6. Who did you play with yesterday?                   | f) I went to the movies with my family.                   |

Review 1 37

**E** Fill in the missing words. Use the past form of the verbs in the box.

**F** What do you think it was like to travel on a Viking ship? Write a short paragraph describing it.

**G** Link the questions to the answers.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and check. For activities E and G check answers with the whole class. For activity F, have volunteers read their paragraphs to the class.

## Living in a Society

### Vocabulary

big	picture	small
large	still	tall
new	skate	

### A Moment to Ourselves

Why is it important to be part of a community?

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

### Getting Started


Ask: *Why is it important to be part of a community?* Elicit answers from different students. Ask students to work in teams of three. Have them discuss the following questions: *What would happen if you were living all on your own?* Monitor. Then, have each team share their answers with the class. Elicit comments from the rest of the students whenever possible.

### Lesson 1

### Unit 2

## Living in a Society

Why is it important to be part of a community?

**A**  **Track 18** Listen and read David's description of his town. Circle the words that we use to compare two things.




These are pictures of my town, San Francisco, in 1980 and today. My mom and dad lived here back in 1980, and we still live here now. My parents say that the town has changed a lot. The square in front of the church is a lot bigger now. I like skating around it with my friends. The library was pretty small in 1980, but now it's larger and has computers. Panchita's restaurant didn't have a second floor before, but it's taller now. Our school is newer than in 1980; it's beautiful! The church is just the same, but the market is much prettier. Of course, my parents are a lot older but we don't have to tell them that!


**B** Look, read again and write *T* (True) or *F* (False).

1. The church is bigger now. T
2. The library is larger now. T
3. Panchita's restaurant isn't taller now. F
4. The school is older now. F
5. His parents are younger now. F
6. The church is the same. T

When we add *-er* to an adjective what does it mean?  
The tree was tall but now it's taller.  
It had a small lake, and now it's smaller.  
She was a pretty baby and now she's prettier.

**C**  Ask and answer about things in your community.

38 Unit 2 Living in a Society

**A**  **Track 18** Listen and read David's description of his town. Circle the words that we use to compare two things.


Tell students to describe the pictures, ask: *What differences can you notice between the two pictures?* Ask students to close their books, and play the CD. Then ask them if they heard any differences, tell them to open their books and play the CD again. Ask them to follow the reading and circle comparative adjectives. Check orally.

**B** Look, read again and write *T* (True) or *F* (False).

Have students reread the text in order to decide if each of the sentences are true or false. Check answers with the class, in the case of false statements ask them to say a true one according to the description.

### Cross-Check

Ask students to read the information in the box and discuss it. Give them a few minutes, then call on volunteers to share their answers.

**C**  Ask and answer about things in your community.

Divide the class into pairs. Tell students they can use the places mentioned in activity A as to give them ideas for asking. Elicit examples of questions. Have students do the activity. Monitor and help. Ask volunteers to share their questions and answers with the class.

**D** Read the article and mark (✓) the picture that shows modern architecture.

**MODERN ARCHITECTURE**

American public buildings in the past were pretty simple and people's houses were even simpler. Only millionaires' houses were different of course! Builders in New York and other big cities started constructing taller and better buildings at the beginning of the 20th century. They had straight lines and angles. A famous American architect, Frank Lloyd Wright designed newer and prettier houses that followed

the lines of nature. Recently, architects have designed newer, curvier structures. They almost look like science fiction to many of us, like space ships. As the world's population gets bigger, architects are finding ways to make houses smaller and more efficient, but that are still attractive. Who knows maybe in the future we will be living in tree houses.




**E** Discuss and choose the best answer.

1. The author probably wrote this article for...  
 a) an architectural magazine      b) a rock music magazine
2. Modern buildings in the USA in the 20th century were...  
 a) round and curvy      b) tall with straight lines
3. Modern buildings today look...  
 a) more futuristic      b) are round like mushrooms
4. Modern houses are getting smaller because...  
 a) people like them      b) the world population is getting bigger

Lesson 1 39

### Vocabulary

curvier      efficient  
 millionaire      attractive

### CLIL: Art

**D** Read the article and mark (✓) the picture that shows modern architecture.

Ask students to take turns reading the article and circle all the words that describe modern buildings. Tell them to look at the circled words and check (✓) the picture that corresponds to that description. Have a class discussion.

**E** Discuss and choose the best answer.

Ask students to answer individually. Then, form groups of three and tell them to compare their answers. If they have different answers, encourage them to decide which is the best option. Check orally.

## Vocabulary

young  
curvy  
pretty

F



Answer the questions in the first column and fill in the rest by asking your team members the questions. **Answers will vary.**

	Me	Person 1:	Person 2:	Person 3:
1. What time do you wake up?				
2. In what month were you born?				
3. How tall are you?				

G

Report to the rest of the group. Then write sentences in your notebook.

Example: Jeremy is older than Bob. I wake up later than Sue.

H

Read and fill in the gaps.

- John is taller than Ben, he's 1.65 m tall. (tall)
- Mary Ann is younger than Beth. She's only 9 years old. (young)
- My house is bigger than yours! (big)
- New buildings are more modern and curvier (curvy)
- Frank Lloyd Wright's houses were newer (new) and prettier (pretty) than older buildings.

I

**Track 19** Listen to and read the chant and repeat.



You didn't, couldn't listen to me  
You couldn't, wouldn't do what I said!  
I didn't, couldn't listen to you  
I couldn't, wouldn't do what you did.  
So, we don't, can't even look at each other  
Who can solve this? Only Mother!

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

40 Unit 2 Living in a Society

F



Answer the questions in the first column and fill in the rest by asking your team members the questions.

Students read the instructions and questions silently. In the same groups, students complete activity. Have them share with another group. Monitor and provide help when needed.

G

Report to the rest of the group. Then write sentences in your notebook.

After reading instructions and example aloud, have students do the task. Ask students to share their sentences once they have finished.

Beginners	Advanced
Have students work in pairs to help each other write their sentences.	Students work individually to write sentences. Encourage them to also compare physical differences or anything else they know about.

H

Read and fill in the gaps.

Students do the task individually. To check, have volunteers write complete sentences on the board. Elicit the spelling rule: *If the adjective ends in "y", drop the "y" and add ier.*

I

**Track 19** Listen to and read the chant and repeat.

Play the CD so students can follow the chant in silence. Then, play it again, pausing after each sentence is said so they can repeat it chorally. Be sure they pronounce negatives marked in bold correctly.

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

Ask a volunteer to read the instructions and example. Elicit a few more comparisons. Clear up any doubts. Encourage everyone to share their work with the class. **This activity can be assigned for homework.**

# Project



- 1** Get together with other students to make groups of three or four.
- 2** On a sheet of paper, design a questionnaire about your community in the past.  
Example: What kinds of buildings were there downtown? How big were the buildings?
- 3** Give the questionnaire to older people in your community.
- 4** Look for more information online if possible.
- 5** On a sheet of construction paper, write about your findings.
- 6** Illustrate your work.
- 7** Save your pages for the final presentation.

Lesson 1 41

Tell students that they will be working on their first project of the unit. Elicit that the project 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.

Call on volunteers to read the instructions and have them form groups of four or five. Give them time to work on their questionnaire. Once they are finished, have them share some of their questions and elicit possible answers.

Students then, take their questionnaires home to get information. Have them get into their groups to compile their information to create their poster. Encourage them to speak only in English as they work and to be creative.

# Lesson 2

## Vocabulary

camping      tiring  
health      older  
tent

## A Moment to Ourselves

What are the benefits of going out into the countryside?

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

## Getting Started

Ask students: *What is the countryside?* Listen to their answers and write some on the board. Ask students to talk about the benefits of going out into the countryside. Elicit experiences they have had and what their favorite activities are. This can be done with the class as a whole or in groups of four or five. Write their favorite activities on the board.

## Lesson 2

### What are the benefits of going out into the countryside?

#### A Look at the pictures and read the story.



#### B Discuss and answer the questions.

1. Why did Dad want the kids to go camping?
2. Why did Dad and Mom change their minds about camping?
3. Why did Sam and Karen change their minds about camping?

What do these sentences tell you? How are they different?  
Benjamin is **shorter than** Bill.  
The sleeping bag is **more comfortable than** the ground.

#### C Read and number the camping items in order of importance. Answers will vary.

sleeping bag \_\_\_\_ air mattress \_\_\_\_ folding chair \_\_\_\_ tent \_\_\_\_ matches \_\_\_\_ pillow \_\_\_\_  
campfire grill \_\_\_\_ thermos \_\_\_\_ food \_\_\_\_ towel \_\_\_\_ plate \_\_\_\_ water jug \_\_\_\_

#### A Look at the pictures and read the story.

Have students look at the pictures; tell them to describe them and predict what the story is about. Then, ask five volunteers to read: one for each character and one for the narrator, encourage them to read using the correct intonation.

#### B Discuss and answer the questions.


Form pairs. Read the instructions and ask a volunteer to read the questions aloud. Clear up any doubts. Then give pairs time to answer and ask them to share their answers with the whole class.

#### Cross-Check

Ask students to read the information in the box and discuss it with a classmate. Give them a few minutes, then, call on volunteers to tell the difference between the two sentences.

#### C Read and number the camping items in order of importance.

Have the whole class read the camping items aloud. If students don't know the meaning of some of the words, encourage the use of a dictionary or have students who know the meanings tell the others. Form teams of five. Tell them to use numbers 1 to 12; that number one will be the most important and twelve the least. They should also think of why they put the items in that order. When they finish, join each team with another to compare their answers.

**D**  **Discuss the questions before you read the article. Answers will vary.**

1. Look at the title. What do you think the article is about?
2. What do you think the author will try to do?
3. Is the article for adults or children? Is it possible to know?


### Let's go camping!

Thousands of people from all over the world go camping regularly. It has many advantages over other types of vacations. For parents the benefit is cost. Camping is much cheaper than the cost of hotels and trains or airplanes. The outdoor activities that come with camping are healthier than just staying at home. You can't use your cell phone or watch TV, so you have to find fun activities. You can play on the beach, go fishing and sit around a camp fire singing songs. Many camping grounds offer swimming pools, canoes, and mountain bikes to use on trails. You will notice that the environment is calmer than in the city and you can get in touch with nature by exploring its beauty. You will notice the fresh air and earthy smell; it is great for your health. The best thing of all is that you can spend more time with your family than in the busy city, even if you have to help your mom and dad when they can no longer move!

**Read the article and compare your answers. Were your predictions correct?**

**E** **Read and choose the best answer.**

1. The purpose of the article is to...  
a) convince you about the risks of camping.      b) convince you about the benefits of camping.
2. Parents probably like camping because...  
a) it's not a lot of work for them.      b) it's a lot cheaper than other kinds of vacations.
3. Why is camping a lot healthier than staying at home?  
a) Because you have to do physical activities.      b) Because you can't eat junk food.
4. What are the social benefits of camping?  
a) You won't meet people.      b) You will make new friends.

**F**  **Share your opinions with your group, giving the reasons for your choices. Then use the templates to write about your opinions in your notebook.**

*Answers will vary.*


I think that the purpose of this article is to	
because the author talks about only the benefits and none of the risks.	
I think parents like camping because	
I think that camping is healthier than	
I think the social benefits are	

**Lesson 2 43**

### Vocabulary

advantages  
benefits  
environment


### CLIL: Social Studies

**D**  **Discuss the questions before you read the article.**

Ask a student to read the instructions and questions aloud. Clear up any doubts. Elicit answers. In groups of three, have students take turns reading the article. Once everyone is finished, ask them if their predictions were correct.

**E** **Read and choose the best answer.**

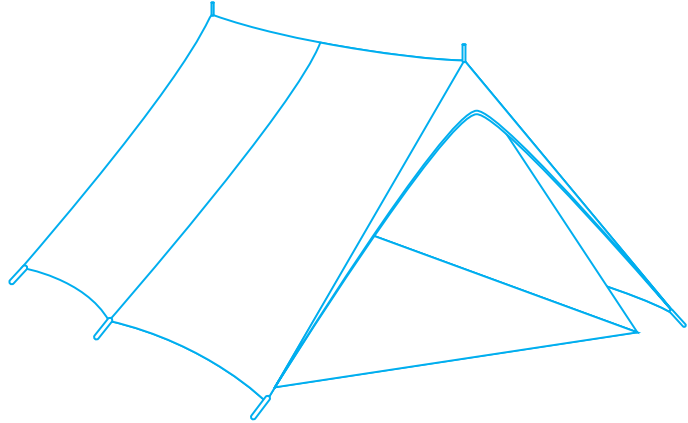
Ask students to reread the article again to answer the questions. Check orally.


**F**  **Share your opinions with your group, giving reasons for your choices. Then, use the templates to write about your opinions in your notebook.**

Form groups of four. Tell them to share answers from the previous activity. Then, elicit possible answers for the template as an example. Monitor and help as they work. Ask teams to share their opinions with the whole class.


**G** Underline the items that you need to go camping. Then draw them inside the tent.

sleeping bags plates video game boots air mattress computer camping stove  
matches television frying pan cell phone folding chair fishing rod raincoat



**H**  **Track 20** Listen to the sentences and repeat. Then complete the phrases.


1. I'll take every body camping
2. The tent isn't up, but he'll fix it later.
3. We'll sit around the campfire.
4. I'm sure that they'll help with cleaning up.
- a) I'll is made up of two words. I and will.
- b) He'll is made up of two words. he and will.
- c) We'll is made up of two words. we and will.
- d) They'll is made up of two words. they and will.

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


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**G** Underline the items that you need to go camping. Then draw them inside the tent.

Ask students to read the items aloud. If some students don't know all of the words, call on volunteers who know them, to come to the board and draw pictures of the items. Give students time to decide which items they need and to draw them. Elicit the ones they decided they need and why they are necessary.

**H**  **Track 20** Listen to the sentences and repeat. Then complete the phrases.

Play the CD so students can listen to the sentences. Then, play it again, pausing after each of the sentences for students to repeat them chorally. Give them a few minutes to complete the phrases. Ask volunteers to come to the board to write the answers.

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

Have students read the instructions in the blog aloud. Encourage them to include information from this lesson to write their lists. Monitor and help. Ask students to share what they wrote with a classmate or in groups. Call on volunteers to come to the board to write positive things about the countryside on the board.

Beginners	Advanced
Have students complete the phrases in pairs.	Have students complete the phrases individually.



- 1 Form small groups.
- 2 Choose a place where you went camping as a group, or make believe that you went. On a sheet of paper, make a list of the camping items you took on your trip and how you spent your time each day.
- 3 Write a postcard to a friend back home telling him or her about your trip.
- 4 Read your postcards to the other members of your group.

	Place Stamp Here

Lesson 2 45



**Material:**

construction paper, markers, pictures, glue.

Have students get into their project groups. Call on different students to read the instructions aloud. Clear up any doubts. Groups should decide where they went, the items they took and the activities they did before writing their postcards individually.

Ask them to write a draft of their postcard in their notebooks. Tell them to switch their drafts with someone in their groups to check spelling, grammar, punctuation, etc. Tell them to rewrite their postcard in their workbooks and to draw a picture of their trip on the right-hand side.

Ask students to share their postcards with their teams and to save them for their final presentation.

# Lesson 3

## Vocabulary

coach  
goal keeper  
ride

## A Moment to Ourselves

How can I get involved with my community?

Have students read the question and think about the answer. Tell them to stand up and share their thoughts with different students.

## Getting Started

Ask students if they are involved in their community. Elicit answers. Ask: *Are you more involved now than when you were younger? Why?* Have students mention what they can do for their community now that they are older.

## Lesson 3

### How can I get involved with my community?

**A** Look at the pictures and read the sentences below. Then write the correct letter in each picture.



- By the time he was five, he was a great soccer player. He was thinner than the rest, but coach made him goal keeper.
- As a baby, Jose was smaller than others, but he was also very alert and happy.
- By the time he was nine, he was more intelligent than before and he liked going to school.
- As he grew and learned to walk and run, he was slower than his friends. He always tried to keep up with them.
- His mother insisted that he was an artist. She said his pictures were more colorful than anything else.
- Then he got a skateboard; he could jump higher and ride faster than all his friends.

**B** Read and match the correct sentence halves together.

- Jose was a good skater, but now he's a little fatter.
- He was always smart, but now he's faster.
- He was a thin boy, but now he's a better skater.
- He was a slow runner, but now he's smarter.

Discuss how these describing words change when used to compare two things.  
cute pretty slow tall happy fast handsome intelligent good

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**A** Look at the pictures and read the sentences below. Then write the correct letter in each picture.

Ask students to describe each of the pictures and try to predict their chronological order. Encourage them to invent the story of this boy based on what they described. Then, ask volunteers to read the sentences aloud and have the rest of the class decide which picture corresponds to them.

**B** Read and match the correct sentence halves together.

Tell students to read the sentences in the column on the left and match them with the ones on the right. Ask students to circle the adjectives that compare and tell what they are comparing.

## Cross-Check

Students read the information in the box and discuss it in pairs. Give them a few minutes, then ask volunteers to say sentences using the comparative form.

**C** Read Samantha Jones' letter and underline the words that compare two things.

Dear Fairy Godmother,

I hope that you really exist because I need a spell. I decided yesterday that I don't want to grow up. The reason is that I don't feel very happy anymore. I know that I'm more intelligent than my little sister and I'm taller. I can almost reach the cookie jar in the pantry. The problem is that nobody notices how I am growing. My parents are always looking at how much Susie grows. Mom says, "Look Susie is catching up to Sandy!" That's silly; Susie can't catch up to me because I'm almost four years older. When we go to the supermarket, I can't go in the cart because now, I'm bigger. But OH! You should see how my parents always put little Susie in the cart! I have to share all my toys with her, but I wish she were more careful with them, half of them are broken.

Please help me soon,

Love, Sam

**D** Discuss the answers to the questions. *Answers will vary.*

1. Why is Sam angry?
2. Why do you think her parents are giving Susie more attention?
3. Do you think that nobody is noticing how Sam is growing?
4. Do you think she really believes in fairy godmothers? Why is she writing to one?

**E** Add more ideas to the list of things that change when we grow up. Then classify the activities in the columns. *Answers will vary.*

growing taller, clothes getting smaller, getting smarter, no longer fitting in parents' arms, getting better at soccer / basketball / baseball / swimming faster,

\_\_\_\_\_

\_\_\_\_\_

Things that I like	Things that I don't like

Lesson 3 47

**Vocabulary**

grown up  
reach  
pantry

**C** Read Samantha Jones' letter and underline the words that compare two things.

Ask a volunteer to read the letter aloud. Have the class shout: *Stop!* when the person who is reading says a word that compares two things. Every time that happens, ask the class to underline that word.

**E** Add more ideas to the list of things that change when we grow up. Then classify the activities in the columns.

Read instructions and ideas aloud. Elicit some more ideas to complete the list and have them classify them in the chart. Ask volunteers to share their answers with the class.

**CLIL: Social Studies**

**D** Discuss the answers to the questions.

Form pairs. Read the questions aloud and clear up any doubts. Give pairs some time to discuss the answers while you monitor and encourage them to speak in English all the time. Ask pairs to share their answers with the class.

**F**  **Follow the instructions to play a game of tic-tac-toe.**

- Form pairs and decide who starts.
- The student to start chooses an adjective and says a comparative sentence using one of the adjectives below. Example: (hot) It is hotter in August than in March.
- If the answer is correct, put a O or an X in the box. Continue taking turns making sentences this way until one of you forms three words in a row and wins.
- Play again.

big	angry	small
intelligent	comfortable	old
expensive	young	happy

**G**  **Track 21 Listen, read and repeat.**

Tall, taller; is what happened to me  
Big, bigger; open your eyes and see  
Old, older; is how I see you  
Cool, cooler; your friend Bill too.  
Fun, funnier; all of us, sitting together  
Happy, happier, like birds of a feather

Hungrier, hotter, higher  
Fatter, faster, fuller  
Bigger, bossier, braver,  
Longer, louder, lovelier

Oh my, what can it be  
Growing up! As it should be.

**H** **Complete the letter to give Sam advice. Possible answers:**

Dear Sam,  
I read your letter to Fairy Godmother and there's some advice I can give you.

First of all, your mom and dad really love you. The problem is that your sister Susie is younger than you.

Being generous with your toys is fine, but you don't have to let her play with all of them. You can take them away. Tell your parents how you feel and that you are important too.

Once they understand your feelings, I'm sure that things will change.

I hope that this helps you.  
Love,  
Someone who cares about you.

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

**F**  **Follow the instructions to play a game of tic-tac-toe.**

Form pairs. Read instructions aloud and have a pair play one round in front of the class so that everybody understands how to do it. For students who finish quickly, tell them to make another grid using different adjectives and play another round..

**G**  **Track 21 Listen, read and repeat.**

Play the CD for students to listen to the chant. Then, play it again, pausing after each sentence is said and have students repeat them chorally. Divide the group in two and have them take turns reading two lines at a time aloud.

**H** **Complete the letter to give Sam advice.**

Tell students to complete the letter using the information they have learned throughout the lesson. When they finish, ask some volunteers to share their work with the whole class.

**Beginners**

Ask students to read the letter in silence. Then, elicit possible answers. Put them in groups of three to complete the letter logically.

**Advanced**

Have students complete the letter individually. Before they begin, elicit possible answers to the first two sentences.

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

Ask a volunteer to read the instructions and example in their workbook. Elicit a list of ideas of things that may have changed and write them on the board, tell students they can choose some of them to write their sentences. When they finish, call on some volunteers to share their sentences with the whole class.

## Project



- 1 Form small teams.
- 2 Make a list of things that changed as you grew up.
- 3 Compare the lists with your teammates.
- 4 Write the information on construction paper.
- 5 Illustrate your work (using photos if possible).
- 6 Save your pages for the final presentation.

Lesson 3 49

## Project

### Material:

construction paper, markers, pictures, glue.

Have students get into their project groups. Encourage them to speak only in English as they work. Ask volunteers to take turns reading the instructions. Clear up any doubts.

Tell them to write their lists individually. Elicit topics they can consider when writing their lists, such as: *academic, sports, relationships, etc.* Write them on the board. Monitor while they write and offer any help when needed.

Students then, put their information together to make their posters. Encourage them to be creative.

# Lesson 4

## Vocabulary

enough  
rafting  
sunbathe

## A Moment to Ourselves

### How is making decisions part of growing up?

Have students read the question and think about the answer. Have them walk around the classroom to share their thoughts with different students.

## Getting Started

Form teams of four and ask: *What decisions do you make now that you didn't have to do when you were younger?* Have them talk about this for a few minutes while you monitor and make sure they speak only English. Elicit ideas from volunteers.

## Lesson 4

### How is making decisions part of growing up?

#### A Track 22 Listen and read the dialogue.

**Dad:** Caroline, come here. Your Mom and I need to decide something.

**Caroline:** What?

**Mom:** Where to go on vacation this year.

**Caroline:** Well, what do you want from me?

**Dad:** We think that you are old enough to help us make the decision.

**Caroline:** Really, me?

**Mom:** Yes, I think that we should go skiing in Aspen, in the USA because I like colder climates.

**Dad:** And I was thinking about going to the Colorado River, we can go rafting and it's more adventurous. What do you think?

**Caroline:** Well, I don't like doing those things.

**Dad:** Well those are the options this year.

**Caroline:** So, why are you asking me for my opinion?

**Mom:** She's right. We should let her say what she wants.

**Caroline:** Well, I don't know. I have to think, but I don't want to leave Mexico because it's hotter than both those places and I want to sunbathe!

**Dad:** Why not?

**Caroline:** All my friends are going to places here and we could run into them!

**Mom:** OK, think about some places and tell us so we can decide where to go.

#### B Answer the questions. Answers will vary.

1. Why do Caroline's parents really want her help?
2. Do you think that fourth graders are old enough to participate in family decisions? What kind?
3. Why does Caroline want to stay in Mexico?
4. Are her parents being generous? How do you know?

Look at the sentences that compare things and decide what the rule is.  
I like **cooler climates**.  
Rafting is **more adventurous**.

#### C Make a list of four locations that are good for vacationing in your country. Write sentences about the attractions they have.

Answers will vary.

#### A Track 22 Listen and read the dialogue.

Tell students to close their books and listen carefully to the conversation. Play the CD, then, elicit who is talking and what they are talking about. Then, ask them to open their books, play the CD again and invite them to follow the reading as they listen. Finally, form trios to role play the conversation.

#### B Answer the questions.

Have everyone read the questions aloud and encourage students to give their opinions. Ask them to include a reason for their opinion.

#### Cross-Check

Ask students to read the information in the box, give them a few minutes, then ask for volunteers to say the rule.

#### C Make a list of four locations that are good for vacationing in your country. Write sentences about the attractions they have.

Tell students to think of four different places where they like to go on vacation and write them down. Encourage them to describe the attractions the places offer and the activities they can do. Monitor and help. Form groups of three and have them discuss their vacation spots, the attractions and activities. Call on volunteers to share their information.

**D** Read the information on the two locations and answer the questions.

**Visit Mazatlán**




Mazatlán is a Nahuatl word meaning "place of many deer." It has beautiful beaches, lined with luxury hotels and tons of activities for the whole family.

- Go parasailing on the beautiful beaches \$300.00
- Visit the beautiful aquarium! Dive in the tanks and kiss the sea lions! \$500.00
- The great water slides at beautiful Mazagua. \$150.00
- Beautiful hotels from \$500.00 to \$2,000.00 a night
- Horseback riding on the beaches \$200.00 pesos an hour
- Mountain biking and canopy riding. Only \$1,000.00 for both!
- Help the turtles get back to the ocean. \$100.00

**Tel. 564 8967**

**Visit Tulum**




Tulum is a Mayan word for "fence or wall" It was one of the last cities inhabited by the Mayans. The ruins overlook the ocean on a cliff. Nowadays, there is something to do for the whole family.

- Visit the ruins above the ocean. \$100.00
- Watch the turtles go into the ocean. (free)
- Go canoeing and zipping to canopies along the jungle river \$1,000.00
- Go diving in cenotes \$500.00
- Go snorkeling at Xel Ha, the world's largest natural aquarium" \$200.00
- Beautiful hotels from \$500.00 to \$5,000.00 a night.

**Tel. 34 88 22**

1. Why are brochures full of pictures? **Answers will vary.**
2. Why is it important to have the cost of the activities on the brochures?
3. Which location do you like the best?

**E**  Consider each aspect of the two destinations to decide which you want to visit. **Answers will vary.**

- Activities: Does the destination offer the activities that you like?
- Cost of activities: Add up the cost of all the activities you want to do. Is it too expensive?
- Distance and time to travel to destination: Do you think it will take a long time to get there?

We decided to go to \_\_\_\_\_ because \_\_\_\_\_.

**Lesson 4 51**


## Vocabulary

luxury  
canopy  
cliff

## CLIL: Social Studies

**D** Read the information on the two locations and answer the questions.

Give students some minutes to read the information in the brochure. Encourage them to use context to find the meaning of any word they do not understand. They can also help one another through drawings or mimicry. Monitor and help as they work. Then, read the questions aloud and elicit answers from different students.

**E**  Consider each aspect of the two destinations to decide which you want to visit.

Organize the class into teams. Read instructions aloud and let them talk about their preferences. Monitor as they work and encourage everybody to speak in English all the time. Ask teams to share their preferences with the whole class.

**F**  **Track 23** Listen to the vacation words. Then unscramble them.

ckhoaesbr diirng	_____ horseback riding _____
fignurs	_____ surfing _____
ogineacn	_____ canoeing _____
idngiv	_____ diving _____
linegkonsr	_____ snorkeling _____
elcycib diirng	_____ bicycle riding _____
ycpoan gdiingl	_____ canopy gliding _____



**G**  **Track 24** Listen and repeat the chant.

We've come to this magic place for fun,  
 You've been horse riding in the sun.  
 I've been diving and surfing too,  
 They've been cycling right behind you.  
 I've, you've, we've, they've,  
 Splashed and jumped,  
 In the rolling waves.




**H** Write a speech about your vacations to read to your classmates. **Answers will vary.**


Hello, my name is \_\_\_\_\_. Last year I went  
 to \_\_\_\_\_. There were lots of activities for young people like us.  
 First I went \_\_\_\_\_ and it was fun. Then my family and I  
 went \_\_\_\_\_. My favorite part of our vacations  
 \_\_\_\_\_ because \_\_\_\_\_.

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

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**F**  **Track 23** Listen to the vacation words. Then unscramble them.



Tell students to listen to the CD. Play it. Play the CD again and have them repeat the words chorally. Then, give them time to unscramble the words, play the CD again so they can write any word they are missing. Check by asking volunteers to write the words on the board so everybody can correct spelling.

**G**  **Track 24** Listen and repeat the chant.

Model the lines for students to repeat one by one. Play the CD and ask students to listen and read the chant. Play it again, pausing after each sentence is said and have them repeat it chorally. Then, encourage them to say it by themselves, following natural intonation.

**H** Write a speech about your vacation to read to your classmates.

Read instructions aloud and elicit experiences they have had when on vacation. Ask them to fill in the blanks using their information, monitor and help when required. Have some of them read their speeches to the class.

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

Ask volunteers to read the instructions and each of the steps in their workbook. Elicit different types of attractions in your city and write them on the board. Tell them to read the example in silence before they start writing. Monitor and provide any help they may need. When they finish, call on volunteers to share their writing with the whole class.

# Project

- 1 Work in the same groups as the last three weeks
- 2 Gather all your items and information.
- 3 Choose the best descriptions from each lesson and stick pictures and drawings on colorful construction paper with the descriptions. You do not have to stick everything up.
- 4 Move the desks around in the classroom to make your part of the exhibit.
- 5 Practice the part of the speech that you are saying with all the members of the group.
- 6 Share your work with the rest of the class.



- 7 Write out evaluation sheets for your audience and ask them to give you feedback.

## How well did we do?

Did you enjoy our presentation? \_\_\_\_\_

What did you like best? \_\_\_\_\_

What was missing? \_\_\_\_\_

What grade do you give it? \_\_\_\_\_

Lesson 4 53

# Project

## Material:

construction paper, glue, scissors

Have students get into their project groups. Ask different volunteers to read the instructions and clear up any doubts. Have students prepare their presentations to display around the classroom. Every student in each group must present a part of their poster. Encourage them to be creative. Have groups hand out their evaluation sheets to the class before they present, and pick them up once they have finished presenting.

# Lesson 5

## Vocabulary

guest  
rehearsal  
round

## A Moment to Ourselves

### Why are sports and exercise so important?

Have students read the question and think about the answer. Form groups of four and have them share their ideas.

## Getting Started

Form five big teams and assign each one a sport: *football, tennis, basketball, swimming, volleyball*. Tell each team to assign a secretary to record all the ideas the team has about that sport: description, rules, benefits, etc. Tell them to use a web graphic organizer with the different topics. If you have Internet access you can let them browse on the web to find out more about their sport. After some time, have teams present their webs to the class. When everyone has presented ask: *Why are sports and exercise so important?*

## Lesson 5

### Why are sports and exercise so important?

#### A Track 25 Read and listen to the interview.

**Interviewer:** Welcome to Youth News. Today we have a very special guest. This is Ronnie Williams! Hello Ronnie.

**Ronnie:** Hi Mike! Thanks for inviting me here.

**Mike:** Tell us, how did you win the America Can Sing competition?

**Ronnie:** Well, I really like singing. I sang when I was younger too. So, when I got into the competition, I started winning and winning until I won the last round!

**Mike:** That's great, Ronnie. Who helped you get into the competition?

**Ronnie:** Mom always supported me. She took me to all the rehearsals and then she took me to my sports events too.

**Mike:** What else do you like doing?

**Ronnie:** Everything! I like swimming and playing soccer and of course, I like playing baseball!

**Mike:** Do you have lots of friends?

**Ronnie:** Sure! I still like hanging out with my friends. They're cool.

**Mike:** And what are those girls in the window doing?

**Ronnie:** Waiting for me... They love following me around. Mom doesn't like them, though.

#### B Answer the questions.

1. What kind of program is Youth News?

**News program**

2. Whose support did Ronnie get?

**He got his mother's support.**

3. What does Ronnie like doing?

**He likes singing, swimming, playing soccer, playing baseball and spending time with his friends.**

4. How does he get along with his friends?

**He gets along well with his friends.**

#### C

**Ask and answer questions using the verbs in the box.**

swim sing run play soccer dance paint skate

What do you like doing?



I like dancing and swimming!

Look at the sentences and discuss what kind of verb follows **like** and **start**.

I like **playing** soccer  
I **started** **winning** competitions.

#### A Track 25 Read and listen to the interview.

Tell students to close their books, write the following questions on the board: *Who is Ronnie Williams? What are his favorite sports?* Ask them to listen for the answers (the winner of a singing contest, swimming, playing soccer and baseball.) Play the CD. Elicit the answers to the questions, then, tell them to open their books, play the CD again and have them follow the reading. If time, have them role play the conversation.

#### B Answer the questions.

Work on this activity with the whole class. Ask volunteers to read each of the questions and elicit the correct answers from the rest of the class. Elicit the sentence in which they found the answer.

#### Cross-Check

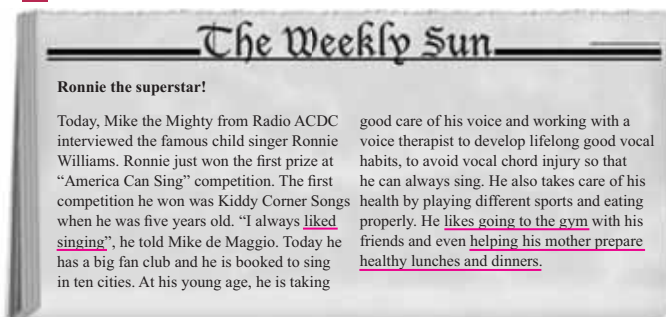
Ask students to read the information in the box, give them a few minutes, then, ask volunteers to say what form of the verb follows like and start. Ask them if we are talking about the action or the name of the activity.



#### C Ask and answer questions using the verbs in the box.

Form teams of three or four. Call on a couple of volunteers to read the example. Tell students to ask and answer questions as in the example. Monitor and help when required. Ask volunteers to share their answers with the class.

- D**  **Read and underline the phrases like + ing.**



- E** **Choose the best option.**

- What type of text is this?  
a) It's a newspaper article. b) It's a biography.
- What does the article focus on?  
a) On Ronnie's fan club. b) On his singing history and his voice health.
- Why is Ronnie taking care of his voice?  
a) Because singing at a young age can hurt his voice. b) Because he wants to sing for a long time.

- F**  **Follow the instructions to interview five classmates. Answers will vary.**

- Go around the class and choose a classmate to talk to.
- Write his or her name in the table and ask him or her questions to find out what he or she likes and doesn't like doing. (*What do you like doing? What don't you like doing?*)
- Write his or her information in the columns.
- Continue the procedure with four other classmates.
- Report your findings to the teacher to find out the likes and dislikes of the whole class.


Name	Likes...	Doesn't like...

Lesson 5 55

## Vocabulary

fan  
book (v)  
vocal chords

## CLIL: Social Studies

- D**  **Read and underline the phrases like + ing.**

Form pairs; ask students to read the article and underline the phrases that include the verb like and a gerund. Check with the whole class. Ask if they found any other verbs with *-ing* that did not have like first.

- E** **Choose the best option.**


Ask different students to read the instructions, questions and answers. Clear up any doubts. Tell them to reread the article to infer which is the best answer for each of the questions. Monitor and provide help when needed. Check orally, asking students to point out which part of the text supports their answers.

## Beginners

Have students work in pairs to complete the activity. Ask them to support their answers with facts.

## Advanced

Have students do the activity individually. Ask them to write a paragraph comparing a newspaper article to a biography.

- F**  **Follow the instructions to interview five classmates.**

Read the instructions. Have students read the steps aloud. Clear up any doubts. Have everyone stand up and mill around the classroom to get the information for the table. When they finish, ask different students to share their answers with the class. Make sure everyone is asking and answering questions in English.

**G** Complete the missing letters in the words. Then match the activities with the pictures.

1. swiming
2. painting pictures
3. dancing
4. playing soccer
5. runing
6. playing basketball



**H**  **Track 26** Listen and repeat the chant.

Arrrr! Arrrr! I'm your favorite R pirate  
We're the action pirates, rolling our Rs  
They're painting the deck with lots of tar; Arr  
You're painting a picture of the island out far; Arr

We're big and green and we get mean  
We're rolling the waves in the big machine  
We're on a quest to find the treasure  
And all the food that gives us pleasure

We're the action pirates rolling our Rs  
Don't you want to be one of us?



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

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**G** Complete the missing letters in the words. Then match the activities with the pictures.

Read the instructions aloud and let students work on the activity while you monitor. Check by asking students to write correct answers on the board. You can have them mime each of the activities to check the matching part.

**H**  **Track 26** Listen and repeat the chant.

Play the CD and ask students to listen and read the chant silently. Play it again, pausing after each sentence is said and have them repeat it chorally, stressing the pronunciation of the contractions. Divide the class in two. Have one side read the first line aloud, then the other side read the second line aloud, and repeat the process till they finish. Have them switch, with the second team beginning. Next, have one side read the first four lines and the other side the next four lines, finally finish with the whole class reading the last two lines.

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

Ask a volunteer to read the instructions in workbook. Assign the first part for homework and once they have the information, have them follow the rest of the steps to put their notes in order. Finally, have them write and illustrate their paragraphs in their notebooks. When they finish, elicit some of them to share their work with the whole class.

# Project

- 1 Form a new group for lessons five to eight.
- 2 Gather information about your group's likes and dislikes by asking questions.
- 3 On the templates provided, write your group's likes and dislikes.
- 4 On cards describe each student's likes and dislikes.
- 5 Cut out the cards and stick them on a sheet of construction paper.
- 6 Make drawings on the construction paper that illustrate your likes and dislikes.
- 7 Save your work for your presentation.

_____ likes	_____ likes	_____ likes
_____	_____	_____
_____	_____	_____
but he/she doesn't like	but he/she doesn't like	but he/she doesn't like
_____	_____	_____
_____	_____	_____



# Project

## Material:

construction paper, index cards, markers, color pencils, scissors, glue

Have students form new project groups. Elicit that the project is an opportunity for them to practice everything they have learned throughout the lesson. Call on different students to read the instructions aloud and clear up any doubts. Elicit some of their likes and dislikes.

Tell them to divide the index cards in three columns to put their classmates information. Have them stand up and ask different people about their likes and dislikes. Once they have the necessary information, have them get back into their groups to work on their posters. Encourage them to be creative.

# Lesson 6

## Vocabulary

responsibility  
generosity  
marbles

## A Moment to Ourselves

### Why is it important to go to school?

Have students read the question and think about the answer. Have them stand up and share their thoughts with different students.

## Getting Started

Divide the class into four teams. Ask: *What would you do if there were no schools?* Monitor while they work encouraging everybody to speak in English all the time. Have the teams share their findings with the whole class.

## Lesson 6

### Why is it important to go to school?

#### A Track 27 Read and listen to the story.

The science teacher had a new activity for the group. The kids needed to learn about responsibility and generosity.	She gave the students an egg and told them to take care of it for a week. They had to make believe it was their baby. Joey decided to share his marbles and car with his baby.	The next day, Joey ran to the park after school. He liked skating around the lake. He forgot about his baby egg.
		
When Joey got up the next day, his egg was gone! He ran downstairs in a panic.	He took one look at his plate and knew what happened. He thought he was generous and responsible but he was wrong.	Then, his sister gave him back the egg. "You left it alone. I like taking care of babies, so I took care of yours". "Thanks sis, this was a hard lesson", he said.
		

#### B Match the sentence halves.

- |  |   |
|--|---|
| 1) The main reason for the activity        | a) because when he got up, his egg was gone.      |
| 2) Joey went skating because               | b) was more generous and responsible than he was. |
| 3) He thought his mother scrambled his egg | c) was to teach responsibility and generosity.    |
| 4) In the end, his little sister           | d) he forgot all about his science activity.      |

#### C Make a list of all the subjects you study at school. Answers may vary.

Ask and answer about your preferences.

#### A Track 27 Read and listen to the story.

Play the CD once and ask students: *Who are the main characters of the story? What was the problem? How was it solved?* Then, tell them to open their books and give them a few minutes to look at the pictures. Play the CD again so they can follow the reading.

#### B Match the sentence halves.

Work with the whole class. Tell students to read the sentence halves on the left side. Then ask them to find the second half as quickly as possible and raise their hand. Whoever raises their hand first gets to read the sentence aloud for everyone to check. Continue with the rest.

#### C Make a list of all the subjects you study at school.

Form pairs. Read instructions aloud and have students begin the activity. Monitor and help when required. Ask volunteers to share their answers with the class.

**D** Read the article.

**School, Then and Now**

Many years ago, school was a very different experience compared to school nowadays. Very often, children of different ages were in one classroom and one teacher taught them all at the same time. Teachers were strict and students did exactly what they said. There weren't any activities and fun projects for the students to do like there are today. Students copied the information from the blackboard that the teacher wrote. Classrooms didn't have lots of posters and children's art on the

walls. Today, education is different. There are usually fun projects that go along with all the subjects. If a student likes studying Math, for example, he or she can do a fun project that includes Math. Health and exercise are important subjects at schools today. Students can choose to become part of the sports teams they like. Education is constantly changing and we shouldn't be surprised to see more and more technology inside the classrooms.

Do you know the past form of these verbs? What are they?  
teach write have copy study

**E** Complete the table.

A long time ago	Today
The teachers were strict.	Today, teachers let you decide what projects to do.
There weren't any activities and projects.	There are fun projects that go along with all the subjects.
There weren't many things on the walls.	There are many posters and students display their work.
There weren't many sports activities.	There are many sports and other activities for students to choose.

Lesson 6 59

**Vocabulary**

power lines  
bridges  
rush

**CLIL: History**

**D** Read the article.

Tell students to read the article in silence and underline the verbs in past. Monitor while they work and when they finish ask them to share their choices with the class. Have them read the article again and decide which sentence states the main idea. Have a volunteer say the sentence and state why it's the main idea. Encourage students with different answers to read them and support their opinion.

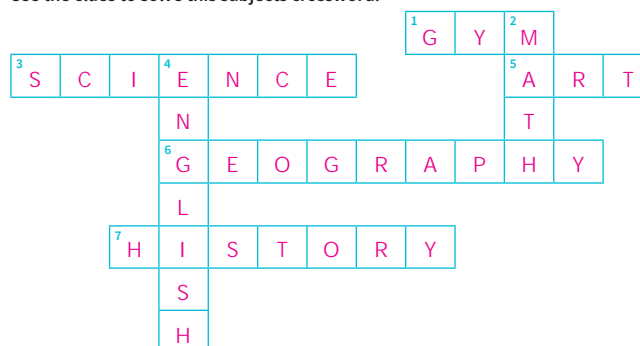
**Cross-Check**

Have a student read the questions and verbs in the box aloud. Form pairs and have them write the past forms of the verbs. Ask several students to come up to the board and write the verbs in present and past.

**E** Complete the table.

Read the instructions and the example aloud. Tell students to use the information in the article to help them. Check by asking volunteers to read their answers. Write them on the board.

**F** Use the clues to solve this subjects crossword.



**Across:**

1. If you like running, you like this subject.
3. You do experiments in this subject.
5. You paint in this subject.
6. You study different countries in this subject.
7. You study about the past in this subject.

**Down:**

2. You write equations in this subject.
4. This is the best subject!

**G** **Track 28** Listen and chant.

I like doing science projects.  
Johnny likes playing football.  
Andy likes doing math, but I don't.  
We all like doing plays.  
The boys like making noise.

**H** Write a diary entry about one day at school. Use the questions to help you.

- What time did school start?
- Who did you sit next to?
- What subject did the class start with?
- What activities did you do?
- Who did you play with at recess?
- What was the best part of the day?

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

**F** Use the clues to solve this subjects crossword.

Elicit different subjects in English and write them on the board, encourage the use of a dictionary to check spelling. Have students answer the puzzle. If time allows draw the puzzle on the board and call on volunteers to go to the board and fill in the answers so everyone can check them.

Beginners	Advanced
Have students work in pairs or trios to answer the puzzle.	Have students answer individually.

**G** **Track 28** Listen and chant.

Play the CD and ask students to listen and read the chant. Play it again, pausing after each sentence is said and ask them to repeat it chorally. If time allows, ask students to add more lines to the chant with information about their likes and dislikes at school.

**H** Write a diary entry about one day at school. Use the questions to help you.

Call on volunteers to read instructions and each of the questions aloud. Elicit some answers from different students. Once you're sure everybody understands what to do, have them write their entries in their notebooks. Monitor and help. Ask some students to share their work with the class.

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

Have students read the introductory paragraph and the instructions aloud; give them some time to write their opinion about the importance of Physical Education. When they finish, encourage some of them to share what they wrote with the whole class.

# Project

- 1 Use the template to interview three older members of your family (e.g., your granddad, grandma, uncle, aunt, mom, dad, etc.)
- 2 Report and compare your findings with the rest of your group members.

	What subjects did you study at school?	Did you do fun projects? Did you use computers?	Were your teachers strict?
Name _____ Age _____			
Name _____ Age _____			
Name _____ Age _____			



# Project

## Material:

construction paper, markers, ruler, color pencils.

Have students get into their project groups. Ask them to read the instructions and clear up any doubts. Tell them they will interview some members of their family and work on the rest the next day. Assign this activity for homework.

The following day, have students get into their groups; give them some time to compare their answers. Give each team a sheet of construction paper and ask them to present their information. Encourage them to illustrate their work and have them put it away for their final presentation.

# Lesson 7

## Vocabulary

on sale  
disabled  
enrolled

## A Moment to Ourselves

### Why should everyone be able to do sports?

Have students read the question and think about the answer. Ask them to discuss their opinions in pairs. Elicit some answers.

## Getting Started

Form groups of four. Write the following questions on the board: *Do you like to play sports? Why or why not? Can everyone do sports? Why? What are the benefits of playing some kind of sport?* Tell students to discuss the answers in their groups. After a few minutes elicit some of their answers.

## Lesson 7

### Why should everyone be able to do sports?

#### A Track 29 Read and listen to the dialog.

**Tommy:** Please, Mom, can we get that bicycle, it's on sale!

**Mom:** I'm really sorry Tommy, but the doctor...

**Tommy:** The doctor doesn't know anything!

**Mom:** He knows all about disabled children and the risks you can't take!

**Tommy:** Yeah, what about all those disabled cyclists who went to the Olympics?

**Mom:** Tommy, they are adults.

**Tommy:** Mom, they were kids when they started to cycle.

**Mom:** Well, maybe we could look at a tricycle for disabled kids.

**Tommy:** No Mom! I tried to use Billy's bike once and I didn't like it. Please, please Mom.

**Mom:** Ok, but only if we enroll you in the Association for Disabled Athletes where you can learn properly.

**Tommy:** Alright Mom, I know that Dad agrees and he says I need a good helmet.

**Mom:** Yes, we spoke about it last week but I didn't want you to cycle.

**Tommy:** Mom, I love you.

**Mom:** I know, come on let's ask about the bikes.



What kind of verb follows start and try?  
They were kids when they started to cycle.  
I tried to use Billy's bike.

#### B Choose the best phrase to complete the statements.

- Tommy's mom didn't want him to get a bicycle because...  
a) she was afraid that he might fall and get hurt.      b) she didn't want to spend money.
- Tommy wanted the bike because...  
a) he wanted his mom to get angry.      b) he really likes riding bicycles.
- Tommy's dad agrees that he should have a bike...  
a) if he gets a good helmet.      b) if he joins a club for cyclists.

#### C Read and discuss the questions.

- Which sports are more difficult for you?
- Which do you think are more difficult for disabled children?
- How could we change the sports to make them easier for disabled children?

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#### A Track 29 Read and listen to the dialogue.

Tell students to close their books, play the CD once and ask: *Who is talking? What are they talking about?* Then, tell them to open their books, look at the picture and describe it. Play the CD again so they can follow the reading.

#### Cross-Check

Have students read the question and information in the box. Give them a few minutes to talk about it with a classmate. Elicit the answer. Call on volunteers to say some sentences using start and try.

#### B Choose the best phrase to complete the statements.

Work on this activity with the whole class. Have students take turns reading the beginning of the sentence and the missing part. Elicit why Tommy's mom was afraid he might get hurt (Tommy only has one leg.) Ask if we tend to treat disabled people differently and why. Call on different students for different opinions.

#### C Read and discuss the questions.

Form teams of four. Read each of the questions aloud and clear up any doubts. Give students some time to discuss them while you monitor and encourage everyone to speak in English. Ask teams to share their conclusions with the rest of the class. Write their ideas on the board.

**D** Read the article.

## We can do anything!

Many years ago, there weren't many opportunities in sports for people with disabilities, much less for children. Today, things have changed. If a child with any kind of amputation likes doing a special sport, there are many organizations that will try to help him or her. Riding a bicycle, for example, is not easy for a child with special needs. Children can coordinate balancing, pedaling and steering naturally, but these tasks are very difficult for disabled children. Many bicycle companies make special adaptations to the bike for specific disabilities. In the mid 1980s bike companies



developed the sport of hand-cycling for people who don't have use of their legs. It's like a big tricycle but a lot cooler for the kids. They can use this hand powered bicycle to even go on trails in the countryside. The Paralympics is the ultimate goal for many disabled athletes and just like the other Olympic Games, you have to start training young if you want to qualify. Today, young athletes with special needs can tell you, "We can do anything!"

**E** Match the sentence halves together.

- |   |  |
|---|--|
| 1. In the past, kids with special needs         | a) has helped people with limited or no use of their legs for three decades. |
| 2. Today, bike companies                        | b) can choose from a variety of sports that are adapted.                     |
| 3. Children with special needs today            | c) if you want to qualify for the Paralympics.                               |
| 4. The sport called "hand-cycling"              | d) didn't have many opportunities for doing sports.                          |
| 5. You have to start training when you're young | e) will adapt bicycles for different types of disabilities.                  |

Lesson 7 63

### Vocabulary

amputation  
steering  
trails

### CLIL: Physical Education

**D** Read the article.

Have students look at the pictures and describe them to predict what the article is about. Tell them to read it in silence. Then, ask: *How can kids with disabilities practice sports? In your opinion, are there any sports that are too difficult for them?* Have a class discussion using the questions.

**E** Match the sentence halves together.

Read the instructions and have students answer individually. First, go through the sentence halves in the first column and ask students to match each of them with the ones in the second column according to what they read in the article. Check answers with the whole group.

**F** Circle six sports in the word search.

swimming cycling tennis  
hockey running soccer




**G**  **Track 30** Listen, read and chant.

When I **started to ride** my bike,  
I was just a tiny kid,  
I **tried to go** real fast,  
But I always got hurt!  
I **decided to ask** my mom,  
For a little tricycle,  
And she **offered to buy** me one  
But only for my birthday!

**H** Rewrite the article in the correct order in your notebook.

- 9 Even people with one working arm can use the handcycle.
- 6 People used them to ride around the neighborhood, go cross-country riding and even racing.
- 1 In the 1980s some bicycle designers developed the handcycle.
- 7 The 2004 Paralympics included the sport for the first time.
- 5 Very soon the sport called "hand-cycling" was created.
- 2 It was for people with special needs who liked cycling.
- 4 It was an instant success in the disabled community.
- 3 It was specially made for people who had limited or no use of their legs.
- 8 Today, thousands of people both with and without disabilities, use the hand-cycle to race or just ride around with their friends.

 Go to page 48 in your workbook and write an entry in your blog.

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**F** Circle six sports in the word search.

Give students some time to find the six sports in the word search activity. Ask volunteers to spell the words they found aloud and say sentences using them.


**G**  **Track 30** Listen, read and chant.

Play the CD and ask students to listen and read the chant. Play it again, pausing after each sentence is said and ask them to repeat it chorally. Play the CD again, this time pause after every two lines for students to repeat. Play it again and this time, pause it after four lines. Finally, play the whole chant and have students repeat it. If time allows, ask students to write a chant in which they describe a difficult experience they had when practicing a sport.

**H** Rewrite the article in the correct order in your notebook.

Form four teams. Have them copy the sentence fragments carefully on strips of paper. Tell them to put the paragraph in order. The first team to finish the paragraph correctly wins. Ask the winning team to read their paragraph. If it is correct, have them

write it on the board for everyone to check their answer. If not, have the second team who finished read theirs, and so on.

 Go to page 48 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. If you have Internet access, give them time to research the topic in class. If not, assign it for homework. Have some or all of the students share what they have written with the rest of the class.

## Project



- 1 Get together with your team members.
- 2 Choose a sport that can be adapted for disabled children.
- 3 Do research on the Internet about the sport and find pictures.
- 4 On a sheet of construction paper, make a poster to teach the rest of the class about your sport for disabled children.
- 5 Save your work for your presentation.

Lesson 7 65

## Project

### Material:

construction paper, markers, color pencils

Have students get into their project groups. Ask them to read the instructions aloud. Elicit some sports that can be adapted for disabled children and write them on the board. Give them time to research the sport of their choice. Encourage them to be creative and speak in English.

# Lesson 8

## Vocabulary

extreme  
enjoy  
whole

## A Moment to Ourselves

Do you think vacations are good or bad for our health?

Have students read the question and think about the answer. Have them stand up and share their thoughts with different students.

## Getting Started

Form pairs. Ask students to think about a really nice vacation and one that wasn't so nice. Have them talk about what they liked and didn't like. Call on some volunteers to share their experiences.

# Lesson 8

Do you think vacations are good or bad for our health?

## A Track 31 Listen and fill in the missing words.

What are you doing for your vacation? If you like doing extreme activities, and if you like helping others, this is the perfect vacation for you. Join the Habitat for Humanity vacation organization. There are programs for all members of the family. Kids can enjoy playing with other local children. Parents and older children can help build houses. Your whole family will live with local families in the country of your choice. There are lots of activities for break times. Depending on the country, you can enjoy climbing, canopying, surfing, hiking, horseback riding and many other sports. You will love building houses alongside the families who live there. Vacation costs are about 80% less than other vacations. Come and join us for your next vacation!

## B Answer the questions. Answers will vary.

1. What does Habitat for Humanity do?
2. What kind of vacation could it be for your family?
3. What makes this experience different from other vacations?
4. What is your opinion of this program?
5. Would you convince your family to do this?

Look and discuss how to complete the sentences with the correct verb form.

1. We all enjoy doing (do) sports.
2. I love helping (help) others.
3. I like learning (learn) about different cultures.

## C Ask and answer questions. Answers will vary.

You and your family are having a Habitat for Humanity vacation in Guatemala. Use the ideas in the box to tell your family about what you like and what you enjoy.

I enjoy swimming in the lake, but I don't like painting walls because I get tired!

### Help building houses

Laying bricks  
Putting in window frames  
Mixing cement  
Putting in doors  
Painting walls

### Fun activities in free time

Swimming in the lake  
Horseback riding  
Playing volleyball on the beach  
Learning Spanish



## A Track 31 Listen and fill in the missing words.

Ask students to read the paragraph. Play the CD so students can follow the text. Play it again, pausing after each answer, to give them time to fill in the blanks. Have different students take turns reading the lines and answers aloud for everyone to check. Ask a volunteer to write the words on the board.

## B Answer the questions.


Have a class discussion. Ask volunteers to read each of the questions aloud and elicit answers from different students, encourage them to support their answers with facts from the text or, in the case of a personal opinion, to give arguments to back up their ideas. Encourage students to express themselves freely if they have different opinions.

## Cross-Check

Ask students to read the information in the Cross-Check box and look at the example below. Have them complete the sentences. Check answers with the whole group. Elicit the type of verb that follows enjoy, love and like. (-ing)

## C Ask and answer questions.

Organize the class into teams. Read the instructions aloud and make sure everybody understands that they have to express their likes and dislikes using the information from the box. Elicit possible questions. Monitor and help.

**D**  **Look at the title of the article and answer the questions.**

1. What do you think the article is about?
2. What could Habitat for Humanity mean?



**E**  **Discuss the questions.**


1. What is different about this type of vacation?
2. Do you think this type of vacation is better? Why or why not?
3. Is this an act of generosity? Is this important?

Lesson 8 67

### Vocabulary

range  
relief  
wounded

### CLIL: Social Studies

**D**  **Look at the title of the article and answer the questions.**

Have students look at the pictures and the title of the article. Use the questions to help students predict what the text is about. Tell them to read the article in silence and to underline any words they don't understand. When they finish reading, ask them if their predictions were correct. Ask students to say which words they don't know and have the students who know them mime, draw, or use them in sentences to help define them.

**E**  **Discuss the questions.**

Form teams of three. Read each of the questions aloud and clear up any doubts. Ask students to discuss the answers and encourage them to speak only in English. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

**F Match the descriptions with the phrases.**

- |   |                      |
|---|----------------------|
| Pour water into the cement and gravel and mix.                            | Lay bricks           |
| Fit the wooden frames and glass into the walls.                           | Put in doors         |
| Place some cement on the brick and lay another brick on it.               | Paint walls          |
| Lift the door so it fits in the hole and secure.                          | Mix cement           |
| Dip the brush into the bucket of paint and brush up and down on the wall. | Put in window frames |

**G Track 32 Listen to and repeat the poem.**



Do you like singing  
and dancing in the rain?  
Do you like swimming  
down the fast pool lanes?  
How about horseback riding  
While holding my hand?

I like doing all these things too,  
Especially when I do them all with you.

**H Write a letter to your family about your experience with Habitat for Humanity. Use the phrases in the box to help you.**

I like... I enjoy... I don't like...  
paint/walls mix/cement put in/window frames learn/new language  
make/ new friends

Answers will vary.

Go to page 51 in your workbook and write an entry in your blog.

**F Match the descriptions with the phrases.**

Read the instructions aloud. Tell them to read the definitions in the left hand column and match them to their activity in the right hand column. Elicit the answers.

Beginners	Advanced
Have students work in pairs to help each other with the descriptions and phrases.	Have students do the activity individually. Ask them to match the descriptions and then, in their notebooks, write complete sentences with the phrases.

**G Track 32 Listen and repeat the poem.**

Have students read the lines aloud. Play the CD and ask students to listen and read the poem. Ask them the difference between the first reading they did and the listening (rhythm, intonation, etc.) Play it again, pausing after each verse is said and ask them to repeat it chorally.

**H Write a letter to your family about your experience with Habitat for Humanity. Use the phrases in the box to help you.**

Ask a volunteer to read the instructions and the phrases in the box aloud. Monitor and help as they work. Ask some students to share their work.

Go to page 51 in your Workbook and write an entry in your blog.

Ask volunteers to read the instructions in the workbook aloud. Have volunteers share their experiences. Ask them if helping others shows generosity. Clear up any doubts. Once you're sure everybody knows what to do, ask them to write their paragraphs on their own. When they finish, encourage volunteers to share their paragraphs with the class.

# Project

- 1 Get into your groups.
- 2 Think about someone in your community that needs help. For example, a neighbor who needs help walking his or her dog; an older person that needs some help watering his or her plants.
- 3 Discuss the people that need help and what kind of help you could offer them.
- 4 Make a list as a group using the template.

Name	What help does he/she need?

- 5 Discuss with your group members how you could visit each person together to offer them help.
- 6 When you get home, ask your parents or other family members if you can carry out your plan with the rest of your team members.



Lesson 8 69

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

Tell students to brainstorm different people in their community who might need some kind of help, and think how and when they will help them.

**Ask students to involve their parents in their plan, they will have to tell them that it is a group project in which they are learning that solidarity and generosity are important when being part of a community.**

## Review 2

### Review 2

**A Fill in the missing words. Use the adjectives in parentheses in the comparative form.**

When I was 1) (young) younger, I couldn't reach my toys on the shelf. My brother Ron was 2) (big) bigger but he was always too busy to help me. Then suddenly, I began to grow 3) (tall) taller. Now, my brother runs away from me because he's 4) (short) shorter and 5) (slow) slower than me. I wonder how long this will last!

**B Read and match the sentence halves.**

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Mom and Dad...          | a) couldn't put up the tent.      |
| 2. At first they...        | b) couldn't start the stove.      |
| 3. But then dad...         | c) had to do everything.          |
| 4. And mom...              | d) were happy and full of energy. |
| 5. In the end, the kids... | e) took the kids camping          |

**C Read the sentences and number them in the correct order.**

- 3 Suddenly, a boat went by, the people in the boat waved at them. A girl yelled, "Hey! Do you like skiing?" Karen thought about it.
- 5 They learned how to ski and they loved it. They skied in front of their grandparents and waved at them.
- 2 One day they were sitting on a log in front of the lake, "I don't like being here, there's nothing to do," said Karen.
- 6 "Oh, grandpa and grandma, being here is wonderful," said Karen. "Is fishing fun? Please teach us!"
- 4 "Come skiing with us," said Angie, their new friend. Her parents helped the girls into the boat.
- 1 Once upon a time Karen and Becky went to spend the summer with their grandma and grandpa in the mountains.

**A Fill in the missing words. Use the adjectives in parentheses in the comparative form.**

**B Read and match the sentence halves.**

**C Read the sentences and number them in the correct order.**

Do activities one by one. Read the instructions and clear up any doubts. Have students answer individually. Check answers with the whole group. Do this for each activity. (In Activity C have volunteers read the sentences aloud in order.)

**D** Classify the adjectives under each heading. Then complete the rules.

happy sad tall difficult big fantastic funny young comfortable  
beautiful thin short intelligent old exciting

One or two syllables	Three or more syllables
happy sad tall big funny young thin short old	difficult fantastic comfortable  beautiful intelligent comfortable

How do you make the adjectives in the first column comparatives?

You add er or ier than.

How do you make the adjectives in the second column comparatives?

You write more plus the adjective than.

**E** Read and circle the correct words.

- I like dancing / dance because it's elegant / more elegant than swimming.
- Well, I think that to swim / swimming is exciting / more exciting.
- That's fine. I like skating / skate, though. It's difficult / more difficult than swimming.
- That's because you're short / shorter than I am.
- No, that's because I'm more intelligent / intelligenter than you!

**F** Correct the sentences.

Example: Susan is more tall than Mary. Susan is taller than Mary.

- John studied hard to passing his exam. John studied harder to pass his exam.
- This sofa is comfortabler than your chair. This sofa is more comfortable than your chair.
- He likes cook. He helps his mom every day. He likes to cook. He helps his mom every day.
- My grandparents are more old than my parents. My grandparents are older than my parents.

Review 2 71

**D** Classify the adjectives under each heading. Then complete the rules.

**E** Read and circle the correct words.

**F** Correct the sentences.

Do activities one by one. Read the instructions and clear up any doubts. Have students answer individually. Check answers with the whole group. Do this for each activity. (In Activity A, elicit the rules for comparatives after checking their answers.)

## A Wonderful World

### Vocabulary

artworks  
sculpture  
landscape

### A Moment to Ourselves

What does it mean to express ourselves artistically? Why is it important?

Ask a volunteer to read the questions 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

Ask: *What does it mean to express ourselves artistically?* Elicit answers from different students. Put students into groups of three and have them discuss the type of art they like the most. Encourage them to speak only in English. After a few minutes call on volunteers to share what they like with the rest of the class.

### Lesson 1

### Unit 3

## A Wonderful World

What does it mean to express ourselves artistically? Why is it important?

**A**  **Track 33** Listen and read the dialog. Circle the best answer.

a) Manuel won't leave Maria alone.

b) Manuel won't help Maria with her art.

**Ms. Sanchez:** Today you are going to do some artwork.

**Ms. Sanchez:** That's enough, Manuel. You need to leave Maria alone.

**Manuel:** Ms. Sanchez, I want to make a sculpture of Maria.

**Jose:** Ms. Sanchez, I'd like to draw or make a sculpture.

**Maria:** No Manuel. I don't want you to do that.

**Maria:** Ok, Look I found some clay. Jose can use it for his sculpture.

**Ms. Sanchez:** Choose a different person, Manuel. And, I don't think there's any clay for a sculpture.

**Ms. Sanchez:** That's great Maria. You can also use recycled materials for art.

**Manuel:** Ok, well, I want to paint a portrait of Maria then.

**Manuel:** Great! I've decided to make a robot with milk cartons.

**Maria:** Ms. Sanchez! Manuel is bothering me! He wants to paint me, but I don't want him to.

**Jose:** Wow that's great!  
**Manuel:** And I'll name it Maria.

**Manuel:** OK, OK. I'll paint a landscape of Maria's house next to the river.

**Maria:** Oh, no!

When a verb follows expressions such as *want* or *decide*, what verb form do we use?


**B** Match the sentence halves together.

- Manuel wanted to make a sculpture of Maria, and Ms. Sanchez also said to leave Maria alone.
- Then Manuel wanted to make a landscape of Maria's house, and Maria found some clay for Jose.
- Jose wanted to make a sculpture but he decided to paint her portrait.
- Maria told Manuel to stop bothering her but in the end, he decided to make a robot.

**C**  Ask and answer questions about the professions.

artist lawyer doctor teacher scientist fireman nurse

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**A**  **Track 33** Listen and read the dialog. Circle the best answer.

Have students close their books, and play the CD. Check to see how much they understood, ask: *What do the kids have to do?* Encourage different students to share their answers. Then tell them to open their books. Ask a volunteer to read the instructions and the two answers. Play the CD again so they can follow the reading and choose the best answer. Check orally, asking students to read the passages that support their answers.

### Cross-Check

Ask students to read the information in the box. Tell them to find the expressions in the dialog and circle the verbs that follow them. Elicit that all the verbs that follow those expressions are in the infinitive form.

**B** Match the sentence halves together.

Read the instructions. Clear up any doubts. Check orally.

**C**  Ask and answer questions about the professions.

Write on the board: *What did the artist decide/want?* Elicit answers from different students, e.g.: *The artist wanted/decided to paint a garden.* Tell students to ask similar questions about the other professions, using different tenses. Have them do the activity while you monitor and help. Ask volunteers to share their questions and answers with the class.

**D Read the article and underline the information.**

red = why making art is important      green = what you need to explain to your friends

**Art Is For Everyone**

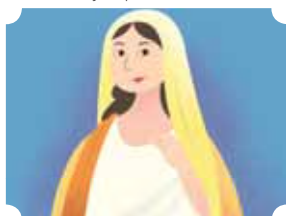
Most famous artists began doing art at a very young age. As a matter of fact, there are pieces of art in museums that look like children made them. Many kids feel shy and don't want to make art but they shouldn't feel that way. The more artwork you do, the better you get at it. Making art is important because it helps you to relax and communicate what you feel without speaking. There are many things that a fourth grader can do in art. It is important to be able to explain to your friends what the message of your artwork is and watch how they react. That's when you will realize that you have created a real piece of artwork, worthy to be hung in the most special place in the house; the refrigerator or in your bedroom. You can experiment with different techniques in art, such as painting, sculpture and collage. You don't always need to paint something that looks real; you can paint something that doesn't look like anything in reality, but communicates how you feel inside.

**E Discuss the questions.**

1. Why do you think some kids are shy about making art?
2. Why do you think it's important that your artwork has a message?
3. How do you feel when you make art?

**F Look at the artwork and compare and contrast the paintings. Answers will vary.**

- Can you see what is in the picture? What are the colors like?
- What do you think the artist's message is?
- How does the artwork make you feel?
- Which do you prefer?



Lesson 1 73

**Vocabulary**

artwork  
shy  
technique

**CLIL: Art**

**D Read the article and underline the information.**

Read instructions aloud and tell students to take out their red and green color pencils. Call on volunteers to take turns reading the article and ask the group to shout either: *Green!* or *Red!* when the requested information is said. If the answer is correct, give them a moment to underline the sentence with the corresponding color.

**E Discuss the questions.**

Have a group discussion using the questions in this activity. Write them on the board and elicit answers from different students. If their opinions are different, encourage them to give arguments to defend their points of view. Ask them what they think about art.

**F Look at the artwork and compare and contrast the paintings.**

Read the instructions and questions aloud with students. Clear up any doubts before they begin the activity. Ask teams to share their opinions about the paintings with the class.

Beginners	Advanced
Have students work in pairs to take notes on their impressions of the paintings. Elicit how the paintings make them feel.	Have students work individually to describe the painting they like the most and support their opinions with specific details.

### Vocabulary

young  
curvy  
pretty

**G** Look at the artist's studio and number the items.

1. paint brushes 2. easel 3. water colors 4. clay 5. plasticine 6. colored pencils



**H**  **Track 34** Listen and circle the words that you hear.

1. shopping playing stopping

2. blue shoe new

3. try buy my



4. clay play tray

**I** Choose a picture from F and write about it. *Answers will vary.*

I think that the artist wanted to show us \_\_\_\_\_.

When I saw it, I felt \_\_\_\_\_ because \_\_\_\_\_.

The colors are \_\_\_\_\_.

 Go to page 54 in your workbook and write an entry in your blog. 

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**G** Look at the artist's studio and number the items.



Have students look at the picture and elicit the names of the items. Give them a few minutes to number them and check orally. Call on volunteers to spell the items with their books closed.

**H**  **Track 34** Listen and circle the words that you hear.

Play the CD so that students can choose the words that are said. Play it again and pause it after each word is said so that they can check. Finally, ask them to look for more words in the lesson that have these sounds, write them on the board and have them pronounce the words chorally.

**I** Choose a picture from F and write about it.

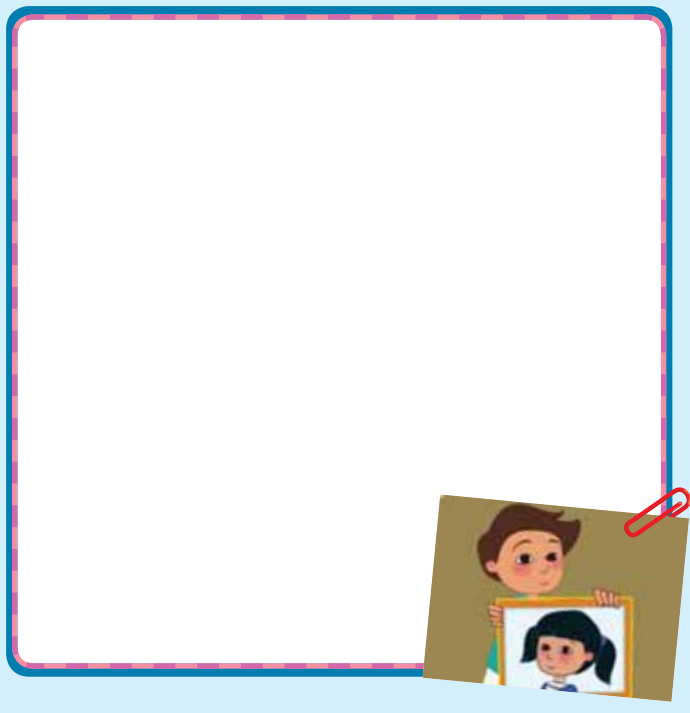
Go back to activity F and ask students to choose their favorite picture. Give them some time to work individually and when they finish ask some volunteers to share their paragraph with the whole class.

 Go to page 54 in your Workbook and write an entry in your blog. 

Have volunteers read the instructions aloud. Clear up any doubts. Assign the research part of the activity for homework, or do it in class if you have access to Internet. Once students are ready, have them write their paragraphs. Monitor and help if necessary. Have students share their work in groups of six.

# Project

- 1 Form a group of students that you will work with for the next four weeks.
- 2 In the space provided, sketch a portrait of one person in your group. Use the style of your choice, and think of the colors you want to use.
- 3 Finally, draw the portrait on a sheet of paper, add color, and present it to the rest of your group, explaining the parts that you enjoyed doing and the parts you found difficult.



Lesson 1 75

# Project

## Material:

sheets of paper, color pencils, watercolors, chalk, markers or any other material for painting

Tell students that they will be working on their first project from this unit. Remind them that the project 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.

Tell students to work in teams of four or five and draw a portrait of one of their classmates. Once they are finished ask them to show their pictures in their teams and choose the one they like the most.

Ask that student to draw the portrait again on a large sheet of paper; the rest of the team may color it and add any interesting details they want. Encourage students to be as creative as they can. Ask them to save their work.

# Lesson 2

## Vocabulary

performance  
stomping  
appreciate

## A Moment to Ourselves

### Why do you think some people love dancing?

Ask students to think about the answer to the question. Have them work in groups of four or five to discuss the answer. Once they are finished, call on volunteers to share their conclusions.

## Getting Started

Ask students: *Who likes dancing?* Elicit answers from different students and ask them to share the kind of music they like to dance to and how they feel when they dance.

## Lesson 2

### Why do you think some people love dancing?

#### A Track 35 Listen and read the dialog.

**Annie:** Oh Mom, I just love dancing. I'd like to see the ballet *The Nutcracker*!

**Billy:** That's silly! I want to see the Stomp Troupe. They are great.

**Mom:** Well, we can try to go to both performances. Ballet and stomping are very different but they are both dancing.

**Billy:** You should see my friends and I! We use garbage lids, broom sticks, and our feet to dance and make music!

**Annie:** What kind of dancing is that?!

**Mom:** Annie! It's important to appreciate all types of dancing. At least understand it before you say you don't like it.

**Billy:** That's okay, Mom. Look Annie, I'll teach you how to stomp. Take this broomstick; you have to hit the floor with a beat.

**Annie:** Like this? Stomp, stomp...stomp stomp stomp.



**Billy:** That's right! You have it. You are a natural dancer.

**Annie:** Of course I am. But my ballet teacher says I have to practice more.

**Mom:** Hey! I want to learn too. Let's stomp around the kitchen! Isn't dancing wonderful?

#### B Read and circle the correct answers.

1. Annie wanted to / didn't want to see *The Nutcracker*.
2. Billy wanted to / didn't want to see *The Nutcracker*.
3. Billy wanted to / didn't want to teach Annie how to dance stomp.
4. All three wanted to / didn't want to stomp around the kitchen.

#### C Ask and answer questions about the chores below.

wash dishes   make bed   clean bedroom   take out trash   bathe dog

What chores did you do at home last week?



#### A Track 35 Listen to and read the dialog.

Write the following questions on the board: *What does Annie want to see? What does Billy want to see?* Tell students to listen carefully to find the answers. Play the CD with books closed. Elicit both answers and ask them to open their books. Play the CD again so they can follow the reading. Have students work in pairs to discuss what they think about dancing. Call on volunteers to state their opinions.

#### B Read and circle the correct answers.

Ask students to reread the text and choose the correct answers. Monitor while they work and check answers by asking volunteers to read complete sentences.

#### C Ask and answer questions about the chores below.

Divide the class into pairs and read instructions aloud. Ask a volunteer to read the sample question aloud and elicit some answers from students, e.g.: *I washed the dishes*. Once you're sure everybody knows exactly what to do, ask them to begin. Encourage students to share some of their chores with the whole class.

**D Read the article.**

## The Nutcracker

*The Nutcracker* ballet is the most famous ballet around Christmas time today. People of all ages enjoy going to see the ballet. Hoffman wrote the story and Tchaikovsky composed the music to turn it into a ballet. It was first performed in Moscow at Christmas in 1891. People outside Russia wanted to see it, but it wasn't performed in England until 1934 and in the US until 1944.



The story is about Clara, a little girl, who gets a beautiful soldier nutcracker for Christmas. She falls asleep under the tree with the nutcracker in her arms. She wakes up at midnight to find the Mouse King attacking her nutcracker. She helps him and they both float off to an incredible adventure in different lands full of magic and dancing. Finally, she wakes up the next day, under the tree with her nutcracker still in her arms. The dancers make the toys come to life, almost like magic.

**E Discuss the questions.**

1. Do you know this ballet?
2. Why do you think this ballet is so popular, especially around Christmas time?
3. Do you like the story of *The Nutcracker*? Why or why not?

Which sentence is correct? Why?  
She wanted to see the Nutcracker.  
~~She wanted see the Nutcracker.~~

**F Read the statements and write T (True) or F (False) according to your opinions.**

1. Ballet is only for girls. \_\_\_\_
2. You have to be tall to dance ballet. \_\_\_\_
3. Ballet makes your body very strong. \_\_\_\_
4. Ballet isn't very good exercise. \_\_\_\_
5. Dancing ballet hurts your feet at first. \_\_\_\_

Answers will vary.



Compare your answers with a partner.

Lesson 2 77

### Vocabulary

ballet	famous
fall asleep	perform

### CLIL: Art

**D Read the article.**

Ask students to look at the picture and describe it. Have a few students take turns reading the article aloud. If they have questions about words encourage them to help one another or use a dictionary to find the meanings.

**E Discuss the questions.**

Have a group discussion using the questions in this activity. Read aloud and elicit answers from different students. If their opinions are different, encourage them to support their points of view.

### Cross-Check

Have students read the sentences in the box in pairs to decide which is correct. Elicit answer from a volunteer.

**F Read the statements and write T (True) or F (False) according to your opinions. Compare your answers with a partner.**

Have students read instructions and each of the statements aloud. Give them some time to answer them according to their own opinions. Then, have students work in pairs to compare their answers. Monitor and help. Ask pairs to share their opinions with the whole class.

**G** Look at the dances and mark (✓) the ones you like. Then, discuss where you think they come from. *Answers will vary.*



**H**  **Track 36** Listen and sing the song.

When people dance, they feel good.  
Dancing puts you in a good mood  
There are dances from all over  
Bringing cultures even closer  
If I could have a dance with you  
I know you'd like to dance too.



**I** Rewrite the letter in your notebook in the correct order.

Oaxaca is wonderful and the dance shows were great.

Then, the girls with beautiful white dresses came on stage. They were from Veracruz.

Finally, the dancers who were dressed like jaguars came dancing in.

First, we saw the dancers from Guadalajara. They were colorful.

It was a wonderful day but I'm coming home tomorrow.


Next, came the boy dancers. They danced with swords. It was scary.

Oaxaca is wonderful and the dance shows are great.

*First, we saw the dancers from Guadalajara. They were colorful. Then, the girls with beautiful white dresses came onstage. They were from Veracruz. Next, came the boy dancers. They danced with swords. It was scary. Finally, the dancers who were dressed like jaguars came dancing in. It was a wonderful day but I'm coming home tomorrow.*

Go to page 57 in your workbook and write an entry in your blog.

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**G**  Look at the dances and mark the ones you like. Then, discuss where you think they come from.

Ask students look at the pictures and check the ones they like. Then, form teams of four and give them some time to discuss the origin of each of the dances. Elicit answers and ask volunteers to spell the names of the countries.

**H**  **Track 36** Listen and sing the song.

Read the song aloud and have students repeat line by line. Play the CD so that students can hear the song. Play it again and ask them to sing along. Pause after each line if necessary, then play again complete with students singing along..

**I** Rewrite the letter in your notebook in the correct order.

Ask volunteers to read the instructions. Make sure everybody understands what they have to do. Give them some time to work on their writing individually. When they finish, check by asking one student to read the whole letter aloud.

#### Beginners

Have students do the activity in pairs or groups of three. Ask them to get together with another group to check their answers.

#### Advanced

Have students do the activity individually. Then compare their answers with another classmate.

Go to page 57 in your Workbook and write an entry in your blog.

Ask volunteers to read the instructions and the questions aloud. Ask other students to describe the picture. Tell them to use the example as a guide to write about a dance. Monitor and help. Ask some students to share what they wrote with the rest of the class.

## Project

- 1 Get into your group.
- 2 Choose a traditional dance from your country that you want to present to the rest of the class.
- 3 Do research on the Internet about the dance and print out pictures.
- 4 On construction paper, make a poster that gives information about the dance.
- 5 Decorate your poster.
- 6 Finally, present your poster to the rest of the class and ask volunteers to demonstrate the dance.



Lesson 2 79

## Project

### Material:

Internet articles, construction paper, markers, printed pictures, scissors, glue.

Tell students to get into their project groups, and remind them that it is important for everyone to participate because it is a group activity. Call on different students to read the steps. Tell them to be creative when making their posters. Monitor as they work. Once they have finished, ask the groups to present their poster and dance to the class.

# Lesson 3

## Vocabulary

greedy  
scenery  
scary

## A Moment to Ourselves

Why do you think people enjoy going to the theater?

Ask students to think about the question and discuss their answers in groups of three. Call on volunteers to share their opinions.

## Getting Started

Ask students: *Do you like to go to the theater?*  
*What kind of plays do you like to see? or Why don't you like going to the theater?* Elicit opinions and personal experiences.

## Lesson 3

Why do you think people enjoy going to the theater?

**A**  **Track 37** Listen and read the dialog.

## A Christmas Carol

**Teacher:** OK, children, this is the Christmas play for the year.

**Billy:** Why are we doing A Christmas Carol again?

**Teacher:** Because it's a Christmas play, Billy.

**Angie:** And everyone likes it because it's about three ghosts who visit Scrooge; a mean greedy old man.

**David:** I'd like to be the ghost of the past; he takes Scrooge back to his childhood.

**Teacher:** Everyone will have something to do. Theater is for everybody.

**Susie:** I like painting, I can paint the scenery.

**Teacher:** OK. Who would like to play the ghost of the present?

**Angie:** Me, me! He takes Scrooge to his family and his worker.


**Billy:** That's where he sees that Tiny Tim is really sick. I want to be Tiny Tim!

**Teacher:** That's fine Billy. I'm very happy to see that my students know the story. Now we only need the ghost of the future.


**Ernie:** I'd like to play that ghost, Ms. Villa. I can be scary!

**Teacher:** Fine, we will give out the other parts at the rehearsal. Let's go and start rehearsing!

What do you want to know with a *Why* question? What word do we use to answer?

**B**  **Track 37** Listen again and answer the questions with *Because*. Share with a friend.

- Why are they producing A Christmas Carol again?  
*Because it is a Christmas play.*
- Why does everybody like this play?  
*Because it is about three ghosts who visit Scrooge, and help him change and be generous.*
- Why does Susie want to paint the scenery?  
*Because she likes painting.*

**C**  **Track 37** Ask and answer questions using *Why* and *Because* using the ideas below.  
your parents give you your name, your parents choose this school,  
choose that sweater / skirt / shirt? *Answers will vary.*

Why is your name Maria?



Because it's my grandma's name.


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**A**  **Track 38** Listen and read the dialog.


Have students look at the title of the dialog and ask if they know the story. If they do, elicit what it is about and who wrote it (Charles Dickens.) Play the CD and have students follow the reading while they listen. Have students work in groups of six to practice the dialog. Tell them to switch roles. Call on volunteers to act it out in front of the class.

## Cross-Check

Ask students to discuss the answers in pairs. Elicit answers from volunteers.

**B**  **Track 37** Listen again and answer the questions with *Because*. Share with a friend.

Have different students read the instructions and the three questions aloud. Tell students to close their books and listen carefully to find the answers to the questions. At the end of the track, elicit the answers they heard. If necessary play the CD again. Elicit answers.

**C**  **Track 37** Ask and answer questions using *Why* and *Because* using the ideas below.

Divide the class into pairs. Ask two volunteers to model the example. Clear up any doubts. Have students do the activity. Monitor and help. Ask volunteers to share their questions and answers with the class.

## Vocabulary

meanness  
heartbroken  
grave

### D Read the text from *A Christmas Carol*. Underline the verbs in past tense.

Charles Dickens wrote *A Christmas Carol* in 1843. It was published just in time for Christmas that year. It is a tale of greed and meanness that eventually becomes about friendship and generosity. On Christmas eve, Ebenezer Scrooge sent his nephew Fred home feeling annoyed. His clerk, Bob Cratchit also went home with nothing for dinner. Later that night his dead partner, Marley, tells him that three ghosts would visit him. The first one was the ghost of the past. He took Scrooge back to his childhood and Scrooge cried a lot. The second ghost took Scrooge to Cratchit's

house. There, he saw that Cratchit's son, Tiny Tim, was very sick. The third ghost looked like death and he took Scrooge to Tiny Tim's funeral. Scrooge was heartbroken. Then the ghost took him to the cemetery where he saw his own grave. Scrooge woke up the next morning. He ran to the window and asked a boy, "What day is today?" It was Christmas morning. He sent a huge turkey to Cratchit's home and went to visit his nephew. From that day on, he was generous and friendly to everyone, especially to Tiny Tim.

### E Read and circle the best answer.

- Charles Dickens wrote *A Christmas Carol* in order to...  
a) tell us about the importance of generosity and friendship. b) tell us that greedy people cannot change.
- Marley came to Scrooge...  
a) to tell him to change his greedy ways. b) to tell him to expect three ghosts.
- The ghost of the past showed Scrooge...  
a) that he had been a sad child. b) that things in the past didn't matter.
- The ghost of the present showed Scrooge...  
a) that life is better when you are with friends. b) that life was terrible without him.

### F Match the questions with the answers.

- Why did Marley visit Scrooge? Because he saw that he was wrong, that it was good to be nice to people, and that he had to change or share Marley's fate.
- Why did the ghost of the future take him to the cemetery? Because they decided they would give him a chance to change.
- Why did Scrooge become generous and friendly after the ghosts visit? Because he wanted Scrooge to become a better person and not die as he did.
- Why did the three ghosts visit Scrooge? Because he wanted Scrooge to see his own death.

Lesson 3 81

## CLIL: Literature

### D Read the text from *A Christmas Carol*. Underline the verbs in past tense.

Have a few students read the text aloud. Tell the rest of the class that when they hear a verb in past to shout: *PAST!* If the verb is really in past, give them a moment to underline it.

### E Read and circle the best answer.

Form teams of four. Read the instructions aloud. Monitor as they work. Check orally.

### F Match the questions with the answers.

Form new groups. Call on volunteers to read the questions. Elicit the first answer and have them begin. Check orally.

**G Read the rule and change the verbs to past tense.**

When regular verbs end with a *y*, drop the *y* and add *ied*  
Example: cry → cried

Study → studied      Supply → supplied  
Try → tried      Marry → married  
Apply → applied      Carry → carried

**H Fill in the blanks and check your answers with a classmate.**

1. On Christmas Eve, Scrooge just wanted go home and go to bed.
2. But Marley went pay him a visit.
3. Scrooge asked Marley to disappear but he wouldn't.
4. Three ghosts visited him.
5. In the end, he decided change and be friendly and generous.

**I Invent a dialog between yourself and a friend about Christmas.**

**Me:** What did you get for Christmas?

**Friend:** I got Answers will vary.

**Me:** What did you want for Christmas?

**Friend:** \_\_\_\_\_

**Me:** What did you eat for Christmas dinner?

**Friend:** Well, we \_\_\_\_\_

**Me:** Did you watch any good plays?

**Friend:** Yes, we \_\_\_\_\_

**Me:** Did you watch Christmas movies?

**Friend:** \_\_\_\_\_

**Me:** \_\_\_\_\_

**Friend:** \_\_\_\_\_

Go to page 60 in your workbook and write an entry in your blog.

**G Read the rule and change the verbs to past tense.**

Have a student read the rule aloud. Give students a few minutes to do the activity. Check by asking a volunteer to write correct answers on the board. If time allows, ask students to say sentences using each of the verbs in past.

**H Fill in the blanks and check your answers with a classmate.**

Give them some time to fill in the blanks. Check by calling on volunteers to read their answers aloud.

Beginners	Advanced
Have students work in pairs or trios. If necessary tell them to use want and decide to complete it. Check answers with the whole group.	Have students answer individually, then, ask them to write a paragraph on the meaning of the story. Call on volunteers to share them.

**I Invent a dialog between yourself and a friend about Christmas.**

Ask volunteers to read the instructions and questions aloud. Clear up any doubts and give them some time to work on their dialogs individually, encourage them to use new vocabulary from the lesson. When they finish, have them practice their dialogs with another classmate; ask them to switch roles. Call on volunteers to act out their dialogs in front of the class.

Go to page 60 in your Workbook and write an entry in your blog.

Call on volunteers to read the instructions and questions on the page. Elicit what kind of play they would like to see and why. Tell students to keep the questions in mind during the play and take notes. Once they have gone, ask them to write about the play. When they finish, encourage some of them to share their writing with the whole class. **This activity is done for homework.**

## Project

- 1 Find information on the Internet about a play that you all like.
- 2 Research the story and characters.
- 3 Use the space below to write a simple script for the characters.
- 4 Assign a character to each person in the group.
- 5 Practice your lines as a group. Then perform your play in front of the class.



Lesson 3 83

## Project

### Material:

Internet articles, book.

Ask them to get into their project groups to do the activity. Call on volunteers to read the steps. Clear up any doubts. Mention that they can use simple costumes to make their plays more realistic. Encourage them to be creative.

# Lesson 4

## Vocabulary

get use to  
since  
early

## A Moment to Ourselves

When you listen to music, how does it make you feel?


Ask students to think about the question and discuss their answers in groups of three. Call on volunteers to share their feelings about music.

## Getting Started


Give each student one sheet of paper and tell them to divide it into 4 parts. Ask them to take out their color pencils. Play a fragment of a specific music genre, e.g. classical. Tell them to draw whatever they feel while listening to the selection, in the first space. Repeat the procedure with three more music genres of your choice. Ask some of your students to show their drawings to the rest of the class and describe them.

## Lesson 4

When you listen to music, how does it make you feel?


**A**  **Track 38** Listen to the story. Number the scenes in the correct order.



**B**  **Track 38** Listen again and answer the questions.

How does the question for a yes/no answer begin?

- Did Antonio have enough money to buy a violin?  
No, he didn't have enough money.
- Did Antonio go to the orphanage to visit Lily?  
Yes, he went to the orphanage to visit Lily.
- Did he like to play the violin with Lily at the orphanage? Why?  
Yes, he liked to play the violin with Lily, because they played very well together.
- Did Lily give him her red violin? Why?  
No, she gave him another violin. Answers will vary.

**C**  Ask and answer questions about the words below. **Answers will vary.**


Classical music Folk music Rap R&B (rhythm and blues) Hip hop Jazz Latin Pop

What sort of music do you like?



I like Pop music, but I hate Jazz!

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**A**  **Track 38** Listen to the story. Number the scenes in the correct order.

Have students read the instructions aloud. Clear up any doubts. Write on the board: *What is Antonio's problem? How did the problem get solved?* Tell them to listen for the answers and play the CD. Elicit the answers (He wanted to play the violin. A girl gave him a violin.) Play the CD again so they can number the pictures.

**B**  **Track 38** Listen again and answer the questions.

Ask some students to read the questions aloud. Play the CD again. They can begin to answer if they want. Play the CD as many times as necessary till most of the students have answered. Check orally

## Cross-Check

After completing activity B, have students read the Cross-Check box. Elicit answers from students.

**C**  Ask and answer questions about the words below.

Read the instructions and genres of music aloud. Ask a pair of volunteers to model the example. Clear up any doubts. Elicit more examples if necessary. Monitor and help. Ask some pairs to share their dialogs with the rest of the class.

**D Read the article and circle the best title.**

- a) How to Teach Music      **b) Making Music for Everyone in Mexico**      c) Concerts in Mexico

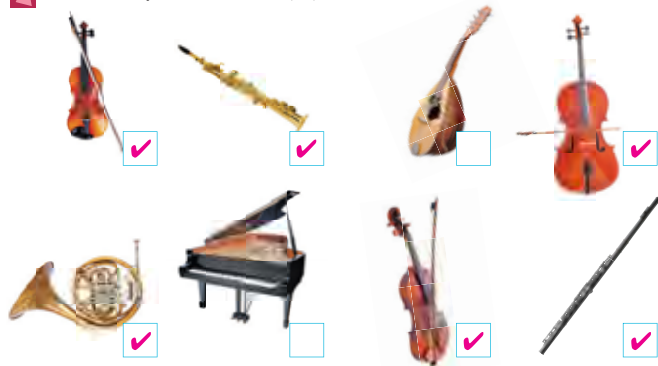
Getting music lessons when you are young is not very easy in Mexico, especially if families don't have very much money. Buying an instrument is also expensive. Another fact that everybody knows is that music can change your life and give you hope. This is why five years ago, local leaders, state and federal governments and a private foundation came together with a group of dedicated music teachers to help create orchestras and music lessons for thousands of young people. Today, this network of youth orchestras and choirs is called Esperanza Azteca (Aztec Hope) and it offers young people lessons in their choice of instruments from flutes, clarinets and horns to cellos, violas and violins. There are 55 orchestras all over the country and over 12,000 young people receive lessons for free.

In September, 2013, they presented their annual Gala concert in Mexico City in front of 10,000 spectators, including ex-President Bill Clinton and his family. They received a standing ovation.

**E Read and answer the questions. Answers will vary.**

1. What effect can music have on people? \_\_\_\_\_
2. What do you think about this organization? \_\_\_\_\_
3. Do you think that every child has the right to play an instrument? Why? \_\_\_\_\_
4. Is learning an instrument important to you? Why or why not? \_\_\_\_\_

**F Look at the picture and mark (✓) the ones that the article mentions.**



Lesson 4 85

**Vocabulary**

expensive  
hope  
choir

**CLIL: Music**

**D Read the article and circle the best title.**

Ask students to read the article in silence. Encourage them to infer the meaning of words they don't know from the context as they read. Tell them to pay attention to the information before and after the word they don't understand. They can check the meanings later with their classmates. Monitor and help as they work. Then, elicit the main idea of the article to decide which title fits best.

**E Read and answer the questions.**

Ask students to read the instructions and questions aloud. Have students stand up and mill around the classroom to share their answers with different classmates.

**Beginners**

Allow students to answer questions using sentence fragments if they have trouble writing complete sentences.

**Advanced**

Students should write complete sentences and give reasons for their answers.

**F Look at the pictures and mark (✓) the ones that the article mentions.**

Have students work in pairs. Read instructions aloud. Elicit the name of the instruments pictured and give them some time to work on the activity. Monitor and help. Check orally and have pairs share any new words with the rest of the class.

**G** Unscramble the names of the instruments. Then draw a picture of each one.

pniao	piano	gtaiur	guitar	vlioni	violin
drmu	drum	clelo	cello	clairant	clarinet

**H**  **Track 39** Listen and sing.

Music is important for you and me  
 It twirls you around like a bumble bee  
 It will pull you up when you're down  
 Change to a smile that fretful frown  
 I want to make music all the time  
 Making music with you  
 Would be just fine!




**I** Write a letter to Aztec Hope explaining why you want to take part in their scheme.

Dear Aztec Hope, **Answers will vary.**

I would like to play the \_\_\_\_\_. If this is not possible, I would also like to play the \_\_\_\_\_ or the \_\_\_\_\_. Music is important to me because \_\_\_\_\_.

I hope you consider my application.

 Go to page 63 in your workbook and write an entry in your blog.

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**G** Unscramble the names of the instruments. Then draw a picture of each one.


Read instructions aloud and give students some time to work on the activity. Encourage them to draw colorful pictures. Call on 6 volunteers to go to the board and write one of the words each.

**H**  **Track 39** Listen and sing.

Play the CD so students can follow the song in silence. Then, play it again, pausing after each sentence is said so they may repeat it chorally. Finally, encourage them to sing it on their own.

**I** Write a letter to Aztec Hope explaining why you want to take part in their scheme.

Read the instructions aloud. Tell students they can work in pairs or individually to complete the letter. Recommend they read the letter first, then, fill in the blanks. Monitor and help if necessary. Call on volunteers to read their letters aloud.

 Go to page 63 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Assign this activity for homework since they have to ask for their parents help. Have some of them share their experiences with the whole class. Encourage them to bring in samples of music they would like to share.

## Project

- 1 Bring different items from home e.g., plastic containers, elastic bands, plastic bottles, toothbrushes, etc.
- 2 Use your everyday items to make music by tapping, hitting, plucking or scraping.
- 3 Make up a rhythm in your group and practice it altogether.
- 4 Perform your rhythm for the rest of the class.



Lesson 4 87

## Project

### Material:

Items to make sounds

The day before, tell students to bring in different items from home to make sounds.

Ask different students to read the steps before getting into their project groups. Tell them to be as creative as possible when making their rhythm. When everyone is done, have them perform for the class.

# Lesson 5

## Vocabulary

farm  
shelf  
reach

## A Moment to Ourselves

### Why do we do projects at school?

Ask students to think about the question and discuss their answers in groups of three. Call on volunteers share their conclusions.

## Getting Started

Divide the group into five big teams. Assign a school each team a school subject: *Music, Physical Education, Art, English, Spanish* (or any other.) Tell the teams to brainstorm different projects they have done related to the subject they were assigned. Ask the teams to describe the projects to the rest of the class; encourage them to say what they learned by doing them.

## Lesson 5

### Why do we do projects at school?

#### A Track 40 Listen and read the story.



Helen had a new experiment in her bedroom. She was going to take it to school for show and tell. It was an ant farm. Her dad bought it for her. Her brother Joey wanted to play with it but she kept her door locked.



Helen forgot to lock the door. Joey came in and saw the ant farm. "I just want to take a look at the ants to see how they live," He thought. He pulled a chair up to the shelf and reached for the ant farm. He had it in his hands when suddenly...



Joey lost his balance and fell on the floor together with the ant farm. Helen was very angry. Joey managed to put the soil and the ants back into the plastic container. "It's ruined," yelled Helen. "I can't use it for show and tell!"



"When I woke up in the morning, I looked at the ant farm and I was really surprised. The most interesting part of my experiment was that after the ants fell out along with their home, they rebuilt it almost the same as it was."

#### B Answer the questions T (True) or F (False).

- Helen didn't keep her door locked. T
- Helen wanted the ant farm for show and tell. T
- Joey wanted to let the ants go free. F
- Helen thought that her ant farm was ruined. T
- The ants didn't rebuild their home. F

Change the verbs  
into past tense.  
buy keep come  
fall rebuild

#### C Ask and answer questions about what projects you want to do. Answers will vary.

spiders caterpillars snakes worms snails butterflies

What project do you want to do?



I want to do a project about spiders because they're cool!

#### A Track 40 Listen and read the story.

Ask students to make predictions about the story by looking at the pictures. Write them on the board. Then, play the CD and ask students to follow the reading. Elicit if their predictions were the same as the story. Have students work in pairs and read the text aloud. Finally ask: *What was the most amazing thing Helen learned by doing this project?*

#### B Answer the questions T (True) or F (False).

Do this activity with the whole class. Ask different students to read the statements aloud. After each one is read, elicit the answer from the class. Ask them to find the 'True' statements in the text. In the case of false statements ask them to explain why they are false.

#### Cross-Check

Ask students to look at the box and think about the verbs. Call on volunteers to write the past tense of each one on the board and ask if they are all the same. Elicit the difference.

#### C Ask and answer questions about what projects you want to do.

Divide the class into pairs. Ask two volunteers to model the examples and after you're sure everybody understands what they have to do, have them start. Encourage them to include as much information as possible. Monitor and help. Ask some pairs to share their dialogs with the rest of the class.

**D**  **Read the article and discuss the questions.**

You may have thought that there were only red ants and black ants but there are over 12,000 different species. You may sometimes see ants running all over your food when you have a picnic in the country and your chocolate cake may seem to be moving off all by itself. That's because ants can pick up objects that are twenty times their own weight! They have six legs and they don't have ears but they can feel vibrations in

the ground through their feet. They live in colonies and every colony has a queen. She can live for many years and have millions of babies. The colony has soldier ants that defend the colony and attack others. They steal other colony's eggs and when they hatch, the little ants become slaves. Not very friendly, right?



1. Are all ants the same?
2. What can they do?
3. Why are the queen ants special?
4. Do you think the ant soldiers are cruel?
5. Why do you think that working hard as a colony is important?
6. Do you think that nature in general can be cruel? Why or why not?

**E**  **Look at the role of each ant in the colony and answer the questions.** *Answers will vary.*

<b>Queen ant</b>	Sheds her wings when she nests, has millions of babies, when she dies the colony dies.
<b>Female workers</b>	Take care of babies, gather food for the colony, build anthills.
<b>Male ants</b>	Have wings, make baby ants, die young
<b>Soldiers</b>	Protect the queen, defend the colony, attack other colonies

1. Which type of ant do you think works the hardest?
2. Which ant do you think is most important in the colony?
3. Do you think all of the ants have equal roles?

Lesson 5 89

**Vocabulary**

colony  
hatch  
slaves

**CLIL: Science**

**D**  **Read the article and discuss the questions.**

Ask volunteers to take turns reading the article. Then, have students read each of the questions aloud and clear up any doubts. Give them enough time to answer them. Call on volunteers to share their answers. Ask what information about ants was new to them.

**E**  **Look at the role of each ant in the colony and answer the questions.**

Form pairs. Read instructions aloud and have volunteers read the information in the chart. Clear up any doubts. Give them some time to discuss the answers. Ask volunteers to share their conclusions. Encourage them to support their answers with facts if possible.

<b>Beginners</b>	<b>Advanced</b>
Have students work in pairs to answer the questions in their notebooks.	Have students work individually. Tell them to use the questions to help write a paragraph about ants.

**F** Cross out the incorrect letters and write the word.

1. ~~can~~st~~h~~ill      anthill
2. co~~l~~o~~n~~y      colony
3. so~~l~~di~~e~~rs      soldiers
4. wo~~r~~k~~e~~rs      workers
5. qu~~ee~~n      queen


**G**  **Track 41** Listen and fill in the blanks. Then chant.

Ants, ants, they work all day,  
 Carrying, building, they all obey.  
 So if one day, you lose a cake,  
 You can be sure that it is them that take.  
 They're strong and bold,  
 So now that you've been told,  
 Have respect for these little creatures,  
 And do talk about them with your teachers!



**H** Use all the information you know about ants to write a profile about their behavior. Then illustrate it with a picture of an ant. *Answers will vary.*

- Ants live in colonies.
- 
- 

 Go to page 66 in your workbook and write an entry in your blog.

**F** Cross out the incorrect letters and write the word.


Tell students that they can find all the words in this activity in the text of this lesson. Ask them to see if they can identify the words. Once they decide what a word is, tell them to find the word in the text to check their spelling. Check by asking a volunteer to write the words on the board.

**G**  **Track 41** Listen and fill in the blanks. Then chant.

Ask students to close their books and listen to the chant. Play the CD. Ask them what the chant is about. Ask students to open their books. Play the CD again, pausing after each line so students can fill in the blanks. Check by reading the chant with the whole class. Play the CD again and ask students to repeat it.

**H** Use all the information you know about ants to write a profile about their behavior. Then illustrate it with a picture of an ant.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Encourage them to include as much information as possible. Monitor and offer any help when needed. Ask volunteers to share their work with the class.

 Go to page 66 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions and information in their workbook. Encourage them to use their imagination. Ask them to illustrate their work in their notebooks. Call on volunteers to share their work. Display their pictures around the classroom.

## Project

- 1 Carry out research about the different types of ants.
- 2 Choose one type of ant and use construction paper to make a poster about that ant, its characteristics and behavior.
- 3 Illustrate your poster with illustrations and/or images from the Internet.
- 4 Present your poster to the rest of the class.



Lesson 5 91

## Project

### Material:

Internet articles, sheets of construction paper, markers, illustrations

Form new teams of four or five students. Have a couple of volunteers read the instructions aloud. Clear up any doubts. Ask students about the different types of ants. Encourage them to be creative when illustrating their posters.

# Lesson 6

## Vocabulary

porch  
shadow  
web

## A Moment to Ourselves

### How do you feel about spiders? Why?

Have students to read the questions and think about how they feel about spiders for a few minutes. Form groups of three or four and ask them to talk about their feelings and experiences with spiders. After a few minutes call on volunteers to share their information.

## Getting Started

Ask: *Why do you think so many people are afraid of spiders?* and write it on the board. Have students discuss it in groups of four. Elicit some of their answers after a few minutes.

## Lesson 6

### How do you feel about spiders? Why?

#### A Track 42 Listen and read the story.

When Adrian came home from school, he noticed that something was different on the porch. The sun behind him showed his shadow on the wall and something else. It was a big spider web with a spider in the middle. He looked more closely and saw that it was black and had two red triangles on its tummy. He showed the spider to his father. "It's a black widow! Give me a shoe," said dad. Adrian yelled, "No! He's my pet now!" His father explained that a bite from a black widow could be deadly, but Adrian was stubborn. "I'll be careful and not let him get

hungry." Every day, Adrian threw small insects into his spider's web and watched as the spider spun a cocoon around the insect to catch it. The spider grew to three times its size. One day, Adrian couldn't find any insects except for a stink bug. "Well, it's still an insect", he thought and threw the stink bug into the web. He went for a glass of milk. When he returned, The web was empty, except for a big stink bug...



#### B Discuss the questions.

1. Was Adrian scared of the spider? **No.**
2. Why do you think Adrian kept the spider?  
**Answers will vary.**
3. Would you keep the spider as Adrian did?  
**Answers will vary.**
4. How did Adrian's dad react and why?  
**He wanted to kill the spider, because it was poisonous.**
5. What happened at the end?  
**The spider ran away.**

What information can you get about a story with questions that start with *What, Why, When and Where?*

#### C Ask and answer questions to make up the end of the story.

What do you think happened to the spider?



I don't think it liked the stink bug so I think it ran into the house!

#### A Listen and read the story. Track 44

Have students look at the picture and ask a volunteer to describe it. Play the CD once and ask students the main idea of what they heard. Then, tell them to open their books, play the CD again and follow the reading. Play the CD again, but pausing after each sentence for students to repeat. Ask what they think about having a pet spider.

### Cross-Check

Have students read the information and discuss the answer with a classmate. Elicit questions about the story using question words *What, Why, When* and *Where*.

#### B Discuss the questions.

Ask students to reread the story in silence. Then, form teams of four and ask them to discuss the questions. Monitor and help. At the end, ask a speaker from each team to share their conclusions with the class..

#### C Ask and answer questions to make up the end of the story.

Divide the class into pairs. Ask a couple of volunteers to model the example and after you're sure everybody understands what they have to do, have them start. Monitor and offer help when required. Encourage them to be creative. Ask some pairs to share their dialogs with the rest of the class.

**D Read the article and underline the information.**

how you tell if it's poisonous = **red** food they eat = **green** what females may do = **blue**

### Black Widow Spiders

Spider webs and spiders are beautiful to look at but be careful when you find a Black Widow in a web. They are the most poisonous spiders in North America. You can tell if it's a black widow because the poisonous ones have two triangles on their tummies (one on top of the other). Only the females are poisonous and can grow to about 1.5 cm. Like all spiders, they have eight legs and the females can lay up to 400 eggs at a time! They spin some pretty

tough webs to catch flies, beetles and other spiders for food. They especially like grasshoppers. The female will sometimes eat her mate if she mistakes him for a nice meal. She can also become a nice meal for wasps, praying mantises and sometimes stink bugs!



**E Look and mark (✓) the insects that can eat a Black Widow spider.**



**F Read the statements and discuss your opinions. Do you agree or disagree?**

If I see a spider, I run and scream!

If I see a Black Widow spider, I tell my mom.

I like to hold any type of spiders.

I want a spider as a pet.

Lesson 6 93

### Vocabulary

window  
poisonous  
spin

### CLIL: Science

**D Read the article and underline the information.**

Tell students to take out their green, red and blue color pencils. Have students read instructions aloud. Ask a volunteer to read the article aloud; tell the rest of the class to shout the color that corresponds to the requested information. At that moment, the student who is reading should stop so the class can underline the sentence.

**E Look and mark (✓) the insects that can eat a Black Widow spider.**

Ask students to look at the pictures and ask them if they know the names of the insects; if they don't, you can have a contest to find the name of each insect. Encourage them to use any resource material. Elicit the names. Finally, ask students to tick the Black Widow's predators.

**F Read the statements and discuss your opinions. Do you agree or disagree?**

Organize the class into pairs. Read each of the statements aloud and give them some time to discuss them. Monitor and encourage everybody to speak in English all the time. Ask some pairs to share their opinions with the class.

## Vocabulary

spicy	spiteful
spied	spout
spit	spun

## Material:

dice (one for each group)

## G Follow the instructions to play the board game.

- In groups of four, assign two people to the wasp team and two to the grasshopper team.
- Take turns rolling the dice and moving your counter the corresponding number of squares.
- One team member asks the other person a question using the appropriate question word. If the person answers correctly, they stay on that square. If not they move back to the previous position.
- Teams take turns until the first team reaches the Black Widow spider!



what	where	why	when	how	what	where	why	when
what	where	why	when	how	what	where	when	how
							how	what
why	where	what	how	when	why	where	what	where
what	how	when	why	where	what	how	when	why



## H Fill in the blanks using the words below. Practice saying the sentences with a classmate.

special spilled spider spied

- The spiteful spider spit on the spaghetti.
- The spider spun a special spider web.
- The spicy spaghetti sauce spilled down the water spout.
- The spectators spied on the spider speeding down the subway.

## I Research different species of spiders, choose one and answer the questions.

What species is your spider? Answers will vary.

Where does it live? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What does it eat? \_\_\_\_\_

Is it poisonous? \_\_\_\_\_

How does it kill its food? \_\_\_\_\_

How many eggs does it lay? \_\_\_\_\_

What are its enemies? \_\_\_\_\_

Go to page 69 in your workbook and write an entry in your blog.

## G Follow the instructions to play the board game.

Form teams of four; provide each team with a die. Have students read the instructions aloud and ask a team to model how to play for the rest to understand clearly. Give them time to play as you monitor and help when necessary.

## H Fill in the blanks using the words below. Practice saying the sentences with a classmate.

Read the words aloud. Form pairs for this activity. Check answers by calling on volunteers to read the sentences aloud. Elicit any words they didn't know, their meanings if possible, and write them on the board. Finally have them read the sentences aloud.

## I Research different species of spiders, choose one and answer the questions.

Form teams of three. Have students read the questions aloud. Clear up any doubts. Give them time to research spiders on the Internet (if you have access) or use any other source of information. Have everyone present.

### Beginners

Students work in pairs to answer the questions. Tell them to answer in fragments if they have trouble using complete sentences.

### Advanced

Students work individually. Encourage them to illustrate their work and display it around the classroom.

Go to page 69 in your Workbook and write an entry in your blog.

Have students read the instructions and sentences aloud. Clear up any doubts. Pair them up to answer the riddles (a sponge, me, stars.) Have them work on their riddles to present to the class for everyone to guess.

## Project

- 1 Using the information you found about different species of spiders in activity 1, choose one you all want to do.
- 2 Research more information about the spider and make drawings of it.
- 3 Make a poster to teach others about your species of spider.
- 4 Present your poster to the rest of the class.



Lesson 6 95

## Project

### Material:

Internet articles, sheets of construction paper, markers, illustrations

Have students get into their project groups. Call on volunteers to read the instructions. Clear up any doubts. Encourage them to be creative when illustrating their poster. Remind them that it's important for everyone to participate. Ask students to present their poster and information to the rest of the class. Display their work around the classroom.

# Lesson 7

## Vocabulary

translucent  
crawl  
shade

## A Moment to Ourselves

What is interesting about the life of a caterpillar?


Ask students to read the question aloud and think about the answer. Form pairs to discuss their opinions. Elicit some of their ideas.

## Getting Started

Ask students: *What is a caterpillar?* Get answers from different students. Form pairs and have them draw a picture of a caterpillar in its habitat. Ask students to describe their pictures before displaying them around the classroom.

## Lesson 7

What is interesting about the life of a caterpillar?


**A**  **Track 43** Listen and read the story. Then illustrate it.

Cameron knew that he was special ever since he was growing inside an egg that his mother had deposited on a beautiful leaf. All the other babies had orange, yellow and black on their eggs. He stretched and turned and saw that his body was a translucent ugly gray color. Then one day, everybody opened their eggs and crawled out.

They were all caterpillars! All of them were pretty shades of green and yellow. Cameron was not. He was a horrible dark gray color. Everyone laughed at him and told him to go away. He felt sad.

One day, Cameron noticed the caterpillars around him were weaving cocoons around their bodies. He started to weave one too and soon they were all hanging from branches wrapped up like mummies! Soon he fell asleep.

When he woke up, he pushed the cocoon off his body and so did the others. He turned around and saw pretty orange and yellow and black butterflies around him. He noticed all the other butterflies looking at him. "Look at your beautiful blue and purple wings, Cameron! You are the most beautiful of us all!"


**B**  **Answer the questions with Yes or No. Then discuss the reasons for your answers.**

1. Did Cameron know that he was special? Yes
2. Did the other caterpillars like him at the beginning? No
3. Was he the same color as the other caterpillars? No
4. Did the other caterpillars like him as a butterfly? Yes
5. Do you think the others treated him fairly? No


What do you begin a question with when you want a yes/no answer in the past?

**C**  **Ask and answer questions about the story using Was/Were or Did.**

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**A**  **Track 43** Listen and read the story. Then illustrate it.


Play the CD so students can follow the reading. Ask some comprehension questions: *Who is Cameron? How did he transform?* Finally, ask students to draw illustrations for the story. Encourage them to use their imagination. When they finish, ask them to share their work with the class. You can have some volunteers take turns telling the story using their own words.

**B**  **Answer the questions with Yes or No. Then discuss the reasons for your answers.**

Form teams of four. Have students read the instructions and each of the questions aloud. Once you're sure there are no doubts, have them begin the activity. Check orally, encouraging students to back up their answers with facts from the story or arguments in the case of opinions.

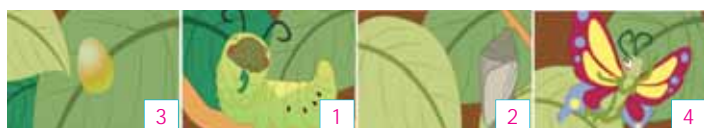
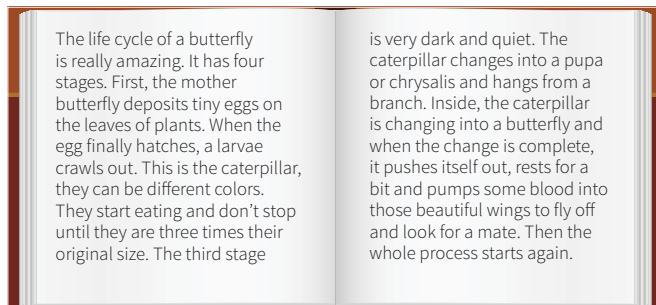
## Cross-Check

Give students a few minutes to read the question and come up with the answer. Elicit that all questions start with the word *Did* or *Was/Were*.

**C**  **Ask and answer questions about the story using Was/Were or Did.**

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 questions and answers with the class.

**D** Read the article and number the pictures in the correct order.



**E** Discuss the questions with a classmate. Answers will vary.

1. Is this article for a history class or a science class?
2. In your opinion, which stage is the most interesting, why?
3. Which stage has to do with big changes?
4. What did you like best about the life cycle of the butterfly?

**F** Look at the phrases and write which stage of a butterfly's life corresponds.

1. Leaves on the rose bush full of eggs! stage 1
2. Mothers deposit eggs! stage 1
3. Chrysalises are hanging from branches! stage 3
4. Caterpillars eating through the bushes! stage 2
5. Butterflies out of pupas! stage 4

Lesson 7 97

**CLIL: Science**

**D** Read the article and number the pictures in the correct order.

Ask a student to read the instructions aloud. Have them read the information in silence. When they finish ask: *How many stages make up the life cycle of a butterfly?* Finally ask them to number the pictures; check orally. If time, form pairs so students can take turns reading the article aloud.

**E** Discuss the questions with a classmate.

Form pairs. Read instructions and questions aloud and have them start. Monitor and encourage everybody to speak in English all the time. Have pairs share their conclusions with the whole class.

**F** Look at the phrases and write which stage of a butterfly's life corresponds.

Ask students if they have ever heard the word scan, elicit that it means to glance over quickly. Tell students that in order to answer this activity they will have to scan the text in order to identify specific information. Help them do the first one by telling them to underline one or two key words, in this case, leaves / eggs. Then, tell them to scan the text looking for those words. When they find them, ask them to check the information around the words to find the stage they are in. Give them some time to work with the rest and check.

**Vocabulary**

stages  
larvae  
chrysalis

**G Complete the questions with Did, Was or Were.**

1. Did Jonathan get up early this morning?
2. Did Chloe arrive at school on time today?
3. Were Susie and Bill with him?
4. Did he do his homework last night?
5. Was the homework difficult?

Change the names in the questions to *you* and ask a classmate.



**H Fill in the blanks and compare your answers with a classmate.**

Yesterday Bill, Sarah and I finally saw our butterflies come out of their pupas. They were hanging from plastic branches in a butterfly kit that Mom and Dad brought us. The kit came by mail and it already had the caterpillars inside. We set it up in the living room and looked at it every day. A couple of months later, we noticed movement and set up a camera to film everything. The butterflies came out and sat on the branches, moving their wings. Then, they started flying. That's when we took the kit outside and let them fly into our garden. It was incredible!

Write soon,  
Sandy.

Go to page 72 in your workbook and write an entry in your blog.

**G Complete the questions with Did, Was or Were. Change the name in the questions to you and ask a classmate.**

Read the instructions aloud and have students complete the questions individually. Elicit that questions beginning with *Did* have action words. Check orally. Form pairs to do the second part of the activity. Encourage them to speak only in English.

**H Fill in the blanks and compare your answers with a classmate.**

Read instructions aloud and ask students to fill in the blanks with a suitable word from the lesson. Encourage them to use their dictionary. Once they finish, organize the class in pairs and give them some time to compare their answers. Finally, ask pairs to share their answers with the whole class.

Beginners	Advanced
Have students work in trios. Tell them to read the passage first to see what it is about. Then, tell them to choose verbs and try them in the sentence before deciding which one is correct. Do the first one with them.	Students work individually to fill in the answers. Ask them to read the passage first, then, find verbs they think will work in the passage. Elicit the first one.

Go to page 72 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in their workbook. Elicit if they are friendly with their neighbors and if it is important. Ask them to include the importance of friendship with their neighbors in their writing. Monitor and help. When they finish, encourage some of them to share what they wrote with the whole class.

## Project

- 1 Research information about different species of butterflies and choose one that you find interesting. Use these websites to help you.  
<http://www.monarch-butterfly.com/>  
<http://www.butterfliesandmoths.org/>
- 2 On construction paper, make a poster to teach others about your species of butterfly. Include illustrations.
- 3 Present your poster to the rest of the class.



Lesson 7 99

## Project

### Material:

Internet articles, sheets of construction paper, markers, illustrations

Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts. Encourage them to be creative in their posters. If you do not have internet access, have them check out the websites for information at home. They can finish the rest of the project in the classroom.

Have the groups share their posters and information with the rest of the class. Make sure all of the students participate. Display their posters around the classroom.

# Lesson 8

## Vocabulary

hive  
branch  
pollen

## A Moment to Ourselves

### How do bees live?

Form pairs and have them discuss the answer to the question. Elicit some answers after a few minutes.

## Getting Started

Tell students to brainstorm facts they know about bees. Write ideas on the board and once you have enough, ask them to form sentences to explain their organization, products, etc. Elicit answers from different students. Write them on the board.

## Lesson 8

### How do bees live?

#### A Track 44 Listen and read the story.

Sophie was in the garden. It was a beautiful day. She sat down under a tree and looked up. There was a big beehive hanging from the branch. She saw the bees flying. They went to the flowers in the garden and collected pollen from each flower. Sophie fell asleep under the tree.

Suddenly, she woke up and could hear the buzz of the bees. She looked down and... "Oh, I'm a bumble bee!" she cried, as she saw her yellow and black body. Another bee came towards her. "Who are you and what are you doing here?" he asked. "I'm Sophie and I turned into a bee! "Oh, I'm Ben the Bee, follow me and I'll show you around."

They both flew up to the beehive. He took her to a chamber where he gave all his pollen to another bee. "I was a nurse bee first, but now I'm a field bee. I gather pollen from flowers. Wait for me here and I'll get you some honey from the honeycomb chamber."

Ben the Bee brought some honey and gave it to Sophie. "Yummy" she said. Then she suddenly felt the beehive moving back and forth. "Quick! Fly out, we are being attacked!" cried Ben the Bee.

Suddenly, Sophie was under the tree again. Her brother Billy was shaking her. "Quick! Get out of here. There's a beehive above you, I tried to hit it but now I think that the bees are angry!" Sophie was furious, she cried, "No, don't touch that beehive. My friends are in there!" Billy pulled her away, as a little bee buzzed around them. Sophie whispered, "Don't worry Ben the Bee, I won't let anything happen." Ben the Bee waved goodbye.



#### B Circle the best answer. Then discuss the reasons for your choices.

- This story is probably a:
  - ☒ make believe story based on some facts.
  - story of a day in the life of a girl named Sophie.
- A good title would be:
  - Sophie's Day
  - ☒ Sophie's Bee Dream
- Why should we respect bees?
  - Because they can sting us.
  - ☒ because they make honey for us.

#### C Label the genres of these books.



Biography



Non fiction



Fairy tale



Autobiography

100 Unit 3 A Wonderful World

#### A Track 44 Listen and read the story.

Ask students to look at the picture and predict what the story is about. Play the CD so students can follow the reading. Ask some comprehension questions: *What happened to Sophie? What did she learn?* As an additional activity, have students work in groups of five or six to act out the story. Call on volunteers to act it out in front of the class. Finally, ask if what they thought about bees was true based on the information on the board.

#### B Circle the best answer. Then discuss the reasons for your choices.

Ask students to answer individually. Then, form teams of four and give them some time to compare and discuss their answers. Encourage them to speak in English all the time and explain why they chose each of the answers.

#### C Label the genres of these books.

Divide the class into pairs and read the instructions aloud. Elicit the different genres (fact, fiction, biography, autobiography) and have students begin the activity. Monitor and help if required. Check orally.

**D** Read the article and answer the question. Is this article fact or fiction?

Bees are a wonder of science. They beat their wings so fast that they make a buzzing sound! Their workplace is also a wonder. They have a perfect structure and every bee has a special job. The most important job is that of the queen. She is like a goddess because there is only one for each hive. She lays all the eggs in the hive. This can be up to 1,500 a day! The drones are short and fat. They have huge eyes but they don't have a stinger. Hives have a lot of drones so that there are plenty to help with bee

reproduction. They fly out every day and congregate at special points and fly back in the evening. The worker bees start their working lives as a nurse bee. They clean the cells and feed the larvae, and then they feed the queen, clean up the hive and take out the garbage. They also fly out of the hive to gather pollen. They work until they can't fly and they die after about 22 days. All of this gives us honey, but each bee only produces about one twelfth of a teaspoon of honey in its life time!

There are different genres of stories. What is the difference between a *fact* or *non-fiction* story, a *fiction* story, a *biography* and an *autobiography*?

**E** Read and write information about each type of bee.

Drones	Fly out of the hive and back and are part of bee reproduction.
Workers	They clean the cell, and feed the larvae and the queen. They also clean up the hive and take out the garbage.
Queens	She lays all the eggs in the hive.

**F** Look at the statements and mark (✓) the ones you agree with. Discuss your opinions. *Answers will vary.*

☐ I love honey and I think it's healthy.

☐ I don't think we should eat a lot of honey because it's very sweet and it's a lot of work for the bees!

☐ I think it is cruel to keep bees for producing honey.

☐ I want to keep bees one day!

Lesson 8 101

**Vocabulary**

buzzing  
goddess  
drone

**CLIL: Science**

**D** Read the article and answer the question.

Ask students to look at the article quickly and decide if it is fact or fiction. Give them 30 seconds. Elicit the answer. Call on volunteers to read the article aloud while the rest of the class follows. If there are words they do not understand encourage them to help one another with the meaning or to use a dictionary.

**E** Read and write information about each type of bee.

Ask students to read the text carefully, this time to find specific information about the different types of bees. Monitor and help. Check by asking volunteers to write the answers on the board..


**F** Look at the statements and mark (✓) the ones you agree with. Discuss your opinions.

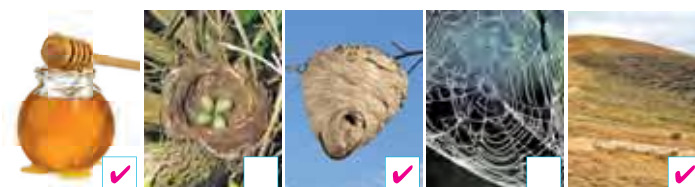
Form pairs. Read each of the statements aloud and give them some time to discuss them. Monitor and encourage everybody to speak in English all the time. Ask some pairs to share their opinions with the class.

**G** Look at the code and write the words.

A	B	C	D	E	F	G	H	I	J	K	L	M
!	p	È	þ	Â	Ê	ï	ù	ø	ä	ö	Ô	Ë
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Y	ü	ú	&	ñ	S	*	C	^	F	"	,	J

1. &CÄÄY QUEEN
2. þñüYÂ DRONE
3. FññöÄñ WORKER
4. üüYÂ, HONEY
5. üüÖÖÄY POLLEN

**H**  **Track 45** Listen mark (✓) the items that begin with the letter *h*.




**I** Finish the letter from Ben the Bee to Sophie.

Dear Sophie,

I really enjoyed meeting you last week. I was sorry that you had to leave so suddenly and I hope you will visit again. I was promoted from a nurse bee to a worker. Yesterday I had to clean the cells. Then, I flew out of the hive to take out the garbage. I also had to feed the larvae and feed the queen. As you know, being a worker bee is a lot of work!

Please write soon.  
Ben the Bee

 Go to page 75 in your workbook and write an entry in your blog.

102 Unit 3 A Wonderful World

**G** Look at the code and write the words.

Read the instructions aloud and guide the whole class to decipher the first word. Then, give them some time to finish the activity. Check by asking volunteers to write the answers on the board so everybody can see the correct spelling of each word.

**H**  **Track 45** Listen, mark (✓) the items that begin with the letter *h*.

Have students look at the pictures and name them (honey, nest, hive, web, hill.) Play the CD. Check orally.

**I** Finish the letter from Ben the Bee to Sophie.


Ask a volunteer to read the instructions and the paragraph aloud. Tell them to fill in the blanks using suitable information from this lesson. Give them some time to work while you monitor. Ask volunteers to share their answers with the class.

**Beginners**

Have students work in pairs to find answers from the text on the previous page.

**Advanced**

Have students work individually to complete the letter.

 Go to page 75 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. Give them some time to write about their experiences. While students write, monitor and help if necessary. When they finish, encourage some of them to share their writings with the whole class.

Ask: *Is playing games important to friendship? Why?*



- 1 Look at the bee quiz below and choose three people to test (family, friends or classmates) and write their names in the columns.
- 2 Ask the True/False questions and record their answers.
- 3 Check their answers and give a score out of six.
- 4 Compare the results with classmates and decide if you think people know a lot about bees in general or not.

	1. _____	2. _____	3. _____
1. There are two types of bees.			
2. Bees live for about 22 days.			
3. Queens lay 100 eggs a day.			
4. Worker bees can become queens.			
5. There are more queens than drones.			
6. A bee makes one twelfth of a teaspoon of honey in its life time.			

Score \_\_\_\_\_ Score \_\_\_\_\_ Score \_\_\_\_\_

Answer Key: 1. (F) 2. (T) 3. (F) 4. (F) 5. (F) 6. (T)



#### Material:

Internet, cardboard, markers

Call on volunteers to read the steps. Clear up any doubts. Have students get into their project groups and decide who they will give the quiz to. This activity can be done at school or at home. Encourage them to ask people in different places for more variety.

Ask students to present their findings to the class to see how much people know about bees.

## Review 3

### Review 3

#### A Circle the correct word to complete the sentences.

1. Manuel *want to* / wanted to make a sculpture of Maria.
2. The teacher decided to / *didn't decide to* produce "A Christmas Carol."
3. Antonio *like to* / liked to play the violin when he was small.
4. Belinda went to the art store yesterday. She *has to* / had to get new paint brushes.

#### B Match the questions with their answers.

- |                                       |   |
|---------------------------------------|---|
| 1. Why did you get to school late?    | Because she wanted to ask her about homework. |
| 2. Why did Billy stay home yesterday? | Because he had to finish a project.           |
| 3. Why did Sandy call Mary?           | Because he had a cold.                        |
| 4. Why did Alan stay after school?    | Because my alarm didn't ring.                 |

#### C Write the complete questions. Then write answers using your own experience.

1. you / get up / early / yesterday?

Answers will vary.

Did you get up early yesterday? No, I didn't. I got up at 10 a.m.!

2. you / do homework / last night?

Did you do homework last night?

3. you / go / the museum / with your parents last weekend?

Did you go to the museum with your parents last weekend?

4. you / finish a project / last week?

Did you finish a project last week?

5. you / eat cake / last night?

Did you eat cake last night?

6. you / go cycling / last Sunday?

Did you go cycling last Sunday?

7. you / see your friends / last night?

Did you see your friends last night?

#### A Circle the correct word to complete the sentences.

#### B Match the questions with their answers.

#### C Write the complete questions. Then write answers using your own experience.

Have students read the instructions to each task aloud and clear up any doubts. Students work on the activities individually. Check answers with the whole class.

**D** Read the story and complete the questions. Then write the answers.

Last Saturday, Bill and Jeff got up at six o'clock. They were happy because they were starting their swimming lessons. Their mother drove them to the club. First, they changed into their bathing suits. Then, they watched the older kids in their class. They jumped into the water and enjoyed their class. They swam up and down the lanes. They had lots of fun.

Where   What time   What   Why   Who

- Q. What time \_\_\_\_\_ did the boys get up?
- A. They got up at six o'clock.
- Q. Why \_\_\_\_\_ were they happy?
- A. They're were happy because they're were starting swimming lessons.
- Q. Who \_\_\_\_\_ drove them to the club?
- A. Their mother drove them to the club.
- Q. What \_\_\_\_\_ did they do before their class?
- A. First they changed into their bathing suits. Then they watched the older kids in their class.
- Q. Where \_\_\_\_\_ did they swim?
- A. They swam up and down the lanes.

**E** Match the sentence or question halves.

- |  |  |
|--|--|
| 1. Andrew and Billy went to the movies...  | a) want to eat anything.                 |
| 2. Susan put a nurse costume on because... | b) when you were younger?                |
| 3. Allison was sick, she didn't ...        | c) did she go?                           |
| 4. Did you like to play soccer...          | d) to see the new Thor movie.            |
| 5. Betsy isn't here. Where...              | e) she wanted to be the nurse in a play. |

Review 3 105

**D** Read the story and complete the questions. Then write the answers.

**E** Match the sentence halves or questions and answers together.

Have students read the instructions to each task out loud and clear up any doubts. Students work on the activities individually. Check answers with the whole class.

## Much? Many? Few? Little?

### Vocabulary

bakery  
flour  
butchers

### A Moment to Ourselves

#### Why is it important to learn new things?

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

### Getting Started


Form groups of three. Have them discuss the following questions: *What new things have you learned during the last year? How do you feel every time you learn something new?* Monitor to make sure everybody participates in the discussion. 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 4

## Much? Many? Few? Little?

### Why is it important to learn new things?

**A**  **Track 46** Listen and read the dialog. Then mark (✓) the correct menu.

#### MOM and DAD's Anniversary Menu

Salad  
Mushroom soup  
Roast Beef and potatoes  
Chocolate cake and Cocoa



#### MOM and DAD's Anniversary Menu

Salad  
Chicken soup  
Pasta in a tomato sauce  
Chocolate mousse



Jennifer and Jim want to make a special dinner for their parent's anniversary. They have to buy all the ingredients for the menu.

**Jennifer:** This is a great idea, Jim.

**Jim:** We still have to buy all of the ingredients. Aunt Emma will take us to the store.

**Jennifer:** There's a new bakery in the mall.

**Jim:** Ok. We don't need flour for the soup or the cake, there's some in the pantry.

**Jennifer:** But we need mushrooms, there are Italian mushrooms at Luigi's.

**Jim:** And there's really good meat at that new butcher's on the corner.

**Jennifer:** But we don't have any cocoa or potatoes.

**Jim:** Sure we do, there's cocoa on the top shelf, we just have to buy potatoes and butter at the supermarket.

**Jennifer:** OK, Let's call Aunt Emma. Do you have the money?

**Jim:** Money?


**Jennifer:** Jim! We need money!

**What is the difference between these sentences?**

There are some potatoes at the store.  
There is some flour in the pantry.


**B**  **Discuss and answer the questions.**

1. Is there a lot of flour? There is some flour.
2. What can they find at Luigi's? They found Italian mushrooms at Luigi's.
3. How many potatoes do they have? There aren't any potatoes.
4. Do you ever make dinner for other people? Answers will vary.


**C**  **Ask and answer about the items you have in your pantry.**

bread cereal water cookies butter apples jam bananas mushrooms

106 Unit 4 Much? Many? Few? Little?

**A**  **Track 46** Listen and read the dialog. Then mark (✓) the correct menu.


Have students close their books, and play the CD. Check to see how much they understood, ask: *Who is talking? What are they talking about?* Elicit answers. Then, tell them to open their books and play the CD again so they can follow the reading and check (✓) the correct menu. Check answers with the class.

**B**  **Discuss and answer the questions.**

Form pairs. Have students read questions aloud. Clear up any doubts. Check by asking pairs to share their answers.

### 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**  **Ask and answer about the items you have in your pantry.**

Continue working in the same pairs. Ask a volunteer to read the list of words and make sure everybody knows what they are. If they don't, encourage the use of a dictionary. Before they begin, elicit some questions and answers.

Elicit some of the information they found out.

**D** Read the article and circle the places where you can buy different products.

We all have to go to the right store to buy the product that we want. For example, you need to go to the supermarket for cleaning products, the bakery for bread, and a toy store for video games. There are other activities we like doing in a town that also cost money. For example, going to the movies and eating at restaurants. Many things that we do in town cost money, but this can help a lot of people. Imagine the

farmer who harvests wheat to make bread for a bakery. The person who uses his big trucks to take the products to the factories also gets paid. The store that sells us the products makes money to pay the employees who work there, and in the end all of us use the money to buy products. This monetary system goes around in a circle and is used in most countries around the world.

**Vocabulary**

harvest  
employee  
monetary

**E** Match the sentence parts together.

- There is a cost
- People spend money
- There are people involved in all stages of the making of a product, from farmers
- There's a monetary system

- to the supermarket employees, who get paid.
- in most countries in the world.
- for everything that we buy in a store.
- that they make from working.

**F** Write a menu and shopping list for your parents or grandparents' anniversary. Use the ideas in the box. *Answers will vary.*

onion soup
salmon on crackers
roast chicken
spaghetti Bolognese

salad
fish cakes
chocolate cake
fruit salad
cheesecake

**MENU FOR** \_\_\_\_\_

Starter: \_\_\_\_\_

Main dish: \_\_\_\_\_

Dessert: \_\_\_\_\_

Shopping List

- 
- 
- 
- 
-

**Lesson 1 107**

**CLIL: Social Studies**

**D** Read the article and circle the places where you can buy different products.

Have students take turns reading the excerpt in silence and perform the task. Ask them to find the meaning of words they don't know using context. Check orally and have students share the meaning of new words they found.

**E** Match the sentence parts together.

Have students read the sentence parts in the column on the left and match them to the ones in the right hand column. Check orally.

**F** Write a menu and shopping list for your parents or grandparents' anniversary. Use the ideas in the box.

Elicit what a starter, main dish and dessert are and elicit examples for each category. Give them examples if they don't know. Monitor as they work. Ask volunteers to share their work with the rest of the class.

Beginners	Advanced
Have students work in pairs or trios to write their lists. Suggest they use dictionaries to find words they don't know.	Have students write their lists individually. Tell them to write the recipe for one of the dishes.

## Vocabulary

young  
curvy  
pretty

### G Classify the foods under each heading.

sugar potatoes bananas oranges vegetables fruit bread cheese chocolate  
coffee milk spaghetti lettuce tomatoes nuts ice cream

There is some...	There are some...
sugar, fruit, bread, cheese, chocolate, coffee, milk spaghetti, lettuce, ice cream	potatoes, bananas, oranges, vegetables, tomatoes, nuts

### H Track 47 Listen and fill in the blanks.

In this crazy world where we live  
There's one thing I know we need  
You may think it's kind of funny  
But there's nothing yours without money  
"Ah! You're wrong," says the robin angrily  
You're forgetting all about family  
They give you without without any cost  
Even when your homework's lost!  
And friends will be right by you  
And don't forget I'll be there too.

### I Write about the things inside your pantry at home. Then draw the items.

In my pantry, there are lots of  
yummy things! There is always cake  
and \_\_\_\_\_.  
There are lots of \_\_\_\_\_  
but there isn't any \_\_\_\_\_  
or \_\_\_\_\_. There is always  
some \_\_\_\_\_.

Answers will vary.

Go to page 78 in your workbook and write an entry in your blog.

108 Unit 4 Much? Many? Few? Little?

### G Classify the foods under each heading.

Read instructions aloud and give students some time to work on the activity. Check orally asking each team to form one sentence with each of the phrases, e.g.: *There is some cheese in the fridge, I will prepare quesadillas.*

### H Track 47 Listen and fill the blanks.

Tell students to read the poem and write the words they think go in the blanks. Play the CD, pausing after each answer is said so they can check and fill in the blanks correctly if necessary. Ask students if they guessed some of the words correctly. Then, play the CD again for students to repeat line by line.

### I Write about the things inside your pantry at home. Then draw the items.

Read the instructions and the paragraph aloud. Check if students can tell the meaning of each of the quantifiers: *any, some, lots of, etc.* Allow students to do the activity in pairs if you think it is necessary. Check by asking volunteers to share their answers.

Go to page 78 in your Workbook and write an entry in your blog.

Have students read the instructions in their workbooks. When they finish, ask them to share their answers with the whole class.

## Project

- 1 Get into groups of four or five.
- 2 Ask your family for a recipe for any dish that you like. Ask them to help you write down the ingredients and quantities.
- 3 Bring the information to class and write out your recipe on the card below.
- 4 Illustrate your recipe.
- 5 Put your pages together to create a recipe book.
- 6 On construction paper make an attractive design for your recipe book.
- 7 Present your recipe book to the rest of the class.

**Dish:** \_\_\_\_\_

**Ingredients:**

- 
- 
- 
- 
- 

**Instructions:**

---



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## Project

### Material:

sheets of construction paper, color pencils, markers, thread of wool or stapler.

Tell students that they will be working on the first project of this unit. Remind them that the project is an opportunity to practice everything they have learned, and that it is important for everyone to participate because it is a group activity.

Form groups of four or five students. Have them read the instructions aloud. Clear up any doubts and encourage them to speak only in English and to illustrate their work. Tell them to use a dictionary to find the name of ingredients they don't know.

Once they have written their recipes and illustrated them, have them put the recipes together to form a book. Call on volunteers to share their recipes with the whole class.

# Lesson 2

## Vocabulary

bills  
meat  
roast beef

## A Moment to Ourselves

### What stores do we all go to?

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

Form teams of four. Ask them to talk about the places where they usually buy their stuff. Tell them they can include groceries, clothes, toys, stationery or any other item they frequently buy. Monitor while they work encouraging them to speak in English all the time. When they finish, ask the teams to share their work. Elicit conclusions based on the information they heard.

## Lesson 2

### What stores do we all go to?

#### A Track 48 Listen and read the dialog and circle where they are.

- a) bakery      b) toy store      **c) supermarket**

**Jennifer:** Auntie Emma, these potatoes look too small.

**Aunt Emma:** Well, there aren't any bigger ones. They will just have to do.

**Jim:** Remember that there isn't any flour or sugar at home either.

**Jennifer:** Right. There's some on that shelf, I'll reach up.

**Jim:** Now, there's some meat right here, but there isn't any roast beef!

**Jennifer:** We can change the menu to hamburgers, don't worry.

**Aunt Emma:** Which one of you is going to make the cake?

**Jennifer:** Oh, Aunt Emma, I was hoping that you would want to help us.

**Aunt Emma:** Ok, yes, but there isn't much time. We need to hurry. Your parents will be getting home soon and they will be hungry!

**Jim:** Aunt Emma, how do I know if I have enough money? These bills are funny looking.

**Aunt Emma:** Oh, Jimmy. Count the bills! If you don't have enough, I'll give you the difference.

#### B Listen again and write T (True) or F (False). Then, correct the false statements.

- Jennifer and Jim went to buy the things for their aunt's dinner. F
- There aren't any potatoes at home. T
- There isn't any flour or sugar at home. T
- They decided to change the menu to chicken. F
- Aunt Jennifer is going to bake the cake. T

What do you think is the rule for the negative?  
There *isn't* any flour at home.  
There *aren't* any potatoes at home.

#### C Discuss the questions.

- Why do you think Jennifer and Jim are cooking for their parents?
- Do you think it's important to do nice things for other people even if you don't get anything?
- Think of examples of acts of generosity that you have carried out.

110 Unit 4 Much? Many? Few? Little?

#### A Track 48 Listen and read the dialog and circle where they are.

Tell students to close their books, listen for food and remember as many items as they can. Play the CD. Then, elicit the food items and write them on the board. Have them open their books, listen and underline all of the food mentioned. Have them see if they missed any in the first listening.

#### B Listen again and write T (True) or F (False). Then, correct the false statements.

Play the CD again. After listening, students answer the activity. For false statements, have them check the text in their books to find true information and write it down. Elicit their answers.

#### Cross-Check

Ask students to form pairs and read the information in the box and discuss it. Give them a few minutes. Have a student write the rule on the board. Check with everyone.

#### C Discuss the questions.

Form pairs and choose a student to read instructions aloud. Clear up any doubts. Monitor and help if necessary. Finally, ask pairs to share their conclusions and, as a class, write one sentence that expresses the importance of being generous.

## Vocabulary

currency  
cowrie shells  
beads

### D Read the article and find five types of currency. Possible answers.

Even ten thousand years ago, people had to pay for things with some kind of currency. In 1200 BC, the Chinese and other cultures used **cowrie shells**. These shells were used for thousands of years. Then the Chinese made the first **metal coins**. The coins had a hole in the middle so people could put them on a string. The first **paper money** also started in China around the year 800. North American Indians used **strings of beads** made from clam shells in the 1500s.

that started in 1776, the Colonies issued paper money to help pay for the military and the war against England. Before that, they also used the **Spanish dollar** which was a **coin**. Over the years, every country has designed, printed and circulated their national currencies. We still use coins and paper money to buy everything we need, but now money is turning into **credit cards**. You have to be really responsible to manage money. Who knows, maybe in the future we will use our fingerprints to buy our groceries!

In 1759, The Bank of England issued the first **ten pound note** and during the American Revolution

### E Read again and choose the best answer.

- Why do you think that shells were the first currency?  
a) Because they had some kind of value. b) Because they were pretty.
- What did North American Indian beads and Chinese coins have in common?  
a) They were only used by men. b) They were put on strings.
- Why do you think that the American Colonies started printing their own paper money?  
a) Because they didn't belong to England any more b) because they couldn't use British currency anymore.
- What will the currency of the future be?  
a) fingerprints b) credit cards
- Why do you think it's important to manage money well?  
a) So that you can make the most of your money. b) Because it makes us happy.

### F Order the pictures of the history of currency.



Lesson 2 111

## CLIL: History

### D Read the article and find five types of currency.

Elicit what currency is. Then, ask students to read the article in silence to find the five types of currency. Ask the class to discuss which currency they find better and why. You can also ask how they think people will pay for their things a hundred years from now.

### E Read again and choose the best answer.

Ask students to scan the article to find some of the answers to the questions. Check orally.

### F Order the pictures of the history of currency.

Form teams of four. Before they begin, ask students to look at the pictures and name the types of currency. Monitor and provide help when needed. Call on volunteers to check answers.

**G** Look at the picture and complete the sentences.

1. There is one box of cereal.
2. There are a lot of cupcakes and bananas.
3. There is a lot of orange juice.
4. There is some bread.
5. There are some apples.
6. There aren't any Answers will vary.



**H**  **Track 49** Circle the word that you hear in the sentences

1. there                      they're                      their
2. there                      they're                      their
3. there                      they're                      their
4. there's                      they're                      their
5. there's                      they're                      theirs

**I** Complete the sentences with your ideas. *Answers will vary.*

1. In the future, I think we will pay for things with \_\_\_\_\_
2. I think it's important to save money because \_\_\_\_\_
3. I think we all need to be responsible with money because \_\_\_\_\_
4. I think / don't think money is the most important thing in the world because \_\_\_\_\_

Go to page 81 in your workbook and write an entry in your blog.

**G** Look at the picture and complete the sentences.

Ask students to look at the picture and say the name of each of the items. After they have completed the sentences, check by calling on a volunteer to write the answers on the board.

**H**  **Track 49** Circle the word that you hear in the sentences.

Read the three homophones aloud and tell students that although they sound the same, you can know the meaning by paying attention to the context. Play the CD, pausing after each sentence is said to elicit the correct answer; in each case, ask students to justify their choice.

**I** Complete the sentences with your ideas.

Read instructions and each of the phrases aloud, elicit some answers to show the class what they have to do. Give them some time to write their ideas while you monitor and offer help when required. Ask some students to share their answers with the whole class.

**Beginners**

Have students work in pairs to discuss their ideas and write their answers.

**Advanced**

Have students answer individually and write a paragraph about what they learned about the importance of money.

Go to page 81 in your Workbook and write an entry in your blog.

Assign this activity as soon as you start working with this lesson so students have time to gather information for the activity. Have students read the instructions aloud. To increase the level of difficulty, tell students to use the information in their lists to write down their conclusions about their family's eating habits. Ask some students to share what they wrote with the rest of the class. *This activity can be assigned for homework.*



- 1 Look at the quiz below and answer the questions together.
- 2 Take the quiz home and ask the questions to someone older in your family, (parent, aunts, uncles or grandparents), tell him/her to answer the questions as if he/she were your age.
- 3 Bring the quiz back to class and discuss your findings with your classmates.
- 4 Tell the rest of the class the answers that surprised you the most. Do you think that life with money was better in the past or is better now?

### The Money Quiz

	Me	Name: _____
1. What currency do/did you use?		
2. What is the biggest bank bill that exists/ existed in your currency?		
3. How much does/did a soda cost?		
4. How much do/did shop assistants earn per hour?		
5. How much does/did a board game cost?		
6. How much pocket money do/did you get per week?		

Lesson 2 113



#### Material:

books, notebooks

Have students get into their project groups. Call on volunteers to read the instructions. Part of this activity will be done for homework.

Tell students to ask at least two different members of their family the questions. Finally, have them share and discuss their answers. Ask volunteers to share some of their information with the class.

# Lesson 3

## Vocabulary

batch  
bowl  
pan

## A Moment to Ourselves

Do you think it is important to know how to cook?

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

## Getting Started

Ask students if they know how to cook. Tell them to work in pairs, share what they like to cook and how they do it. Ask pairs to share with the class.

## Lesson 3

Do you think it is important to know how to cook?

### A Track 50 Listen and read the dialog.

**Aunt Emma:** Is there any more flour? We have to throw this batch out.  
**Jim:** Why? It has lots of chocolate  
**Aunt Emma:** You didn't measure the ingredients! It's ruined.  
**Jennifer:** Oh, Aunt Emma, isn't there anything we can do?  
**Aunt Emma:** Not now. Are there any clean bowls?  
**Jim:** I'll wash them Aunt Emma. Is there enough cocoa for some hot chocolate?  
 I'd like a cup.  
**Aunt Emma:** No! You are making dinner for your parents, remember? Put the hamburgers in a frying pan and start mixing the salad.  
**Jennifer:** I'll heat the oven for the cake.  
**Aunt Emma:** Ok, now mix one cup of butter with three eggs.  
**Jennifer:** How much flour should I put in?  
**Aunt Emma:** Two cups, but mix in a teaspoon of baking powder and a cup of cocoa. Now mix it all up, put it into the cake pan and give it to me. I'll put it in the oven.  
**Jim:** How long should we leave it, Aunt Emma?  
**Aunt Emma:** One hour, you must be very responsible and ask your mom to take it out for you. I have to leave.  
**Jennifer:** Oh thank you so much Aunt Emma.

### B Read the answers and write the questions.

1. Is there any flour? No, there isn't any more flour.
2. Are there any apples? No, there aren't any apples.
3. Is there any banana for the cake? No, there isn't a banana for the cake.
4. Are there any clean bowls? No, there aren't any clean bowls.

What do these sentences have in common?  
 There isn't any milk in the fridge.  
 There aren't any nuts in this muffin.

### C Discuss the questions.

1. Why do you think they had to throw the first cake mix out?
2. Why did they ask Aunt Emma to help them?
3. Who put the cake into the oven?

114 Unit 4 Much? Many? Few? Little?

### A Track 50 Listen and read the dialog.

Tell students to listen carefully to pronunciation and intonation. Play the CD and have students follow the reading while they listen. Play the CD again and have students repeat. Ask some volunteers to act out the dialog, trying to copy the intonation they heard.

### B Read the answers and write the questions.

Have a volunteer read the instruction aloud. Clear up any doubts. Check by asking volunteers to write the questions on the board.

#### Cross-Check

Ask students to read the information in the box and discuss it. Give them a few minutes. Elicit their conclusions.

### C Discuss the questions.

Form teams of four. Tell students that the questions refer to Activity A. Monitor and encourage everybody to speak in English all the time. Ask teams to share their answers with the class.

**D** Read the article and write an appropriate title.

Accept any logical answer.

Our grandparents knew how important it was for children to learn how to cook from an early age. They would let their grandchildren mix the cookie dough and lick the spoon. Then, they would let the kids have a fresh cookie right out of the oven, with a tall glass of milk. These days it has become more and more difficult. So, many schools around the world now include cooking classes for children from kindergarten to 5<sup>th</sup> grade. The programs are called "Cooking with Kids." They teach children

how to choose and cook healthy foods and to be responsible in the kitchen. During the school year, children prepare and eat fresh foods. They learn to identify which healthy foods they like and they practice preparation skills. They also learn about foods from different cultures. The program started sixteen years ago and it has been a positive, fun experience for the children who learned to work together and to like a variety of dishes from all over the world.

**E** Discuss the questions.

1. How was learning to cook different for children in the past?
2. Why do you think it's important to learn about foods around the world?
3. What can you do to be responsible in the kitchen?
4. Do you think you eat healthily? Why is it so important?

**F** Mark the foods (H) Healthy or (U) Unhealthy. Then write them in the table.

U	cookies	H	water	H/U	bread	U	chocolate bars																
U	butter	<table><tr><th>Countable nouns</th><th>Uncountable nouns</th></tr><tr><td>Example: apples</td><td></td></tr><tr><td>chips</td><td>milk</td></tr><tr><td>cookies</td><td>butter</td></tr><tr><td>bread</td><td>water</td></tr><tr><td>chocolate bar</td><td>cereal</td></tr><tr><td>doughnuts</td><td></td></tr><tr><td>lettuce</td><td></td></tr></table>				Countable nouns	Uncountable nouns	Example: apples		chips	milk	cookies	butter	bread	water	chocolate bar	cereal	doughnuts		lettuce		tomatoes	H
Countable nouns	Uncountable nouns																						
Example: apples																							
chips	milk																						
cookies	butter																						
bread	water																						
chocolate bar	cereal																						
doughnuts																							
lettuce																							
H	milk						doughnuts	U															
U	chips						lettuce	H															
H	apples						cereal	H															

Lesson 3 115

**Vocabulary**

dough  
lick  
skills

**CLIL: Social Studies**

**D** Read the article and write an appropriate title.

Ask students to read the article in silence. Tell them to underline important ideas. When they finish, ask some of them to share what they underlined with the class. Write these ideas on the board, so students can decide which the best title for the article is.

**E** Discuss the questions.

Form pairs. Call on volunteers to read the questions aloud. Clear up any doubts. Encourage them to speak in English all the time. Ask volunteers to share their answers with the class.

**F** Mark the foods (H) Healthy or (U) Unhealthy. Then write them in the table.

Elicit the difference between countable and uncountable nouns. Call on volunteers for some examples. Check orally asking students to say why they labeled each food as healthy or unhealthy.

Beginners	Advanced
Have students work in pairs to decide which foods are healthy or unhealthy and place the items in the correct column.	Students work individually to classify the items. Ask them to write a paragraph about what makes food healthy or unhealthy.

**G** Complete the words with K or C. Then match with the pictures.

1. \_k\_itchen

2. \_c\_ake

3. \_c\_ookie

4. \_c\_ream

5. fruit\_k\_ebab

6. \_k\_iwi

7. \_c\_ustard

8. \_c\_ucumber



**H** Use the phrases to complete the thank you letter.

have to be responsible and how to prepare food follow a recipe our big surprise from you

Dear Aunt Emma,

Jim and I would like to thank you for all the help you gave us. We learned a lot from you. We learned that you have to be responsible with money when you go to the supermarket. We learned how to be safe in the kitchen and how to prepare food. We made a mess and you helped us to understand how to measure things and follow a recipe. We are sorry that you had to leave but we know that Mom and Dad will love our big surprise.

With love from your nephew and niece,  
Jennifer and Jim

Go to page 84 in your workbook and write an entry in your blog.

116 Unit 4 Much? Many? Few? Little?

**G** Complete the words with K or C. Then match with the pictures.

Read instructions aloud and ask students to say the names of each of the pictures. Monitor while they work. Check by calling on volunteers to spell the words aloud.

**H** Use the phrases to complete the thank you letter.

Have a volunteer read the instructions and the phrases in the box aloud. Clear up any doubts. Check by asking volunteers to read the letter aloud.

Go to page 84 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions and questions in the workbook. Assign the activity for homework and tell students to put all the information together in a single paragraph. Call on volunteers to share their work.



- 1 Pretend that you are going on a picnic.
- 2 Make a list of things you need for your picnic using the table below.
- 3 Be sure to include a balanced mixture of unhealthy and healthy foods.
- 4 Share your picnic lists with the rest of the class.

### Our Picnic

We need some...	We need a little....	We need a lot of...

Lesson 3 117



#### Material:

Internet articles, book.

Have students get into their project groups. Call on volunteers to read the instructions and clear up any doubts. Ask teams to share their lists with the class and discuss their opinions concerning the balance of foods each team presents.

# Lesson 4

## Vocabulary

catering                      pitcher  
engineer                      serving platter

## A Moment to Ourselves

### Why are acts of generosity important?

Have students read the question and think about the answer. Ask students to share their opinions with the class.

## Getting Started

Ask students what generosity is. Ask some of them to share experiences in which they have been generous to others, or somebody has been generous to them. Elicit how they felt in both cases.

## Lesson 4

### Why are acts of generosity important?

#### A Track 51 Listen and read the dialog.

**Mom:** Oh my goodness, look at this!  
**Dad:** There are so many things on the table.  
**Mom:** Look here, there's a pitcher of orange juice.  
**Dad:** Never mind that! There are two giant hamburgers on that serving platter!  
**Mom:** And there's soup and salad in those bowls.  
**Dad:** I would like to sit down and try all of this.  
**Mom:** Of course, but look! There's a beautiful chocolate cake over there.  
**Dad:** Well, it must be for us, so let's sit down.  
**Mom:** Can I serve you some soup, Bill?  
**Dad:** Of course, Ethel.  
Later...  
**Dad:** This chocolate cake is delicious. Is there any coffee?  
**Mom:** No, but I can smell hot chocolate. I'll get it.  
**Dad:** Oh, oh. I think that there are two little monsters behind the door.  
**Mom:** And I think that they are responsible for this lovely dinner!  
**Jennifer and Jim:** Haha. We did it! We did it! Yeah!

When do we  
use *some*  
and *any* in  
sentences?

#### B Classify the food items that are mentioned in the dialog. Then, follow the example to write some sentences in your notebook. Answers will vary.

spaghetti    hamburgers    coffee    chocolate cake    soup    salad    apples    milk

On the table...	Not on the table...
Example: <b>hamburgers</b>	Example: <b>milk</b>
orange juice soup salad chocolate cake	spaghetti coffee apples milk

Example: *There isn't any milk on the table, but there are some hamburgers.*

#### C Discuss the questions.

1. Why do you think the kids cooked the dinner for their parents?
2. Why do you think the kids felt so happy at the end?

118 Unit 4 Much? Many? Few? Little?

#### A Track 51 Listen and read the dialog.

Ask students to close their books and play the CD. Ask: *Who is talking? How do they feel?* Play the CD again so they can follow the reading. Finally, ask: Have you ever done anything similar? Ask students to share their experiences with the class and in each case, ask them how they felt. If time, form trios to role play the dialog. Ask them to switch roles a few times.

#### Cross-Check

Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers.

#### B Classify the food items that are mentioned in the dialog. Then, follow the example to write some sentences in your notebook.

Have students read instructions aloud. Clear up any doubts. Monitor and help if necessary, while they work. Call on volunteers to say some of their sentences.

#### C Discuss the questions.

Form trios. Have a student read the questions aloud. Have them discuss the answers. Encourage them to speak in English all the time. Elicit some conclusions.

**D** Read the essay and underline all the things that can make kids feel good.

## When kids feel successful

By Sophie Villa, 4th grade

Have you ever felt really good about something you did? I know you have, all kids have felt it sometime. It's a feeling you can't explain. It can be when you get a really good grade on some homework, or you run across the finish line first in a race. It can be almost anything from painting a really good picture, making cookies with your mom, throwing a ball into the basket, making a goal, or finally learning to tie your shoes. For some kids, there's a feeling of butterflies in their tummies, but in a good way. For others, it makes them just want to smile all day long. But all of us begin to feel more and more confident about what we do best. This doesn't mean that we have to be good at everything, but it means that it's really okay to feel good about learning something new.

**E** Discuss the questions.

1. How do you feel when you do something really well?
2. Do you think it is important to always be successful or to just enjoy what you do?
3. Do you think it's important to learn that we can't always be the best at everything?
4. What do you think the term "a good loser" means?

**F** Look at the activities and mark (✓) the ones that make you feel good. Then, compare with a partner: *Answers will vary.*



Lesson 4 119

### Vocabulary

successful  
race  
tummies

### CLIL: Social Studies

**D** Read the essay and underline all the things that can make kids feel good.

Read the title aloud and ask students: *What makes you feel successful? How else do you feel when you are successful?* Elicit answers from volunteers and have them do the activity. Monitor and help if necessary. Check by having students read the paragraph aloud and raise their hands to indicate an underlined word.

**E** Discuss the questions.

Form pairs. Ask a volunteer to read instructions and questions aloud. Clear up any doubts. Monitor as students discuss the answers. Ask pairs to share their conclusions with the class.

**F** Look at the activities and mark (✓) the ones that make you feel good. Then, compare with a partner:

Ask students to look at the pictures and have them describe the task the kids are performing in each of them. Then, form pairs so they can share their preferences. Encourage them to give reasons to explain why they enjoy the activities they chose.





- 1 Ask the other members of your group how the activities make them feel and circle the appropriate number (1= great, 2= good, 3 = okay, 4 = bad).
- 2 Discuss which activity makes the most people feel good and arrange a time to do it altogether.

Activity	Person 1	Person 2	Person 3	Person 4
Soccer	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Painting	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Cooking	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Running	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Studying	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Cycling	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Speaking English	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Lesson 4 121

Have students get into their project groups. Have a volunteer read the instructions aloud and clear up any doubts. Tell them to use the table in their books to register the their team members' answers. Ask them to share which activity they enjoy the most and when they are going to do it.

# Lesson 5

## Vocabulary

collect  
charity  
race

## A Moment to Ourselves

### Why is it important to help each other?

Ask students to read the question and think about the answer. Have some volunteers stand up and share their thoughts with the rest of the class.

## Getting Started

Ask: *Have you ever helped anybody?* Elicit answers from different students. Encourage them to give details. Form teams of three. Have them discuss the following question: *How can you help other people?* Monitor, and make sure everybody participates in the discussion. Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.

## Lesson 5

### Why is it important to help each other?

**A**  **Track 53** Listen and read the story. Then, number the pictures in the correct order.




**B** Choose the correct option.

- The boys wanted to take part in the race because...
  - a) they believed that giving to charity was important.
  - b) They wanted to win the cup for their school.
- They had to make many turns because they...
  - a) were confused.
  - b) were following maps.
- When they got to Canyon Ave...
  - a) they turned right and went straight ahead.
  - b) they turned left and went straight ahead.
- They waited for Joey because...
  - a) They were a team and Joey was their responsibility.
  - b) They were mad at him and wanted to scold him.

**C**  Discuss the questions.

- What was the purpose of the kids' rally?
- Why did they lose the race?
- What were the maps for?
- Were they upset that they lost? Why?

122 Unit 4 Much? Many? Few? Little?

**A**  **Track 53** Listen and read the story. Then, number the pictures in the correct order.

Call on a student to read the instructions. Clear up any doubts. Play the CD. Check by having volunteers read the paragraphs in order. Ask: *What do you think about what the kids did?* Elicit their opinions.

**B** Choose the correct option.

Ask students to read the instructions and options in silence. Clear up any doubts. Have them reread the story to help them choose the correct answer. Check orally.

**C**  Discuss the questions.

Form groups of three. Ask a volunteer to read the questions aloud. Clear up any doubts. Monitor and help if necessary. Choose some students to share their answers with the class.

**D** Look at the title. What do you think the article is about?

### Are all races the same?

Races have existed for thousands of years, but recently people have decided to add something more to a simple race from start to finish. Many have become treasure hunts or scavenger hunts, for example. Organizations and charities also found that they were a great way to bring the community together at different times of the year and to raise money for the needy. It's a way for everybody to have fun and feel good about giving. Of course there are commercial races like the reality show called "The

Amazing Race" in which teams try to get from station to station for their next clue. The difference is that the stations are all over the world and they can travel by airplane, helicopter, truck, bicycle, taxi, car, train, bus, boat, and even by hot air balloon! The last team to get to the next station is eliminated until there's only one winner of the big prize. Just imagine — you could use the local races to train for the Amazing Race when you're an adult!



**E** Read and match the sentence halves together.

- |   |  |
|---|--|
| 1. People created more interesting races... | use various means of transportation.       |
| 2. Races help to...                         | is a commercial race.                      |
| 3. The Amazing Race...                      | by including treasure and scavenger hunts. |
| 4. In the Amazing race, the participants... | get the members of a community together.   |

Which nouns are countable? Which are uncountable? Why?

**F** Circle the opinions you agree with. *Answers will vary.*

1. I think that races are a waste of time. If people want to give money to charity, they should give directly to a charity.

3. I think charity races are very important to raise money for important causes.

2. I think races are a great way to bring different people together to do exercise.

4. I want to do a charity race! I think it's a great idea.

5. I don't like the idea of racing because I don't like competing against my friends.

Lesson 5 123

## Vocabulary

scavenger

race

clue

## CLIL: Physical Education

**D** Look at the title. What do you think the article is about?

Read the title aloud and ask students to predict the content of the article. Elicit the kinds of races in which they have participated. Then, call on volunteers to read the article aloud. When they finish, ask if their predictions were correct.

**E** Read and match the sentence halves together.

Work on this activity as a whole class. Ask the questions in the left column and ask volunteers to select the correct answer from the column on the right according to what they read.

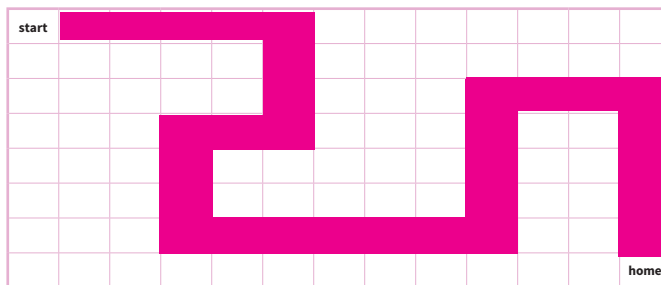
### Cross-Check

Ask students to read the questions in the box and discuss the answer with a classmate. Call on volunteers for the answer.

**F** Circle the options you agree with.

Have different students read the statements aloud. Once they have circled the statements they agree with, ask students to share their choices, explaining why they chose them.

**G**  **Track 54** Listen and follow the instructions. Color the squares.



**H** Delete one extra letter to reveal the word. Then write the sentence below.

1. Walak Walk
2. mto to
3. thoe the
4. coraer corner
5. aned and
6. tlurn turn
7. bright right

corner??? C - O - R...





Walk to the corner and turn right.

**I** Write instructions on how to get to your house from a nearby point.

First, you walk down Answers will vary. to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Go to page 90 in your workbook and write an entry in your blog. 

124 **Unit 4** Much? Many? Few? Little?

**G**  **Track 54** Listen and follow the instructions. Color the squares.



Ask students to take out their color pencils. Have them look at the grid and explain that they have to listen very carefully and follow the instructions. Play the CD. Monitor and help if necessary. Play the CD as many times as necessary. Draw a grid on the board (while they work) and have students tell you the instructions to check their answers.

**H** Delete one extra letter to reveal the word. Then write the sentence below.

Have students work on the activity while you monitor. Check by asking volunteers to spell the words to the class.

**I** Write instructions on how to get to your house from a nearby point.

Have a volunteer read the instructions. Tell them they can use the text in activity A as a guide. Monitor and offer any help when needed. Ask some students to share their work with the class.

 Go to page 90 in your Workbook and write an entry in your blog. 

Call on volunteers to read the instructions and questions in the workbook. Clear up any doubts. Assign the activity for homework. Have some students share their work with the class.

## Project

- 1 On construction paper, draw a simple map of your city.
- 2 Mark important places such as, shops, schools, parks, etc.
- 3 Take turns giving directions to each other to get from one place to another.



Lesson 5 125

## Project

### Material:

markers, color pencils, sheets of construction paper.

Form new teams of four and tell them that they will be working together for the second half of the unit. Ask volunteers to read the instructions aloud. If your city is very big, tell them to choose a neighborhood everybody knows very well and draw it instead.

Tell students to think of the most important places, and to draw colorful illustrations for them. Monitor while they work and offer help when required.

# Lesson 6

## Vocabulary

bench  
catch up  
balcony

## A Moment to Ourselves

### Why are parades such fun?


Have students read the question and think about the answer. Have them stand up and share their thoughts with different students.

## Getting Started

Form pairs and give them some time to talk about the parades they have gone to or seen. Write on the board: *What kind of parade was it? What did you see?* After a while, ask pairs to share their experiences with the class and mention if they enjoyed the parades.

## Lesson 6

### Why are parades such fun?

**A**  **Track 55** Listen and read the dialog. Then, answer the question.


**Annie:** Look at this map of the parade route. Where should we watch it?  
**Bobby:** Look, here's the park; we can sit on the benches.  
**Annie:** But I can't see anything from there. Everybody is too tall.  
**Bobby:** Ok, let's walk two blocks down and turn right.  
**Annie:** Right! Then we can walk another block and we can watch from the corner.  
**Bobbie:** No, I wasn't finished. We can catch up with the parade and walk beside it.  
**Annie:** Billy, that's foolish. We won't see the whole parade! We need a spot.  
**Bobbie:** Look! There's a pizza parlor right here on the corner of King's Road and 13th street.  
**Annie:** And it's on the second floor, we can watch from one of the balconies, let's go!  
**Bobbie:** Hurry, I can see the band turning the corner and we still have to run one block!  
**Annie:** There it is. Oh no, all the balconies are full! Quick take out the map.  
**Bobbie:** Wait, look who's that up there waving to us!  
**Annie:** It's Mom and Dad, silly. Let's hurry and get up there.

What are Annie and Bobby trying to do?

- a) Find a pizza restaurant.    **b) Find a spot they can watch the parade from.**    c) Find their parents.

**B** Color the correct word.

- Yesterday, Annie and Bobbie   to a parade.
- Bobbie   watch it from the park.
- They were too short so they   walk two more blocks and turn right.
- Finally, they   their mom and dad at the pizza parlor.


**C**  **Think of a place near your school and give directions.**

Turn right when you leave school and go straight ahead. Turn left and it's on the corner.



The bookshop

126 Unit 4 Much? Many? Few? Little?

**A**  **Track 55** Listen and read the dialog. Then, answer the question.

Before playing the CD, tell students to pay attention to the places the kids mention they will watch the parade from and list them. Play the CD once. Then, ask them to open their books, play the CD again and have them follow the reading. Ask if they listed all of the places and why they were not acceptable. Finally, ask the question aloud and elicit the answer.

**B** Color the correct word.

Give students a few minutes to finish the activity. Check orally.

**C**  **Think of a place near your school and give directions.**

Form pairs. Ask volunteers to read the instructions aloud. Make sure they understand that one of them will give directions and the other has to guess the place. Monitor and help.

**D** Read the article and underline four types of parade.



Everybody loves parades. They fill us with excitement. People, young and old, stand on the sidewalks and cheer the passing bands, floats, giant balloons, clowns and actors. It doesn't matter what kind of parade it is; military, carnival, Easter or Christmas, we wait hours just to get a good spot.

Parades are part of human history. The first civilizations had military parades after big victories and today most countries have a national parade. The festive carnival parades are especially popular all over the world.

One of the most popular annual parades is the Macy's Thanksgiving parade in New York City. It started in 1924 when the Macy's employees dressed up in fun costumes and paraded with many Central Park Zoo animals down New York streets. Thousands of people showed up to see the parade, so it became an annual affair. These days, around 3.5 million people watch it live and over fifty million follow it on TV. It doesn't matter how old you are, a parade will put a smile on your face.

**Vocabulary**

exciting  
sidewalks  
costumes

**E** Read and mark the statements *T* (True) or *F* (False).

1. Parades are only for young people. F
2. Macy's is one of the most popular annual parades. T
3. People wear costumes in parades. T
4. 10 million people watch Macy's Thanksgiving parade on TV. F

**F** Discuss the questions.

1. Why do you think people like parades so much?
2. What parades have you seen?
3. Do you like seeing parades? Why or why not?
4. According to the article, do parades make people happy or sad?
5. Would you like to be in a parade?

What kind of words do we use to give directions?  
**Walk *up* the street.**  
**Drive *to* the corner.**  
**Run *towards* the park.**

Lesson 6 127

**CLIL: Social Studies**

**D** Read the article and underline four types of parade.

Ask students to look at the picture and describe it. Then, have them read the article and find the parades. Call on four volunteers to write the parades on the board. Ask which of the parades they think is best.

**E** Read and mark the statements *T* (True) or *F* (False).

Have students read the statements aloud. Tell them to answer first, then, to check the article for the correct answer. Check orally; in the case of false statements, ask students to say what is true based on what they read.

**F** Discuss the questions.

Form teams of four. Read the questions aloud and clear up any doubts. Monitor and encourage them to speak in English all the time. Have volunteers share their experiences and opinions with the whole class.

**Cross-Check**

Ask students to read the information in the box, and discuss the answer with a classmate. Elicit that all of them are prepositions and ask them to give you some other examples of directions using them.

G



Make a list of parades in your city, then ask and answer.

Answers may vary.

Type of parade	When	Celebrates
recreational	July	American Independence

H



**Track 56** Listen and fill in the blanks.

1. Walk straight ahead two blocks.
2. Turn left at the corner and walk one block.
3. Turn right on Mapleton Street.
4. The playground is on the left.
5. We can meet at the swings.

I

Complete the post card about the Macy's parade.

Dear \_\_\_\_\_

I am here in New York. Yesterday I (go) went to Macy's Parade. I (see) saw giant balloons, and lots of floats. The parade went down 34th St. to 6th Ave. and (turn) turned left. Then, it (continue) continued down 6th Ave. all the way to Central Park and turned left on Central Park West. We (follow) followed the parade from there all the way to 77th st. It (be) was a great parade and a great day!

See you back in L.A.,

\_\_\_\_\_

Place Stamp Here

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Go to page 93 in your workbook and write an entry in your blog.

128 Unit 4 Much? Many? Few? Little?

G



Make a list of parades in your city, then ask and answer.

Ask a volunteer to read the instructions and the example. Form groups of four and give them some time to brainstorm parades and fill in the table. Then, elicit a question with the example: e.g. *When is the Independence Day parade?* Give students time to write questions. Have students stand up and ask others their questions. Finally, elicit some questions and answers.

H



**Track 56** Listen and fill in the blanks.

Play the CD pausing after each answer is said so students can fill in the blanks with the correct word. Check by asking one volunteer to write the answers on the board.

Beginners

Form pairs to brainstorm possible answers to complete the activity. Ask them to check their answers with another pair.

Advanced

Have students do the activity individually.

I

Complete the post card about the Macy's parade.

Tell students to imagine that they were in Macy's parade yesterday and they want to share their experience with a friend in a postcard. Monitor and help. Check by having volunteers read the sentences.



Go to page 93 in your Workbook and write an entry in your blog.

Form pairs. Choose a student to read the instructions in the workbook and ask them to choose the places together. When finished, ask volunteers to share their directions with the whole class.

## Project

- 1 Choose one of the parades from activity F.
- 2 Research the history of that parade and include the route it takes.
- 3 On construction paper, make a poster that shows your findings.
- 4 Illustrate your work.
- 5 Save your work for the presentation.



## Project

### Material:

sheets of construction paper, color pencils, markers

Call on volunteers to read the instructions and clear up any doubts. If you have Internet access at school give students time to find the information they need; if not, assign the research for homework. Tell them to include important data concerning their parade's history on one side; on the other they must draw the route, indicating important sites.

# Lesson 7

## Vocabulary

harbor  
dangling  
treasure

## A Moment to Ourselves

### Why are maps so important?

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

Ask students: *Do you usually use maps?* Elicit answers. Form groups of five. Write on the board: *What important information do maps give you? Which activities would be impossible to perform if we didn't have maps?* Have students discuss the answers. Go around the classroom, and make sure everybody participates. Then, encourage teams to share their answers with the class.

## Lesson 7

### Why are maps so important?

#### A Track 57 Listen and read the story.

Sarah lived on a small island near Key West with her father. Her father had a small restaurant on the beach and Sarah liked playing there. She would go down to the harbor with her friend Joey and they would sit with their feet dangling in the water. One day, they saw a bottle with a rolled up paper in it. They took it out and saw that it was a map. "Look, it's a treasure map!" exclaimed Joey. "Let's follow the directions!" They decided to start at the harbor. They walked one hundred paces east along the beach to the coconut trees and turned left. Then, they walked 70 paces to the river and crossed the bridge. They went straight along the path until they got to a fork in the road. They took the right path and walked another one hundred paces until they arrived at a big cave. The map said that the cave went through to Elmer's cove.

Once they arrived there, they turned right and walked fifty paces more to Lookout Rock. They walked around the rock and found a wooden box. They were very excited and opened it. Inside, they found a note:

**Come to the restaurant and find your treasure!**

They ran back to the restaurant and found Sarah's dad and a lot of people all around a big chocolate cake. Happy Birthday! They all yelled. Sarah's dad winked at Joey.



What form of the verb do we use when we give directions?  
*Walk 50 paces. Turn left at the harbor.*

#### B Answer the question and complete the sentences.

- Who do you think put the bottle into the water?  
*Sarah's father probably put the bottle into the water.*
- They followed the directions on the map...  
*to Lookout Rock.*
- In the end, the map took them...  
*to the restaurant.*
- Sarah's dad sent her...  
*on a treasure hunt.*
- Joey and her dad organized everything...  
*for the surprise party.*

#### C Ask and answer questions about Sarah and Joey's route.

130 Unit 4 Much? Many? Few? Little?

#### A Track 57 Listen and read the story.

Ask students to look at the picture and predict what the story is about. Write their answers on the board. Play the CD so students can listen and silently read the story. Finally ask: *What was the treasure?* Ask if their predictions were true. In pairs, have students take turns reading the story aloud.

#### Cross-Check

Ask students to discuss the information in the box with a classmate. Give them a few minutes, then call on volunteers to give their opinions.

#### B Answer the questions and complete the sentences.


Ask some volunteers to read the question and the first part of the sentences and elicit answers from the rest of the class. If answers are different, encourage students to back them up with information from the text.

#### C Ask and answer questions about Sarah and Joey's route.

Divide the class into pairs. Read instructions aloud and ask a pair to model what they have to do. E.g.: *How many paces did they walk along the beach? 100!* Have students begin the activity. Monitor and help. Ask pairs to share their questions and answers with the class.

**D** Read and underline different types of maps mentioned in the text.

Did you know that maps have existed for thousands of years? There are maps in caves that show mountains, rivers and routes around the ancient areas! Throughout time, travelers drew their routes with landmarks, such as rivers and mountains so that others could follow. Marco Polo's journeys helped create the European/Asian map in the middle ages. Early maps showed the world as people saw it, usually without land beyond what they could see (like the Americas). Natives of the American Continent also made their maps. American Indians used deer and buffalo hides to draw their maps and The Aztecs used paper made from the Amate tree. Today, we have lots of different types of maps. There are city maps to help us get around. There are highway maps to help us travel. There are bus and subway maps so we know which line or route to take. There are world maps to help us learn about countries and our planet. There are even topography maps to show us physical features of the land, like mountains. But my favorite type of map is the treasure map, because it's so much fun!



**E** Write the type of map you need for the following activities.

1. Let's take a hike up the Popocatepetl volcano. topography map
2. We have to go downtown to get birthday presents. city map
3. Let's visit grandpa but I've decided not to take the car. bus or subway maps
4. How can we get to Toluca from here? highway map
5. I have to find capital cities of the world for homework. world map

**F** Read and circle the opinions that you agree with. Compare with a partner.

I love reading maps and finding places by myself.

I don't like reading maps because I find them too confusing.

I have maps on my cell phone to find my way.

I prefer to just ask people when I get lost rather than using a map.

**Vocabulary**

mess  
winding  
thrill

**CLIL: History**

**D** Read and underline different types of maps mentioned in the text.

Have students look at the map and describe it. Ask them who they think made that map. Then, give them some time to scan the article to find the types of maps. Give them two minutes and check orally. Next, ask them to read the text silently. Ask what information is new to them. Write it on the board.

**E** Write the type of map you need for the following activities.

Ask a volunteer to read the instructions aloud and have students work on the activity. Check orally. Encourage them to support their answers with information from the text in Activity D.

**F** Read and circle the opinions that you agree with. Compare with a partner.

Have a volunteer read aloud each of the statements. Clear up any doubts. Give them time to make their choices. Then, form pairs and give them some time to compare their answers. Encourage them to give reasons for their choices.

**G** Draw a map of part of your city and mark (X) where the treasure is.

Answers will vary.

**H** Circle the words that rhyme. Check your answers with a classmate.

- |              |            |           |
|--------------|------------|-----------|
| 1. cap       | hat        | mop       |
| 2. father    | picture    | creature  |
| 3. mountains | directions | fountains |
| 4. paper     | vapor      | climate   |
| 5. boot      | note       | coat      |

**I** Write a letter giving directions to find treasure.

This is a treasure map. If you follow my directions you will find it on Billy's Island.  
First start at the harbor and walk

Answers will vary.

The treasure is under the

Go to page 96 in your workbook and write an entry in your blog.

132 Unit 4 Much? Many? Few? Little?

**G** Draw a map of part of your city and mark X where the treasure is.

Ask students to imagine that they have to hide a treasure in their neighborhood or school. Tell them to use the space in their books to draw the treasure map.

**H** Circle the words that rhyme. Check your answers with a classmate.

Read the words aloud, pausing after each group so students can identify the two words that rhyme. Check orally, asking students to repeat the words.

**I** Write a letter giving directions to find treasure.

Ask a volunteer to read the instructions aloud. Make sure students realize that they have to use the imperative form to give their directions. Give them some time to work individually. Monitor and help. Ask some students to share their maps.

#### Beginners

Students work in pairs to complete the directions on the map.

#### Advanced

Students work individually to complete the directions on the map.

Go to page 96 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Ask students to look at the subway map and tell them to give very simple instructions based on what they see there. Give them some time to work and when they finish, choose some of them to share their writings with the class.

## Project

- 1 Choose a letter that you like from activity I.
- 2 On construction paper, draw a big treasure map.
- 3 Illustrate the treasure map.
- 4 Save your work for presentation.



Lesson 7 133

## Project

### Material:

sheets of construction paper, markers, color pencils

Have students get into their project groups. Call on volunteers to read the instructions. Clear up any doubts. Encourage them to be creative with their maps and to include illustrated map keys. Remind them to speak in English at all times.

Display their work around the classroom after they describe their maps to the class.

# Lesson 8

## Vocabulary

impaired  
cane  
path

## A Moment to Ourselves

### How do people with disabilities get around?

Ask a volunteer to read the question on the first page of the lesson aloud, give students a few minutes to think about it before sharing their ideas with their class.

## Getting Started

Elicit the meaning of disability (the condition of being unable to perform a task or function due to a physical or mental impairment).

Ask them if they have ever met someone with a disability; encourage students to share their experiences with the class.

## Lesson 8

### How do people with disabilities get around?

#### A Track 58 Listen and read the dialog.

Today is an important day at Juarez Elementary School. A very special group of children is visiting. They are coming from a school for the visually impaired and Maya and a classmate are interviewing two of them.

**Maya:** Welcome to our group, my name's Maya what are your names?

**Alex:** I'm Alex and this is Sandra.

**Sandra:** And this is my guide dog, Joey.

**Maya:** I think he likes me, he's wagging his tail.

**Alex:** He likes all girls. How many students are with us?

**Students:** There are fifteen of us!

**Maya:** How does Joey help you get around, Sandra?

**Sandra:** Well, he's my eyes. He helps me walk forward, turn right or left and he will even let me know if there's an obstacle in my path.

**Maya:** Wow, What about you, Alex? Why don't you have a guide dog?

**Alex:** I can see shadows and I use my cane to help me detect obstacles.

**Maya:** How do you use your cane?

**Alex:** I tap the floor in front of me when I am walking.

**Maya:** Gee, thanks for visiting us, can we take you around the school?

**Alex and Sandra:** Sure thing!

#### B Answer the questions.

1. Who visited Juarez Elementary School? Alex and Sandra visited the school.
2. Why are they special? They are visually impaired.
3. What does visually impaired mean? It means they cannot see.
4. How does Joey help Sandra? Joey is Sandra's eyes and helps her get around.
5. What does Alex use to detect obstacles? Alex uses a cane to detect obstacles.

Complete the directions with a verb.

walk straight ahead then turn right.

#### C Imagine that Alex and Sandra are visiting your school and you are taking them to your classroom. Write instructions in your notebook to get from the front gate to your classroom.

134 Unit 4 Much? Many? Few? Little?

#### A Track 58 Listen and read the dialog.

Play the CD and ask students to follow the reading. Play it again and have students repeat line by line. Then, ask some volunteers to read the dialog aloud paying special attention to the pronunciation and intonation.

#### B Answer the questions.

Have a volunteer read instructions aloud. Ask them to read the questions and clear up any doubts before they begin. Check orally asking students to tell you in which line of the text they found the information for the answer.

#### Cross-Check

Choose a student to read the instructions in the box. Ask students to fill in the blanks using a suitable verb. Elicit answers.

#### C Imagine that Alex and Sandra are visiting your school and you are taking them to your classroom. Write instructions in your notebook to get from the front gate to your classroom.

Divide the class into pairs. Ask a pair to read the instructions aloud and make sure everybody understands what they have to write. When finished, invite pairs to share their instructions and ask them to notice differences between them.

**D Read the article.**

## Helen Keller

The most famous blind person of her time was probably Helen Keller. She was born a healthy baby in 1880 in Alabama. Just before her second birthday, she got a terrible illness that left her deaf and blind. It was very difficult for her to communicate and she would throw tantrums because her family couldn't understand what she wanted.

When she was six, her parents employed Ms. Ann Sullivan to help her. Ann was visually impaired as well and she understood how Helen felt. Helen learned how to hand sign one day when Ann kept on pushing her hand under a water pump and writing

"water" into her hand. Suddenly, Helen linked the word in her hand to the cool, flowing water. There was no stopping her after that. She grew up, went to college, wrote many books and fought for the rights of the deaf and blind. She felt it was her responsibility.



**E Match the sentence halves together.**

- |                                 |  |
|---------------------------------|--|
| 1. Helen threw tantrums because | a) because she was visually impaired.        |
| 2. Helen became blind and deaf  | b) and fight for the rights of the disabled. |
| 3. Ann Sullivan understood her  | d) she was angry that nobody understood her. |
| 4. Helen went on to write books | e) because she had a terrible illness.       |

**F Discuss the questions.**

1. What aspects of life do you think are difficult for the blind?
2. Do you know anyone with a disability?
3. Do you think your city is easy for disabled people to move around?
4. Do you think it is important to help disabled people?

Lesson 8 135

### Vocabulary

deaf  
blind  
tantrums

**CLIL: History**

**D Read the article.**

Ask students to take turns reading the article. When they finish, ask: *Who was Helen Keller? Why was she famous?* Let students share their opinions.

**E Match the sentence halves together.**

Work on this activity as a whole class. Choose some students to ask the questions from the left column and some others to choose the correct answer from the column on the right.

**F Discuss the questions.**

Form teams of four. Have a volunteer read instructions aloud and clear up any doubts. Tell them they can use the information from the text they read in Activity D to back up their opinions. Check orally.

G



Imagine you are meeting a visually impaired person. Write questions to ask him or her. **Answers will vary.**

1. What is your name?

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

H

Listen to your teacher and repeat the poem.

**For Ann Sullivan**

I can't see your face with my eyes  
But I touch your smile and that's my prize

I can't hear you with my ears  
But your hands in mine wipe away my fears

Hand in hand we walked together  
In both good and bad weather

But now I'm left to continue to fight  
For all like us to see the light



Who do you think wrote this rhyme? \_\_\_\_\_

I

Write a thank you note to Alex and Sandra for visiting your school.

Dear Alex and Sandra

We want to thank you for coming to visit us at school. We were very happy that you also brought **Joey**, your guide dog.

After you left, we discussed how difficult it must be to **Answers will vary** and **Answers will vary**. We decided to **Answers will vary**.

Love,  
\_\_\_\_\_



Go to page 99 in your workbook and write an entry in your blog.



136 Unit 4 Much? Many? Few? Little?

G



Imagine you are meeting a visually impaired person. Write questions to ask him or her.

Form teams of four. Ask a student to read the instructions aloud and have students work on the activity. Have teams share their questions with the whole class.

Beginners	Advanced
Have students work in pairs to write their questions.	Have students write their questions individually. Ask them to pair up with another student to ask and answer the questions as if they were visually impaired.

H

Listen to your teacher and repeat the poem.

Read the poem aloud once stressing correct intonation. Then, ask the group to repeat it chorally. Finally, ask students the question at the bottom.

I

Write a thank you note to Alex and Sandra for visiting your school.

Ask a volunteer to read the instructions aloud. Ask some students to share their work.



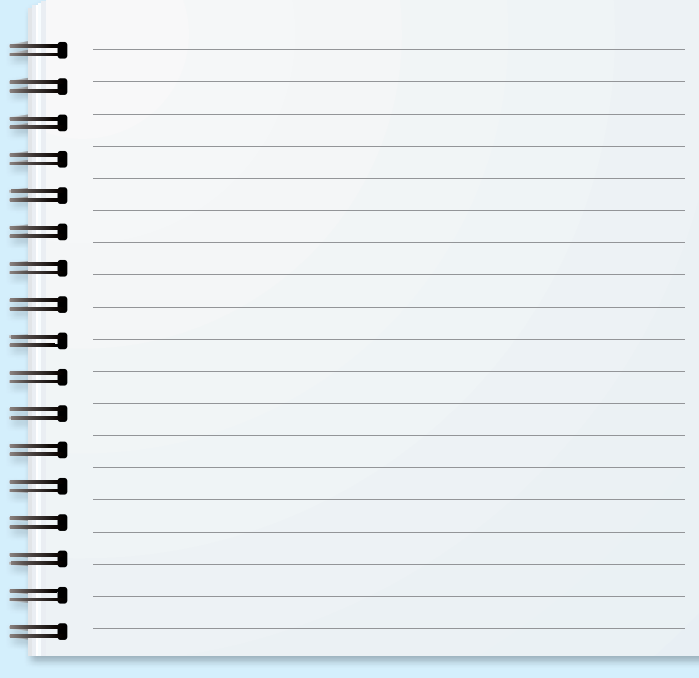
Go to page 99 in your Workbook and write an entry in your blog.



Call on a volunteer to read the instructions in the workbook. Assign this activity for homework. Ask students to take notes only about the important facts of this person's life, and write their entry. Choose some volunteers to share their work with the whole class.

## Project

- 1 Bring in blindfolds or make a simple blindfold from paper and an elastic band.
- 2 Take turns wearing the blindfold and giving directions around the classroom.
- 3 Try to imagine how it is for blind people.
- 4 Write below how the experience made you feel. Share with the class.



Lesson 8 137

## Project

### Material:

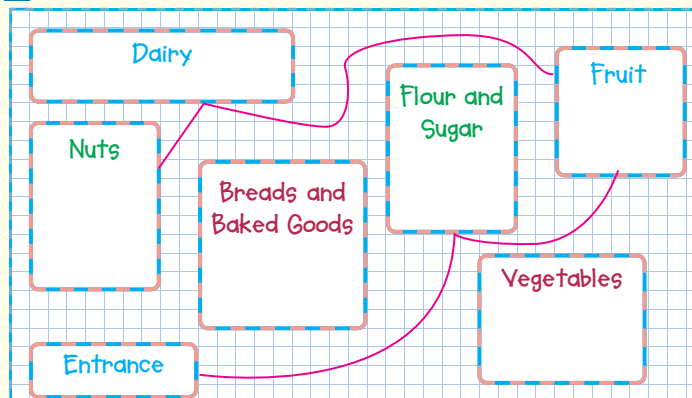
blindfolds or scarves

Have students get into their project groups. Call on volunteers to read the instructions and clear up any doubts. Encourage them to speak only English during the activity. Tell them to be honest about how they felt when they were blindfolded.

Call on volunteers to share what they wrote.

## Review 4

**A** Read the dialog, illustrate the map and draw the route.



Billy and Clarissa need to go to the Supermarket to get some things for their mother.

**B** Complete the dialogue using quantity expressions. Possible answers:

Billy and Clarissa are at the supermarket. They have a list of things they need to buy.

List  
Sugar  
Flour  
Butter  
Apples  
Eggs  
A bag of nuts

**Billy:** Is there any sugar here?

**Clarissa:** Look, there's some sugar over there on the shelf.

**Billy:** Excuse me sir, Where are the apples?

**Attendant:** There are a lot of apples in the fruit department.

**Clarissa:** Great. We still need flour and butter.

**Billy:** And some bags of nuts and a dozen eggs.

**C** Where can they find the rest of the things?

1. There are bags of nuts on the bottom shelf.
2. There isn't any butter on the shelves but there's some in the refrigerators.
3. There is lots of flour in the baking section.

138 Unit 4 Much? Many? Few? Little?

**A** Read the dialogue, illustrate the map and draw the route.

**B** Complete the dialog using quantity expressions.

**C** Where can they find the rest of the things?

Do activities one by one. Read the instructions and clear up any doubts. Have students answer individually. Check answers with the whole group. Do this for each activity.

- D** Make a list of all of the things in your kitchen. Now, put them in the correct column. Compare your list with a classmate. *Answers will vary.*

MUCH	MANY	LITTLE	FEW

- E** Choose the correct words.

- There is / are a group of kids at the park.
- There / They are waiting for the boys.
- There is / are a baseball game this afternoon.
- The boys are carrying there / their baseball bats.
- One of them is / are carrying the mitts.



- F** Complete the sentences.

Dan's father needs a hammer

- "Dan, get me a hammer. There is one in the garage."
- "No, Dad. There are lots of spiders in there"
- "And There isn't any light. It's all dark"
- "But there is a good reason for you to go in".  
"Ok, Dad."

Review 4 139

- D** Make a list of all of the things in your kitchen. Now, put them in the correct column. Compare your list with a classmate.

- E** Choose the correct words.

- F** Complete the sentences.

Do activities one by one. Read the instructions and clear up any doubts. Have students answer individually. Check answers with the whole group. Do this for each activity.

## Traveling Around

### Vocabulary

mountain  
river  
waterfall

### A Moment to Ourselves

Why do you think it is important to know about our surroundings?

Say and write the question on the board. Ask students to think about the answer, then, pair them up to discuss their opinion. After a few minutes, elicit some answers.

### Getting Started

Ask: *What is geography?* Elicit answers from different students. Divide class into four teams. Tell teams to take out a sheet of paper and to write the names of: two mountains, two rivers, two volcanoes, two lakes and two waterfalls. Tell them that the first team to give you their sheet with correct answers will be the winner. Give them some time to get together and figure out the answers. Finally ask if it is important to know about our surroundings.

### Lesson 1

### Unit 5

## Traveling Around

Why do you think it is important to know about our surroundings?

### A Track 59 Listen and read the dialog.

Lane and Kate are at the school knowledge competition. They are playing against kids in the other fourth grade group. Today the topic is Mexico and its geography.

**Teacher:** Here's the next question. Which is the tallest mountain in Mexico, a) The Sleeping Woman (or Iztaccihuatl), b) The Pico of Orizaba or c) The Popocatepetl.

**Andy:** I know, I know, that's easy.

**Teacher:** OK, Andy which one is it?

**Andy:** It's c) The Popocatepetl, everybody knows that!

**Teacher:** I'm sorry Andy that's not correct.

**Andy:** What?

**Lane:** I know. It's The Pico of Orizaba!

**Teacher:** And that's correct. Three points for the A team. The next question is: which is the longest river in Mexico? a) The Rio Bravo b) the Grijalba-Usumacinta or c) The Colorado

**Kate:** I know! It's The Rio Bravo! And it goes through two US states.

**Teacher:** Very good, Kate. That's correct. You get three points for your team. The last question is: which is the highest waterfall in Mexico? a) Basaseachic Falls, b) Piedra Volada Falls or c) The Cusareare Falls?

**Billy:** I know! It's a) The Basaseachic Falls!

**Teacher:** That's right!

### B Discuss the answers to the questions.

1. What topic was this contest about?
2. Which is tallest mountain?
3. Which is the Longest river?

What is the difference between these sentences?  
**The Charco Cave is deeper than the Cave of the Swallows.**  
**The Cheve Cave is the deepest cave in Mexico.**

### C Look at the information and ask and answer questions.

Place	Rivers of Mexico (long)	Caves of Mexico (deep)
1	Rio Bravo - 3108 km long	The Cheve Cave - 2000+ mts
2	Colorado River - 2337 km long	The Huautla Cave - 1475 mts
3	Grijalba-Usumacinta - 1911 km	The Charco Cave - 1278 mts
4	Nazas River - 1081 km	Cave of the Swallows - 333 mts

### A Track 59 Listen and read the dialog.

Have students close their books, and play the CD. Ask: *What are the kids doing?* Tell them to open their books, play the CD again and ask students to follow the reading. Finally, form groups of five and have them take turns role playing the dialog. After a while, call on volunteers to act it out for the class.

### B Discuss the answers to the questions.

Ask a volunteer to read the instructions and questions aloud. Clear up any doubts. Form pairs to discuss the answers. Monitor and help. Check orally.

### Cross-Check

Have students read the question and sentences aloud. Ask them to work in pairs to talk about the differences. Elicit answers.

### C Look at the information and ask and answer questions.

Students continue working in the same pairs. Elicit questions using 'the longest river' and 'the biggest cave' and questions using comparison e.g. *Which cave is bigger, Huatla or Charco?* Monitor and help. Ask volunteers to share their answers with the class.

**D Read the article.**

Long ago, when people talked about Geography, it usually referred to how the world was divided up. But now, there are many branches of Geography that are a lot of fun to learn about. Physical Geography teaches us all about the Earth's natural features and events that happen, like earthquakes and floods and what we should do during a natural disaster. Human Geography teaches us how and where people live. What kind of houses we build, what type of clothes we wear, what we eat, where we migrate and many other things. Political Geography is about how countries are divided up, their capital cities, their states and so on.

Environmental Geography teaches us about the surroundings in which people and animals live and how we affect our planet. It makes us think about how we throw away our garbage and how we pollute the air. Two other branches of Geography are Economic and Population. But my favorite branch is Recreation, Tourism and Sports Geography. Can you guess what that's about?



**E Read the sentences and write the type of Geography that corresponds.**

1. We need to separate the garbage into paper, glass and organic. Environmental geography.
2. Central Mexico is surrounded by The Sierra Madre mountain range. Physical Geography
3. We have to learn all the state capitals in Mexico. Political Geography
4. Puerto Vallarta has great sports and eco tourism activities. Tourism Geography
5. Each state in Mexico has traditional clothes, dances and food. Recreation Geography

**F Work in groups. Write questions for a team competition about the geography of Mexico. Use the words in the box. Make sure that you know the answers.**

tall, high, deep, large  
big, small, hot, cold,  
long, good, old etc.

river, mountain, lake,  
cave, city, town, road,  
building, church etc.

in Mexico, in (state),  
in (city)

Answers  
will vary.

- 1) Which is the biggest city in Nuevo Leon? \_\_\_\_\_ Monterrey \_\_\_\_\_

Lesson 1 141

**CLIL: Geography**

**D Read the article.**

Have students look at the picture and describe it. Ask the name of the science that studies the earth and its features. Ask volunteers to read different paragraphs in the article. When they finish ask them to tell you different branches of Geography.

**E Read the sentences and write the type of Geography that corresponds.**

Ask volunteers to read the instructions and each of the statements aloud and tell the class to infer the part of Geography that would study each, taking into account the information they read in the article from the previous activity.

Beginners	Advanced
Have students work in pairs or small groups to answer the activity.	Have students work individually and cite the article to support their answers.



**F Work in groups. Write questions for a team competition about the geography of Mexico. Use the words in the box. Make sure that you know the answers.**

Divide the class into groups. Read the instructions aloud with the students. Elicit examples to make sure everybody understands what to do before they begin the activity. Ask each group to write five questions. Monitor and provide help when needed.

**G** Read the instructions and play the game.

1. Use the questions and answers that you wrote in ex. F.
2. Get into small teams.
3. Your teacher will read the questions, and the first team to raise their hand gets to answer.
4. Each team gets one point for each correct answer. The team with the most points wins.

Which is the tallest mountain in Jalisco?



I know! It's The Nevado de Colima

**H**  **Track 60** Listen, read and underline the words that rhyme.

- |                    |                |                 |
|--------------------|----------------|-----------------|
| 1. <u>mountain</u> | bouncing       | <u>fountain</u> |
| 2. <u>river</u>    | mirror         | <u>liver</u>    |
| 3. <u>lake</u>     | <u>bake</u>    | late            |
| 4. <u>cave</u>     | cook           | <u>wave</u>     |
| 5. <u>flood</u>    | dove           | <u>mud</u>      |
| 6. capital         | <u>magical</u> | classical       |





**I** Write a description of the geography of your area. **Answers will vary.**

I live in \_\_\_\_\_, in the state of \_\_\_\_\_.

The capital of \_\_\_\_\_ is \_\_\_\_\_.

There are \_\_\_\_\_ and \_\_\_\_\_ in my state.

We have delicious traditional food, for example, \_\_\_\_\_ and \_\_\_\_\_.

 Go to page 102 in your workbook and write an entry in your blog. 

**G**  Read the instructions and play the game.



Set up the game according to the instructions in the book. Have students play. Encourage them to spell the names of the places once they say them to raise the level of difficulty.

**H**  **Track 60** Listen, read and underline the words that rhyme.

Play the CD pausing after each group of words is said so students can identify which pair rhymes. Check orally asking students to repeat the words.

**I** Write a description of the geography of your area.

Ask students to brainstorm different geographic features in the area where they live and write them on the board. Then, read instructions aloud and give students some time to work on the activity. Encourage them to use new vocabulary from this lesson. When they finish, have some students share what they wrote with the class.

 Go to page 102 in your Workbook and write an entry in your blog. 

Have students read instructions and information silently. Clear up any doubts. Recommend they use plenty of adjectives to write their description, making it attractive for the readers. Mention that they can illustrate their writing also. When they finish, encourage students to share their answers with the whole class. **This activity can be assigned for homework.**

## Project

- 1 Form a group of 4 or 5 students.
- 2 Choose a mountain, river, waterfall or cave that is famous in your country and research it on the Internet.
- 3 On construction paper, make a poster to teach others about this physical feature.
- 4 Illustrate your poster with drawings.
- 5 Present your poster to the rest of the class.



Lesson 1 143

## Project

### Material:

color sheets of construction paper, color pencils, cutouts, markers, glue, scissors

Tell students that they will be working on the first project of the unit. Remind them that the project 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.

Have volunteers read the instructions. Clear up any doubts. Form groups of four or five. Encourage them to be creative when illustrating and to speak only English while they are working. Once they are finished, the groups should present their posters to the class.

# Lesson 2

## Vocabulary

cheap  
comfortable  
expensive

## A Moment to Ourselves

### How do we know where to buy things?

Read the question aloud and pair students up to discuss the answer. Elicit some of their ideas after a few minutes.

## Getting Started

Ask: *Where do you go if you want to buy groceries?* Elicit answers. *Where do you go if you want to buy a notebook?* Elicit answers. *Where do you go if you want to buy medicine?* Elicit answers. Finally, ask: *How about when you travel? Do you know where to buy the things that you want?*

## Lesson 2

### How do we know where to buy things?

#### A Track 61 Listen and read the dialog.

**SUV: 2012 Family SUV II.** 9 seats, Comfort  
★ ★ ★ ★ ★  
\$18,000.00 dollars

**Pickup: 2011 Cowboy pickup**  
**Double cabin, large**  
5 seats  
Comfort ★ ★ ★ ★ ★  
\$14,000.00 dollars

**Sports car: 2010 Zoom Panther**  
2 seats  
Comfort ★ ★ ★ ★ ★  
12,000.00 dollars

**Mario:** Mom, Dad! Look at this beautiful car, it's perfect.

**Dad:** Do you mean it's perfect for you? We can't all fit in that car.

**Mario:** But Dad, it's the cheapest car here.

**Mom:** And also the least comfortable. Bill, look at the Family SUV II. Now, this is the perfect car.

**Alma:** Look, it's also the most comfortable.

I want this one, Daddy.

**Dad:** Ahem, well it is also the most expensive.

Now, if you look at this pickup truck...

**Mom:** Absolutely Not! That truck isn't as comfortable as the SUV.

**Dad:** And it isn't as expensive as the SUV.

**Mom:** We need a family car to go to Puerto Vallarta. So, we will have to buy the most expensive but the most comfortable.

**Dad:** OK, come on kids, let's look at the SUV.

**Look at these sentences. When do we add *the most* to the adjective?**

1. The Zoom Panther is *the oldest* car of the three.
2. The SUV II is *the most comfortable* car of the three.
3. The pickup isn't *as old* as the sports car.

#### B Write the correct vehicle. Which one is...

1. the most expensive? The Family SUV II
2. the least expensive? The Sports car
3. the most comfortable? The Family SUV II
4. the oldest? the Sports car
5. the newest? the Family SUV II

#### C Look at the information. Ask and answer questions about the cars.

Which is the cheapest car?



The sports car!

#### A Track 61 Listen and read the dialog.

Have students look at the information about the cars and elicit some sentences to compare them. Tell them to close their books and play the CD. Ask: *Which car is the family buying? Why?* Tell students to open their books and play the CD again so they can follow the reading. Finally ask where people go to buy cars.

### Cross-Check

Have a student ask the question in the Cross-Check box. Ask the class to analyze the information and elicit the answer.

#### B Write the correct vehicle. Which one is...

Ask students to reread the dialog to complete the sentences. Monitor while they work and offer any help if necessary. Check orally.

#### C Look at the information; ask and answer questions about the cars.

With the whole class, brainstorm adjectives that can be used to describe cars and write them on the board. Then, form pairs and read instructions aloud, tell students that they may use the adjectives written on the board to perform the task. Monitor and help if necessary. Encourage some pairs to share their questions and answers with the class.

**D** Read the article and underline the activities.


## Family vacations

One of the most popular road trips in Mexico is to Puerto Vallarta. It is a perfect destination for families because there's something fun for everyone. Bay of Banderas is the largest and most impressive bay in Mexico and has some of the most beautiful beaches. It is most famous for its eco-tours. Young and old alike love to take the zip-line canopy tours and glide through the beautiful jungle. It's exhilarating! You can see monkeys jumping from tree to tree, or go horseback riding. One of the most interesting and exciting day trips by boat is whale watching, and fishermen from all over the world say that it is one of the best places to fish in the world. For those who choose to stay closer to land, they can go parachuting, swimming with dolphins or snorkeling and kayaking on Islas Marietas. Of course, after a fun filled day, families can go to the best restaurants downtown.



**E** Use the activities you underlined to complete the sentences. *Answers will vary.*

1. I think that \_\_\_\_\_ (most/exciting) activity.
2. I think that \_\_\_\_\_ (more/exciting) than \_\_\_\_\_.
3. I like \_\_\_\_\_ the most.
4. I think that \_\_\_\_\_ (most dangerous) activity.

**F**  Discuss which of the activities mentioned in the article you liked the most. Write down your favorites, say why you like them the most and compare them to other ones.

*Answers will vary.*

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Lesson 2 145

### Vocabulary

canopy tour  
glide  
zip-line


### CLIL: Social Studies

**D** Read the article and underline the activities.

Ask students to look at the picture. Ask them: *Where do you think the boy is?* Elicit answers and encourage them to share similar experiences. Tell them to read the article in silence and perform the task; encourage them to help one another find the meanings of any words they don't understand. Check orally.

**E** Use the activities you underlined to complete the sentences.

Ask volunteers to read the instructions and sentences and clear up any doubts. Have them work individually while you monitor and help. Ask students to share their answers, encouraging them to explain their choices.

**F**  Discuss which activities mentioned in the article you liked the most. Write down your favorites, say why you like them the most and compare them to other ones.


Organize the class into teams. Read instructions and questions aloud and clear up any doubts. Monitor and provide help when needed. Ask volunteers to share their preferences with the whole class.

**G** Write the following numbers. Take turns saying them.

1. 10,000 ten thousand
2. 12,000 twelve thousand
3. 15,000 fifteen thousand
4. 18,000 eighteen thousand

ten thousand




**H**  **Track 62** Listen and underline the stressed syllables.

- |                        |                         |
|------------------------|-------------------------|
| 1. <u>p</u> opular     | 5. <u>c</u> omfortable  |
| 2. <u>i</u> nteresting | 6. <u>e</u> xpensive    |
| 3. <u>e</u> xciting    | 7. <u>b</u> autiful     |
| 4. <u>i</u> mpressive  | 8. <u>e</u> xhilarating |

**I** Write a post card to a friend from Puerto Vallarta. Answers will vary.

<p>Dear _____</p> <p>Here I am in Puerto Vallarta. It's the most _____ resort I've been to. I went on a zip-line canopy tour. It was the most _____ adventure. I glided on cables from tree to tree and landed on platforms. Then, we went horseback riding; that was _____.</p> <p>Dad wanted to go _____ so we went. It was really _____. Finally, we went out to _____.</p> <p>I'll see you next week,</p> <p>Alma</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Place Stamp Here</div> <hr/> <hr/> <hr/> <hr/>
---	---

 Go to page 105 in your workbook and write an entry in your blog.

**G** Write the following numbers.

Have a student read the instructions and example. Have them work on the activity and check orally. For further practice, you can form pairs and have them dictate other similar numbers to each other.


**H**  **Track 62** Listen and underline the stressed syllables.

Tell students that although there are no written accents in English, every word has a stressed syllable, which is the part of the word that you give the most emphasis to. Play the CD and ask students to identify the stressed syllable in each of the words. Check by asking them to pronounce the words exaggerating the stressed syllable.

**I** Write a post card to a friend from Puerto Vallarta.

Read the instructions aloud. Ask students to read the postcard silently. Elicit that most of the words that are missing are adjectives. Give them some time to fill in the blanks. Once they are finished, have some volunteers read their postcards to the class. Finally ask them how people find out about vacation spots and activities besides the Internet. (go to a travel agency)

Beginners	Advanced
Have students work in pairs to complete the task.	Have students work on the postcard individually. Tell them to write three different versions of the postcard.

 Go to page 105 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions and information on the blog page. If you have Internet access, give them some time to research their country; if you don't, assign this activity for homework. Tell them to write a short paragraph as an introduction, to use headings for the following paragraphs and to finish with a conclusion. Monitor while they work and offer any help when needed. Ask some students to share their dishes with the rest of the class.



- Internet, color pencils

Activities: \_\_\_\_\_

[illegible]

Lesson 2 147

# Lesson 3

## Vocabulary

monitor  
latitude  
longitude

## A Moment to Ourselves

### How do people find their way to places?

Have students read the question silently and give them a couple of minutes to think of an answer. Then, put them into groups of three to discuss their answers.

## Getting Started

Ask the class if they have ever been lost. Encourage some volunteers to share their experiences telling where they were, what it was like and how they felt. Then ask them: *How do people find their ways to places?* Elicit answers, asking students to mention different ways to do it.

## Lesson 3

### How do people find their way to places?

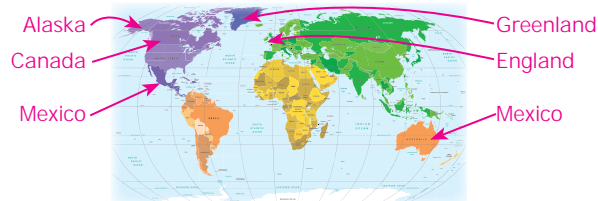
#### A Track 63 Listen and read.

Hi, I'm Joseph Fraser and I am a pilot. I am from England. I fly planes from London to cities all over the world. Right now I am flying over one of the coldest places in the world, Greenland. The nearest place to Greenland is Canada. My destination today is to one of the hottest and most beautiful places, Cancun in Mexico. To fly the airplane from one place to the next, I monitor the position of the plane according to lines of latitude and longitude. One of the farthest places from England is Australia. One of the nearest places to London by air is Manchester. The flight takes only 30 minutes. The worst place to fly to is Alaska because of the ice, and the best place to fly in the world? Well London of course because that's home.



Do these adjectives follow the same rule? Why?  
**far - the farthest**  
**good - the best**  
**bad - the worst**

#### B Label the map with the names of the countries in the text.



#### C Look at the map and take turns describing places in relation to your country.

Australia is farthest away from Mexico!



Yes, but Canada is closer.

#### A Track 63 Track 63 Listen and read.

Have students look at the picture and ask: *Who is talking? What do you think he is saying?* Tell them to listen to the CD with their books closed and see how many countries are mentioned. Elicit the countries they heard and write them on the board. Ask them to open their books and play the CD again. Have them underline the countries in the text and compare the results with the ones on the board. Check if any were missing.

### Cross-Check

Pair students up and ask them to read the information in the box and answer the question together. Elicit answers.

#### B Label the map with the names of the countries in bold.

Have students look at the map and ask them to write or highlight the names of the countries from the text on the map. Monitor and help. Check by showing them a big world map and asking volunteers to go to the map and point to the countries.

#### C Look at the map and take turns describing places in relation to your country.

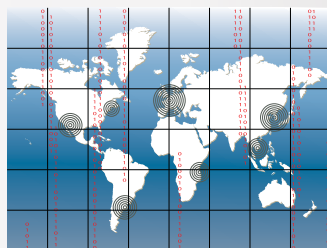
Divide the class into pairs. Read the instructions aloud and have two volunteers read the example. Clear up any doubts. After a few minutes, call on volunteers to share their questions and answers with the class.

**D** Read the text and fill in the missing words.

latitude longitude

**Latitude** is the distance from the equator. **Latitude** lines run parallel to the equator. The equator is at 0°. Above the equator line is north and below the equator it is south. The North Pole and South Pole are farthest from the equator.

**Longitude** is the measurement of distance from the prime meridian in Greenwich, England. The meridian lines or **Longitude** lines are to the west to the left and on the right to the east. London is the closest place to the first meridian line.



**E** Talk about the difference between latitude, longitude, equator and meridian. Write it down and compare your answer to other classmates.

Answers will vary.

**F** Unscramble the sentences and write them in your notebook.

1. equator North Pole The the farthest is from the **The North Pole is the farthest from the equator.**
2. the equator nearest is Ecuador place to the **Ecuador is the place nearest to the equator.**
3. place the meridian to nearest the England is **England is the place nearest to the meridian.**
4. the farthest from The South Pole the North Pole is place **The South Pole is the place farthest from the North Pole.**

Lesson 3 149

**Vocabulary**

equator  
parallel  
meridian

**CLIL: Geography**

**D** Read the text and fill in the missing words.

Draw students' attention to the maps and ask them to use the information provided there to fill in the blanks with the correct word. Monitor while they work and offer any help when required. Check orally.

**E** Talk about the difference between latitude, longitude, equator and meridian. Write it down and compare your answer to other classmates'.

Form pairs. Read instructions aloud and ask students to define, using their own words each of the requested terms. Once all of the pairs have their definitions ready, tell them to get together with another pair to compare their answers. Have volunteers read their definitions and write them on the board to check their answers.

**F** Unscramble the sentences.

Read instructions aloud. Clear up any doubts. Check by asking volunteers to write the sentences on the board.

Beginners	Advanced
Have students work in pairs or trios to unscramble the sentences.	Have students work individually to unscramble the letters.

**G Write the missing letters.**

1. the   b   est (good)
2. the   far   thest (far)
3. the   wor   st (bad)
4. the most   beautiful   (beautiful)

**H Listen to your teacher and repeat the chant.**

Flying, flying to see all corners of Earth  
First we're in Venice, then Paris, then Perth!  
Hours and hours of waiting in the plane,  
And when we come down, it's straight into a train!  
The journeys and travel make us tired and sleepy,  
But most of all we feel joyful so deeply!

**I Imagine you are a pilot. Write a letter to a friend explaining your job. Answers will vary.**

Dear \_\_\_\_\_  
Tonight, I am flying to \_\_\_\_\_. We are leaving at \_\_\_\_\_  
and we are arriving there at \_\_\_\_\_. The total time of the flight  
is \_\_\_\_\_. My favorite part of this job is \_\_\_\_\_ but I don't  
like \_\_\_\_\_.  
I hope you are well and I'll see you soon!  
From \_\_\_\_\_

Go to page 108 in your workbook and write an entry in your blog.

**G Write the missing letters.**

Read instructions aloud and have students work on the activity. Encourage the use of a dictionary to check the spelling of the words. Check by asking volunteers to write the correct words on the board.

**H Listen to your teacher and repeat the chant.**

Say the chant aloud once so students can hear the pronunciation of each word. Repeat the chant line by line and have students repeat. Say it again, this time two lines at a time and have students repeat. Give them some time to practice on their own and then ask the whole class to chant it chorally.

**I Imagine you are a pilot. Write a letter to a friend explaining your job.**

Read instructions aloud and have students write. Tell them they may use the information provided in activity A to complete this task. Ask volunteers to share their letter with the class.

Go to page 108 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in their workbook. If you have Internet access, give them some time to research what an air traffic controller does; if you don't, assign this activity for homework. If done in class, monitor and provide any help they may need as they write. When they finish, encourage some of them to act out the tasks. Finally ask them: *Would you like to be an air traffic controller?* Encourage them to support their answers.

## Project

- 1 Choose a city that you all like, or a city that you want to visit.
- 2 Find information about the city on the Internet.
- 3 Design and make a travel brochure about your city.
- 4 Write information and illustrate the brochure.
- 5 Present your brochure to the rest of the class.



Lesson 3 151

## Project

### Material:

color sheets of construction paper, markers, cutouts, scissors, glue

Have students get into their project groups. Call on volunteers to read instructions aloud. Clear up any doubts. Encourage them to speak only in English as they work, and to be creative with their work.

Students present their brochures to the class.

# Lesson 4

## Vocabulary

season  
cover up  
shine

## A Moment to Ourselves

### What are the seasons like in your country?

Have students read the question and think about the answer for a moment. Elicit answers and write them on the board.

## Getting Started

Ask students: *What are the four seasons? Which is your favorite season? Why?* Elicit answers from different students encouraging them to share experiences they have had during that season. Finally ask: *Are all the seasons the same? Why?*

## Lesson 4

### What are the seasons like in your country?

**A**  **Track 64** Listen and read.

#### Seasons Poem

Winter is the season  
That's the coldest of the year.  
There's ice and there is snow  
And we cover up our ears.

Summer is the season  
That's the happiest of the year.  
The plants are the most beautiful  
And the sky is blue and clear.


Spring is the season  
When the sun begins to shine.  
The flowers look the best  
And everyone feels fine.

Autumn is the season  
That's the saddest of them all.  
The flowers go to sleep  
And the leaves begin to fall.

Look at the superlative adjectives and find the rule.  
sad - the saddest      cute - the cutest  
happy - the happiest      gentle - the gentlest  
beautiful - the most beautiful  
important - the most important

**B** Draw a picture for each season.

Spring	Summer
Autumn	Winter

**C**  Point to your pictures and say phrases about the seasons.

Winter is the coldest season!



**A**  **Track 64** Listen and read.


Play the CD and ask students to follow the reading. Ask: *Do you agree with what this poem says? Why or why not?* Elicit answers from different students.

#### Cross-Check

Ask volunteers to read the information in the box. Elicit the rules for the different types of adjectives and write them on the board. Ask about the rule for adjectives ending in *consonant + y* and write it on the board. Elicit more examples of adjectives in superlative form.

**B** Draw a picture for each season.

Ask students to take out their color pencils and make colorful drawings for each of the seasons. Tell them to include every single detail they can remember about each one. Monitor while they work and when they finish ask them to share their drawings with the class. Have them tell you the typical colors related to each of the seasons.

**C**  Point to your pictures and say phrases about the seasons.

Form pairs. Read instructions aloud and make sure everybody knows exactly what they have to do by asking a volunteer to model the example in their books. Ask another volunteer for another example. Monitor and encourage everybody to speak in English all the time. Ask pairs to share their phrases with the class.

**D Read and number in the correct order.**

- 3 Find and collect leaves, bark, plants, insect wings or flowers from outside.
- 4 Decide where you want the objects to go on your paper.
- 1 You can use the best things from nature to make a collage.
- 5 Glue the objects into place to make the most beautiful collage.
- 2 Take a piece of clean white paper.



**E Read and write the superlative adjective.**

1. Winter is the coldest (cold) season of the year.
2. Summer is the happiest (happy) season of the year.
3. The flowers look the best (good) in spring.
4. Autumn is the saddest (sad) season of the year.
5. The plants are the most beautiful (beautiful) in the summer.

**F Write about the objects in your collage using the superlative form. Answers will vary.**

1. The prettiest objects are \_\_\_\_\_.
2. The worst object is \_\_\_\_\_.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Vocabulary**

bark  
wings  
collage

Lesson 4 153

**CLIL: Science**

**D Read and number in the correct order.**

Ask several volunteers to read the instructions and sentences aloud. Ask: *What is this text for?* Elicit that it is a text that gives instructions to make a nature collage. Tell students to put the instructions in logical order. Monitor while they work and when they finish check orally. Finally, form groups of four and ask them to make a collage following the instructions. Have students describe their collages to the whole class.

**E Read and write the superlative adjective.**

Read instructions aloud and have students work on the activity. Elicit the superlative rules. Check by asking volunteers to write correct answers on the board.

**F Write about the objects in your collage using the superlative form.**

Read the instructions aloud and have students critique their collages individually. Tell them to use the superlative form. Monitor and help. Have students get into their collage groups and compare their notes. Encourage some pairs to share their descriptions with the class.

**G Read and match.**

cold test sad happ the iest wor  
be est st beautiful dest most hot

**H Listen to your teacher.**

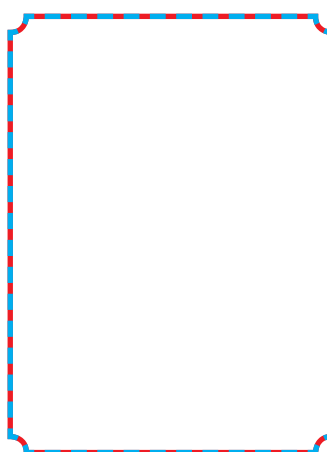
Seasons, seasons, they go round and round,  
One moment you're swimming in a pool,  
The next you're in a hat and shawl!

Summer is the hottest, winter the coldest,  
Spring the most hopeful and autumn the saddest,

Seasons, seasons they go round and round,  
Some take you up, Others bring you down!



**I Draw a season and write what you think about it. Answers will vary.**



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Go to page 111 in your workbook and write an entry in your blog.

**G Read and match.**

Ask students to look at the words and elicit that they have to put the two word parts together according to the rules they have studied. Give them some time to work. Check by asking volunteers to spell the complete words.

**H Listen to your teacher and repeat the chant.**

Say the chant aloud once so students can hear the pronunciation of each word. Then, read line by line and have them repeat after you. Then, read the stanzas and have repeat after each one. Give them some time to practice in groups of six. Then, ask the whole class to chant it chorally.

**I Draw a season and write what you think about it.**

Read instructions aloud. Ask students to take out their color pencils and invite them to work on their drawing first. Then, ask them to write about their drawings; you may ask them to write a poem, similar to the ones they read in this lesson. Monitor and offer any help when needed. Ask some volunteers to share their writings 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 their workbook. If you have Internet access, give them some time to browse through the web; if you don't, assign this activity for homework. Tell them to also look into the songs she wrote. Have them write their blog in the classroom. Ask them to compare her songs to their favorite singer's. While students write, monitor and help. When they finish, encourage some of them to share their work with the whole class.

## Project

- 1 Find photographs or draw pictures about how the weather changes in the four seasons in your country.
- 2 Explain how plants and trees change in different seasons.
- 3 Put all the information together from the Project Pages Lessons 1 to 4 and give your presentation to the class.



Lesson 4 155

## Project

### Material:

sheets of construction paper, color pencils, magazines, scissors, glue.

Have students get into their project groups. Ask students to read the instructions silently and clear up any doubts. Encourage them to be creative and speak only English while working together. Have them prepare the evaluation sheets from a previous lesson.

Once they are finished, have the groups display their work around the classroom and give their final presentation. After each presentation the groups should give out their evaluation sheets to get feedback from the rest of the class.

If possible, you can invite parents and/or other school officials to the final presentation.

# Lesson 5

## Vocabulary

cottage  
horseback  
limestone

## A Moment to Ourselves

### Is it better to plan trips or let them happen spontaneously?


Form pairs. Read the question aloud. Have students discuss the pros and cons of planning trips or doing them spontaneously. After a few minutes elicit answers.

## Getting Started

Ask students to share vacation experiences. Then, form teams of three. Write the following questions on the board: *Were your vacations planned? If they were, did everything happen the way it was supposed to? If not, what was your family's reaction towards the unexpected?* Monitor. Then, encourage teams to share their answers with the class. Elicit comments from the rest of the class whenever possible. Finally ask: *Is it better to plan trips or to let them happen spontaneously?*

## Lesson 5


### Is it better to plan trips or let them happen spontaneously?

**A**  **Track 65** Listen and read the text. Then, underline all the *going to* phrases in the text.


Robin is going to go out with Jackie tomorrow. Jackie is one of Robin's best friends. Jackie's family has a cottage in the country. It isn't very far away. Robin is going to spend the day at the cottage with Jackie and her family. They are going to swim in the river as soon as they get there. Then they re going to go horseback riding. They are going to have a picnic lunch in the woods. After that, they re going to explore a cave. It's a limestone cave and Jackie says that there are stalactites and stalagmites there! Robin's favorite subject is geography, so he's really looking forward to that. They re all going to drive home in the evening. It's going to be a lot of fun!



What does this sentence refer to, the present, the past, or the future?  
*Robin is going to spend the day at the cottage.*

**B**  Talk about the different things Robin is going to do and what you think he is going to enjoy the most. Write down your conclusions.


Answers will vary.

**C**  Discuss the activities you are going to do next weekend.

What are you going to do next weekend?




I'm going to go to the movies.

**A**  **Track 65** Listen and read the text. Then underline all the "going to" phrases in the text.


Have students look at the picture and ask them: *What is the boy going to do?* Elicit that he will probably go on vacations. Play the CD and ask them to follow the reading and perform the task. Check orally. Play the CD again, pausing after each sentence for students to repeat chorally.

## Cross-Check

Call on a volunteer to read the information in the box. Elicit the answer. Form pairs and have them check how many *going to* phrases they found. Elicit and write them on the board.

**B**  Talk about the different things Robin is going to do and what you think he is going to enjoy the most. Write down your conclusions.

Form pairs. Read instructions aloud. Encourage them to speak in English all the time. After some minutes, tell them to write their conclusions individually. Offer help when required and ask volunteers to share what they wrote with the rest of the class.

**C**  Discuss the activities you're going to do next weekend.

Form different pairs. Ask a volunteer to read the instructions and example aloud. Clear up any doubts. Elicit their plans and write them on the board to see which activity is the most common.

**D** Read the article and number the pictures in the correct order.

### Stalagmites & Stalactites

(1) Look at the photograph. It shows a limestone cave with stalactites and stalagmites. Which are the stalactites and which are the stalagmites? Easy! The word 'stalactite' has a 'c' in it. The word 'ceiling' starts with a 'c'. (2) Stalactites come down from the 'ceiling' of the cave. The word 'stalagmite' has a 'g' in it, and the word 'ground' starts with a 'g'. Stalagmites rise up from the ground.

But how are stalactites and stalagmites formed? This is the story of a drop of rainwater. It's raining and the rain is falling on the ground above a cave. (3) It's very heavy rain. It's going to go through the ground and into the cave. On

its journey the rain water is going to dissolve into a mineral called calcite. Calcite is an important part of limestone. The dripping water is going to leave a deposit of calcite on the roof of the cave. Over thousands and thousands of years this deposit is going to get bigger and bigger. It's going to form a stalactite!

(4) What about stalagmites? Well, eventually, drips of rain water are going fall off the stalactite onto the floor of the cave. The calcite deposits on the floor of the cave are going to get taller and taller. Eventually they are going to form a stalagmite!



**E** Use the pictures to talk about the formation of stalactites and stalagmites.

### Vocabulary

ceiling

dripping

stalactite

stalagmite

Lesson 5 157

### CLIL: Science

**D** Read the article and number the pictures in the correct order.

Ask volunteers to take turns reading the article aloud. If students don't know the meaning of a word, you can organize a dictionary contest after reading the text: Write the word on the board and the first student who says the meaning will get a point. The student that gets more points at the end will be the winner. Once you're sure everybody understands the article, ask them to order the pictures. Check orally.



**E** Use the pictures to talk about the formation of stalactites and stalagmites.

Form pairs. Read instructions aloud and give them some time to work on the activity. Encourage them to look for information using resource material and the Internet (if you have access at school.) Ask volunteers to share their explanations.

**F** Unscramble and write the words.

1. taslactite stalactite
2. cvae cave
3. staalgmite stalagmite



**G** Listen to your teacher and repeat the chant.

We're going to sing a song!  
We're going to sing a long song!  
We're going to sing a long song  
And we aren't going to get it wrong!

**H**  Plan an afternoon out together using the ideas below. Then, write a paragraph. *Answers will vary.*

Meeting Time: \_\_\_\_\_

What you are going to do:

First: \_\_\_\_\_

After that: \_\_\_\_\_

Before going home: \_\_\_\_\_



After school we're going to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Go to page 114 in your workbook and write an entry in your blog. 

**F** Unscramble and write the words.

Read instructions aloud and have students work on the activity. Tell them to check the spelling of the words by rereading the article in activity D. Check by asking volunteers to spell the words.

**G** Listen to your teacher and repeat the chant.

Say the chant aloud once so students can hear the pronunciation of each word. Then, read line by line and have students repeat after you. Give them some time to practice in groups of four. Encourage them to try different rhythms with the chant. Call on volunteers to present their versions.

**H**  Plan an afternoon out together using the ideas below. Then write a paragraph.



Form groups of three. Ask a volunteer to read the instructions aloud and give them some time to fill in the blanks with the activities they would like to include in their plans. Monitor and check they're using the going to structure properly. Ask some students to share their work with the class and compare differences.

**Beginners**

Have students work in pairs to check correct use of going to.

**Advanced**

Students work individually and illustrate one of their activities.

 Go to page 114 in your Workbook and write an entry in your blog. 

Ask a volunteer to read the instructions in the workbook. Tell students to brainstorm different summer jobs available for their age and write them on the board. (You can ask them to include tasks they can perform at home as well.) Tell them to write their paragraph. Monitor while they work and offer help when required. Invite volunteers to share their entries with the class.

## Project

**1 The school is organizing a trip for the first week of summer vacation. In your group plan:**

- where you're going to go.
- how you're going to get there.
- where you're going to stay.
- what you're going to do.
- what you have to take.

**2 Plan how you're going to advertise the trip (poster, talk, email, etc.)**

**3 Make sure that everyone in the class knows about the trip.**

**4 Take a vote on which trip you prefer.**



Lesson 5 159

## Project

**Material:**

Internet, sheets of construction paper, paper sheets, color markers, cutouts, scissors, glue

Form new project groups. Call on volunteers to read the instructions aloud. Clear up any doubts. Encourage students to be creative on their trip and illustrations. Remind them to speak only in English while working together.

Groups present their vacation plans to the class so everyone can vote on the one they want to do.

# Lesson 6

## Vocabulary

ladybug  
ride

## A Moment to Ourselves

Why is it important to listen to what your parents tell you?


Ask a volunteer to read the question aloud. Form pairs to discuss the answer. Elicit some answers after a few minutes.

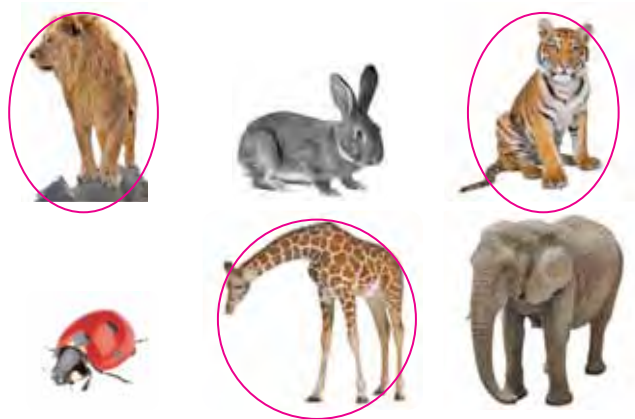
## Getting Started

Form groups of five. Write the following question on the board: *Have you ever got into trouble for disobeying your parents?* Give groups enough time to talk about their experiences. Call on any volunteers who want to share with the class. Finally, ask: *Is it important to listen to your parents? Why?*

## Lesson 6


Why is it important to listen to what your parents tell you?

**A**  **Track 66** Listen and circle the animals that the children are going to see tomorrow.



**B**  Talk about what the two children and their father are going to do and not going to do at Safari Park.

*Will* is one way to talk about the future.  
What else can you use to talk about the future?


**C**  Imagine you are going to go to the zoo. Talk about all the things you are /aren't going to do there.

We are going to see elephants.


We aren't going to see a movie.



160 Unit 5 Traveling Around

**A**  **Track 66** Listen and circle the animals that the children are going to see tomorrow.


Point to the pictures and elicit the names of the animals. Ask them to predict where the children will go. Play the CD and ask students to circle the ones that the kids will see. Check orally.

**B**  Talk about what the two children and their father are going to do and not going to do at the Safari Park.

Form groups of four. Tell them to use the information from the previous activity to talk about the plans the family has. Play the CD again to help students. Monitor while teams work, help when required.

## Cross-Check

Ask students to read the questions in the box and think of different options to talk about the future. Have them stand up and mill around the classroom to see how many different ways they can find. Elicit answers and write them on the board.

**C**  Imagine you are going to go to the zoo. Talk about all the things you are/aren't going to do there.

Form pairs. Have students read instructions aloud. Call on two volunteers to model the example. Clear up any doubts. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.

**D** Read the article and number the paragraphs in the correct order.

## Animal Camouflage

Did you know? There are four different types of animal camouflage. That is, there are four different ways animal can hide away from dangerous predators – animal and human!

**4** Finally there's mimicry. Some animals pretend to be other animals. The viceroy butterfly looks just like a monarch butterfly. You see, a viceroy butterfly isn't poisonous, but the monarch butterfly is! No predator is going to eat a viceroy butterfly. They think it's the poisonous monarch butterfly!

**1** Some animals have colors that hide them from others. Think of polar bears. They're white. Why? Because they live in the Arctic. It's snowy there and snow is white. Their color means it's difficult to see them against the snow.

**3** Then there is disguise. Some animals have a disguise, so predators can't see them. Think of a stick insect. It's very difficult to see a stick insect. They look just like a bit of tree! No predator is going to see a stick insect on the branch of a tree!

**2** Some animals have disruptive coloration. That means they have spots, or stripes or color patterns on their coats. Look at the zebra in the photograph. The disruptive coloration makes it difficult to see where one zebra ends and another zebra starts when they are together! Their disruptive coloration protects them!



**E** Discuss the questions.

1. Think of other animals that have good camouflage. How does it keep them safe?
2. Can you think of other cases of camouflage not in the animal kingdom? What are they? Why are they necessary?
3. What do you think the main dangers to animals are?



Lesson 6 161

## Vocabulary

camouflage  
predator  
disruptive

## CLIL: Social Studies

**D** Read the article and number the paragraphs in the correct order.

Ask students to read the title and look at the picture; have them predict what the article is about. Then, call on volunteers to read each of the paragraphs aloud. Once they are read, give them time to put them in order. Ask different students to say the order, compare answers and decide as a class which one is correct.

**E** Discuss the questions.

Form pairs. Clear up any doubts. Give them some time to discuss the questions while you monitor and encourage them to speak in English all the time. Ask teams to share their conclusions.

Beginners	Advanced
Have students work in pairs. Tell them to look for sequence markers such as then and finally to help them put the paragraphs in order.	Have students do the activity individually. Ask them to think of other examples of camouflage they may know about. Elicit examples.

**F**  **Read and follow the instructions. Answers will vary.**

- Find six new words in this lesson.
- Write the words down.
- Dictate the words to a partner. Can your partner spell the words?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**G** **Read and underline the words that are different.**

I am excited.

We are going to go to the Safari Park.

We are not going to go to the zoo.



Animals do not like cages.

They are unhappy in them!



**H** **Think about what you want to do in the future and write promises to yourself. Answers will vary.**

1. I'm going to help Mom in the house.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

 Go to page 117 in your workbook and write an entry in your blog. 

**F**  **Read and follow the instructions.**

Have a student read instructions and steps aloud. Give them some time to look for the words individually and write them in their notebooks. Form pairs and tell them to dictate the words to each other and write them in their books; encourage them to check the words by spelling them.

**G** **Read and underline the words that are different.**

Ask students to read the sentences aloud. Tell them you will read similar sentences and they should underline the parts that sound different. Check orally.

*I'm excited.*

***We're** going to the Safari Park.*



*We **aren't** going to the zoo.*

*Animals **don't** like cages.*

***They're** unhappy in them!*

**H** **Think about what you want to do in the future and write promises to yourself.**

Ask students: *Have you ever promised yourself something? Why is it important to do it?* Elicit answers from different students. Read the example in the book and elicit another example. Monitor and help. Encourage volunteers to share their promises with the group.

 Go to page 117 in your Workbook and write an entry in your blog. 

Draw students' attention to the page in the workbook, have a volunteer read the instructions aloud. Give them an example with going to, e.g. *My animal is going to have a big nose.* Elicit a few more examples. Then, give them some time to write the rest on their own. When they finish, encourage some of them to share their writings and drawings with the whole class.

## Project

- 1 Use the internet, or look at books in the school library. Find out about one animal and the camouflage it uses.
- 2 Write a short text about the animal: why it is going to be safe, and why predators aren't going to be able to catch it easily.
- 3 Illustrate your text.
- 4 Put all the texts together to make a website on animal camouflage.
- 5 Display the website on your classroom wall.
- 6 Read the website and talk about the other animals on the site.



Lesson 6 163

## Project

### Material:

Internet articles, books, sheets of construction paper, markers, color pencils, magazine cutouts, scissors, glue

Have students get into their project groups. Call on volunteers to read the instructions. If you have Internet access give them some time to research animals, if not they can do it for homework. Ask students to put their information together along with the illustrations.

Display the work around the classroom. Have a class discussion on the animals and their findings.

# Lesson 7

## Vocabulary

barbecue  
bring something over  
swimming suit

## A Moment to Ourselves

### Why do people enjoy parties?


Ask students to read the question aloud and form pairs to discuss the answer. Elicit their opinions after a few minutes.

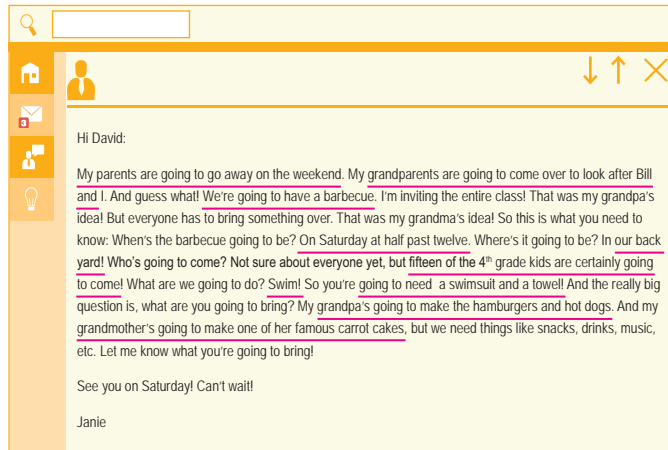
## Getting Started

Form groups of four. Tell them to talk about the best parties they have ever been to: *Who was at the party? Where was it? Why was it so much fun? What did you eat? What music did you listen to?* Monitor while they work encouraging them to speak in English all the time. Have some of them share their experiences with the class.

## Lesson 7

### Why do people enjoy parties?

**A**  **Track 67** Listen, read the email and underline the things that are going to happen in the future.




Hi David:

My parents are going to go away on the weekend. My grandparents are going to come over to look after Bill and I. And guess what! We're going to have a barbecue. I'm inviting the entire class! That was my grandpa's idea! But everyone has to bring something over. That was my grandma's idea! So this is what you need to know: When's the barbecue going to be? On Saturday at half past twelve. Where's it going to be? In our back yard! Who's going to come? Not sure about everyone yet, but fifteen of the 4<sup>th</sup> grade kids are certainly going to come! What are we going to do? Swim! So you're going to need a swimsuit and a towel! And the really big question is, what are you going to bring? My grandpa's going to make the hamburgers and hot dogs. And my grandmother's going to make one of her famous carrot cakes, but we need things like snacks, drinks, music, etc. Let me know what you're going to bring!

See you on Saturday! Can't wait!

Janie

**B**  **Answer the questions.**

1. Why do you think Janie is planning a party?
2. What type of party is it going to be?
3. Who do you think Bill is?
4. What activities do you think Janie is planning?


Talk about what you are going to do this weekend with a classmate.

**C**  **Imagine what David is going to bring to the party and discuss.**

I think David is going to bring drinks!



I think he is going to bring dessert.

**A**  **Track 67** Listen, read the email and underline the things that are going to happen in the future.

Have students look at the text format and ask where they might see something similar. Then, ask: *What do you write emails for? Who writes this one? Who is she writing to? What do you think is the theme of the email?* After their predictions, play the CD asking them to follow the reading while they listen. Then, ask if their predictions were true. Finally, have them underline future expressions and check orally.

**B**  **Answer the questions.**

Have a student read each of the questions aloud. Form pairs to answer the questions. Tell them to reread the letter to infer the answers. Have a class discussion to check answers.

## Cross-Check

Read the information in the box aloud and have students talk about their plans in pairs. Elicit some of their plans after a few minutes

**C**  **Imagine what David is going to bring to the party and discuss.**

Form new pairs. Read instructions aloud and make sure they understand what they should do. Monitor and help while they work.. Ask volunteers to share their answers with the class.

- D** Read the article and underline three of the biggest changes for food in the future.  
Possible answers:

### Food for the Future

Food is going to be a big problem in the future. By 2050 there are going to be about nine billion people on our planet. What are all those people going to eat?

This is what scientists are telling us:

1. Farmland is going to disappear! So scientists are going to experiment with test tube beef. Imagine! People in the future are going to eat beef grown in a test tube! Does that sound good?
2. Nowadays people eat cereals made from wheat, rice and corn. You have to plant those cereals every year! What are scientists going to do about cereals in the future? They're going to make new cereals from grass. You don't have to plant grass every year!
3. And what about seaweed and algae? They're already very popular in Japan. In the future we are all going to serve seaweed and algae soups and salads.
4. Oh! And in the future we aren't going to eat chocolate! That's bad for you! So what are we going to do? We're going to breath in chocolate. The flavor is going to be perfect, but there aren't going to be any calories to make us fat!

- E** Discuss the questions.

1. What do you think about the food of the future? Do you think people are going to like it or not?
2. Judging from the articles, what are the main problems with food now?
3. Can you think of other ways of producing more food for the expanding population of the future?

- F** In groups, write a mini-story about a family meal in 2050.

It's the year 2050. Mrs. Futurama is going to prepare the family meal. First she's

Answers will vary.

Lesson 7 165

### Vocabulary

farmland  
wheat  
seaweed

### CLIL: Science

- D** Read the article and underline three of the biggest changes for food in the future.

Read the title of the article aloud and ask students: *Do you think that food will change in the future? What do you think will happen?* Elicit a few answers. Ask them to read the article in silence and underline any words they don't understand. Check with the whole class. Finally, have students mill around the classroom to find the definitions of words they don't know. Once they get the information, have them write their words and definitions on the board. Check to see if everyone agrees with them.

- E** Discuss the questions.

Form pairs. Call on volunteers to read the questions and clear up any doubts. Monitor while they work, encouraging everybody to speak in English all the time. Have some pairs share their conclusions with the class.

- F** In groups, write a mini-story about a family meal in 2050.

Form groups of five. Ask them to read the instructions in silence and elicit some examples of what they think is going to be eaten in the future. Tell them to brainstorm ideas before they begin writing. Encourage them to be creative. Monitor and provide help when needed. Ask volunteers to share their stories with the class.

**G**  **Track 68** Listen and write the phrases.

1. *What are you going to do?* \_\_\_\_\_
2. *I'm going to go to a barbecue.* \_\_\_\_\_
3. *When is it going to start?* \_\_\_\_\_
4. *It's going to start at half past twelve.* \_\_\_\_\_

**H**  Write five *going to* questions about next Sunday. Interview a partner and write your partner's answers. *Answers will vary.*

1. When \_\_\_\_\_?
2. Where \_\_\_\_\_?
3. What \_\_\_\_\_?
4. Who \_\_\_\_\_?
5. Why \_\_\_\_\_?

**I** Write about what you are going to do on your next vacation. Imagine you can go anywhere and do anything. Share with a classmate.


*Answers will vary.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Go to page 120 in your workbook and write an entry in your blog.

**G**  **Track 68** Listen and write the phrases.

Play the CD, pausing after each phrase is said so students can write it. Play it again so they can check, emphasize the importance of spelling. Check by asking volunteers to write the phrases on the board. Finally, have the whole class read each phrase aloud.


**H**  Write five *going to* questions about next Sunday. Interview a partner and write your partner's answers.

Ask a volunteer read the instructions. Call on students for examples such as: *What time are you going to be there? Who is going to be with you?* Have students write their questions individually. Then, form pairs and have them interview each other. Have students share their questions and answers. Ask some students to share their maps.

Beginners	Advanced
Have students work in trios to write their questions.	Have students write their questions individually. Ask them to write the answers in paragraph form.

**I** Write about what you are going to do in your next vacation. Imagine you can go anywhere and do anything. Share with a classmate.

Ask a volunteer to read the instructions aloud. Elicit 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.

 Go to page 120 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. Elicit some examples to give them ideas. Tell them to mention all of the items in the list if possible. When they finish, encourage some of them to share their writing with the whole class.

# Project

- 1 Get into your groups.
- 2 Look at the pictures and write a story with your group about what you think is going to happen.



A large, blank, lined area for writing a story, resembling a spiral notebook page.

Lesson 7 167

# Project

## Material:

sheets of construction paper,  
color pencils, markers

Have students get into their project groups. Ask them to brainstorm ideas before they begin to write. Clear up any doubts before they begin. Remind them to include the setting (time and place) and to be sure to mention each of the characters. Also that sequence of events and a final solution are important. Encourage them to be creative and illustrate their stories.

Have some of the groups present their stories. Finally, display all of the stories and illustrations around the classroom.

# Lesson 8

## Vocabulary

sturdy  
furniture  
wires

## A Moment to Ourselves

Do you think that Earth is the only planet with life in the whole universe?


Read the question aloud and ask students to discuss the answer in groups of five. Elicit their ideas after a few minutes.

## Getting Started

Form pairs and ask: *Do you believe that aliens exist? Have you ever seen a UFO?* Tell pairs to discuss the questions between them. Ask pairs to share their conclusions and finally ask: *Do you think that Earth is the only planet with life in the whole universe?* Elicit answers from different students; encourage them to support their opinions with arguments and/or facts.

## Lesson 8

Do you think that Earth is the only planet with life in the whole universe?

**A**  **Track 69** Read the dialog and answer the question.

**Jake:** Hi there. My name's Jake, and this is my friend Poppy. We're writing an article for the school magazine. Can we ask you some questions?

**Astronaut:** Sure!

**Poppy:** Are you going to be on the first mission to Mars?

**Astronaut:** Yes, I am.

**Jake:** Wow! That's awesome!

**Poppy:** How long is the journey going to take?

**Astronaut:** About nine months!

**Jake:** Nine months! That sure is a long time. What are you going to take with you?

**Astronaut:** Well! We're all going to wear special spacesuits, of course. And we're all going to take a lot of equipment. We have to take food for the journey, as well.

**Poppy:** What sort of food? Are you going to take cookies and things like that?

**Astronaut:** No we aren't. Think about cookie crumbs floating about the spaceship for nine months!

**Jake:** Are you going to travel with a calendar? You know, so you know what day it is on earth and on Mars?

**Astronaut:** No, I'm not. You see the Martian year is much longer than a year on Earth.

**Poppy:** How long is a Martian year?

**Astronaut:** 687 days.

**Jake:** Are other astronauts going to fly with you?

**Astronaut:** Yes, they are. A lot of astronauts are training to go to Mars.


**Poppy:** Is it going to be very dangerous?

**Astronaut:** Yes, it is, but it's going to be exciting, too!

How many days are there in a Martian year?

687 days

How do you ask questions using *going to*?  
How do you answer with Yes?  
How do you answer with No?

**B**  **Imagine you are interviewing the astronaut. Take turns role playing the interviewer and the astronaut.**

What food are you going to take?



I'm going to take a lot of canned food.


168 Unit 5 Traveling Around

**A**  **Track 69** Read the dialog and answer the question.

Have students look at the names in bold on the left side of the page; ask: *Who is talking? What do you think they're talking about?* Elicit for students' predictions and then, play the CD. Tell students to read the dialog in silence while they listen. When they finish, encourage them to scan the text in order to find the answer to the question.

## Cross-Check

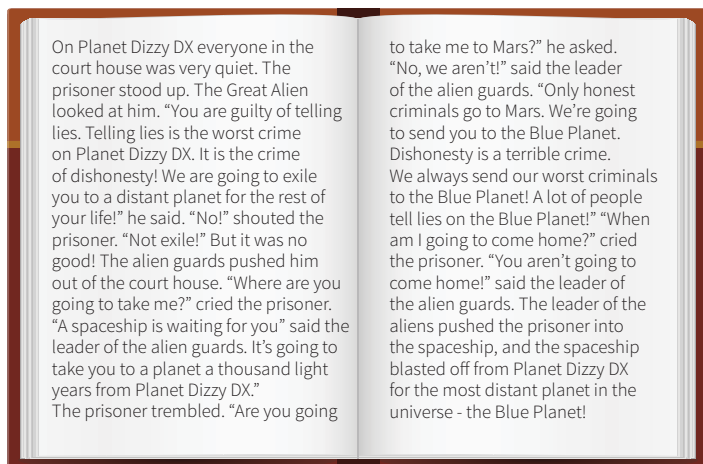
Have students talk about the answers in pairs. Have volunteers go to the board and write some examples.

**B**  **Imagine that Alex and Sandra are visiting your .**

Have a volunteer read instructions aloud. Ask them to read the questions and clear up any doubts before they begin. Check orally asking students to tell you in which line of the text they found the information for the answer.

**C Read and answer.**

What was the prisoner's crime? He was guilty of telling lies.



**D Discuss the questions.**

1. Do you think telling lies is a very serious crime?
2. Where do you think the Blue Planet is?
3. Do you think the aliens have the right idea about the Blue Planet?
4. In your opinion what is an honest person?

**E Write how you think the story ends.**

Answers will vary.

**Vocabulary**

court  
guilty  
exile

Lesson 8 169

**CLIL: History**

**C Read and answer.**

Call on volunteers to read the story aloud. Ask students to write a list of characters. Once they have identified all of the characters, ask some volunteers to act out the text, assign four of them the main roles: narrator, prisoner, Great Alien and leader of the alien guards; encourage them to use the correct intonation. Finally, elicit the answer the question in their books.

**D Discuss the questions.**

Form pairs and read the questions aloud. Clear up any doubts and have them discuss the answers. After a few minutes, ask them to get together with another pair to share their conclusions. Call on volunteers to share some of their ideas.

**E Write how you think the story ends.**

Organize the class into teams of four. Tell them to discuss different possible endings for the story and agree on one. Ask them to write it including as many details as they can, encourage them to be imaginative. When everybody finishes, ask teams to share their endings with the rest of the class.

**F** Look and label the pictures.



astronaut



planet



spaceship

**G** **Track 70** Listen and circle the part of the words that sound the same. Then, listen and repeat.

The prisoner in fur is going to spend a year on his journey through space from his world to our Earth.

**H** Complete the sentences with the correct form of the adjectives.

Jupiter is the largest (large) planet in our solar system.

Jupiter is 1,300 times bigger (big) than Earth.

Blue stars are much hotter (hot) than red stars.

Red stars are colder (cold) than blue stars.

Pluto is so far away that it is the most difficult (difficult) astral body to see from Earth.

**I** What do you think a being from another planet might look like? Describe it and draw a picture.

Answers will vary.

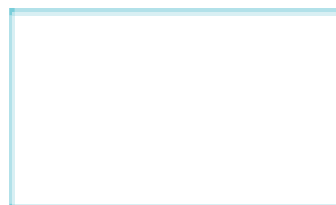
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Go to page 123 in your workbook and write an entry in your blog.

170 Unit 5 Traveling Around

**F** Look at the pictures and write the words below.

Read the instructions aloud. Tell students to check for the names in the text if they can't remember the names of the pictures. Check answers with the whole class. Have them say the names and spell them.

**G** **Track 70** Listen and circle the part of the words that sound the same. Listen and repeat.

Before you play the CD, tell students to listen very carefully to the sounds they hear. Play it while students read the sentence in silence. Elicit which parts sound the same and have students circle them. Play the CD several times for students to practice the sound.

**H** Complete the sentences with the correct form of the adjectives.

Review comparative and superlative forms of adjectives with classroom objects. Have students do the task. Check orally.

**Beginners**

Have students work in pairs to complete the task. Tell them to read the sentences before answering.

**Advanced**

Have students answer individually.

**I** What do you think a being from another planet might look like? Describe it and draw a picture.

Have a student read the instructions aloud. Elicit some ideas. Once they have finished. Ask a volunteer to draw an alien on the board following different classmates' instructions according to what they wrote.

Go to page 123 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. **This activity can be done for homework and checked in class.**



- 1 Create an alien cartoon story together.
- 2 Plan your story.
- 3 Make a rough copy of the text and dialog for your story.
- 4 Draw the cartoon on construction paper.
- 5 Add the text.
- 6 Write the dialog in speech balloons.
- 7 Display your alien story on the classroom wall. Include examples of the things in the box.

Comparative adjectives	
Superlative adjectives	
Going to future: affirmative	
Negative, question word questions	
Yes and No questions	

Lesson 8 171



**Material:**

sheets of construction paper, color markers

Tell students to get into their project groups. Ask volunteers to read the instructions and clear up any doubts. Tell students to brainstorm ideas before they begin to write the cartoon. Remind them that diagrams can help organize their ideas. Encourage them to be creative.

Have the groups present their cartoons. They can read the dialogs or role play. Make sure they all take turns presenting. Display their work around the classroom.

## Review 5

**A** Write the comparative and superlative form of the adjectives.

	comparative	superlative
1. clean	cleaner than	the cleanest
2. easy	easier	easiest
3. good	better	best
4. fat	fatter	fattest
5. beautiful	more beautiful	most beautiful
6. bad	worse	worst

**B** Read and choose the correct answer.

- Canada is \_\_\_\_\_ than China but Russia is the \_\_\_\_\_ country.  
a) big      b) bigger      c) biggest
- Foxes are \_\_\_\_\_ but ants are \_\_\_\_\_.  
a) small      b) smaller      c) smallest
- Giraffes are the \_\_\_\_\_ land animals.  
a) tall      b) taller      c) tallest
- Boys usually have \_\_\_\_\_ hair than girls.  
a) short      b) shorter      c) shortest
- Lamps are \_\_\_\_\_ but the sun is \_\_\_\_\_.  
a) bright      b) brighter      c) brightest

**C** Complete the 'You' column by yourself. Then, ask your classmates the questions. Use **than** in your answer. **Answers will vary.**

	You	Classmates
	A dog is faster than a penguin.	
1. Which animal is bigger a cat or a shark?		
2. Which animal is more intelligent a zebra or a dolphin?		
3. Which animal is a better swimmer a lion or a turtle?		
4. Which animal is scarier a spider or a whale?		
5. Which animal is more dangerous a panda or a jaguar?		

**A** Write the comparative and superlative forms of the adjectives.

**B** Read and choose the correct answer.

**C** Complete the 'You' column by yourself. Then, ask your classmates the questions. Use **than** in your answer.

Read the instructions before students do the tasks. Clear up any doubts and have students complete the activities individually. Check answers with the whole class.

In activity C give them time to ask their classmates questions. Elicit some of their answers.

**D Write the correct form of the adjective.**

1. He was taller (tall) than his brother when they were little.
2. Our car is the fastest (fast) of all.
3. Her lunch is better (good) than mine.
4. Jennifer is sleepier (sleepy) than Mike.
5. Our dog is the most intelligent (intelligent) on our street.
6. The sun is brighter (bright) than the moon.
7. Bob has the biggest (big) feet in the classroom.
8. Elizabeth is sillier (silly) than Fiona.

**E Write the sentences in the correct order.**

1. taller / than / Gary / Rick / is  
Rick is taller than Gary.
2. Mary / clothes / likes / bigger  
Mary likes bigger clothes.
3. an / expensive / Rick / wearing / coat / is  
Rick is wearing an expensive coat.
4. the / Carol / has / scarf / got / shortest  
Carol has got the shortest scarf.
5. the / student / He / tallest / is  
He is the tallest student.
6. He / the / was / football player / best  
He was the best football player.

**F Make your own comparisons. Answers may vary.**

1. lemon / sweet / orange  
\_\_\_\_\_
2. bird / big / eagle  
\_\_\_\_\_
3. tiger / dangerous / lion  
\_\_\_\_\_
4. house / tall / skyscraper  
\_\_\_\_\_

Review 5 173

**D Write the correct form of the adjective.**

**E Write the sentences in the correct order.**

Read the instructions before students do the tasks. Clear up any doubts and have students complete the activities individually. Check answers with the whole class.

**F Make your own comparisons.**

Have students write their own comparisons using the words provided. Monitor while they work. Check by asking volunteers to read their comparisons aloud.

# Assessment Unit 1

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

## A Fill in the blanks using the past tense of the verb in brackets.

Tanya \_\_\_\_\_ (go) for a walk in the woods. She \_\_\_\_\_ (see) an old trunk. She \_\_\_\_\_ (find) a box with a key next to the trunk. She \_\_\_\_\_ (put) the key into the keyhole and opened it. Inside, \_\_\_\_\_ (be) an envelope...

## B Circle the correct option.

1. She \_\_\_\_\_ the date.  
typed                  typed                  type
2. Tanya \_\_\_\_\_ in the attic yesterday.  
be                          is                          was
3. She \_\_\_\_\_ it was beautiful.  
say                          sayed                          said
4. My anniversary is \_\_\_\_\_ April.  
on                          in                          at
5. She goes to the supermarket  
\_\_\_\_\_ Friday.  
on                          in                          at

## C Answer each question with complete sentences.

1. What was your favorite book when you were little?

\_\_\_\_\_

2. Who gave you that book?

\_\_\_\_\_

3. Where did you read that book?

\_\_\_\_\_

## D Do you listen to the radio? In the past, when there wasn't TV or Internet everybody listened to it. Try to imagine how it was and write your conclusions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Assessment Unit 1

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

## **A** Fill in the blanks using the past tense of the verb in brackets.

Johnny Appleseed \_\_\_\_\_ (know) that apples were good. He \_\_\_\_\_ (travel) around the country telling people about them. He \_\_\_\_\_ (carry) a bag of apple seeds during his trip. He \_\_\_\_\_ (go) to Indiana. His brother \_\_\_\_\_ (take) care of the farm.

## **B** Circle the correct form of the past.

- |           |          |         |            |          |           |
|-----------|----------|---------|------------|----------|-----------|
| 1. get    | got      | getted  | 4. explain | explaind | explained |
| 2. broke  | breaked  | break   | 5. began   | begin    | beginned  |
| 3. attack | attacked | attackt |            |          |           |

## **C** Answer each question with complete sentences.

1. Who was Johnny Appleseed?

\_\_\_\_\_

2. Why did people like Johnny?

\_\_\_\_\_

3. How did Johnny help people?

\_\_\_\_\_

## **D** What did your parents do to take care of your health when you were little? Write some lines describing the things they did.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assessment Unit 2

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

### A Fill in the blanks using the comparative form of the adjective in brackets.

Yesterday, my friends and I went downtown and noticed that the square is \_\_\_\_\_ (big) the park. The library is \_\_\_\_\_ (large) my classroom. Our favorite restaurant is \_\_\_\_\_ (tall) the other buildings. Our school is \_\_\_\_\_ (modern) my sister's school. The new market is \_\_\_\_\_ (pretty) the old one.

### B Circle the correct option.

1. Camping is \_\_\_\_\_ than staying in a hotel.  
cheap                      more cheap                      cheaper
2. Outdoor activities are \_\_\_\_\_ than staying at home.  
exciting                      excitiner                      more exciting
3. I run \_\_\_\_\_ now than before.  
faster                      more fast                      fast
4. My dog is \_\_\_\_\_ than yours.  
smart                      smarter                      more smart

### C Answer each question with complete sentences.

1. Which food is healthier, pizza or a salad?  
\_\_\_\_\_
2. Which pet is more intelligent, a dog or a cat?  
\_\_\_\_\_
3. Which animal is faster, a cheetah or a deer?  
\_\_\_\_\_
4. Which movies are better, romantic or action?  
\_\_\_\_\_

### D Compare two school subjects that you like.

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## Assessment Unit 2

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

**A** Choose an adjective from the box and fill in the blanks using its comparative form.

interesting exciting cheap beautiful

1. I think Tulum beaches are \_\_\_\_\_ than Mazatlan beaches.
2. Mazatlan is \_\_\_\_\_ than Tulum.
3. Archaeological places are \_\_\_\_\_ than museums.
4. Rafting is \_\_\_\_\_ than horseback riding.

**B** Circle the correct option.

- |   |   |
|---|---|
| 1. I started _____ soccer when I was 4.<br>play      to play      plays | 3. We may go _____.<br>hiking      hikes      hike                                  |
| 2. He enjoys _____.<br>paint      painting      paints                  | 4. I tried _____ in the river but it was dangerous.<br>swim      to swim      swims |

**C** Answer each question with complete sentences.

1. Do you like playing football?  
\_\_\_\_\_
2. Do you like reading?  
\_\_\_\_\_
3. What do you like to do in your free time?  
\_\_\_\_\_
4. What does your group like to do during recess?  
\_\_\_\_\_

**D** What is your favorite hobby? Write a short paragraph describing it and comparing it with some other activities.

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## Assessment Unit 3

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

**A** Fill in the blanks using the past tense of the words from the box.

walk stay return supply carry

Many years ago children \_\_\_\_\_ all their things to school every day. Schools \_\_\_\_\_ them with all the material they needed. They \_\_\_\_\_ after school for extra activities. Many times students \_\_\_\_\_ home for lunch and \_\_\_\_\_ to school later.

**B** Circle the correct option.

- |   |   |
|---|---|
| 1. I want _____ a portrait.<br>painting    paint    to paint    | 4. I wanted _____ a landscape.<br>to draw    draw    drawing                      |
| 2. I'd like _____ a sculpture.<br>make    to make    making     | 5. You don't need _____ the material, we have it here.<br>buy    to buy    buying |
| 3. I've decided _____ a robot.<br>to build    building    build |   |

**C** Write a question for each of the following answers.

1. \_\_\_\_\_  
Yes, I went to a concert.
2. \_\_\_\_\_  
I went to Bellas Artes.
3. \_\_\_\_\_  
No, my brother didn't go with me.
4. \_\_\_\_\_  
They played Beethoven and Chopin.

**D** Which artistic event would you like to attend? Write about it in the following lines.

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## Assessment Unit 3

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

**A** Fill in the blanks using the past tense of the words from the box.

rebuild put buy fall come

Last week my mom \_\_\_\_\_ me a puzzle. I started to put it together, but I couldn't finish so I \_\_\_\_\_ it on the table with other things. Then, my sister \_\_\_\_\_ and tried to grab it. Everything \_\_\_\_\_. I was so mad! I left the room angry, but when my mother and I went back to the room my sister had already \_\_\_\_\_ it.

**B** Circle the correct option.

1. \_\_\_\_\_ did you eat yesterday?

A sandwich.

What Why When Where

3. \_\_\_\_\_ did your sister arrive?

On Saturday.

What Why When Where

2. \_\_\_\_\_ did you stay home?

I was sick.

What Why When Where

4. \_\_\_\_\_ in Europe did she go?

To England and Belgium.

What Why When Where

**C** Answer the following questions with complete sentences.

1. Where did you go last weekend?

\_\_\_\_\_

2. What did you do there?

\_\_\_\_\_

3. Who went with you?

\_\_\_\_\_

**D** Write about your favorite fiction story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Assessment Unit 4

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

### A Fill in the blanks using *some* or *any*.

Let's see what we need to buy. There is \_\_\_\_\_ soap near the washing machine. So, no soap. There isn't \_\_\_\_\_ coffee! There are \_\_\_\_\_ bananas in the kitchen and there are \_\_\_\_\_ apples. There isn't \_\_\_\_\_ milk! We need to buy coffee and milk.

### B Decide if the nouns are countable or uncountable and circle your choice.

- |  |   |
|--|---|
| 1. cheese<br>countable          uncountable  | 4. onions<br>countable          uncountable |
| 2. carrots<br>countable          uncountable | 5. sugar<br>countable          uncountable  |
| 3. meat<br>countable          uncountable    |   |

### C Ask a question for the following answers.

1. \_\_\_\_\_  
Yes, there is some fish in the fridge.
2. \_\_\_\_\_  
No, there aren't any apples.
3. \_\_\_\_\_  
No, there isn't any ice-cream.
4. \_\_\_\_\_  
Yes, there is some juice on the table.
5. \_\_\_\_\_  
Yes, there are some eggs in the cupboard.

### D Write about the food that is always available at your home and the food that you never find there. Use *there is/there are*, *there isn't/there aren't*.

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## Assessment Unit 4

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

**A** Fill in the blanks with the correct word from the box.

Ride Get Go Walk Turn

1. \_\_\_\_\_ left.
2. \_\_\_\_\_ two blocks.
3. \_\_\_\_\_ to the corner.
4. \_\_\_\_\_ down the street.
5. \_\_\_\_\_ to the next station.

**B** Circle the correct option to complete the sentence.

1. Here's the park, we can sit on the \_\_\_\_\_.  
blocks      benches      parlor
2. Let's walk two \_\_\_\_\_ down.  
blocks      balcony      parade
3. There's a pizza \_\_\_\_\_ here!  
parade      parlor      benches
4. We can go upstairs and watch from the \_\_\_\_\_.  
balcony      benches      parlor
5. I'm so excited! I will see the \_\_\_\_\_.  
benches      parade      blocks

**C** Write directions to tell somebody how to get to each of the following places in your school.

1. How can I get to the principal's office?

\_\_\_\_\_

2. How can I get to the bathroom?

\_\_\_\_\_

3. How can I get to the main entrance?

\_\_\_\_\_

**D** Explain how you can get from your house to the nearest park.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assessment Unit 5

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

**A** Fill in the blanks using the superlative form of the adjectives below.

high tall deep long large

Last week we learned a lot about Mexico. We learned that: Pico de Orizaba is \_\_\_\_\_ mountain. Mexico City is \_\_\_\_\_ city. Rio Bravo is \_\_\_\_\_ river. The Basaseachic Falls are \_\_\_\_\_ waterfalls; and the Cheve Cave is \_\_\_\_\_ in Mexico.

**B** Circle the correct option for each category of food.

- |  |   |
|--|---|
| 1. Water is the _____ drink.<br>healthier   healthiest   most healthy                                      | 3. That is the _____ news you<br>can tell me!<br>worse   worst   most bad |
| 2. Fruits and vegetables are the _____<br>foods you can eat.<br>nutritive   nutritiviest   most nutritious | 4. What's the _____ you can see?<br>farther   farthest   most far         |

**C** Answer the following questions.

1. Which is the biggest animal?  
\_\_\_\_\_
2. Which is the largest country in South America?  
\_\_\_\_\_
3. Which is the tallest animal?  
\_\_\_\_\_
4. Where is the most expensive hotel?  
\_\_\_\_\_
5. Who is the oldest person you know?  
\_\_\_\_\_

**D** Write about your favorite singer or rock group. Use superlative adjectives.

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## Assessment Unit 5

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) medicine.
2. You \_\_\_\_\_ (travel) a lot.
3. You \_\_\_\_\_ (marry).
4. You \_\_\_\_\_ (have) three children.

**B** Choose the correct option.

- |   |  |
|---|--|
| 1. _____ will you go for lunch? To the restaurant on the corner.<br>Where          When          What | 3. _____ will you do tomorrow?<br>Go to the movies<br>Who          Where          What |
| 2. _____ will she go abroad? She wants to study.<br>Where          Who          Why                   | 4. Who will go with you? My cousins.<br>Why          Who          Where                |

**C** Write a question for each of the following answers, use question words.

1. \_\_\_\_\_  
Ana is going to eat a sandwich.
2. \_\_\_\_\_  
We are going to buy pizza.
3. \_\_\_\_\_  
I will eat three slices.
4. \_\_\_\_\_  
We are going to meet in the park.

**D** What are your plans for your following vacation? Explain what you are going to do.

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# Assessments Answer Key

## Assessment 1

- A** went, saw, found, put, was
  - B** typed, was, said, in, on
  - C** Answers will vary.
  - D** Answers will vary.
- A** knew, traveled, carried, went, took
  - B** got, broke, attacked, explained, began
  - C** Answers will vary.
  - D** Answers will vary.

## Assessment 2

- A** bigger than, larger than, taller than, more modern than, prettier than
  - B** cheaper, more exciting, faster, smarter
  - C** Answers will vary.
  - D** Answers will vary.
- A** more beautiful, cheaper than, more interesting, more exciting
  - B** to play, painting, hiking, to swim
  - C** Answers will vary.
  - D** Answers will vary.

## Assessment 3

- A** carried, supplied, stayed, walked, returned
  - B** to paint, to make, to build, to draw, to buy
  - C** Did you go to a concert? Where did you go? Did your brother go with you? What did they play?
  - D** Answers will vary.
- A** bought, put, came, fell, rebuilt
  - B** What, Why, When, Where
  - C** Answers will vary.
  - D** Answers will vary.

## Assessment 4

- A** some, any, some, some, any
  - B** uncountable, countable, uncountable, countable, uncountable
  - C** Is there any fish? Are there any apples? Is there any ice-cream? Is there any juice? Are there any eggs?
  - D** Answers will vary.
- A** Turn, Walk, Get, Go, Ride (possible answers)
  - B** benches, blocks, parlor, balcony, parade
  - C** Answers will vary.
  - D** Answers will vary.

## Assessment 5

- A** the tallest, the largest, the longest, the highest, the deepest
  - B** the healthiest, most nutritious, worst, farthest
  - C** The blue whale is the biggest animal. Brazil is the largest country. The giraffe is the tallest animal. The most expensive hotel is in \_\_\_\_\_. \_\_\_\_\_ is the oldest person I know.
  - D** Answers will vary.
- A** will study, will travel, will marry, will have
  - B** Where, Why, What, Who
  - C** Who is going to eat a sandwich? What are you going to buy? How many slices will you eat? Where are we going to meet?
  - D** Answers will vary.

## Track 1

Criss Cross Level 4 by Rita Mondragon  
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## Track 2

**Felipe:** Grandpa, was your father in the Mexican Revolution?  
**Grandpa:** Well, yes, he was.  
**Felipe:** Was your mom in the war, too?  
**Grandpa:** No, she was too young. She still played with her rag dolls.  
**Felipe:** What did your father do?  
**Grandpa:** He carried messages to other camps.  
**Felipe:** Really, how?  
**Grandpa:** He folded the message and hid it between his foot and his sandal.  
**Felipe:** How did soldiers communicate, with a cell phone?  
**Grandpa:** No, they used the telegraph, but not always. Sometimes, they sent a young boy through enemy lines.  
**Felipe:** Wow! I didn't know we had that in our past!

## Track 3

Shirley had a birthday party last Saturday. All her friends came with presents. They played and watched the clown show. They broke a beautiful piñata and got lots of candies. Then Shirley cut her cake and opened her presents. She was very happy to see that her friends gave her special presents they made! Mary Ann gave her a new drawing pad and a handmade doll with button eyes. "I made it with my mom," she said. Luis gave her a scarf and a handmade game of serpents and ladders. "I cut and pasted all the figures just for you," he said. Berenice gave her a picture frame. She made it from cardboard and paste. The picture inside was a photo of Shirley and all her friends. Shirley loved her presents!

## Track 4

1. I lifted my sparkler and made circles on Independence Day.
2. There was a movie about an ark with lots of animals in it.
3. There are some new games in the park.
4. Wow! Your dog has a loud bark!
5. Watch out! There's something in the water. It's a shark!

## Track 5

**Girl:** Hi, Sam. How are you?  
**Boy:** Hi, Arlene! I still have a cold. What did you do at the mall?  
**Girl:** At 4:00 o'clock, we went to the movies with our moms.  
**Boy:** What did you see?  
**Girl:** The Lone Ranger! It was great! It finished at 6:00 p.m.  
**Boy:** Cool! Then what did you do?  
**Girl:** We saw a big sandwich sign. We got two sandwiches for the price of one!  
**Boy:** Did you go to the toy store for the game?  
**Girl:** Yes! Everything was on sale!  
**Boy:** (excited): Good! Now we can all play Monopoly®!  
**Girl:** (disappointed): Well, I'm afraid not...  
**Boy:** (surprised): Why?  
**Girl:** Because we got there too late. The store was closed!

## Track 6

I found a letter in an old trunk.  
One look at it and my heart sunk.  
The envelope was wrinkled.  
The ink was smudged,  
Handwriting was old as far as I could judge.  
I took it to mother,  
As one usually does,  
And asked her whose it was.  
I knew it was grandpa's  
But wanted to be sure.  
He died a soldier on duty tour.  
Mom took a look,  
And with tears in her eyes,  
Said, "words of love right from the skies."  
I smiled and hugged her,  
And knew at once  
That gramps was there looking over us.

## Track 7

**Grandfather:** When I was a little boy, my dad told me about something that happened to him. In the 1930s, families sat around the radio in the evenings to listen to their favorite programs.  
**Mike:** What did he listen to, Grandpa?  
**Grandfather:** Well, his favorite program was the *Mercury Theater Show*. One day, on October 30th, Orson Wells (an American actor) told a story called "The War of the Worlds."  
**Mindy:** What was it about?  
**Grandfather:** A Martian invasion!  
**Mike:** What happened?  
**Grandfather:** Many people turned on the radio after the show started. All they heard was "The Martians are here!"  
**Mindy:** Did they think it was true?  
**Grandfather:** Thousands of people did.  
**Mike:** Then what happened, grandpa?  
**Grandfather:** Lots of people got into their cars and left; others ran into the streets, and the police received thousands of calls.  
**Mindy:** What happened when they found out that it was just a show?  
**Grandfather:** They felt silly. They realized that they couldn't believe everything they heard on the radio.  
**Mike:** Our teacher tells us that about television and the Internet.  
**Grandfather:** And she's right!

## Track 8

1. I gave the girl my name and address. girl
2. The baby has a big curl on her head. curl
3. There was a pretty pearl in the shell. pearl
4. Dad bought me a new shirt. shirt
5. No! The kids are playing in the dirt. dirt
6. Last night we went to a concert. concert

## Track 9

**Vaccinations**  
We use vaccinations, or inoculations, to keep us safe from deadly diseases. Lady Mary Wortley Montagu, a British ambassador's wife, introduced the practice to the West.  
She heard about it in Turkey, in 1713; and had her son Eduard inoculated successfully. She sent the information back to England. The Royal families in Europe were the first to take advantage of smallpox inoculations.

In 1736, Benjamin Franklin wrote a pamphlet about this for families in America. The pamphlet explained how to inoculate children without a doctor. His friend, Dr. William Heberden printed 200 pamphlets and gave them out. This pamphlet probably saved thousands of lives. The smallpox vaccination is now given to all children as babies and the disease is almost eradicated.  
After the Spanish influenza pandemic of 1918, doctors tried everything they could to find a vaccination, but they didn't find anything until 1931, when they used chicken eggs. They used the vaccination on WWII soldiers and it worked! Today we get a flu shot once a year.  
We also get a polio shot when we are born and other vaccines that keep us safe from different diseases.

## Track 10

1. Please allow me to give you vaccine.
2. How did the epidemic get to Mexico?
3. Give her two more aspirins.
4. Up to now, millions have died from cholera.

## Track 11

Johnny Appleseed was born in Massachusetts in 1774. His real name was John Chapman. Johnny knew that apples were very good for you and his dream was to produce enough apples so that nobody would go hungry. In 1792, he headed West with other immigrants and his young brother. Later his brother returned to take care of the farm and Johnny walked alone. He bought some strips of land and planted apple trees. He went from Pennsylvania into the Ohio Valley and then to Indiana. He carried a bag of apple seeds and planted them everywhere; in forests, along the roads and next to streams. He also had nurseries with fences to take care of his trees and he went back to fix the fences. Settlers began to wait for his visits. He was a friend to the children and animals, and brought news for the adults. The Native Americans taught him many Indian languages and he was always welcome to stay with them. He ate all natural fresh foods and didn't kill animals. He wasn't a wealthy man, but he didn't need much money, he traded apples for clothes and food. In 1842, he returned to his brother's home in Ohio after traveling and planting apple trees for fifty years. He died on March 18, 1845 when he was visiting a friend. It was the only time in his life that he was sick. Many of his apple trees are still giving apples.

## Track 12

1. It's the coach's football please put it down.
2. Hey! Those are pop's potato chips!
3. He changes the house's color every two years!
4. The dog's curled up beside my bed.
5. The earth's atmosphere is very thin.
6. They changed the bus's route

## Track 13

Nowadays, we can preserve food for long periods of time. We buy canned tuna fish for sandwiches and many other things at the supermarket.  
The Aztecs and other tribes in the USA and Mexico, didn't have all the things we have today. So their diet consisted of mainly a few staple foods such as: Corn. They used it to make tortillas and also boiled

it to make soups like “pozole” (made with pork), they also made tamales. We still eat these dishes today.

The ‘elite’ ate avocados, tomatoes, “nopales” various types of squash and greens, chiles and of course, chocolate. Other things you could buy in an Aztec market were fruit, vegetables, beans, spices, flowers, dog, and poultry, especially turkeys. Even though we still eat most of these things today, there are many other things we eat that our ancestors might not like. We use refined flour to make bread, pies, and cakes, which are also full of refined sugar. Aztecs drank fresh water with fruit, we also drink this, but we also have soda that is full of sugar. The Aztecs ate very little meat. We eat lots of meat because we can refrigerate it. So, yes, our diets are different and maybe we are no longer as healthy as our ancestors.



#### Track 14

**Ex.** The cat lapped up the milk. /T/

1. I watched TV last night.
2. Aztecs used corn for tortillas.
3. John wanted to come with us.
4. He walked all the way to school.
5. She covered the baby with a blanket.
6. Mom mended my jeans last night.



#### Track 15

Once upon a time, there was a little girl named Natalie who lived in a castle with her mother, the queen, and her father, the king. Natalie was very worried about her mother because she was very sick. The king was very sad too. All the best doctors came to help the queen, but nothing helped her get well. “Their cures are silly,” she said. Natalie’s friend was a page. He told her to visit the old lady of the leaves. “She gave my mother magic leaves to make tea and she got well; all her patients get well,” he said.

When Natalie told her father about the old lady of the leaves, he shouted, “No! I forbid you to go there, that old lady is a witch!” Natalie sat down next to her mother to wait. Her mother got sicker and sicker. She decided to visit the old lady. She ran through the forest to the old lady’s hut. A beautiful old lady was inside. She was making tea. “What can I do for you, little princess?” Natalie told her about her mother and the lady gave her a bunch of leaves. “Boil the leaves and give your mother the tea three times a day,” she said. “Are you a witch?” asked Natalie. “No, I give people herbs they need when they are sick,” she answered. Natalie went back to the castle and boiled the leaves. She gave the tea to her mother. The queen got better and was healthy again. Natalie never told the king about the tea, but she told her mother many years later.



#### Track 16

1. Legends about witches began thousands of years ago.
2. In ancient times, witches worked with herbs the same as healers.
3. They both used leaves and flowers.
4. They both made remedies for sick people.
5. Many people thought that healers were witches.
6. Today, we go to doctors and healers.



#### Track 17

- |          |          |
|----------|----------|
| 1. corn  | 5. storm |
| 2. shark | 6. yard  |
| 3. girl  | 7. shirt |
| 4. clown |          |



#### Track 18

These are pictures of my town, San Francisco, in 1980 and today. My mom and dad lived here back in 1980, and we still live here now. My parents say that the town has changed a lot. The square in front of the church is a lot bigger now. I like skating around it with my friends. The library was pretty small in 1980, but now it’s larger and has computers. Panchita’s restaurant didn’t have a second floor before, but it’s taller now. Our school is newer than in 1980; it’s beautiful! The church is just the same, but the market is much prettier. Of course, my parents are a lot older, but we don’t have to tell them that!



#### Track 19

You didn’t, couldn’t listen to me  
You couldn’t, wouldn’t do what I said!  
I didn’t, couldn’t listen to you  
I couldn’t, wouldn’t do what you did.  
So, we don’t, can’t even look at each other  
Who can solve this? Only Mother!



#### Track 20

1. I’ll take everybody camping
2. The tent isn’t up, but he’ll fix it later.
3. We’ll sit around the campfire.
4. I’m sure that they’ll help with cleaning up.



#### Track 21

Tall, taller; is what happened to me  
Big, bigger; open your eyes and see  
Old, older; is how I see you  
Cool, cooler; your friend Bill too.  
Fun, funnier; all of us, sitting together  
Happy, happier, like birds of a feather  
Hungrier, hotter, higher  
Fatter, faster, fuller  
Bigger, bossier, braver,  
Longer, louder, lovelier  
Oh my, what can it be  
Growing up! As it should be.



#### Track 22

**Dad:** Caroline, come here. Your Mom and I need to decide something.

**Caroline:** What?

**Mom:** Where to go on vacation this year.

**Caroline:** Well, what do you want from me?

**Dad:** We think that you are old enough to help us make the decision.

**Caroline:** Really, me?

**Mom:** Yes, I think that we should go skiing in Aspen, in the USA because I like colder climates.

**Dad:** And I was thinking about going to the Colorado River, we can go rafting and it’s more adventurous. What do you think?

**Caroline:** Well, I don’t like doing those things.

**Dad:** Well those are the options this year.

**Caroline:** So, why are you asking me for my opinion?

**Mom:** She’s right. We should let her say what she wants.

**Caroline:** Well, I don’t know. I have to think, but I don’t want to leave Mexico because it’s hotter than both those places and I want to sunbathe!

**Dad:** Why not?

**Caroline:** All my friends are going to places here and we could run into them!

**Mom:** OK, think about some places and tell us so we can decide where to go.



#### Track 23

horseback riding  
surfing  
canoeing  
diving

snorkeling  
bicycle riding  
canopy gliding



#### Track 24

We’ve come to this magic place for fun,  
You’ve been horse riding in the sun.  
I’ve been diving and surfing too,  
They’ve been cycling right behind you.  
I’ve, you’ve, we’ve, they’ve,  
Splashed and jumped,  
In the rolling waves.



#### Track 25

**Interviewer:** Welcome to Youth News. Today we have a very special guest. This is Ronnie Williams! Hello Ronnie.

**Ronnie:** Hi Mike! Thanks for inviting me here.

**Mike:** Tell us, how did you win the America Can Sing competition?

**Ronnie:** Well, I really like singing. I sang when I was younger too. So, when I got into the competition, I started winning and winning until I won the last round!

**Mike:** That’s great, Ronnie. Who helped you get into the competition?

**Ronnie:** Mom always supported me. She took me to all the rehearsals and then she took me to my sports events too.

**Mike:** What else do you like doing?

**Ronnie:** Everything! I like swimming and playing soccer and of course, I like playing baseball!

**Mike:** Do you have lots of friends?

**Ronnie:** Sure! I still like hanging out with my friends. They’re cool.

**Mike:** And what are those girls in the window doing?

**Ronnie:** Waiting for me...They love following me around. Mom doesn’t like them, though.



#### Track 26

Arrr! Arrr! I’m your favorite R pirate  
We’re the action pirates, rolling our Rs  
They’re painting the deck with lots of tar, Arr  
You’re painting a picture of the island out far, Arr  
We’re big and green and we get mean  
We’re rolling the waves in the big machine  
We’re on a quest to find the treasure  
And all the food that gives us pleasure  
We’re the action pirates rolling our Rs  
Don’t you want to be one of us?



### Track 27

The science teacher had a new activity for the group. The kids needed to learn about responsibility and generosity. She gave the students an egg and told them to take care of it for a week. They had to make believe it was their baby. Joey decided to share his marbles and car with his baby. The next day, Joey ran to the park after school. He liked skating around the lake. He forgot about his baby egg. When Joey got up the next day, his egg was gone! He ran downstairs in a panic. He took one look at his plate and knew what happened. He thought he was generous and responsible but he was wrong. Then, his sister gave him back the egg. "You left it alone. I like taking care of babies, so I took care of yours". "Thanks sis, this was a hard lesson", he said.



### Track 28

I like doing science projects. Johnny likes playing football. Andy likes doing math, but I don't. We all like doing plays. The boys like making noise.



### Track 29

**Tommy:** Please, Mom, can we get that bicycle, it's on sale!  
**Mom:** I'm really sorry Tommy, but the doctor...  
**Tommy:** The doctor doesn't know anything!  
**Mom:** He knows all about disabled children and the risks you can't take!  
**Tommy:** Yeah, what about all those disabled cyclists who went to the Olympics?  
**Mom:** Tommy, they are adults.  
**Tommy:** Mom, they were kids when they started to cycle.  
**Mom:** Well, maybe we could look at a tricycle for disabled kids.  
**Tommy:** No mom! I tried to use Billy's bike once and I didn't like it. Please, please Mom.  
**Mom:** Ok, but only if we enroll you in the Association for Disabled Athletes where you can learn properly.  
**Tommy:** Alright mom, I know that dad agrees and he says I need a good helmet.  
**Mom:** Yes, we spoke about it last week, but I didn't want you to cycle.  
**Tommy:** Mom, I love you.  
**Mom:** I know, come on let's ask about the bikes.



### Track 30

When I started to ride my bike, I was just a tiny kid, I tried to go real fast, But I always got hurt! I decided to ask my mom, For a little tricycle, And she offered to buy me one But only for my birthday!



### Track 31

What are you doing for your vacation? If you like doing extreme activities and if you like helping others, this is the perfect vacation for you. Join the Habitat for Humanity vacation organization. There are programs for all members of the family.

Kids can enjoy playing with other local children. Parents and older children can help build houses. Your whole family will live with local families in the country of your choice. There are lots of activities for break times. Depending on the country, you can enjoy climbing, canopy gliding, surfing, hiking, horseback riding and many other sports. You will love building houses alongside the families who live there. Vacation costs are about 80% less than other vacations. Come and join us for your next vacation!



### Track 32

Do you like singing and dancing in the rain?  
 Do you like swimming down the fast pool lanes?  
 How about horseback riding while holding my hand?  
 I like doing all these things too,  
 Especially when I do them all with you.



### Track 33

**Ms. Sanchez:** Today you are going to do some artwork.  
**Manuel:** Ms. Sanchez, I want to make a sculpture of Maria.  
**Maria:** No Manuel. I don't want you to do that.  
**Ms. Sanchez:** Choose a different person, Manuel. And, I don't think there's any clay for a sculpture.  
**Manuel:** Ok, well, I want to paint a portrait of Maria then.  
**Maria:** Ms. Sanchez! Manuel is bothering me! He wants to paint me, but I don't want him to.  
**Manuel:** OK, OK. I'll paint a landscape of Maria's house next to the river.  
**Ms. Sanchez (seriously):** That's enough, Manuel. You need to leave Maria alone.  
**Jose:** Ms. Sanchez, I'd like to draw or make a sculpture.  
**Maria:** Ok, Look I found some clay. Jose can use it for his sculpture.  
**Ms. Sanchez:** That's great Maria. You can also use recycled materials for art.  
**Manuel:** Great! I've decided to make a robot with milk cartons.  
**Jose:** Wow that's great!  
**Manuel:** and I'll name it Maria.  
**Maria:** Oh, no!



### Track 34

- |             |         |
|-------------|---------|
| 1. stopping | 3. buy  |
| 2. shoe     | 4. tray |



### Track 35

**Annie:** Oh Mom, I just love dancing. I'd like to see the ballet The Nutcracker!  
**Billy:** That's silly, and it's only for girls. I want to see the Stomp Troupe. They are great.  
**Mom:** Well, we can try to go to both performances, ballet and stomping are very different but they are both dancing.  
**Billy:** You should see my friends and I! We use garbage lids, broom sticks, and our feet to dance and make music!  
**Annie:** What kind of dancing is that?  
**Mom:** Annie! It's important to appreciate all different types of dancing. At least understand it before you say you don't like it.  
**Billy:** That's okay, mom. Look Annie, I'll teach you how to stomp. Take this broomstick; you have to hit the floor with a beat.

**Annie:** Like this? Stomp, stomp...stomp, stomp, stomp.  
**Billy:** That's right! You have it. You are a natural dancer.  
**Annie:** Of course I am. But my ballet teacher says I have to practice more.  
**Mom:** Hey! I want to learn too, here I have more broomsticks. Let's stomp around the kitchen! Isn't dancing wonderful?



### Track 36

When people dance, they feel good.  
 Dancing puts you in a good mood  
 There are dances from all over  
 Bringing cultures even closer  
 If I could have a dance with you  
 I know you'd like to dance too.



### Track 37

#### A Christmas Carol

**Teacher:** OK, children, this is the Christmas play for the year.  
**Billy:** Why are we doing A Christmas Carol again?  
**Teacher:** Because it's a Christmas play, Billy.  
**Angie:** And everyone likes it because it's about three ghosts who visit Scrooge; a mean greedy old man.  
**David:** I'd like to be the ghost of the past; he takes Scrooge back to his childhood.  
**Teacher:** Everyone will have something to do. Theater is for everybody.  
**Susie:** I like painting, I can paint the scenery.  
**Teacher:** OK. Who would like to play the ghost of the present?  
**Angie:** Me, me! He takes Scrooge to his family and his worker.  
**Billy:** That's where he sees that Tiny Tim is really sick. I want to be Tiny Tim!  
**Teacher:** That's fine Billy. I'm very happy to see that my students know the story. Now we only need the ghost of the future.  
**Ernie:** I'd like to play that ghost, Ms. Villa. I can be scary!  
**Teacher:** Fine, we will give out the other parts at the rehearsal. Let's go and start rehearsing!



### Track 38

Antonio lived in Venice in the 18th century and he loved music. He wanted a violin but his family didn't have much money. Antonio went to the orphanage every day. They let him practice there because they had an orchestra. Lily was one of the little girls who lived there. She also played the violin, she had her own red violin and she played really well. One day when Antonio was playing the violin Lily started playing with him. "We play very well together", said Lily. After that, they played together every day for a whole year. Then one day, a messenger arrived at Antonio's house. He had a package for Antonio. He opened the package and found a violin. The note said, "This violin is yours use it well, and remember me". Antonio ran to the orphanage, looking for Lily. He asked Friar Guillermo but he looked confused. "There was a Lily here about twenty years ago, but she died", he said. Antonio cried for Lily a long time, but then he grew up and composed four concertos in honor of the Four Seasons that they played together. He kept the violin for the rest of his life and became famous. His name was *Antonio Vivaldi*.



### Track 39

Music is important for you and me  
It twirls you around like a bumble bee  
It will pull you up when you're down  
Change to a smile that fretful frown  
I want to make music all the time  
Making music with you  
Would be just fine!



### Track 40

Helen had a new experiment in her bedroom. She was going to take it to school for show and tell. It was an ant farm. Her dad bought it for her. Her brother Joey wanted to play with it but she kept her door locked. Helen forgot to lock the door. Joey came in and saw the ant farm. "I just want to take a look at the ants to see how they live." He thought. He pulled a chair up to the shelf and reached for the ant farm. He had it in his hands when suddenly... Joey lost his balance and fell on the floor together with the ant farm. Helen was very angry. Joey managed to put the soil and the ants back into the plastic container. "It's ruined, yelled Helen. "I can't use it for show and tell" "When I woke up in the morning, I looked at the ant farm and I was really surprised. The most interesting part of my experiment was that after the ants fell out along with their home, they rebuilt it almost the same as it was."



### Track 41

Ants, ants, they work all day,  
Carrying, building, they all obey.  
So if one day, you lose a cake,  
You can be sure that it is them that take.  
They're strong and bold,  
So now that you've been told,  
Have respect for these little creatures,  
And do talk about them with your teachers!



### Track 42

When Adrian came home from school, he noticed that something was different on the porch. The sun behind him showed his shadow on the wall and something else. It was a big spider web with a spider in the middle. He looked more closely and saw that it was black and had two red triangles on its tummy. He showed the spider to his father. "It's a black widow! Give me a shoe," said dad. Adrian yelled, "No! He's my pet now!" His father explained that a bite from a black widow could be deadly, but Adrian was stubborn. "I'll be careful and not let him get hungry." Every day, Adrian threw small insects into his spider's web and watched as the spider spun a cocoon around the insect to catch it. The spider grew to three times its size. One day, Adrian couldn't find any insects except for a stink bug. "Well, it's still an insect," he thought and threw the stink bug into the web. He went for a glass of milk. When he returned, The web was empty, except for a big stink bug.



### Track 43

Cameron knew that he was special ever since he was growing inside an egg that his mother had deposited on a beautiful leaf. All the other babies had orange, yellow and black on their eggs. He stretched and turned and saw that his body was a translucent ugly gray color. Then one day, everybody opened their eggs and crawled out.

They were all caterpillars! All of them were pretty shades of green and yellow. Cameron was not. He was a horrible dark gray color. Everyone laughed at him and told him to go away. He felt sad. One day, Cameron noticed the caterpillars around him were weaving cocoons around their bodies. He started to weave one too and soon they were all hanging from branches wrapped up like mummies! Soon he fell asleep.

When he woke up, he pushed the cocoon off his body and so did the others. He turned around and saw pretty orange and yellow and black butterflies around him. He noticed all the other butterflies looking at him. "Look at your beautiful blue and purple wings, Cameron! You are the most beautiful of us all!"



### Track 44

Sophie was in the garden. It was a beautiful day. She sat down under a tree and looked up. There was a big beehive hanging from the branch. She saw the bees flying. They went to the flowers in the garden and collected pollen from each flower. Sophie fell asleep under the tree. Suddenly, she woke up and could hear the buzz of the bees. She looked down and... "Oh, I'm a bumble bee!" she cried, as she saw her yellow and black body. Another bee came towards her. "Who are you and what are you doing here?" he asked. "I'm Sophie and I turned into a bee!" "Oh, I'm Ben the Bee, follow me and I'll show you around." They both flew up to the beehive. He took her to a chamber where he gave all his pollen to another bee. "I was a nurse bee first, but now I'm a field bee. I gather pollen from flowers. Wait for me here and I'll get you some honey from the honeycomb chamber." Ben the Bee brought some honey and gave it to Sophie. "Yummy" she said. Then she suddenly felt the beehive moving back and forth. "Quick! Fly out, we are being attacked!" cried Ben the Bee. Suddenly, Sophie was under the tree again. Her brother Billy was shaking her. "Quick! Get out of here. There's a bee hive above you, I tried to hit it but now I think that the bees are angry!" Sophie was furious, she cried, "No, don't touch that bee hive. My friends are in there!" Billy pulled her away, as a little bee buzzed around them. Sophie whispered, "Don't worry Ben the Bee, I won't let anything happen." Ben the Bee waved goodbye.



### Track 45

honey	web
nest	hill
hive	



### Track 46

Jennifer and Jim want to make a special dinner for their parent's anniversary. They have to buy all the ingredients for the menu.

**Jennifer:** This is a great idea, Jim.

**Jim:** We still have to buy all of the ingredients. Aunt Emma will take us to the store.

**Jennifer:** There's a new bakery in the mall.

**Jim:** Ok. We don't need flour for the soup or the cake, there's some in the pantry.

**Jennifer:** But we need mushrooms, there are Italian mushrooms at Luigi's.

**Jim:** And there's really good meat at that new butcher's on the corner.

**Jennifer:** But we don't have any cocoa or potatoes.

**Jim:** Sure we do, there's cocoa on the top shelf, we just have to buy potatoes and butter at the supermarket.

**Jennifer:** OK, Let's call Aunt Emma. Do you have the money?

**Jim:** Money?

**Jennifer:** Jim! We need money!



### Track 47

In this crazy world where we live  
There's one thing I know we need  
You may think it's kind of funny  
But there's nothing yours without money  
"Ah! You're wrong," says the robin angrily  
You're forgetting all about family.  
They give you without any cost  
Even when your homework's lost!  
And friends will be right by you  
And don't forget I'll be there too.



### Track 48

**Jennifer:** Auntie Emma, these potatoes look too small.

**Aunt Emma:** Well, there aren't any bigger ones. They will just have to do.

**Jim:** Remember that there isn't any flour or sugar at home either.

**Jennifer:** Right. There's some on that shelf, I'll reach up.

**Jim:** Now, there's some meat right here, but there isn't any roast beef!

**Jennifer:** We can change the menu to hamburgers, don't worry.

**Aunt Emma:** Which one of you is going to make the cake?

**Jennifer:** Oh, Aunt Emma, I was hoping that you would want to help us.

**Aunt Emma:** Ok, yes, but there isn't much time. We need to hurry. Your parents will be getting home soon and they will be hungry!

**Jim:** Aunt Emma, how do I know if I have enough money? These bills are funny looking.

**Aunt Emma:** Oh, Jimmy. Count the bills! If you don't have enough, I'll give you the difference.



### Track 49

1. Their chocolate cakes are the best!
2. They're in that book on the shelf
3. The recipe book is there on that chair.
4. There's some cocoa on the table.
5. They're such good cooks. I love everything they make.



### Track 50

**Aunt Emma:** Is there any more flour? We have to throw this batch out.

**Jim:** Why? It has lots of chocolate

**Aunt Emma:** You didn't measure the ingredients! It's ruined.

**Jennifer:** Oh, Aunt Emma, isn't there anything we can do?

**Aunt Emma:** Not now. Are there any clean bowls?

**Jim:** I'll wash them Aunt Emma. Is there enough cocoa for some hot chocolate? I'd like a cup.

**Aunt Emma:** No! You are making dinner for your parents, remember? Put the hamburgers in a frying pan and start mixing the salad.

**Jennifer:** I'll heat the oven for the cake.

**Aunt Emma:** Ok, now mix one cup of butter with three eggs.

**Jennifer:** How much flour should I put in?

**Aunt Emma:** Two cups, but mix in a teaspoon of baking powder and a cup of cocoa. Now mix it all up, put it into the cake pan and give it to me. I'll put it in the oven.

**Jim:** How long should we leave it, Aunt Emma?

**Aunt Emma:** One hour, you must be very responsible and ask your mom to take it out for you. I have to leave.

**Jennifer:** Oh thank you so much Aunt Emma.

### Track 51

**Mom:** Oh my goodness, look at this!

**Dad:** There are so many things on the table.

**Mom:** Look here, there's a pitcher of orange juice.

**Dad:** Never mind that! There are two giant hamburgers on that serving platter!

**Mom:** And there's soup and salad in those bowls.

**Dad:** I would like to sit down and try all of this.

**Mom:** Of course, but look! There's a beautiful chocolate cake over there.

**Dad:** Well, it must be for us, so let's sit down.

**Mom:** Can I serve you some soup, Bill?

**Dad:** Of course, Ethel.

**Dad:** This chocolate cake is delicious. Is there any coffee?

**Mom:** No, but I can smell hot chocolate. I'll get it.

**Dad:** Oh, oh. I think that there are two little monsters behind the door.

**Mom:** And I think that they are responsible for this lovely dinner!

**Jennifer and Jim:** Haha. We did it! We did it! Yeah!

### Track 52

It's fun to learn new things.

It's like growing new wings

You feel so good you could fly

Right up, straight to the sky.

Achievement at school feels so good.

It puts you in the greatest mood.

### Track 53

This is the Z team. They are Joey, Eddie and Anna. They are racing in the local bicycle rally to collect money for charity.. It's called "The Amazing Bike Race for Kids." They have to race from one station to another to get the next map.

They are riding through the park to Canyon Street.

There, they turn left and ride two blocks to King's Avenue and turn right. They have to wait for the lights to change. The fire station is on the left. The next map is in the office. The next map takes them down the bicycle lane along the creek to the library. They turn right and go along Library Road to the Children's Theater. There, they turn left on Readers' Lane and go to the bookstore on the right. The map is in the store window. After reading the last map, Eddie and Anna ride up the hill and wait for Joey at the intersection. They miss the traffic lights and the other teams go ahead. When they get to the finish line, another team wins. Eddie and Anna turn to Joey, "Its ok, you're more important. Let's go around the corner for pizza. That's our prize!"

### Track 54

Go straight ahead for five squares and turn right. Go ahead three squares and turn right. Now move two squares and turn left. Go ahead three squares and turn left again. Now move six squares and

turn left. Move up four squares and turn right. Move three more squares and turn right. Finally go straight ahead five squares and you are home!

### Track 55

**Annie:** Look at this map of the parade route. Where should we watch it?

**Bobby:** Look, here's the park; we can sit on the benches.

**Annie:** But I can't see anything from there. Everybody is too tall.

**Bobby:** Ok, let's walk two blocks down and turn right.

**Annie:** Right! Then we can walk another block and we can watch from the corner.

**Bobbie:** No, I wasn't finished. We can catch up with the parade and walk beside it.

**Annie:** Billy, that's foolish. We won't see the whole parade! We need a spot.

**Bobbie:** Look! There's a pizza parlor right here on the corner of King's Road and 13th street.

**Annie:** And it's on the second floor, we can watch from one of the balconies, let's go!

**Bobbie:** Hurry, I can see the band turning the corner and we still have to run one block!

**Annie:** There it is. Oh no, all the balconies are full! Quick take out the map.

**Bobbie:** Wait, look who's that up there waving to us!

**Annie:** It's mom and dad, silly. Let's hurry and get up there.

### Track 56

1. Walk straight ahead two blocks.
2. Turn left at the corner and walk one block.
3. Turn right on Mapleton Street
4. The playground is on the left.
5. We can meet at the swings.

### Track 57

Sarah lived on a small island near Key West with her father.

Her father had a small restaurant on the beach and Sarah liked playing there. She would go down to the harbor with her friend Joey and they would sit with their feet dangling in the water.

One day, they saw a bottle with a rolled up paper in it. They took it out and saw that it was a map. "Look, it's a treasure map!" exclaimed Joey. "Let's follow the directions!"

They decided to start at the harbor. They walked one hundred paces east along the beach to the coconut trees and turned left. Then, they walked 70 paces to the river and crossed the bridge. They went straight along the path until they got to a fork in the road. They took the right path and walked another one hundred paces until they arrived at a big cave. The map said that the cave went through to Elmer's cove. Once they arrived there, they turned right and walked fifty paces more to Lookout Rock. They walked around the rock and found a wooden box. They were very excited and opened it. Inside, they found a note: Come to the restaurant and find your treasure!

They ran back to the restaurant and found Sarah's dad and a lot of people all around a big chocolate cake. Happy Birthday! They all yelled. Sarah's dad winked at Joey.

### Track 58

Today is an important day at Juarez Elementary School. A very special group of children is visiting. They are coming from a school for the visually impaired and Maya and a classmate are interviewing two of them.

**Maya:** Welcome to our group, my name's Maya what are your names?

**Alex:** I'm Alex and this is Sandra.

**Sandra:** And this is my guide dog, Joey.

**Maya:** I think he likes me, he's wagging his tail.

**Alex:** He likes all girls. How many students are with us?

**Students:** There are fifteen of us!

**Maya:** How does Joey help you get around, Sandra?

**Sandra:** Well, he's my eyes. He helps me walk forward, turn right or left and he will even let me know if there's an obstacle in my path.

**Maya:** Wow, What about you, Alex? Why don't you have a guide dog?

**Alex:** I can see shadows and I use my cane to help me detect obstacles.

**Maya:** How do you use your cane?

**Alex:** I tap the floor in front of me when I am walking.

**Maya:** Gee, thanks for visiting us, can we take you around the school?

**Alex and Sandra:** Sure thing!

### Track 59

Lane and Kate are at the school knowledge competition They are playing against kids in the other fourth grade group. Today the topic is Mexico and its geography.

**Teacher:** Here's the next question. Which is the tallest mountain in Mexico, a) The Sleeping Woman (or Iztaccihuatl), b) The Pico of Orizaba or c) The Popocatepetl.

**Andy:** I know, I know, that's easy.

**Teacher:** OK, Andy which one is it?

**Andy:** It's c) The Popocateptl, everybody knows that!

**Teacher:** I'm sorry Andy that's not correct.

**Andy:** What?

**Lane:** I know. It's The Pico of Orizaba!

**Teacher:** And that's correct. Three points for the A team. The next question is: which is the longest river in Mexico? a) The Rio Bravo b) the Grijalba - Usumacinta or c) The Colorado

**Kate:** I know! It's The Rio Bravo! And it goes through two US states.

**Teacher:** Very good, Kate. That's correct. You get three points for your team. The last question is: which is the highest waterfall in Mexico? a) Basaseachic Falls, b) Piedra Volada Falls or c) The Cusare Falls?

**Billy:** I know! It's a) The Basaseachic Falls!

**Teacher:** That's right!

### Track 60

- |             |          |           |
|-------------|----------|-----------|
| 1. mountain | bouncing | fountain  |
| 2. river    | mirror   | liver     |
| 3. lake     | bake     | late      |
| 4. cave     | cook     | wave      |
| 5. flood    | dove     | mud       |
| 6. capital  | magical  | classical |

### Track 61

**Mario:** Mom, dad! Look at this beautiful car, it's perfect.

**Dad:** Do you mean it's perfect for you? We can't all fit in that car.

**Mario:** But dad, it's the cheapest car here.

**Mom:** And also the least comfortable. Bill, look at the Family SUV II. Now, this is the perfect car.

**Alma:** Look, it's also the most comfortable. I want this one, Daddy.

**Dad:** Ahem, well it is also the most expensive. Now, if you look at this pickup truck...

**Mom:** Absolutely Not! That truck isn't as comfortable as the SUV.

**Dad:** And it isn't as expensive as the SUV.

**Mom:** We need a family car to go to Puerto Vallarta, So, we will have to buy the most expensive but the most comfortable.

**Dad:** OK, come on kids, let's look at the SUV.

### Track 62

1. popular
2. interesting
3. exciting
4. impressive
5. comfortable
6. expensive
7. beautiful
8. exhilarating

### Track 63

Hi. I'm Joseph Fraser and I am a pilot. I am from England. I fly planes from London to cities all over the world. Right now I am flying over one of the coldest places in the world, Greenland. The nearest place to Greenland is Canada. My destination today is to one of the hottest and most beautiful places, Cancun in Mexico. To fly the airplane from one place to the next, I monitor the position of the plane according to lines of latitude and longitude. One of the farthest places from England is Australia. One of the nearest places to London by air is Manchester. The flight takes only 30 minutes. The worst place to fly to is Alaska because of the ice, and the best place to fly in the world? Well London of course because that's home.

### Track 64

#### Seasons Poem

Winter is the season  
That's the coldest of the year.  
There's ice and there is snow  
And we cover up our ears.  
Spring is the season  
When the sun begins to shine.  
The flowers look the best  
And everyone feels fine.  
Summer is the season  
That's the happiest of the year.  
The plants are the most beautiful  
And the sky is blue and clear.  
Autumn is the season  
That's the saddest of them all.  
The flowers go to sleep  
And the leaves begin to fall.

### Track 65

Robin is going to go out with Jackie tomorrow. Jackie is one of Robin's best friends. Jackie's family has a cottage in the country. It isn't very far away. Robin is going to spend the day at the cottage with Jackie and her family. They are going to swim in the river as soon as they get there. Then they're going to go horseback riding. They are going to have a picnic lunch in the woods. After that, they're going to explore a cave. It's a limestone cave and Jackie says that there are stalactites and stalagmites there! Robin's favorite subject is geography, so he's really looking forward to that. They're all going to drive home in the evening. It's going to be a lot of fun!

### Track 66

**Dad:** We're going to go and see some animals tomorrow.

**Stella:** Wow! We're going to the zoo tomorrow, Frank.

**Dad:** No. We aren't going to go to the zoo, Stella. We're going to go to Safari Park.

**Frank:** That's cool. We can walk around with the animals!

**Dad:** Oh no you can't! We aren't going to walk anywhere. It's dangerous to walk in the Park, Frank. We're going to drive through it in the car! And remember! You aren't going to open the car windows while we're in the park, either. That's dangerous, too! We're going to see wild animals in their natural habitat. We aren't going to see any animals in cages! There aren't any animals in cages at Safari Park. We're going to see lions and tigers. We're going to see monkeys and chimps. And we're going to see giraffes and zebras.

**Stella:** I'm going to ride on an elephant!

**Dad:** No, Stella. You aren't going to ride on an elephant! There are no elephants at Safari Park!

**Stella:** [Sadly] Oh!

### Track 67

Hi David:

My parents are going to go away on the weekend. My grandparents are going to come over to look after Bill and I. And guess what! We're going to have a barbecue. I'm inviting the entire class! That was my grandpa's idea! But everyone has to bring something over. That was my grandma's idea! So this is what you need to know: When's the barbecue going to be? On Saturday, at half past twelve. Where's it going to be? In our back yard! Who's going to come? Not sure about everyone yet, but fifteen of the 4th grade kids are certainly going to come! What are we going to do? Swim! So you're going to need a swimsuit and a towel! And the really big question is, what are you going to bring? My grandpa's going to make the hamburgers and hot dogs. And my grandmother's going to make one of her famous carrot cakes, but we need things like snacks, drinks, music, etc. Let me know what you're going to bring! See you on Saturday! Can't wait!  
Janie

### Track 68

1. What are you going to do? / What are you going to do?
2. I'm going to go to a barbecue. / I'm going to go to a barbecue.
3. When is it going to start? / When is it going to start?
4. It's going to start at half past twelve. / It's going to start at half past twelve.

### Track 69

**Jake:** Hi there. My name's Jake, and this is my friend Poppy. We're writing an article for the school magazine. Can we ask you some questions?

**Astronaut:** Sure!

**Poppy:** Are you going to be on the first mission to Mars?

**Astronaut:** Yes, I am.

**Jake:** Wow! That's awesome!

**Poppy:** How long is the journey going to take?

**Astronaut:** About nine months!

**Jake:** Nine months! That sure is a long time. What are you going to take with you?

**Astronaut:** Well! We're all going to wear special spacesuits, of course. And we're all going to take a lot of equipment. We have to take food for the journey, as well.

**Poppy:** What sort of food? Are you going to take cookies and things like that?

**Astronaut:** No we aren't. Think about cookie crumbs floating about the spaceship for nine months!

**Jake:** Are you going to travel with a calendar? You know, so you know what day it is on earth and on Mars?

**Astronaut:** No, I'm not. You see the Martian year is much longer than a year on Earth.

**Poppy:** How long is a Martian year?

**Astronaut:** 687 days.

**Jake:** Are other astronauts going to fly with you?

**Astronaut:** Yes, they are. A lot of astronauts are training to go to Mars.

**Poppy:** Is it going to be very dangerous?

**Astronaut:** Yes, it is, but it's going to be exciting, too!

### Track 70

The prisoner in fur is going to spend a year on his journey through space from his world to our Earth.



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