



Fanny Riva Palacio Stefania Villarreal



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Teacher's Edition Criss Cross 5



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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	А		
Level group name	Basic	User	
Level	A1	A2	
Level name	Breakthrough or beginner	Waystage or elementary	
Description	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.  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.  Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	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).  Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	

#### 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. bu**s** - **s**tea**k** - **k**e**y** - **y**ello**w**, 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 surprise 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.

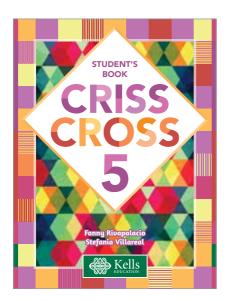
#### Quotes

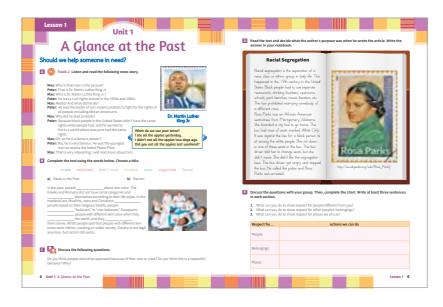
Finally, a note on teaching tips can be the use of quotes (famous, popular or even written by students) to talk about everyday life activities, reflect on values or to expand the knowledge and culture. As you progress during the year, try to choose two or three that are related to the value. Write the 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
  - » *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.

# A Glance at the Past I statu this variet is their correct past form. I will be sent correct past form to correct past form. I will be sent the past. I will be write the sent form page. I will be sent correct past form to correct past form. I will be write the visit in the past form to correct past form. I will be write the visit in the past form to correct form. I will be write the visit in the past form to correct past form to correct past form to correct form. I will be write the visit in the past form to correct past form to correct past form to correct form. I will be write the visit of the past form to correct form. I will be write the visit of the past form to correct form. I will be write the visit of the past form to correct form. I will be write the visit of the past form to correct form. I will be write the visit of the past form to correct

#### **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 1st Grade

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>Greetings, Introductions</li> <li>School places</li> <li>Numbers 1 to 10</li> <li>School objects</li> <li>Verbs: bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc.</li> <li>The alphabet</li> </ul>	<ul> <li>Greetings and introductions: Good morning (afternoon/evening/night), How are you? What's your name? I am My name's Pleased to meet you</li> <li>Simple present tense of to be</li> <li>Personal Pronouns</li> <li>Question words: What, How: How old are you? What's this?</li> <li>Possessive adjectives (determiners)</li> <li>Definite and indefinite articles</li> <li>Imperatives: Cut the picture; Color the card, etc.</li> <li>Instructions: Stand up, Sit down, Open your Close your Clap three times</li> </ul>	<ul> <li>The alphabet and beginning sounds</li> <li>/p/</li> <li>/m/</li> </ul>
2	<ul> <li>Parts of the body</li> <li>Flavors</li> <li>Feelings</li> <li>Sports</li> <li>Food</li> <li>Verbs: see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc.</li> <li>Numbers 1 to 10</li> <li>Ordinals and cardinals</li> </ul>	<ul> <li>Simple present tense of to be</li> <li>Simple present tense of to have</li> <li>Demonstratives: This / These</li> <li>Nouns in singular and plural</li> <li>Definite and indefinite articles: <ul> <li>a / an / the</li> </ul> </li> <li>Quantifiers: some</li> <li>Simple present tense</li> <li>Imperatives for common actions: <ul> <li>Eat well, Read a book, Wash the dishes,</li> <li>Feed the cat, Make your bed, etc.</li> </ul> </li> <li>There is / There are</li> </ul>	<ul> <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> <li>Animals: mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</li> <li>Adjectives: small, big, green, intelligent, etc.</li> <li>Colors: red, blue, etc.</li> <li>Numbers</li> <li>Verbs: climb, bite, fly, etc.</li> </ul>	<ul> <li>Simple present verb to be: questions Demonstratives: This / That / These / Those</li> <li>Wh questions: Where (singular and plural), What, How</li> <li>Word order using adjectives: It's a long, yellow snake.</li> <li>Use of adjectives in the singular and plural</li> <li>Use of Can: aff, neg, int</li> <li>Short answers</li> </ul>	<ul> <li>double consonants in a word: tt, pp, mm, ff, rr</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	<ul> <li>People in the community, professions: policeman, mail carrier</li> <li>Objects and tools: hose, radio, bag, stethoscope, etc.</li> <li>Places in the city: police station, post office, etc.</li> <li>Means of transportation: fire truck, airplane, etc.</li> <li>Places in the mall: clothes store, pet store, etc.</li> <li>Pets: dog, cat, parrot, rabbit, spider, etc.</li> <li>Clothes: dress, coat, socks, pants, shoes, shirt, etc.</li> <li>Toys: ball, bat, Teddy bear, skates, etc.</li> <li>Verbs: find, drive, deliver, etc.</li> </ul>	<ul> <li>Simple present, First person singular, third person singular</li> <li>Aff. neg. int. /does/doesn't</li> <li>Singular and plural</li> <li>Existence: There is / There are (aff, neg.)</li> <li>Quantifiers: some / any</li> <li>Demonstratives: this, that, these, those</li> </ul>	<ul> <li>initial and final /n/</li> <li>initial and final /l/</li> <li>initial /g/</li> <li>middle /k/</li> </ul>
5	<ul> <li>Rooms in the house</li> <li>Colors</li> <li>Furniture: lamp, sink, toy box, etc.</li> <li>Family members</li> <li>Activities at home: brush my teeth, wake up, have dinner, etc.</li> <li>Meals: breakfast, lunch, supper, dinner, etc.</li> <li>Food and drinks: fried chicken, French fries, soda, water, eggs, etc.</li> <li>Countries: Japan, Mexico, United States, France, etc.</li> <li>Vegetables: carrots, lettuce, tomato, etc.</li> <li>Fruit: orange, apple, banana, etc.</li> <li>Verbs: Review</li> </ul>	<ul> <li>Simple present: It goes in the living room.</li> <li>Singular and plural</li> <li>Demonstratives: This goes/ That goes</li> <li>Possessive adjectives</li> <li>Possessives: 's</li> <li>Simple present: like / likes</li> <li>doesn't like / don't like</li> <li>Have / Has</li> </ul>	<ul> <li>/v/</li> <li>/w/</li> <li>/y/</li> <li>final /ks/</li> <li>/z/</li> <li>/c/ as in cereal</li> </ul>

# Scope & Sequence 2<sup>nd</sup> Grade

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>Food: healthy and unhealthy food</li> <li>Products from animals / vegetables: sugar cane, milk, honey, etc.</li> <li>Seafood</li> <li>Verbs: wash, cut, fry, eat, etc.</li> <li>Numbers 20 to 30</li> </ul>	<ul> <li>Simple present: Like / Likes</li> <li>Don't like / Doesn't like</li> <li>Questions: Do / Does?</li> <li>Instructions (following a recipe): Wash two potatoes</li> <li>Prepositions of place: in, on, under, between, next to</li> <li>Conjunction: but</li> <li>Wh questions</li> </ul>	<ul> <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> <li>Toys</li> <li>Clothes: Costumes, princess, Spiderman, pirate, etc.</li> <li>Furniture in the bedroom</li> <li>Pets</li> <li>Verbs</li> </ul>	<ul> <li>Possessives 's</li> <li>Possessive adjectives</li> <li>Simple present: Have / Has</li> <li>Don't have / Doesn't have</li> <li>Existence: There is / There are</li> <li>Questions and short answers</li> <li>Wh question + has</li> </ul>	<ul> <li>/∂/</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> <li>Vacation: beach, sandcastle, ocean, etc.</li> <li>Camping equipment</li> <li>Adjectives</li> <li>Names of sounds: bang, tap, clang, etc.</li> <li>Equipment in a fair: carousel, castle</li> <li>Verbs: camp, play, build, cook, relax, etc.</li> <li>Numbers 30 to 40</li> </ul>	<ul> <li>Present continuous</li> <li>Question words: who, what</li> <li>What are you doing?</li> <li>Instructions: Don't leave food in your tent.</li> <li>Adjectives</li> <li>Compound verbs</li> <li>Position of adjectives in sentences</li> <li>Gerunds (names of sounds): banging, tapping</li> </ul>	<ul> <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	<ul> <li>School clothes</li> <li>Musical instruments</li> <li>Experiments: magnet, cork, plastic lid</li> <li>Nature: seabirds, rock pool, sand, crabs, savanna</li> <li>Adjectives</li> <li>Colors</li> <li>Parts of the animals</li> <li>Verbs: Cut, rub, float, etc.</li> </ul>	<ul> <li>Whose?</li> <li>Possessive pronouns: mine, yours, his, hers</li> <li>Is this yours?</li> <li>Instructions and imperatives: Don't touch.</li> <li>Countables: How many? How many are there?</li> <li>Descriptions: What like?</li> </ul>	<ul> <li>/u/ as in cute</li> <li>/z/</li> <li>/o/ as in brother</li> <li>/a/</li> <li>/e/</li> <li>/j/ Vs. /g/</li> <li>/t/</li> </ul>
5	<ul> <li>Rooms in the house</li> <li>Members of the family</li> <li>Food</li> <li>Days of the week</li> <li>Picnic</li> <li>Numbers 40 to 50</li> </ul>	<ul> <li>There is / There are</li> <li>Quantifiers: Some / Any (aff., neg. and Int.)</li> <li>Short answers: Yes, I do. No, I don't.</li> <li>Like / Don't like</li> <li>Question words: who, when, where, what</li> <li>Uncountable nouns</li> <li>What questions</li> <li>Dates and prepositions</li> <li>Who questions</li> </ul>	<ul> <li>/th/</li> <li>long sounds Vs. short sounds</li> <li>/f/</li> <li>/p/ Vs. /b/</li> <li>/w/</li> <li>/h/</li> <li>/le/ as in turtle</li> </ul>

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

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>Chores at home</li> <li>Family members</li> <li>Routines at home</li> <li>Ecology: recycle, reuse, cans, aluminum, waste, etc.</li> <li>Phrasal verbs: come in, hurry up, look for, turn off, keep on, etc.</li> <li>Numbers 50 to 60</li> </ul>	<ul> <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> <li>/n/ as in sun</li> <li>/i/</li> <li>/ae/ as in cat</li> <li>Vs. /o/ as in dog</li> <li>/e/</li> <li>/i/ Vs. /i:/</li> </ul>
2	<ul> <li>Frequency words:         every day, often,         always</li> <li>Spelling rule for         plurals (+s, +es, +ies)</li> <li>Everyday activities</li> <li>Leisure: swimming,         playing soccer, playing         the violin, etc.</li> <li>Weather: sunny, cold,         rainy, etc.</li> <li>Countries</li> </ul>	<ul> <li>Simple present (aff, neg, int.)</li> <li>Third person singular</li> <li>Short answers</li> <li>Weather</li> <li>Adverbs of time: never, sometimes, often, always</li> <li>Where from?</li> <li>Use of like as in What's the weather like?</li> <li>Present continuous</li> </ul>	<ul> <li>/ei/</li> <li>/u:/ as in rule</li> <li>/s/ Vs. /iz/</li> <li>/j/</li> <li>/h/</li> <li>/le/ as in kettle</li> </ul>
3	<ul> <li>Time</li> <li>Prepositions of time, movement and place: from, to, up, down, along, across from, in front of</li> <li>Places in a museum</li> <li>Places and animals in a zoo</li> <li>Party: cake, candles, surprise</li> <li>Verbs</li> </ul>	<ul> <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 can / can't in singular and plural</li> <li>Short answers</li> </ul>	<ul> <li>/x/</li> <li>/m/</li> <li>/er/ as in number</li> <li>/i/</li> <li>/ng/</li> <li>/n/</li> </ul>

Unit	Vocabulary	Structures	Phonics
4	<ul> <li>School activities</li> <li>Extra activities</li> <li>Activities in a schedule:         time</li> <li>Health: energy, tired,         exercise, stethoscope,         heart, etc.</li> <li>Parts of the body</li> <li>The dentist: teeth,         tooth, false tooth, brush</li> <li>Healthy activities: run,         eat, exercise, etc.</li> <li>Food: meat, eggs, bread,</li> </ul>	<ul> <li>Simple present (aff, neg, int)</li> <li>Question about frequency:     How often?</li> <li>Adverbial phrases of frequency:     every day, once a week</li> <li>Telling the time</li> <li>Have / Has</li> <li>Frequency phrases and order of the activity: I play tennis twice a week.</li> </ul>	<ul> <li>/a:/</li> <li>/o/ as in cow</li> <li>/e:/ as in bleat</li> <li>/b/ Vs. /v/</li> <li>Stress on syllables</li> <li>/e/</li> <li>/y/</li> <li>Endings: /cle/, /ing/</li> </ul>
5	<ul> <li>Math: times tables, fraction, decimal point</li> <li>Sports</li> <li>Pets</li> <li>Leisure activities</li> <li>The months of the year</li> <li>The seasons</li> <li>Amphibians: tadpole, frogspawn</li> <li>Numbers 1 to 100</li> <li>Ordinals to 31st (for dates)</li> </ul>	<ul> <li>Past tense of verb to be, was, were</li> <li>Aff., neg., int. wasn't / weren't</li> <li>Wh questions in the past</li> <li>Dates</li> <li>Prepositions for dates</li> </ul>	<ul> <li>/u:/ as in rule</li> <li>Endings: /tion/</li> <li>Beginning /s/ + consonant</li> <li>Rhyming sounds: nice, mice, rice</li> <li>/nd/ as in second</li> </ul>

# Scope & Sequence 4th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>House: attic, stairs, trunk, frame</li> <li>Objects: rag, rag doll, present, watch, sticks, clay, etc.</li> <li>Places</li> <li>Illnesses: disease, fleas, inoculations, kill sickness, spread, vaccinations, samllpox, inoculate, etc.</li> </ul>	<ul> <li>Past tense (regular verbs) affirmative, negative, interrogative</li> <li>Question words: who, what, where, when, how, why</li> <li>Time expressions for the past: yesterday, last week, the day before yesterday, two days ago, etc.</li> <li>Prepositions of time: in, on, at</li> <li>Past tense: irregular verbs: run, see, take, have, hear, etc.</li> </ul>	<ul> <li>Final ending sound of irregular verbs: /t/, /d/, /id/</li> <li>/rk/ phoneme</li> <li>Final 's' sound: /s/, /z/, /iz/</li> </ul>
2	<ul> <li>Sports: soccer, dance, run, skate, swim, etc.</li> <li>Vacation: camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc.</li> </ul>	<ul> <li>Comparative form of adjectives:         <i>big/bigger, happy/happier, more important than</i></li> <li>Gerunds: name of activities, after like, <i>start, love, go, enjoy</i></li> <li>Infinitives: after want, <i>like, love, try, start</i></li> </ul>	<ul> <li>Pronunciation negative contractions: didn't, wouldn't, couldn't, can't</li> <li>Pronunciation of contractions with will: I'll, He'll, We'll, They'll</li> <li>Pronunciation: /ng/</li> </ul>
3	<ul> <li>Art and art supplies:         sculpture, collage, paint         brushes, easel clay,         water colors, etc.</li> <li>Dances: stomp, ballet,         beat, garbage lids</li> <li>Musical instruments:         violin, piano, horn, chello,         clarinet, flute, viola, etc.</li> <li>Insects: ants, spiders,         Black Widow, caterpillar,         butterfly, snail, stink bug,         grasshoppers, etc.</li> </ul>	<ul> <li>Simple Present: habits with frequency adverbs</li> <li>Present perfect: actions that began in the past and continue (for, since), indefinite time in the past (affirmative, negative, interrogative)</li> </ul>	<ul> <li>Phonemes: ft, nt, st</li> <li>/wh/ sound</li> <li>/ie/ sound</li> </ul>

Unit	Vocabulary	Structures	Phonics
4	<ul> <li>Quantity expressions:         some, many, etc.</li> <li>Countable and         uncountable nouns</li> <li>Food</li> <li>Food related words:         bowl, serve, etc.</li> <li>Giving directions:         Turn right/left, walk to,         corner, etc.</li> <li>Prepositions: up,         towards, to, etc.</li> </ul>	<ul> <li>Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative</li> <li>Giving directions: walk up, down, towards, to, turn, right, left</li> <li>Imperatives: open, close, stand up, sit down, give me, etc.</li> </ul>	<ul> <li>/ng/ sound</li> <li>/Θ/ sound</li> <li>/sh/ sound</li> <li>/ng/ sound</li> </ul>
5	<ul> <li>Geography: mountain, river, waterfall, features, lake, etc.</li> <li>Vacation/traveling: plane, fly, hot, cold, latitude, longitude, ice,</li> <li>Seasons: winter, spring, summer, fall</li> <li>Animals: lion, rabbit, lady bug, camouflage, etc.</li> <li>Space travel: astronaut, space ship, planet, universe, etc.</li> </ul>	<ul> <li>Superlative form of adjectives:         the biggest, the happiest, the most         interesting         far/the farthest         good/he best         bad/the worst</li> <li>Going to</li> <li>Linking words: and, then</li> </ul>	<ul> <li>/dge/sound</li> <li>Pronunciation:     they're, there, their</li> <li>Pronunciation soft     c, strong c</li> <li>/wh/sound</li> <li>/sw/sound</li> <li>Tongue twisters     (p, sh, s)</li> </ul>

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

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>Racial Segregation: activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation</li> <li>Regular verbs</li> <li>Education in the past: ancient, punished, skills, strict</li> <li>Eating well: food, words related to nutrition</li> <li>The Olympic Games: athletes, competed, fit, Olympic, training, marathon, Empire</li> </ul>	<ul> <li>Past tense of regular/irregular verbs</li> <li>Ability and opportunity in the past: could / couldn't</li> <li>Linking words: but, because</li> <li>Giving reasons and contrasts with because and but</li> <li>Regular verbs</li> </ul>	<ul> <li>Pronunciation of the past of regular verbs: /t/, /d/, /id/</li> <li>Spelling and pronunciation of /ou/ words</li> <li>Tongue twisters (k, b)</li> </ul>
2	<ul> <li>Helping: generous, donate, leftovers, volunteer, etc.</li> <li>Celebrations: festival, celebrate, fireworks, etc. in different places and times</li> <li>Volunteering: charity, help, stall, ambassador, etc.</li> </ul>	<ul> <li>Preferences: I prefer, I'd rather</li> <li>Giving reasons with because</li> <li>Recommendations with should</li> </ul>	<ul> <li>Tongue twisters (sh, s, ch)</li> <li>/z/,/v/ sound</li> <li>Identifying long vowel sounds</li> </ul>
3	<ul> <li>Friendship: friend, kind, manners, lonely, mistakes, rude, forgive, move</li> <li>Hobbies: article, champions, chess, hobby, baked, collection, model</li> <li>Space exploration: exploration, landed, launched, missions, orbit, samples</li> </ul>	<ul> <li>Simple Present: habits with frequency adverbs</li> <li>Present perfect: actions that began in the past and continue for, since, indefinite time in the past (affirmative, negative, interrogative)</li> <li>Past Participle form of irregular verbs</li> <li>for, since, already, yet, ever, never</li> </ul>	<ul> <li>Phonemes: ft, nt, st</li> <li>/wh/ sound</li> <li>/ie/ sound</li> </ul>

Unit	Vocabulary	Structures	Phonics
4	<ul> <li>Household chores: chores, helping, list, clean, make the bed, water, housework, busy, sweep, vacuum, dishes, laundry, trash</li> <li>Pets: committed, feed, pet, promise, puppy, training, cages, litter, sick, vaccines, vet</li> <li>Activities on vacation: driving, skiing, snowboarding, beach, dolphins, reefs, sharks, snorkeling, hiking, packing, brochure, peaks, sail, journey, summit</li> <li>School Responsibilities: assignment, consequences, fault, forgot, lying, make excuses</li> </ul>	<ul> <li>Present continuous for future, while for two actions occurring at the same time</li> <li>Gerunds: names of activities</li> <li>Infinitives after: promise, want, remember, forget, agree</li> <li>Sequence words: first, then, after that, finally</li> <li>Simple present for plans</li> </ul>	<ul> <li>/ng/ sound</li> <li>/Θ/ sound</li> <li>/sh/ sound</li> <li>/ng/ sound</li> </ul>
5	<ul> <li>Honesty: lying, proud, skip, trouble, hillside, liar, shepherd, villager, humble, bragging, gossip, bullying, spread, blame, grounded</li> <li>Sports: benefits, risk, disappointment, goals, self-esteem, strategic, bounces, rugby, scores, appearance, tournaments, cycling, helmet, pads, injuries</li> </ul>	<ul> <li>Modals: might, should, have to, can, could, must</li> <li>Requests with could and should</li> <li>Zero conditional (if, when) + present, + present</li> </ul>	<ul> <li>/dge/ sound</li> <li>Pronunciation: they're, there, their</li> <li>Pronunciation soft c, strong c</li> <li>/wh/ sound</li> <li>/sw/ sound</li> <li>Tongue twisters (p, sh, s)</li> </ul>

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

Unit	Vocabulary	Structures	Phonics
1	<ul> <li>Identification:         nickname,         address, etc.</li> <li>Adjectives</li> <li>Family/genealogy</li> <li>Music: (genres,         characteristics)</li> <li>Sports</li> <li>Hobbies</li> <li>Gadgets: iPhone,         tablet, etc. and the         Internet</li> <li>Clothes: urban,         preppy, etc.</li> </ul>	<ul> <li>To be: singular and plural</li> <li>Questions about subjects and objects with who and what</li> <li>Gerund: like + ing</li> <li>Order of adjectives (opinion, size, color, material, purpose)</li> </ul>	
2	<ul> <li>Inventions and discoveries</li> <li>Nationalities</li> <li>Natural disasters:         <ul> <li>hurricanes,</li> <li>earthquakes,</li> <li>etc.</li> </ul> </li> <li>Instructions for emergency situations</li> <li>First aid kit supplies</li> <li>Containers: bottle,</li> <li>box, jar, etc.</li> </ul>	<ul> <li>Simple past: regular/irregular verbs</li> <li>Past continuous at a specific moment in the past (at 9 o'clock, and interrupted past with when)</li> <li>Imperative form in instructions</li> </ul>	<ul> <li>Final /mb/ sound</li> <li>Final /er/ sound</li> <li>Tongue twister: /wh/</li> <li>Consonant clusters beginning with /s/</li> <li>/w/ sound</li> <li>/y/ sound</li> <li>/oo/ as in 'room'</li> </ul>
3	<ul> <li>Obligations (chores)</li> <li>Rules and regulations</li> <li>Recycling materials</li> <li>Rugby</li> </ul>	<ul> <li>Simple present: routines</li> <li>Must vs. have to: necessity, obligation, prohibition</li> </ul>	• Homophones

Unit	Vocabulary	Structures	Phonics
4	<ul> <li>Future technology:         keyboard, affordable,         slim, smart</li> <li>Resolutions: lose weight, do         exercise, sunscreen, helmet,         seatbelt</li> <li>Itineraries: itinerary,         arranged, privacy, seclusion,         destination</li> <li>Future Plans: catering,         surrounded, ambitious, field,         campus</li> </ul>	<ul> <li>Will / won't referring to future plans, promises</li> <li>Going to for future plans</li> <li>Present continuous for future plans</li> <li>Future time expressions: tomorrow, the day after tomorrow, next week, in two days, etc.</li> </ul>	<ul> <li>Stress patterns in words</li> <li>Pronunciation: going to/gonna, want to/wanna, have to/hafta</li> <li>informal language</li> </ul>
5	<ul> <li>Food: tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves</li> <li>Recipes: flour, mix, stir, pinch, weird, stomachache, choking, cockroach grasshoppers, etc.</li> <li>Nationalities/Countries</li> <li>Information on food labels: dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber</li> <li>Milk process: milk (v), harmful, harvest, etc.</li> <li>Health: overweight, underweight, shape, genetics, unique, etc.</li> </ul>	<ul> <li>Superlative form of adjectives:         the biggest, the happiest, the         most interesting         far/the farthest         good/the best         bad/the worst</li> <li>Going to</li> <li>Linking words: and, then</li> </ul>	<ul> <li>Tongue twister (b)</li> <li>Stress patterns in words</li> <li>Rules for soft c, and strong c sound</li> </ul>

#### A Glance at the Past

#### Vocabulary

activist non-violent civil rights protests

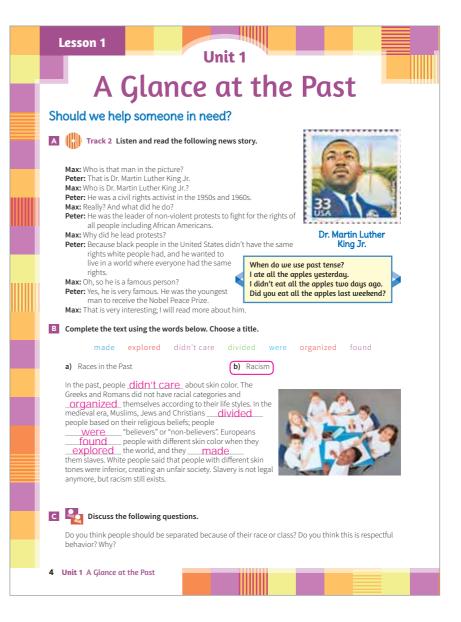
#### A Moment to Ourselves

Should we help someone in need?

Have students read the question and think about the answer. Form pairs to discuss their answers. Elicit some ideas.

#### **Getting Started**

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



#### Track 2 Listen and read the following news story.

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

#### Cross-Check

Ask a volunteer to read the information in the box aloud. Have students work in trios to answer the question. Elicit some answers

#### \*Songs can be found at:

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

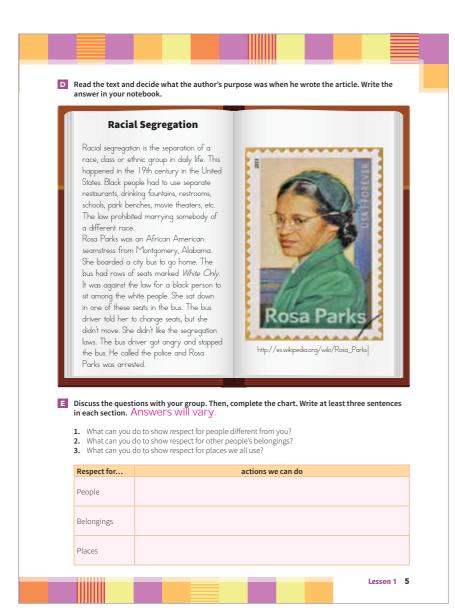
#### B Complete the text using the words below. Choose a title.

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

Beginners	Advanced	
Have students complete the text in pairs.	Have students complete the activity individually.	

#### Discuss the following questions.

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



#### Vocabulary

class row

ethnic seamstress segregation race

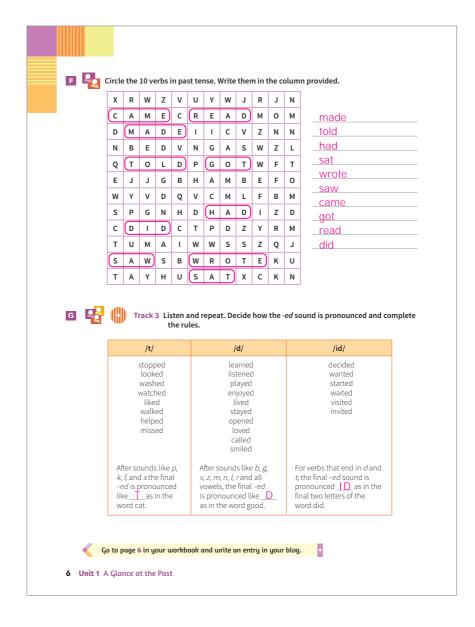
#### CLIL: History

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

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

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

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





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

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





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

Divide the class into trios. Go over the instructions with the students. Ask them to listen and repeat the first set of words. Ask them how we pronounce the final –ed sound. Have them complete the rule. Play the CD again and repeat the procedure with the second and third sets of words. To check answers, ask volunteers to read the rules aloud. You can play the CD again for additional practice. Help them with pronunciation.



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

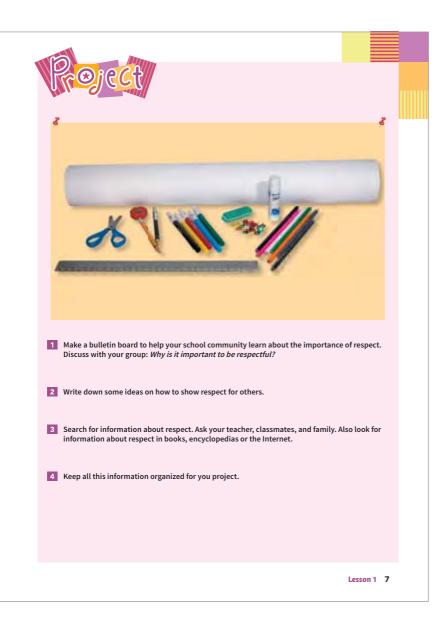
Read the instructions aloud. Have students brainstorm answers to the question and write them on the board. Then, ask them to open their workbooks and answer the question. Monitor and help. Have students share their answers with a classmate.







sheets of paper, sources of information like dictionaries and encyclopedias



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

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

#### Vocabulary

swings

wings

#### A Moment to Ourselves

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

Read the questions aloud and ask students to think about the answer. Form pairs and have them talk about school in the past. Elicit some answers.

#### **Getting Started**

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

#### Lesson 2

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



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

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

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

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



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

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

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

8 Unit 1 A Glance at the Past

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

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

#### Cross-Check



Read the information in the box aloud. Have students discuss what they think in trios. Elicit answers. (Possible answer: We use could to talk about abilities.)

#### B Read and circle the correct option.

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





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

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



#### Vocabulary

ancient skills punished strict



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

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



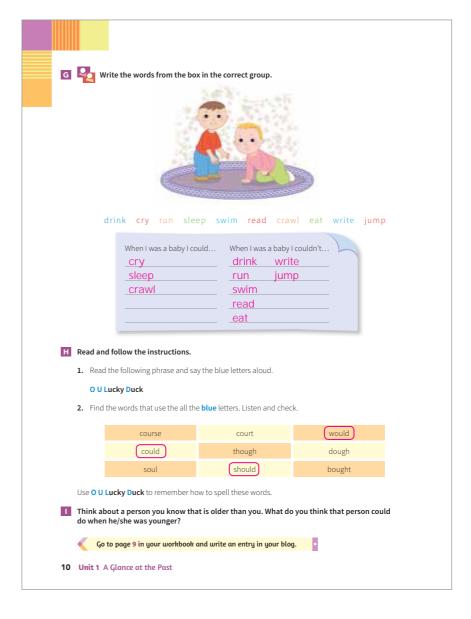
Read the text again. Discuss the differences in education in Mesopotamia and nowadays. Write some ideas in the table below.

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



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

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



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

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

#### H Read and follow the instructions.

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

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

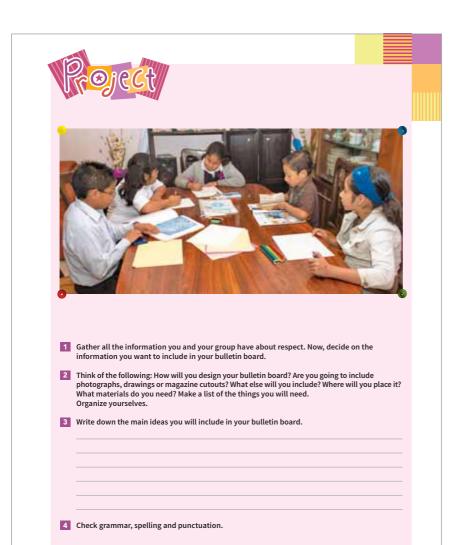
Go over the instructions with the students. Have them write some sentences. Monitor and help if necessary. Form groups of three. Taking turns, have students read their sentences aloud in their groups.



people, and why.

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

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





#### Material:

Lesson 2 11

information students gathered about respect

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

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

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

#### Vocabulary

able grounded

#### A Moment to Ourselves

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

Have students discuss the question in small groups. Provide any vocabulary needed. Elicit answers from different students. Write some ideas on the board.

#### **Getting Started**

Form trios and ask: Do you think it was difficult to get food and find shelter in the Old Stone Age? Why? Have students discuss the questions. Then, have a speaker from each group share their answers with the class.

#### Lesson 3

### How did people get food and find shelter before modern technology



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

could was able to couldn't

Paul: Hi Mike.

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

Paul: Oh, I was grounded so I \_\_\_\_\_ couldn't \_\_\_ go. Did you go

Mike: Yes, I did.

Paul: Really? I thought you were grounded.

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

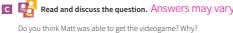
Paul: That's great! Was the party fun?

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

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

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

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



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

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

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

#### Cross-Check

Go over the information in the box with the students. Have them say what the difference is. Clarify any doubts.

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

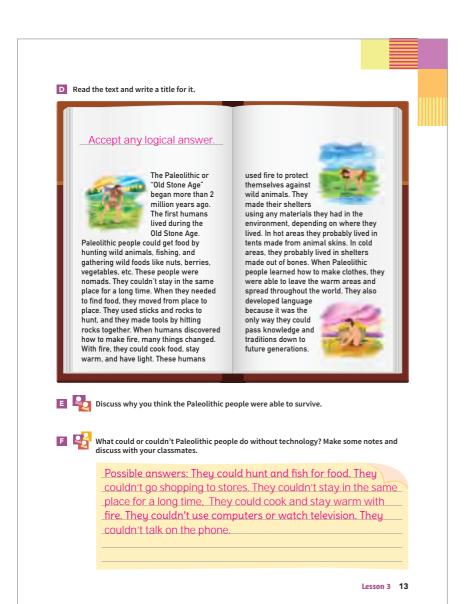
Have students complete the sentences. Monitor and help. Have volunteers read the answers aloud.

Beginners	Advanced
Have students complete the sentences in pairs.	Have students complete the activity individually.



#### Read and discuss the question.

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



environment nomads hunt skins knowledge wild



#### CLIL: History

### Read the text and write a title for it.

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



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

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



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

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



### G Unscramble the letters to make words.

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







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

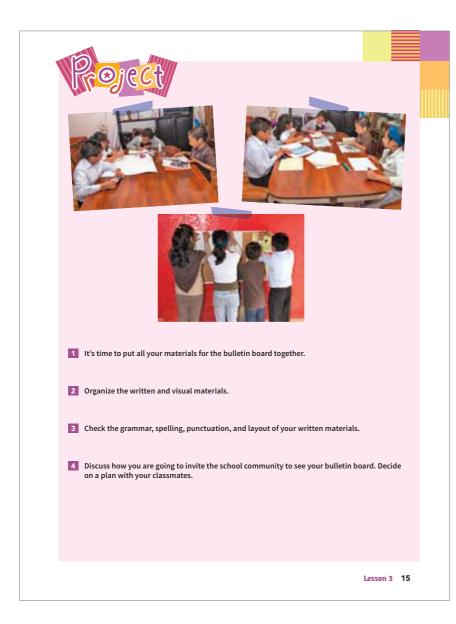
Have students say the words aloud. Ask students to circle the words that have similar sound. Play the CD for students to listen, read and say the words. Have students write the words with similar sounds in their corresponding column. Check answers with the class.



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

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







written and visual materials for the bulletin board

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

Have volunteers read the instructions aloud. Clarify any doubts. Give the students time to organize their bulletin boards and discuss how they are going to invite the school community to see them.

born grow

#### A Moment to Ourselves

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

Have students discuss the question in pairs. Then, elicit answers from different students. You can tell them that explaining their thoughts is important to avoid misunderstandings.

#### **Getting Started**

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

#### Lesson 4

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



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

Ask me why.

Because there is more light,

Because many flowers grow

Because baby animals are born,

Because I can go out and run,

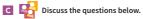
Because spring is fun!



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



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



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

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

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

#### Cross-Check



Have volunteers read the sentences from the box. Have students work in pairs to answer the question. Elicit answers from students



### Rewrite the sentences using because.

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





### Discuss the questions below.

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



allowed less handle maids household single

## CLIL: History

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

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



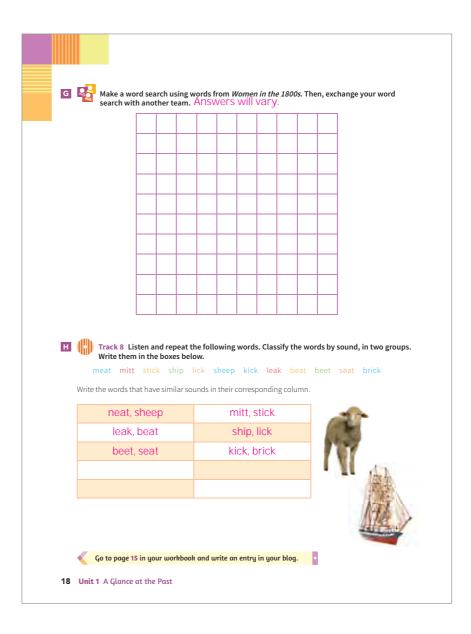
Do you think men and women should have the same opportunities? Why? Write some of your ideas before you work with a classmate. Discuss your ideas, giving reasons for your answers.

Go over the question with the class. Make sure everybody understands it. Have them write their answer. Monitor and provide any needed vocabulary. Form pairs and have students discuss their answers. Ask volunteers to read their answers aloud.



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

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





Make a word search using words from Women in the 1800s. Then, exchange your word search with another team.

Form groups of four. Tell them to reread the text Women in the 1800s and choose words for their word search. Have them make their word search and then exchange it with another team. Find out which team finds the words first.



Track 8 Listen and repeat the following words. Classify the words by sound, in two groups. Write them in the boxes below.

Play the CD for students to listen and repeat the words. Have them classify the words according to their sound. Ask volunteers to write the answers on the board. Play the CD again for students to check their answers.



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

Ask the students: Do you think boys and girls should be treated equally? Have the students write about it. Then, form pairs (a boy and a girl) and have them discuss their answer. Find out girls' and boys' opinion.





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

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

Discuss as a class how they felt during the project. Make sure everybody participates in the discussion. Give a whole group feedback session. Emphasize the good aspects and give them some suggestions to improve their project work.

bones organs sight calcium nutrients

#### A Moment to Ourselves

Why is it important to eat a healthy diet?

Have students discuss the question in trios. Then, have a speaker from each group share their answers with the class.

#### **Getting Started**

Ask: What is a healthy diet? Divide the board into two columns. On one side write Healthy diet and on the other Non-healthy diet to revise vocabulary related to food. Have volunteers write different types of food in the appropriate column. Correct any spelling mistake.

#### Lesson 5

#### Why is it important to eat a healthy diet?

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

to grow and develop. We must take care of the organs and bones in our bodies. What can you do to take are of them? It's very simple if you follow these healthy tips. Eat the right food to protect your sight. <u>Carrots</u> are good for your eyes, but eating other fruits and vegetables is important for keeping You might not like some of these your eyes healthy. Dark leafy greens like spinach, or fish like salmon and a, are also good for your eyes. We've all heard about the

Our bodies need different nutrients importance of calcium and vitamir D for strong and healthy bones, teeth, and nails. But what foods contain calcium and vitamin D? Yoghurt, milk, cheese, sardines, eggs, healthy cereals, tuna and orange juice are foods that help your bones, teeth, and nails be strong and healthy foods, but it is important to consume them, because they will help you grow up happy and healthy



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

## B Rewrite the sentences using but.

1. I don't like fish. I like chicken

I don't like fish, but I like chicken.

- 2. Linda wanted salad. Her mom bought pizza. Linda wanted salad, but her mom bought pizza
- 3. Many people like soda. Water is healthier.
- Many people like soda, but water is healthier
- 4. Chris likes vegetables. Mary doesn't like them Chris likes vegetables, but Mary doesn't like them.
- 5. I love candy. My mom only buys fruit. Llove candy, but my mom only buys fruit.
- Discuss the following questions.

Look at the different types of food. Have you tried them all? Do you like them? Why? Which one is your favorite? Answers will vary.

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

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

Go over the instructions with the students. Play the CD for students to listen and read. Ask students to underline the food. Ask students at random to say the answers.

#### Cross-Check



Write the example on the board: You must eat all types of food, but not in excess. Have students say why we use the word but. Elicit other examples from students. Write them on the board.



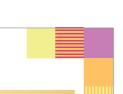
### Rewrite the sentences using but.

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



### Discuss the following questions.

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



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

### Vitamins, minerals, carbohydrates...

Vitamins, minerals, carbohydrates, Minerals: they help our bodies be protein and fat are the nutrients every human needs to stay healthy. Everyone needs these different types of nutrients to stay healthy, but why?

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

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

healthy and strong. Calcium is the most important mineral for our bones. It helps build and develop strong bones and healthy teeth Foods like milk, cheese, yoghurt, salmon, and green vegetables are rich in calcium.

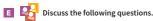
Vitamins: There are different types of vitamins and they all help or bodies in many different ways. For example: Vitamin D in milk helps our bones and vitamin A in carrots helps our sight. Vitamin C in oranges helps us heal if we get sick

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

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

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





- 1. What types of food do you think are healthy? Why?
- Look at the pictures. Both foods are healthy, but which one is healthier? Why? Discuss with your group. Then, write a sentence. Look at the example.







1. Applesauce is healthy, but apples are healthier.



















Canned pineapple is healthy, but pineapples are healthier.

3. Strawberries are healthier than

strawberry jam.

#### CLIL: Health

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

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





#### Discuss the following questions.

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



minerals

carbohydrates

protein vitamins





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

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



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

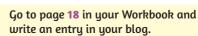
Set the activity. Monitor and provide any needed help. Ask volunteers to write the answers on the board.

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



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

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



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

W	Poject
1	Make a cafeteria menu. Write down the food you would like to include in your menu.
2	Use books, magazines and the Internet to investigate about the food you wrote down. Are they healthy? Are they unhealthy? Why?
	Lesson 5 23



sources of information like books and magazines

Tell students that they will be working on the first step of a new project. Divide the class into groups of four or five. Have volunteers read the instructions aloud and make sure students understand what they have to do. Tell them to write down the food they would like to include in their menu. Tell students to do some research about the food they included on their lists. Ask them to find out if it is healthy or unhealthy and why. Have students use a folder to make a portfolio and keep their information in a safe place because they will use it for the next step of their project.

dairy

grain

sweets

#### A Moment to Ourselves

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

Ask a volunteer to read the question aloud. Have students discuss the question in trios. Elicit answers from different students.

#### **Getting Started**

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

#### Lesson 6

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

Track 11 Listen and read.

Presenter: Do you know the food groups? Children: Yes

Presenter: What are the five food groups? Can you

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

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

our bodies turn into energy.

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

Girl 4: The meat and protein group. Food like chicken, fish, red meat, eggs and nuts are part of this group. They give us proteins, iron and zinc. **Girl 5:** The fat and sweets group. Butter and candy are

part of this group. They don't give us a lot of nutrition, so we should eat very little from this

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



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

#### B Read and circle the correct option.

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

# Discuss the following questions.

- 1. What food do you like? Why? What food do you dislike? Why?
- 2. Do you think that you have a healthy diet?
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## Track 11 Listen and read.

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

### Cross-Check

Have students look at the box. Have them discuss the questions in pairs. Ask volunteers to share their answers with the class. Clarify any doubts.

#### **B** Read and circle the correct option.

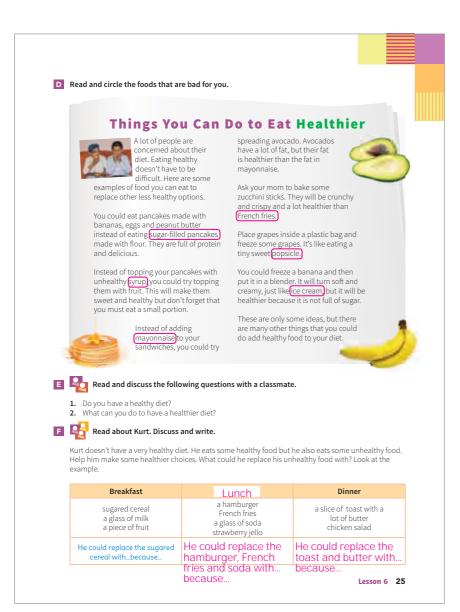
Have students complete the activity. Check answers with the class. Correct any mistakes.





### Discuss the following questions.

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



concerned syrup topping

### CLIL: Health

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

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



# Read and discuss the following questions with a classmate.

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



### Read about Kurt. Discuss and write.

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



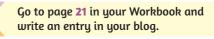
# Find the words in the box in the word search.

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



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

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



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





information that students gathered in the first step

Tell students to get in their project groups to work on the second step of their project. Have volunteers read the questions aloud. Give groups time to discuss what healthy snacks they will include in their menu. Have them write down the list of snacks and the reasons to include them. Go around the classroom and provide any needed help. Tell students to keep their material in a safe place because they will use it for the next step of their project.

dinner

broccoli

piece

#### A Moment to Ourselves

How eating habits have changed over

Have students discuss the question in trios. Then, have some students share their answer with the class.

#### **Getting Started**

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

#### Lesson 7

#### How eating habits have changed over time.

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

because but could

Mom: Leo, please eat your dinner.

Leo: I don't want to eat broccoli.

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

Leo: I don't want to eat it because I don't

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

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

Mom: You <u>COUld</u> try to eat a small piece of broccoli and decide if you like it or not.

**Leo:** Ok, I will try it, \_\_but\_\_just a very



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

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

- 1. Karl <u>Was able to</u> eat dessert yesterday because he finished his dinner.
- $\textbf{2.} \quad \text{Mary got sick and } \underline{\textbf{COuldn't}} \text{ come to school today because she ate too much chocolate cake}.$
- $\textbf{3.} \quad \text{Mike} \underline{\qquad} \text{COUldn't} \underline{\qquad} \text{concentrate at school because he didn't eat breakfast.}$
- could eat some cookies if we ate all the vegetables. 4. Mom said we
- 5. He \_\_\_\_\_ drink less soda. He's a bit overweight.

## Read and discuss the following questions with a classmate.

- 1. Do you think the way we eat has changed?
- 2. What things do you think you can eat now but your parents or grandparents couldn't?
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### Track 13 Listen and complete the conversation with words from the box.

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

### Cross-Check



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

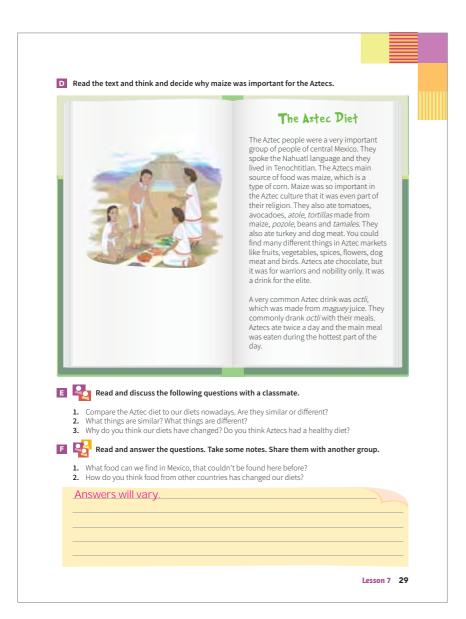
### Read and complete the sentences with could, couldn't or was able to.

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

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

### Read and discuss the following questions with a classmate.

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



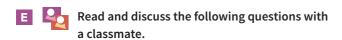
diet

market meal

## CLIL: History

Read the text and think and decide why maize was important for the Aztecs.

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

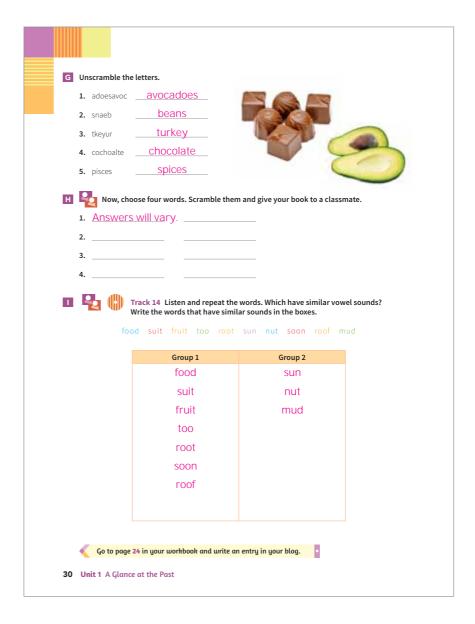


Form pairs. Go over the questions with the students. Divide the board into two columns, on one side write *Similar* and on the other *Different*. Have some students share their answers and fill the columns with their ideas.



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

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



### G Unscramble the letters.

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

Beg	inners	Advanced
Have student the letters in	s unscramble pairs.	Have students complete the activity individually.



Now, choose four words. Scramble them and give your book to a classmate.

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





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

Form pairs. Play the CD for students to repeat the words. Have students write the words that have similar sounds in the boxes. Play the CD again for students to check their answers. You can play the CD again for students to repeat the words. Help them with pronunciation.



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

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





magazines with food pictures, scissors

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

athletes Olympic training competed fit

#### A Moment to Ourselves

Why is it important to exercise and eat healthy?

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

#### **Getting Started**

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

### Lesson 8

#### Why is it important to exercise and eat healthy?



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

#### **The Olympic Games**

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

Sports were also about prestige. In the past, successful athletes could use their prestige from games to start a



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

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

- 1. Exercise is important <u>because</u> it reduces the risk of heart disease, cancer, high blood pressure, diabetes and other diseases.
- 2. With exercise you don't only feel better \_\_\_\_\_, but \_\_\_\_ you look better too!
- 3. It is important to stretch <u>because</u> it develops your muscles, bones and ligaments.
- 4. Exercise is key to weight control <u>because</u> it burns calories.
- 5. Some people don't like to exercise \_\_\_\_, but \_\_\_ it is important because it improves your quality

## Read and discuss the question below.

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

32 Unit 1 A Glance at the Past

### Track 15 Listen and read the text. Circle but and because.

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

#### **Cross-Check**



Form pairs. Tell them to go over the information from the box and have them discuss what the difference between but and because is. Ask a volunteer to explain to the class.

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

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





### Read and discuss the question below.

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

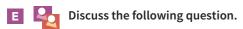


conquered invade Empire revolt exhaustion

## CLIL: History

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

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



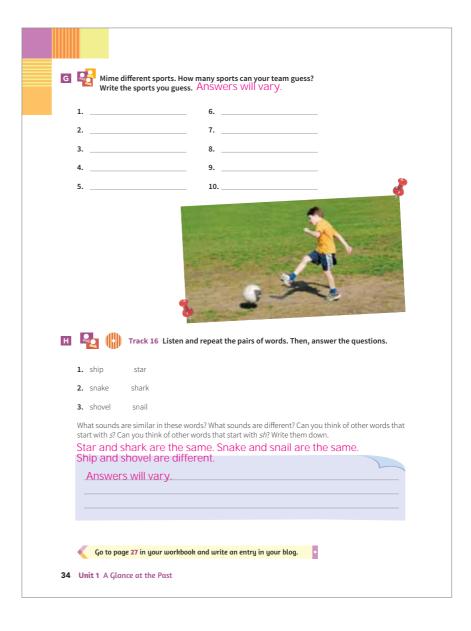
Form pairs. Have students discuss the question. Ask volunteers to share their answer with the class. Remind students that there is no correct or wrong answer, but it is important for them to express their opinion and respect the opinion of others.





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

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





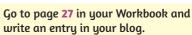
## Mime different sports. How many sports can your team guess? Write the sports you guess.

Divide the class into groups of four or five. Tell them that taking turns, each member of the team has to mime a sport. The rest of the group has to guess. Tell them to write the sports they guess. Find out which team has guessed more sports. Have them read their list.

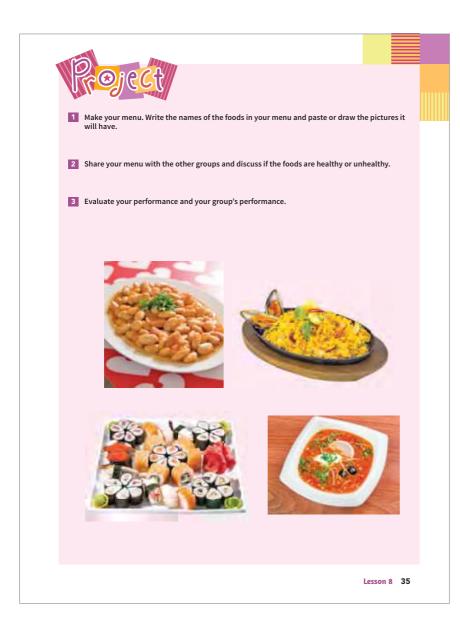


### Track 16 Listen and repeat the pairs of words. Then, answer the questions.

Form pairs. Play the CD for students to listen and repeat the words. Have them answer the questions. Ask volunteers to share their answers. Have them write the words on the board.



Have students answer the question in their blog. Monitor and provide any needed help. Ask students to share their answer with a partner.





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

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

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

#### Review 1

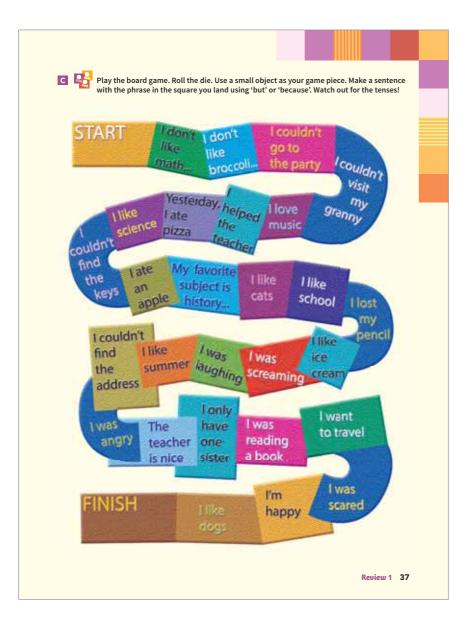
A Go around the classroom and find someone who can do the following things. Write his/her name next to what he/she can do. Ask questions: Can you...? / Could you...? Answers will vary.

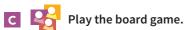
		Names
1.	Someone who can play yoyo.	
2.	Someone who can cook.	
3.	Someone who does his/her homework after watching TV.	
4.	Someone who could lend you 5 pesos.	
5.	Someone who can do a headstand.	
6.	Someone who can play a musical instrument.	
7.	Someone who could do you a favor.	
8.	Someone who can sing.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

- B Read the following situations and give some advice. You could..., They could...
  - $\textbf{1.} \quad \text{A new family just moved upstairs. They are making too much noise. What can I do?}$
  - 2. There is too much garbage on the streets. What can we do?
  - 3. Susan's family car is broken. She has to go to school. What can she do?
  - 4. I left my wallet at home. There's no money for a snack. What can I do?

  - 6. You feel too nervous before the exam. What can you do?
- 36 Unit 1 A Glance at the Past
- A Go around the classroom and find someone who can do the following things.
- Read the following situations and give some

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





# Being Helpful

#### Vocabulary

generosity present kind selfish

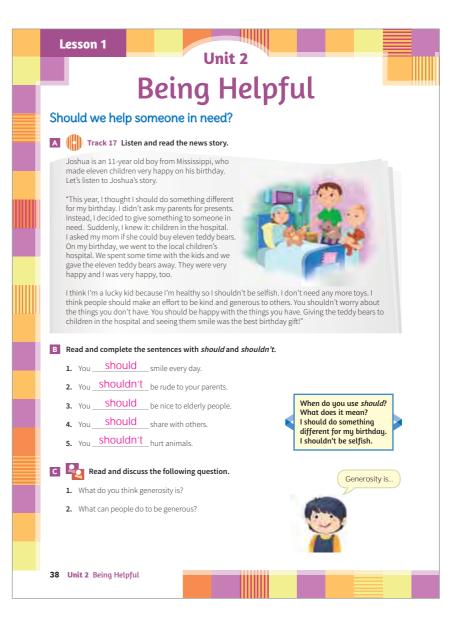
#### A Moment to Ourselves

Should we help someone in need?

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

### **Getting Started**

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





### Track 17 Listen and read the news story.

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

# Read and complete the sentences with should and

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

#### **Cross-Check**

Have students look at the information in the box and say what the words should and shouldn't mean. Elicit other examples from students. Write them on the board.

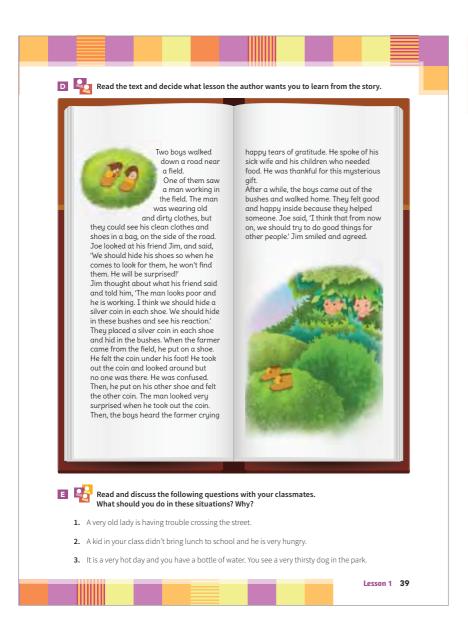


### Read and discuss the following question.

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

#### \*Songs can be found at:

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



bushes field gratitude farmer silver

## CLIL: Literature

D 🌯

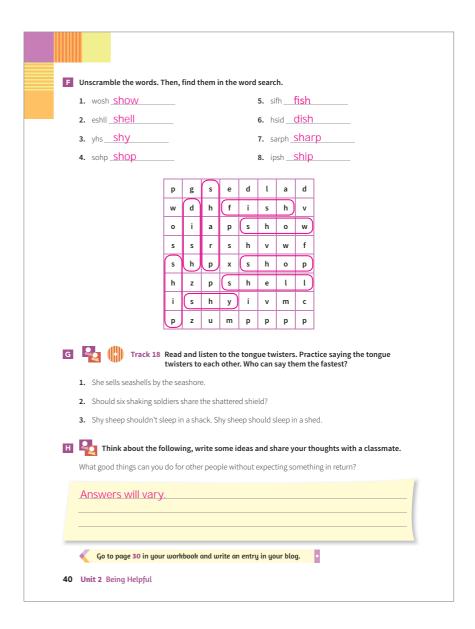
Read the text and decide what lesson the author wants you to learn from the story.

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



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

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



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

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



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

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



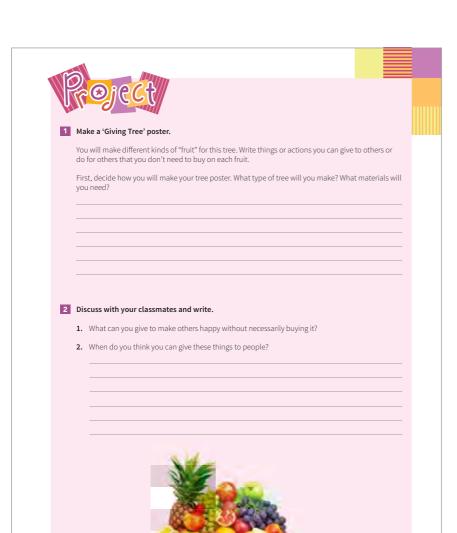
Think about the following, write some ideas and share your thoughts with a classmate.

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



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

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





Lesson 1 41

pencils and paper

Form groups of four. Have volunteers read the instructions aloud. Clarify any doubts. Give students time to decide how they will make their tree poster and what materials they will need. Have them think about things or actions they can do or give to other people that they do not need to buy. Tell them to write their ideas. Go around the classroom and make sure everybody participates in the discussion.

donate expecting

leftovers

#### A Moment to Ourselves

Who do you affect by the way you behave?

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

#### **Getting Started**

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

#### Lesson 2

#### Who do you affect by the way you behave?



Track 19 Listen and read.



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

Emily: Mom, why did you give that man my leftovers? Mom: The man looked hungry and we weren't going to eat any more pasta tonight. I thought he would like eating some warm pasta.

**Emily:** But he didn't give you any money for the pasta **Mom:** Money is not important, Emily. We should be generous to other people. If we can, we should help people without expecting something in return.

Emily: Why should I be generous?

Mom: You should be generous because you never know when you might need someone to help you. You also feel good when you help someone. If you can help someone you should do it. **Emily:** So, should I give money to other people?

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

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



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

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

- You should (helps help other people when you can.
- 2. He shouldn't bey was) rude to the new student.
- 3. I should (tell) / tells) the teacher the truth.
- 4. People should (worries (worry) more about other people and less about things.
- 5. I should give y gave) that stray cat some food.
- Talk about a time when you did something nice for someone else.
- 42 Unit 2 Being Helpful

## Track 19 Listen and read.

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

### Cross-Check



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

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

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

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



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

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



elderly nurses savings



#### CLIL: **Social Studies**

### Read the text and give the story a title.

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



#### Read and discuss.

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



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

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





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

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







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

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



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

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





cardboard, colored pencils, markers and scissors

Ask students to get in their project groups. Have volunteers read the instructions aloud. Give students time to plan and make the fruit and decoration for their tree. Tell students to keep their decorations in a safe place.

donations medicines floods organizations

#### A Moment to Ourselves

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

Ask a volunteer to read the question aloud. Have students discuss the question with a partner. Then, have them join another pair to share their ideas. Ask students at random to share their answers and give reasons for them.

#### **Getting Started**

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

#### Lesson 3

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





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

Evan: Hi Jen! What are you doing?

Jennifer: Hi Evan! I'm putting all these food cans

and toilet paper inside this box. **Evan:** What are you going to do with those things? Jennifer: I'm taking them to the Red Cross. It's my donation to help the people who have been affected by the floods

Evan: Oh, I should have some food cans at home

and I'll help you, too.

Jennifer: Sure! Anyone who can help should help. Evan: Shouldn't we put some medicines in the box too?

Jennifer: No. we shouldn't. You should only donate the items that they are asking for

Jennifer: Because that's the only way the volunteers can actually help the people in need. If you give them things they don't need right now, they'll only have more work to do and the help will take longer to

Evan: Oh, I see. So that is why it's important to take your lonations to organizations like the Red Cross

Jennifer: Exactly! You should make sure your donations are being delivered to the people that need them

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

What are Evan and Jennifer doing?

- B Read and complete the sentences with should and shouldn't.
  - should donate all of the clothes we no longer use.
  - 2. We <u>should</u> call Mike. He will be happy to help.
  - 3. You shouldn't send food that spoils quickly.
  - 4. Yes, they <u>Should</u> buy some bags of rice.
  - 5. They shouldn't give cash. It's better to use the bank account they mentioned on TV.
- Read and discuss the following questions.
  - 1. Should we help people during a disaster? Why?
  - 2. How can we help people during a disaster?
- 46 Unit 2 Being Helpful







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

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

### Cross-Check



Write the examples from the box on the board. Form pairs and have students discuss what we use should for. Elicit answers. Clarify any doubts.

### Read and complete the sentences with should and shouldn't.

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

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





#### Read and discuss the following questions.

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



fortunate list

orphanage present

#### CLIL: **Social Studies**

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

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



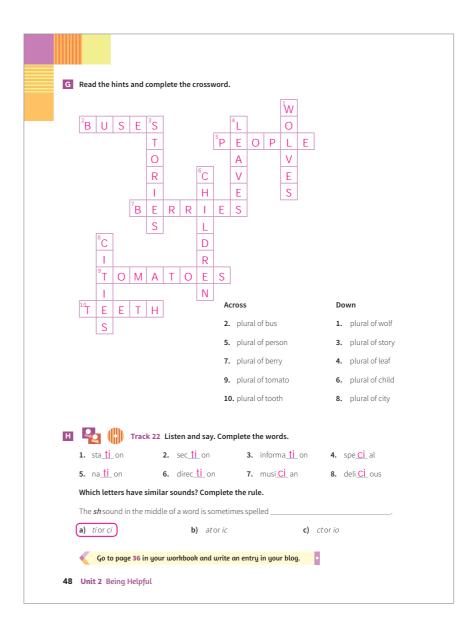
#### Read the questions and discuss.

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



### Read and discuss with your classmates.

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

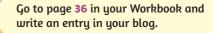


### G Read the hints and complete the crossword.

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



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



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





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

Ask students to get in their project groups. Have volunteers read the instructions aloud. Give students time to write their sentences. Ask them to check grammar, spelling and punctuation. Go around the classroom and help. Have students write their corrected sentences on their paper fruits. Tell students to keep their decorations in a safe place because they will need them to work on the next step of the project.

recess

share

#### A Moment to Ourselves

Should we share our things with other people?

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

#### **Getting Started**

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

#### Lesson 4

#### Should we share our things with other people?



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







Melanie: Nora! It's recess time! We should have lunch togeth

Nora: I'm sorry Melanie. I didn't bring any lunch and I don't have enough money to buy a sandwich. **Melanie:** You shouldn't worry about that, we could share my sandwich.

Nora: Really? Thank you very much!

Melanie: No problem, come on. We can sit near the

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

B Read and answer the questions. Use complete sentences.

1. Linda has two slices of pizza. Amy doesn't have any pizza Should Linda share one of her pizza slices with Amy

Yes, she should share one of her slices with Amy

2. Mark has a sweater that is very small. Tony is a short boy. Should Mark give Tony his small sweater? Yes, he should give Tony his sweater

3. Jodi is an old lady who can't cross the street. Lucien is a young man.

Should Lucien help Jodi cross the street?

Yes, he should help her cross the street

4. Aaron has three bags of dog food. Aaron doesn't own a dog. Should Aaron throw the bags of dog food in the trash?

No, he shouldn't throw the dog food away. He should give it to

someone with a dog.

5. Amy got 35 presents for her birthday. She wants more presents. Should Amy get more presents for her birthday?

No, she shouldn't get any more presents

Read and discuss the questions below.

1. Should you share your things with other people?

2. Have you ever shared something? What did you share? Why did you share?

50 Unit 2 Being Helpful



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

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

#### Cross-Check



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

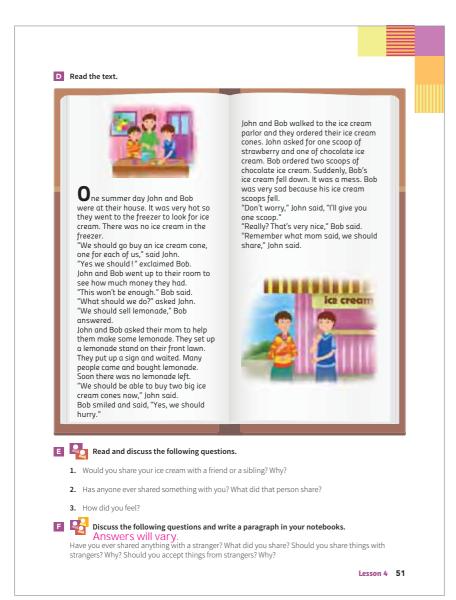
### Read and answer the questions. Use complete sentences.

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

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

#### Read and discuss the questions below.

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



lawn scoop parlor stand

#### **CLIL:** Social Studies

#### D Read the text.

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



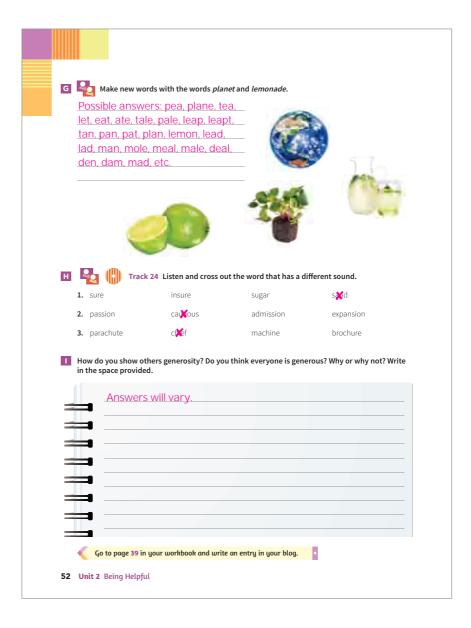
#### Read and discuss the following questions.

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



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

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



### Make new words with the words planet and lemonade.

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

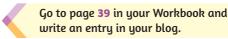


#### Track 24 Listen and cross out the word that has a different sound.

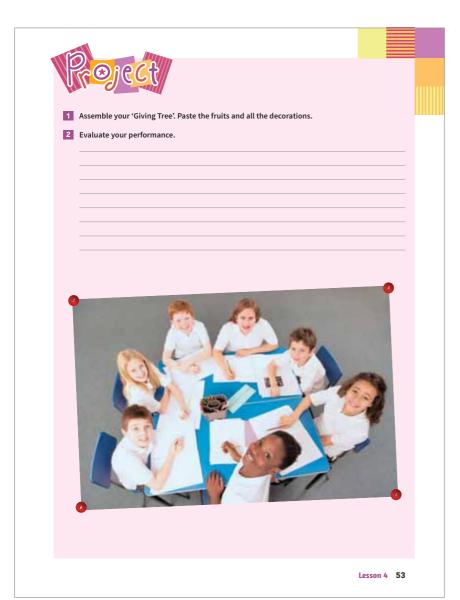
Play the CD for students to cross out the word that has a different sound. Check answers with the class. Play the CD again for students to repeat the words. Correct any pronunciation mistakes. You can have students repeat the words several times.

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

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



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





the material students made for their Giving

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

cultural festival performances

#### A Moment to Ourselves

What things do we celebrate?

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

#### **Getting Started**

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

#### Lesson 5

#### What things do we celebrate?



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

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



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



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

- a. The Cherry Blossom festival is celebrated in \_ Japan
- b. This festival dates back to more than <u>one thousand years</u> ago.
- B Complete the paragraph using there is or there are.

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



Read and discuss the questions.

- 1. What are the most important festivals in your city or town?
- 2. When are they celebrated? How are they celebrated?
- 54 Unit 2 Being Helpful

#### Track 25 Listen and read. Then, complete the sentences.

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

#### Cross-Check



Ask students to read the information in the box. Have them explain the use of there is and there are. Elicit some examples from students. Write them on the board.

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

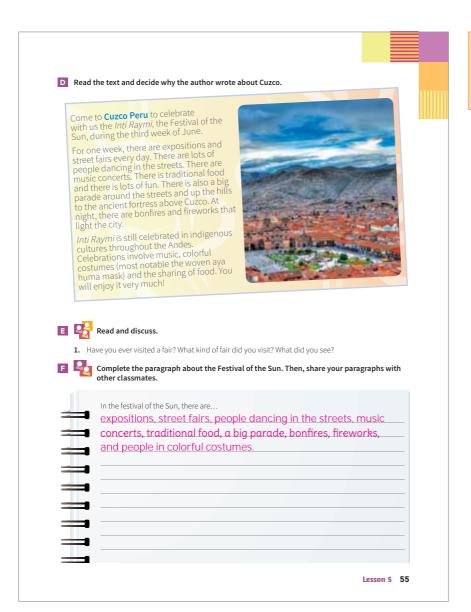
Have students complete the paragraph. Go around the classroom and provide any needed help. Ask students at random to read the answers aloud. Correct any mistakes.





#### Read and discuss the questions.

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



bonfires fairs celebrate fireworks expositions parade

# s parade

### **CLIL:** Social Studies

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

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



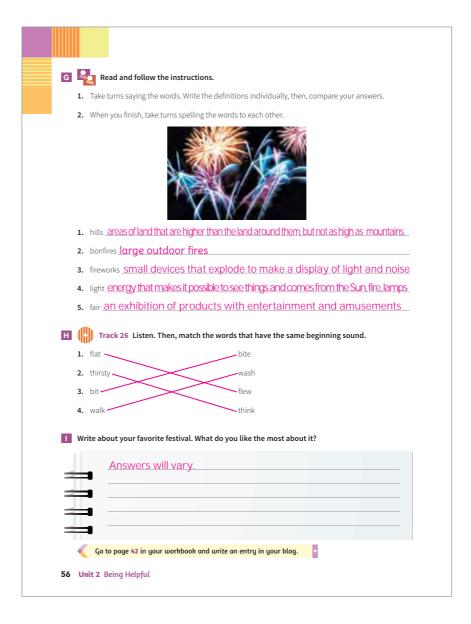
#### Read and discuss.

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



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

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



# Read and follow the instructions.

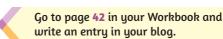
Form pairs. Say the words aloud along with the students. Have students complete the activity. Monitor and help. Finally, ask some volunteers to spell the words to the class.

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

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

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

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



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

1	You are going to make a brochure about a festival of your choice. Use books and other sources
_	like the Internet to answer this question. What is a brochure?
2	Use books and other sources like the Internet to answer this question. What is a festival?
3	Use books and other sources like the Internet to research different festivals that you find
3	Use books and other sources like the Internet to research different festivals that you find interesting. Write the name of the festival and its meaning.
3	Use books and other sources like the Internet to research different festivals that you find interesting. Write the name of the festival and its meaning.
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3	Use books and other sources like the Internet to research different festivals that you find interesting. Write the name of the festival and its meaning.



sources of information like dictionaries or encyclopedias

Have students get into new groups of four or five. Tell them that they will be working on the first step of their project. Go over the instructions with the students. Clarify any doubts. Give them time to find the information they need. Make sure students write the information in English. Tell students that it is important to write the source or sources where they found the information. Ask volunteers to share their answers with the class. Have students keep their information in a safe place because they will use it for the next step of their project.

concert ensemble musicians

#### A Moment to Ourselves

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

Form pairs. Have a volunteer read the question. Have students talk with their classmate about a festival they have been to. Ask students at random to share their answers with the class.

#### **Getting Started**

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

#### Lesson 6

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



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

Jason: Mmm... Look! This concert sounds

Cathy: Which one

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

performs at 5 o'clock.

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

Jason: What type of show is that?

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

Jason: OK... It sounds better than the ensemble. prefer going to this concert Cathy Cathy: Great! Let's buy the tickets now.

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





B Match the two columns to make complete the sentences.





- 2. What do you know about music festivals?

#### Read and discuss.

- 1. What kind of music do you prefer? Why?
- 58 Unit 2 Being Helpful





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

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

### Cross-Check



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

#### B Match the two columns to make complete the sentences.

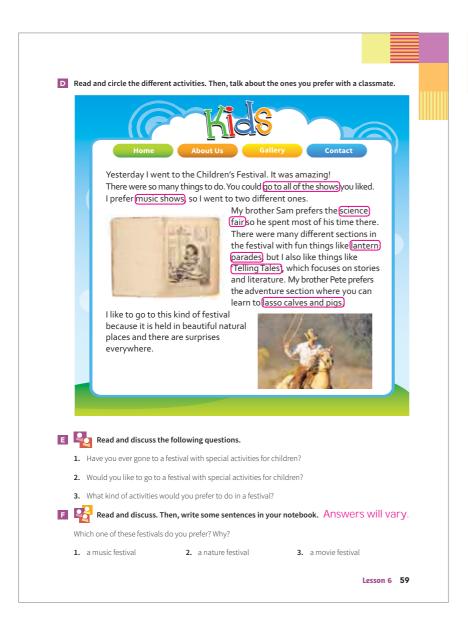
Have students complete the activity. Have students compare their answers with a partner. Ask volunteers to read the answers aloud.





#### Read and discuss.

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



adventure science literature shows

### **CLIL:** Social Studies

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

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

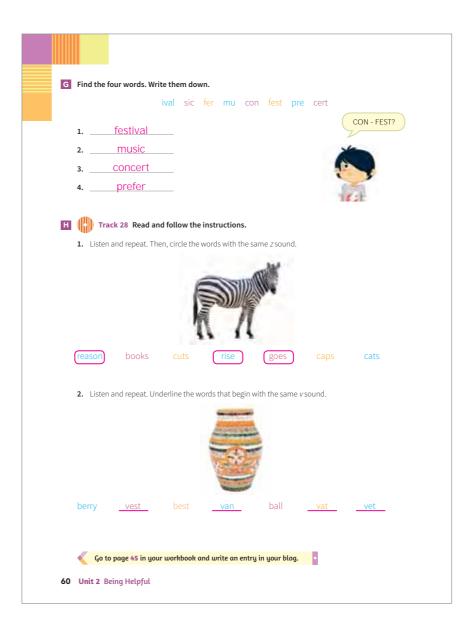


Read the questions along with the students. Form pairs. Have students discuss the questions. Ask volunteers to say which kind of activities they prefer to do in a festival.



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

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



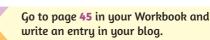
#### G Find the four words. Write them down.

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



#### Track 28 Read and follow the instructions.

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



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





information the students looked for on the previous step

Have students get in their project groups. Make sure everybody has their material on their tables. Go over the instructions with the students. Have them complete the activity. Monitor while they work and help. Have students correct any mistakes and, if necessary, re-write their sentences. Tell students to keep their information in a safe place.

investigate project topics

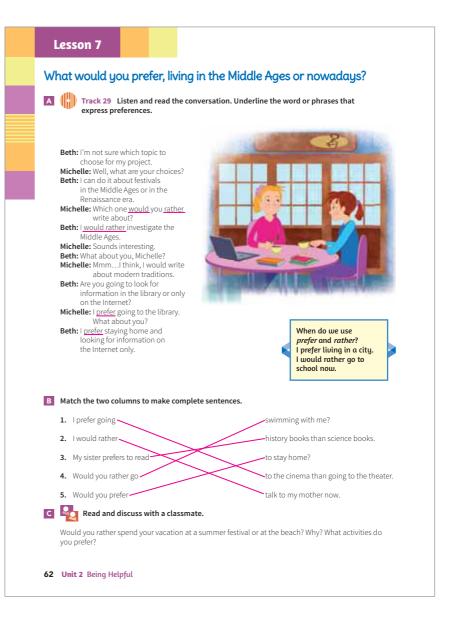
#### A Moment to Ourselves

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

Read the question along with students. Form groups of four to discuss their answers. Find out which is the most popular answer in the class.

#### **Getting Started**

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





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

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

#### Cross-Check



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

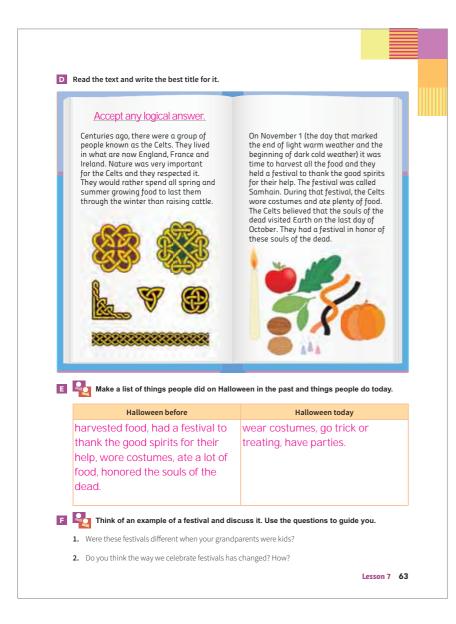
#### B Match the two columns to make complete sentences.

Have students complete the activity. Check answers with the class. Clarify any doubts.

Beginners	Advanced
Ask students to draw a picture about what they prefer doing on weekends.	Ask students to write a few things they prefer doing on vacation.

#### Read and discuss with a classmate.

Form pairs. Have students discuss the questions. Monitor while they work. Ask volunteers to share their answers with the class.



cattle harvest souls centuries

costumes

#### CLIL: History

#### D Read the text and write the best title for it.

Ask students to read the text and ask them: What is the text about? What did you find most interesting in the text? Elicit answers from students at random. Have students write a title for the text. Tell them they can use their dictionaries. Ask volunteers to read their title. Vote for the best title.



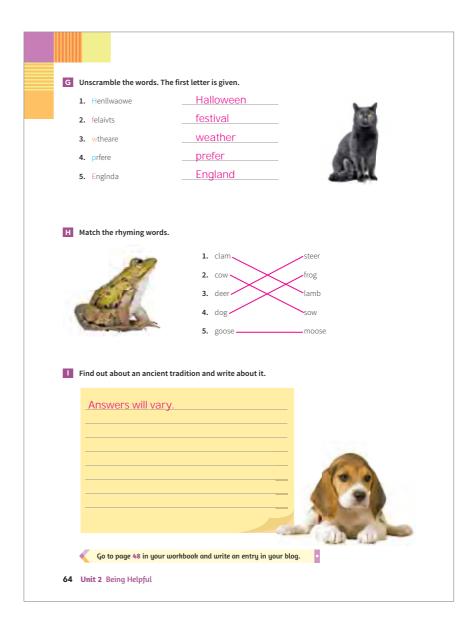
Make a list of things people did on Halloween in the past and things people do today.

Form pairs. Explain the activity. Have students complete the chart. Monitor while they work. Have students check with another pair. Ask volunteers to read their information to the class.



Think of an example of a festival and discuss it. Use the questions to guide you.

Form pairs. Have students discuss the questions. Then, have a whole class discussion for students to share their answers.



#### G Unscramble the words. The first letter is given.

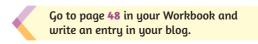
Have students unscramble the words. Ask volunteers to write the words on the board. Check what they wrote with the class.

#### H Match the rhyming words.

Have students say the words aloud. Then, have them complete the activity. Ask some students to read the answers. Have some choral and individual repetitions. Help them with pronunciation.

#### Find out about an ancient tradition and write about it.

Ask students what ancient tradition they want to know about. Tell them to research information like the origin of the tradition and the most important aspects of it. Then, tell them to write some sentences about the tradition. Monitor while they work and correct any grammar, spelling or punctuation mistakes.



Form pairs. Have students ask each other about what they prefer doing on vacation. Then, have them write about their classmate's preferences in their blog. Monitor and help.





magazines, scissors, markers, colored pencils and paper

Tell students to get in their project groups. Make sure everybody has their material. Read the instructions along with students. Give them time to work on their brochures. When they write down the information they will include in their brochure, go around the classroom and help students check grammar, spelling and punctuation. Have them correct any mistakes and write a final version. Tell students to keep their drawings and information in a safe place because they will need them to work on the last step of the project.

film

movie

tickets

#### A Moment to Ourselves

Do you think volunteers are important?

Ask students in what situations people can be volunteers. Then, have them reflect if volunteers are important. Elicit answers. Also, ask students if they think volunteers are generous people.

#### **Getting Started**

Have students stand up in a circle. Tell students to clap and say, one, two, three, followed by a sentence using should or shouldn't. After the next three beats, the next student in the circle gives a sentence using should or shouldn't, and so it continues. Anyone who cannot think of a sentence or repeats a sentence already said has to sit down and it is the next person's turn. The winner is the last one standing.

#### Lesson 8

#### Do you think volunteers are important?



Track 30 Listen and read. Answer the questions below.

- 1. Where are Tracy and Paul? They are at home.
- 2. What is the relationship between Tracy and Paul? They are friends / brother and sister.

Tracy: There are really interesting movies in this film festival. Would you like to watch a horror movie?

**Paul:** No, I'd prefer to watch an action movie I don't really like horror movies.

Tracv: Let me see... There aren't any action movies now. What about a science fiction one?

Paul: I'd rather watch an adventure movie Tracy: Well, there's an adventure movie. It starts in 20 minutes or there's a comedy movie now

Paul: I'd rather watch the adventure movie than the comedy

Tracy: OK, so let's buy the tickets for the adventure movie



When do we use would rather and would prefer? I'd prefer to watch an action movie

- B Circle the correct option that best completes the sentences.
  - 1. I don't want to go to the tennis match. I'd rather going / go to the mall.
  - 2. I don't like trains. I prefer travel traveling by car.
  - 3. I'd prefer to stay / staying at home tonight rather than go to the cinema
  - 4. | prefer | rather swimming to jogging.
  - 5. I'd rather walking walk than run.

I prefer flying to riding on a bus.



What type of movies do you prefer? What is your favorite movie?



66 Unit 2 Being Helpful

#### Track 30 Listen and read. Answer the questions below.

Have students describe the picture. Play the CD for students to listen and read. Have them answer the questions. Check answers with the class.

### Cross-Check

Have students read the question in the box and discuss it with a partner. Ask volunteers to say the answer to the class. Make sure they understand how to use would rather and would prefer.

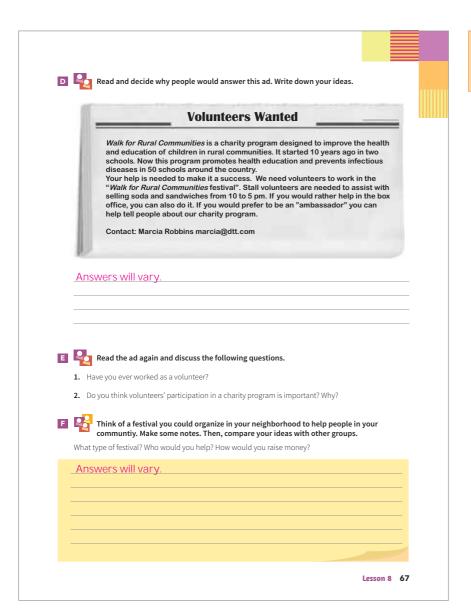
#### Circle the correct option that best completes the sentences.

Have students complete the activity. Monitor while they work and help. Have students compare their answers with a classmate. Finally, ask students at random to read the answers aloud.



#### Read and discuss the following questions.

Form pairs. Have students discuss the questions. Find out which are the most popular movies in the class.



charity prevents improve promotes

#### CLIL: **Social Studies**

Read and decide why people would answer this ad. Write down your ideas.

Have students look at the text and have them say what type of text it is. Ask: Where can we find these types of texts? Go over the instructions with the students. Have them complete the activity. Form pairs and have students discuss their ideas. Ask some volunteers to share their ideas with the class.



#### Read the ad again and discuss the following questions.

Form pairs. Go over the questions with the students. Have them discuss the answers. Then, ask students to go around the classroom and share their answers with different classmates. Ask students at random to share their answers with the class.



Think of a festival you could organize in your neighborhood to help people in your community. Make some notes. Then, compare your ideas with other groups.

Form trios. Read the instructions along with the students. Make sure everybody understands the instructions before they start working. Monitor while they work and provide any needed help. Then, have students join another group to share their answers.



#### G Use the words to write a short poem about volunteers.

Have students write their poem. Tell them they can use their dictionary. Go around the classroom and provide any needed help. Ask volunteers to read their poems to the class.



#### Track 31 Listen and repeat. Then, listen again and circle the words with the long vowel sound.

Play the CD for students to listen and repeat. You can have some choral and individual repetitions. Help them with pronunciation. Play the CD again for students to complete the activity. Play the CD pausing after each word for students to check their answers.



### Use your notes from activity F and design an advertisement for your festival.

Form the same groups that worked in activity F. Read the instructions along with the students. Clarify any doubts. Have them complete the activity. Have them walk around the classroom sharing their advertisements with other classmates.



Go to page 51 in your Workbook and write an entry in your blog.



Go over the instructions with students. Clarify any doubts. Give students time to make their drawings and write their descriptions. Tell them they can use their dictionaries. Have some volunteers show their drawings to the class and read their descriptions aloud.

You can have them do this activity as homework.





information and pictures students gathered on the previous steps, markers, colored pencils, paper, scissors and glue

Ask students to get in their project groups. Make sure each team has their material. Have volunteers read the instructions. Clarify any doubts. Give them time to assemble their brochures. Go around the classroom and provide any needed help.

Write on the board: Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in these types of projects? Have students reflect on the questions and write down their answers.

Α	Read and discuss. Then, write your ideas.  There is a man named Brian who says he doesn't have		
	friends or visit his family. People don't believe him because he lives in an expensive apartment in the city, he always buys clothes and he has two sports cars and a motorcycle.  Brian always has problems with money. He never works and he is very lazy. He always spends his money on things he doesn't need. What do you think he should do?		
	Answers will vary.		
В	Write six words with the <i>sh</i> sound. Then, write sente	ences with each word. Answers will vary.	
	1 4		
	2 5		
	3 6		
	a)		
	b)		
	c)		
	d)		
	e)		
	f)		
С	Match the problems with the advice. Write the corre	ct letter.	
	1. I am often tired	a) You should say you are sorry.	
	2. I have a cough and a running nose	<b>b)</b> You should go to bed earlier.	
	3. I'm overweight. <u>e</u>	c) You should find a hobby.	
	4. My friend is angry at me	d) You should go to the doctor.	
	5. I always get bored during the weekendC	e) You shouldn't eat so much candy.	

- Read and discuss.
- B Write six words with the sh sound.
- C Match the problems with the advice.

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



- D Complete the text with there is or there are.
- Rewrite the sentences with the given words.
- Write sentences using I prefer or I would rather using the ideas below.

## The Importance of Friendship

#### Vocabulary

friend kind manners

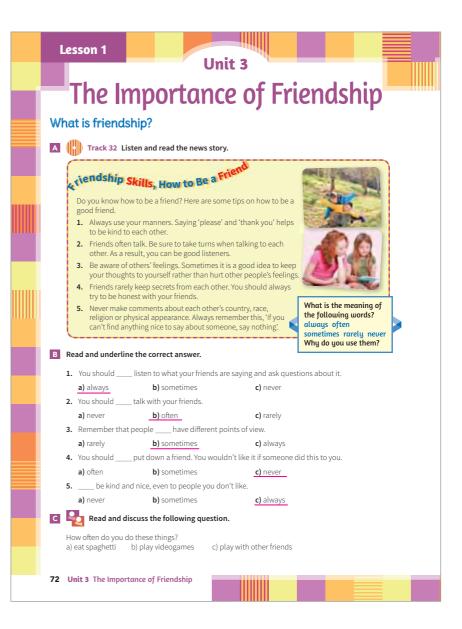
#### A Moment to Ourselves

#### What is friendship?

Have students read the question and think about the answer. Form pairs to discuss their ideas. Ask students at random to share their answers with the class.

#### **Getting Started**

Form trios. Write the following questions on the board: What is a friend? What things do friends do? Have students discuss the answers in their groups. Have a speaker from each group share their answers with the class.



# A

#### Track 32 Listen and read the news story.

Ask students to look at the picture. Have them describe it and predict what the text will be about. Play the CD for students to listen and read the story. To check comprehension ask: *How can you be a good friend?* To find out students' opinion ask: *What is a good friend?* 

#### Cross-Check

Have students look at the questions in the box. Ask them to find the words in the text and think about the answers. Elicit other examples from students and write them on the board.

#### B Read and underline the correct answer.

Ask students to complete the sentences. Monitor while they work. Check answers with the class. Clarify any doubts.

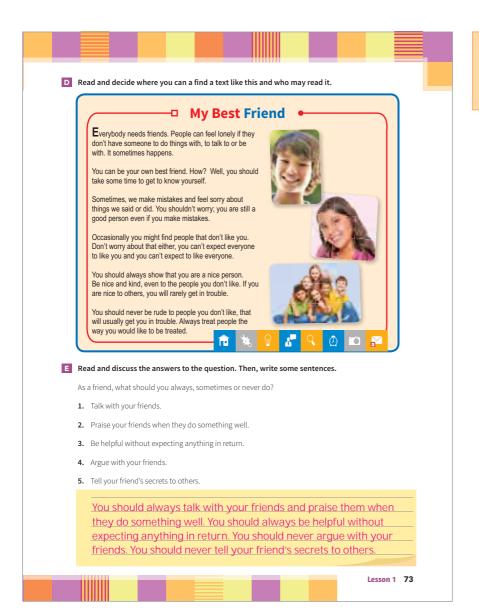
## C 4

#### Read and discuss the following question.

Form pairs. Go over the question with the students. Have them discuss it with their classmate. Ask volunteers to share their answers with the class.

#### \*Songs can be found at:

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



lonely mistakes rude

#### CLIL: **Social Studies**

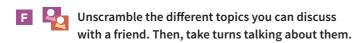
D Read and decide where you can find a text like this and who may read it.

Ask students to read the text. Tell them they can use the dictionary to clarify the meaning of unknown words. Elicit answers from different students. Also ask: How can we be our own best friend? Have students share their ideas with the class, giving reasons for their answers.

Read and discuss the answers to the question. Then, write some sentences.

Form pairs. Have students discuss the statements and write some sentences. Then, ask the groups to join another group and share their sentences. Have volunteers write their sentences on the board. Correct any mistakes.





Ask students to complete the activity. Then, form pairs. Have students talk about the topics. Then, ask each student to say something that he/she learned from his/her partner.





#### Track 33 Listen and repeat. Then, answer the questions.

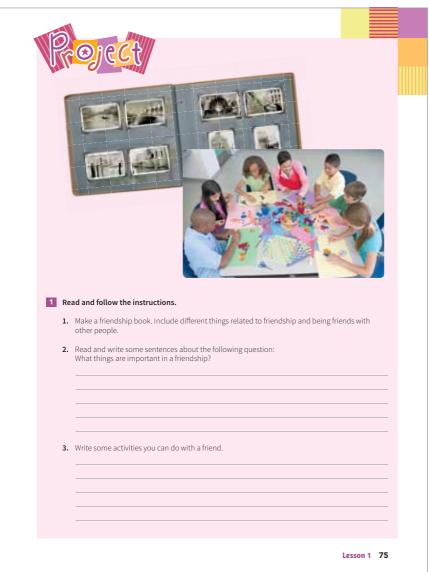
Play the CD for students to listen and repeat the words. Help them with pronounciation. Play the CD again for students to complete the chart. Play the CD again for students to check their answers. Elicit the answers from different students.



Go to page 54 in your Workbook and write an entry in your blog.

Form pairs. Go over the instructions with the students and make sure they know what to do. Ask them to complete the activity. Monitor to make sure they write complete sentences. Have some volunteers share their answers with the class.





Tell students that they will be working on the first step of their project. Form groups of four or five students. Ask volunteers to read the instructions aloud. Clarify any doubts. Ask them to discuss the questions in their groups. Go around the classroom and make sure everybody participates in the discussion.

Tell them to write their answers. Have a speaker from each group share their answers with the class.

high school reunion work

#### A Moment to Ourselves

What is a best friend?

Ask a volunteer to read the question aloud. Brainstorm ideas from students and write them on the board. Create a definition of best friend along with students.

#### **Getting Started**

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

#### Lesson 2

#### What is a best friend?



Track 34 Listen and read. Then, answer the question. Do you have a best friend?

Chris: Hi Stella?

Stella: Hi Chris, how have you been?

Chris: I've been good, and you? I haven't seen you in a

**Stella:** I've been good too. We haven't seen each other since our high school reunion.

Chris: I know. It's nice to see you again. Have you seen

Stella: I saw him three times in the last month. He works very close to where I live.

Chris: Oh that's very nice! I'm sorry Stella. I have to go now. My car has broken down several times this week. I have to walk to work. It

Stella: It was nice seeing you too. Take care.

was nice seeing you.

Chris: Bve

How do we form present perfect? What do you use present perfect for? I have seen that movie many times. I've had ice cream four time My grandmother has visited us twice in the last month.

B Read and complete the sentences with the correct form of the verb in brackets.

- 1. My best friend and I (know) have known each other for over twenty years.
- 2. I (visit) <u>have visited</u> Michael two times in the last four years.
- 3. Mary (call) has called Susan six times in the last month.
- **4.** (be) <u>Have</u> \_\_\_ you \_\_\_\_ been to Bill's house in the last year?
- 5. Stuart (have) \_\_\_\_ has had \_\_\_\_ many disagreements with other kids at summer camp.

### Read and discuss the following questions.

- 1. What fun things have you done with your classmates?
- 2. What fun things have you done with your friends?
- 76 Unit 3 The Importance of Friendship



#### Track 34 Listen and read. Then, answer the question. Do you have a best friend?

Have students describe the picture. Play the CD for students to listen and read. Clear up any doubts. Then, have students answer the question. Also, ask students if they think that Stella and Chris are friends, and if they think they have known each other for a long time.

#### Cross-Check



Have students look at the information in the box. Have them say when the actions in the sentences happened. Have students at random answer the questions in the box. Clarify any doubts.

#### B Read and complete the sentences with the correct form of the verb in brackets.

Have students complete the exercise. Go around the classroom and help. Ask volunteers to read the answers. Correct any mistakes.

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



#### Read and discuss the following questions.

Form pairs. Have students discuss the questions. Then, ask students to go around the classroom and share their answers with different students. Monitor and make sure everybody participates in the activity.



experiences since

#### CLIL: Literature

D Read and decide why the author wrote this text. Then, write a title.

Have students look at the pictures and predict what the text will be about. Have students read the text and check if their predictions were right. Tell students that they can use their dictionary to find the meaning of unknown words. Elicit answers from students. Vote for the best title.



#### Read and discuss.

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



#### Read and discuss. Then, write your ideas.

Form trios. Ask volunteers to read the questions aloud. Then, ask them to discuss in their groups and write some sentences. Have some volunteers share their sentences.





#### Match the words to their opposite. Then, make a short poem about friendship.

Form pairs. Ask them to match the words to their opposites. Ask some volunteers to share their answers. Then, tell students to write a poem about friendship using the words in the activity. Finally, have some volunteers read their poems to the class.





#### Track 35 Listen and repeat. Then, answer the questions.

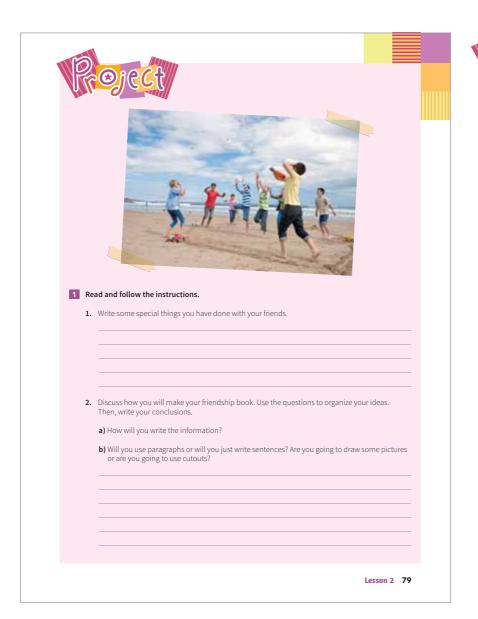
Play the CD for students to listen and repeat. Correct any pronunciation mistakes. Play the CD again for students to complete the activity. Have some volunteers share their answers.



#### Go to page 57 in your Workbook and write an entry in your blog.

Have volunteers read the questions aloud. Elicit answers at random from students. Give them time to write in their blog. Go around the classroom and make sure they write complete sentences. Correct any mistakes.





Ask students to get in their project groups. Ask volunteers to read the instructions aloud. Have students discuss the questions in their groups. Give them time to plan how they will design their friendship book. Have them write their answers and ideas in the space provided. Have a speaker from each group share their answers with the class.

fight

forgive

move

#### A Moment to Ourselves

Should all friends be the same?

Go over the guestion with the students. Have them reflect on the different friends they have. Then, ask volunteers to share their conclusions with the class.

#### **Getting Started**

Write on the board: Can our friends be different from us? Are different friends good or bad? Form groups of four and have them discuss the questions. Ask them to write some sentences with their opinions. Then, have some volunteers share their opinions with the class.

#### Lesson 3

#### Should all friends be the same?



Track 36 Listen and read.

**Presenter:** Welcome to our show! Today we will meet Mark and Leo. They were friends in primary school, but they haven't seen each other in a long time. Welcome Mark and Leo! How are you?

Mark: Good, thank you

Leo: I'm great, thanks.

Presenter: We know you were best friends, but why haven't you seen each other in such a long time?

Mark: Well, I had to move to another state and I never called Leo because I lost his phone number.

Leo: I never got Mark's new phone number, so I couldn't call him

Mark: We had a fight before I moved.

Leo: Yes, I remember and I thought you didn't call me because you didn't forgive me

Mark: I don't even remember what the fight was about Leo: I don't remember the fight either.

Presenter: Well, that was another story of friends that haven't seen each other in a long time Remember we can help you find your friends so perfect? We haven't seen each other in a lona time. Why haven't you seen each other in such a long time?

Why do we use present

#### B Change these sentences to negative.

- 1. I have been to the zoo this year.
  - I haven't been to the zoo this
- year.
  2. He has called Susan six times in the last month. He hasn't called Susan in the last month
- 3. They have been to many basketball games this

They haven't been to many basketball games this year

- 4. We have rehearsed for the play about five times this week
- We haven't rehearsed for the play this week
- 5. They have watched that movie seven times! They haven't watched that movie seven times



#### Read and discuss the following questions.

- 1. Have you been to a soccer / baseball match? How many times?
- 2. Have you watched the same movie again and again? How many times?
- 3. Have you traveled to another state/country? How many times?
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#### Track 36 Listen and read.

Have students look at the picture and ask: What do you think they are doing? Play the CD for students to listen and read the dialog. Have students say what happened between Mark and Leo. Elicit answers from different students.

#### Cross-Check



Ask students to read the information in the box. Have them reflect about the question and have volunteers explain the use of the present perfect to the class. Clarify any doubts.

#### Change these sentences to negative.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

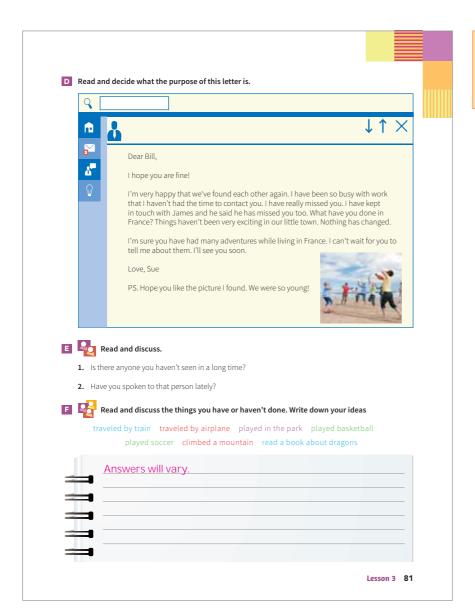
Beginners	Advanced
Ask students to draw a picture about something they have done this year.	Ask students to write about some things they have and haven't done this year.





#### Read and discuss the following questions.

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



# **Vocabulary**busy contact

missed

### CLIL:

#### D Read and decide what the purpose of this letter is.

Have students look at the text. Ask them: What is it? Elicit answers from different students. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Put students in pairs to discuss why they think Sue wrote the letter to Bill. Ask volunteers to share their ideas with the class.



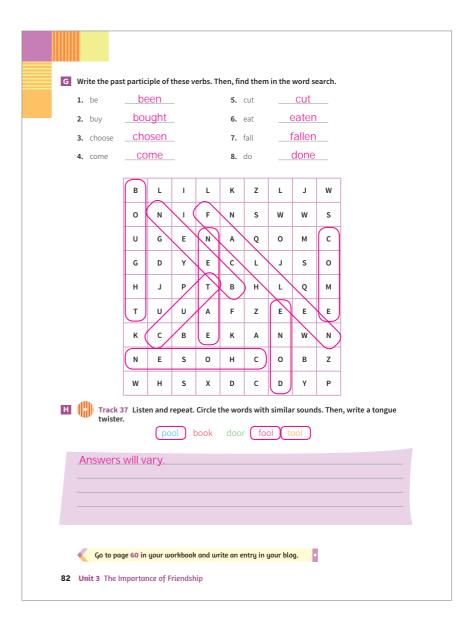
#### Read and discuss.

Form pairs. Have them discuss the questions with their classmate. Then, ask students to get together with another pair and share their answers. Have volunteers share their answers with the class.



# Read and discuss the things you have or haven't done. Write down your ideas.

Read the instructions aloud along with the students. Have them write the things they have and haven't done. Then, have students go around the classroom and share their answers with different partners. Find out the different things students have and haven't done by asking different students to read their lists aloud.



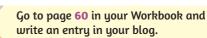
#### G Write the past participle of these verbs. Then, find them in the word search.

Have students write the past participles of the verbs. Then, have them compare with a classmate. Elicit answers from different students. Then, have them find the words in the word search.



#### Track 37 Listen and repeat. Circle the words with similar sounds. Then, write a tongue twister.

Play the CD for students to listen and repeat. Play the CD again for them to circle the words with similar sounds. Check their answers. Then, ask students to write a tongue twister. Have some volunteers share their tongue twisters with the class.



Go over the questions with students. You can assign this activity as homework. Tell students to take notes before writing in their blog so that they can be sure of writing complete and correct sentences. As feedback, ask some volunteers to read their entries to the class.





paper, pencils, markers and colored pencils

Ask students to get in their project groups. Go over the instructions with students and clarify any doubts. Monitor and help as they work. Tell students to keep their information in a safe place because they will need it to work on the next step of the project.

arrive

still

yet

#### A Moment to Ourselves

Do friends fight sometimes? Why?

Ask a volunteer to read the question aloud. Form trios and have students discuss it. Ask students at random to share their answers.

#### **Getting Started**

Divide the board into two columns. On one side write Things that make me angry. And on the other write Things that make me happy. Write an example for each category. Elicit answers from students and write them on the board.

#### Lesson 4

#### Do friends fight sometimes? Why?



A Track 38 Listen to the conversation.

Julie: Hey Sam!

Sam: Hi Julie. Have you seen Sally today?

Julie: No, I haven't. She is still at home because she hasn't finished her homework yet.

Sam: Oh, that's too bad. Has Emma arrived?

Julie: No, Emma hasn't arrived yet.

Sam: I'm sure she'll arrive soon. She's always late.

Julie: I know. She's been like this since we were in elementary school. She should have learned to be

Sam: Anyway, let's go

#### B Rewrite these sentences in question form.

- 1. The rain hasn't stopped. Has it stopped raining?
- 2. Susan hasn't studied for the test. Has Susan studied for the test?
- 3. Linda hasn't called me yet. Has Linda called you yet?
- 4. They haven't seen that movie Have they seen that movie?
- 5. I haven't eaten salad yet. Have you eaten salad yet?

### Read and discuss the questions.

Do you like going



How do we form questions with present perfect?

When do we use them?

Have you seen Sally today? Has Emma arrived?

- 1. Do you like going to the movies?
- 2. Do you and your friends like the same type of movies?
- 3. When did you last go to the movies together?
- 4. Name your favorite movies.

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#### Track 38 Listen to the conversation.

Point at the picture and ask students: Where are they? What are they doing? Play the CD for students to listen and read. Clear up any doubts. Ask students: Where is Sally? Do you think Julie is happy or angry? Why? Elicit answers from different students.

#### Cross-Check



Ask a volunteer to read the information in the box. Have students analyze the questions. Elicit answers. Then, ask some volunteers to give another example.

#### Rewrite these sentences in question form.

Ask students to complete the activity. Monitor and provide any needed help. Have volunteers read the answers to the class. Correct any mistakes.

Beginners	Advanced
Have students complete the activity as indicated in the book.	Have students write three more questions using the present perfect.





#### Read and discuss the questions.

Go over the questions with the students. Clarify any doubts. Form groups of four and have students ask the questions to each other. Ask students at random to share their answers with the class.



bothering

apologize fix argue ignore

punched

### CLIL: Literature

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

Give reasons for your answer.

Point at the pictures and ask students if they think the kids are friends. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, elicit the main idea of the text from different students.

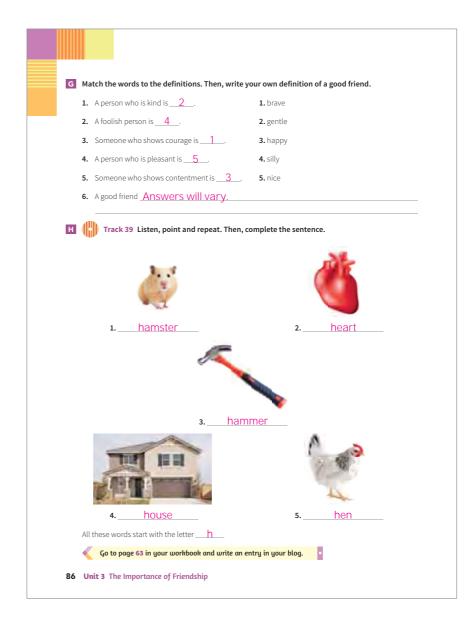


Form pairs. Have students discuss the questions. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their experiences.



Read and follow the instructions. Then, write your group conclusion.

Form groups of four. Read the questions and clarify any doubts. Then, ask students to talk about the answers in their groups. Then, ask them to write a sentence about each member of the group. Have a speaker from each group share their sentences. Correct any mistakes.



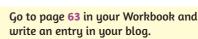
### G Match the words to the definitions. Then, write your own definition of a good friend.

Read the instructions along with the students. Have them complete the activity. Tell students they can use the dictionary. Ask volunteers to share their definition of a good friend.

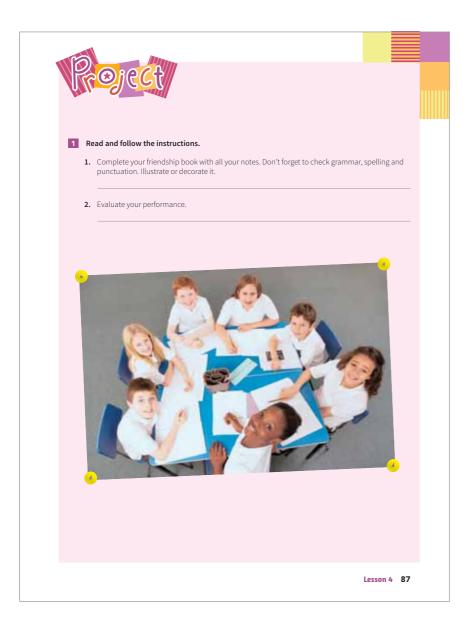


### Track 39 Listen, point and repeat. Then, complete the sentence.

Play the CD for students to listen to the words and point at the pictures. Play the CD again and ask them to write the names of the things in the pictures. Ask them to complete the sentence. Check answers with the class. Play the CD again for students to repeat the words. Correct any pronunciation mistakes.



Go over the instructions with students. Clarify any doubts. You can ask them to do this activity as homework. Remind them to take notes before writing their entry so that they can correct before making the final version in their blog. Have volunteers read their entry to the class.





### Material:

notes made by the students on the previous step, markers, paper, colored pencils, magazines for cutouts, scissors and glue

Ask students to get in their project groups. Before they start working, make sure each team has their material. Go over the instructions with students and clarify any doubts. Give them time to work on their friendship book. Go around the classroom and provide any needed help.

Write on the board: Did I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in these types of projects? Ask students to answer the questions in order to evaluate their performance and write down their conclusions.

article chess hobby champions

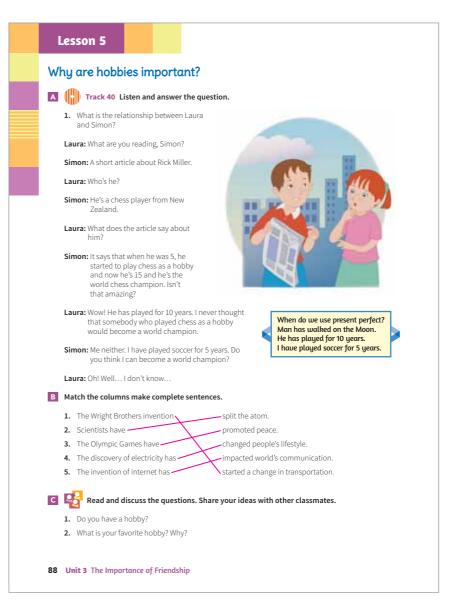
### A Moment to Ourselves

Why are hobbies important?

Ask students if they have any hobbies. Then, read the guestion aloud and have students discuss it in pairs. Elicit answers.

### **Getting Started**

Divide the board into two columns. On one side write Indoor hobbies, and on the other write Outdoor hobbies. Have students write as many words as they know under each heading. Ask volunteers to write the words on the board.



### Track 40 Listen and answer the question.

Have students look at the picture and describe it. Play the CD for students to listen and answer the question. Check the answer with the class. Have students give reasons for their answers.

### Cross-Check

Ask students to read the information from the box and answer the question. Ask volunteers to say the answer to the class. Clarify any doubts.

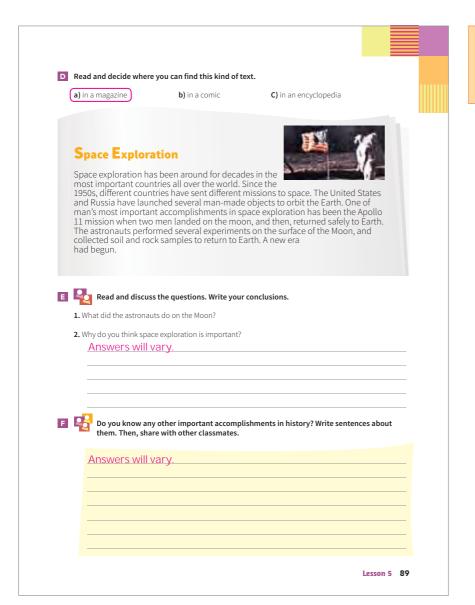
### B Match the columns to make complete sentences.

Have students complete the activity. Check answers with the class. Clear up any doubts.



Read and discuss the questions. Share your ideas with other classmates.

Form groups of four. Have students discuss the questions. Then, ask students to join a different group and share their answers with them. Find out which are the most popular hobbies in the class.



exploration missions landed orbit launched samples



D Read and decide where you can find this kind of text.

Ask students to read the text and answer the question. Clear up any doubts. Elicit where they can find this kind of article. Ask if they would like to go into space and why or why not. Talk about it.



# Read and discuss the questions. Write your conclusions.

Form pairs. Ask students to read the text again and write their conclusions. Tell students they can use the dictionary. Go around the classroom and help. Ask volunteers to read their conclusions to the class.



Do you know any other important accomplishments in history? Write sentences about them. Then, share with other classmates.

Go over the instructions with the students. Make sure everybody understands the meaning of *accomplishments*. Form groups of three. Have students complete the activity. Monitor and help. Then, ask a speaker from each group to read their information to the class.



G Use the verbs in the box to write funny tongue twisters. Share them with your classmates.

Read the verbs along with the students. Make sure they know what they mean. Have them write their tongue twisters. Then, form groups of four and have students share their tongue twisters with their classmates. Find out which is the funniest.

H Track 41 Listen and repeat. Then, circle the words with the wh sound as in whale. Listen and check.

Play the CD for students to listen and repeat. Play the CD again for students to complete the activity. Check answers with the class.



Think about something important that has happened in your life, and write about it. Share it with a classmate.

Read the instructions along with the students. Have them write about the topic. Help students with vocabulary. Then, form pairs and have students share their information with their classmate.



Go over the instructions with students. Have them brainstorm ideas about important inventions in the last 50 years. Have them think about the questions and write their ideas down. Go around the classroom and help. Ask volunteers to share their entry with the class. You can assign this activity for homework.





### Material:

Lesson 5 91

sources of information like books and encyclopedias, paper and pencils

Form new groups of four or five students. Tell students that they will be working on the first step of their project. Have volunteers read the instructions aloud. Give them time to share their ideas and write them down. Go around the classroom and help students with grammar, vocabulary and spelling. Have them write down the final version of their text and keep it in a safe place to work on the next step of the project.

baked

cooked

recipes

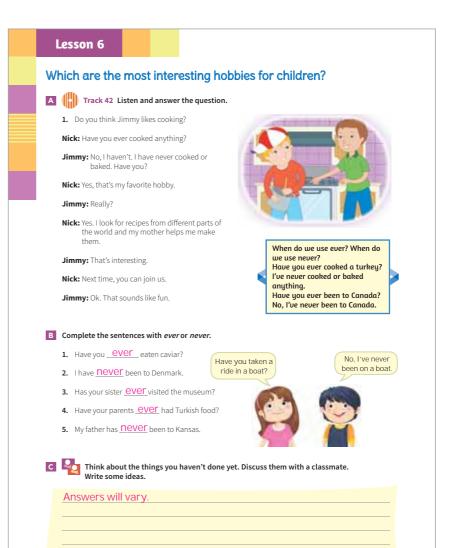
### A Moment to Ourselves

Which are the most interesting hobbies for children?

Ask a volunteer to read the question aloud. Elicit answers from students. Vote for the most interesting hobby for children.

### **Getting Started**

Form two teams. Explain to the students that they will play a guessing game about hobbies. Taking turns, a member from each team will describe a hobby without saying its name, and the other team has to guess. If they guess at the first try, they will get a point.





### Track 42 Listen and answer the question.

Play the CD for students to listen and answer the question. Ask volunteers to share the answer with the class. Have students mention the phrases that helped them answer the question.

### Cross-Check

Have students look at the box and have them discuss the questions with a partner. Ask volunteers to share their answers with the class. Clarify any doubts. Elicit more examples from students.

### B Complete the sentences with ever or never.

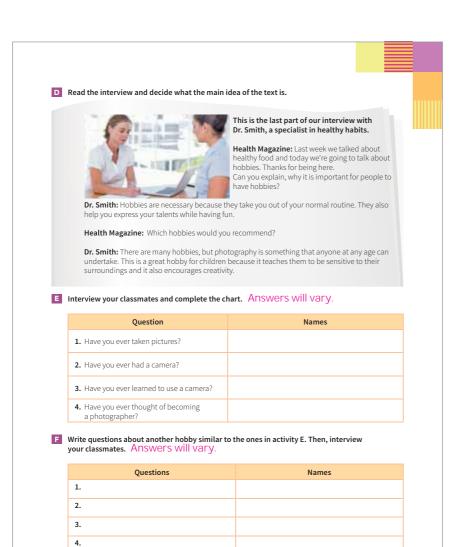
Have students complete the activity. Monitor while they work and help. Check answers with the class.



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Think about the things you haven't done yet. Discuss them with a classmate. Write some ideas.

Form pairs. Read the instructions along with the students. Have them ask each other about the things they haven't done yet. Monitor and make sure everybody participates.



express

routine talents

CLIL: Health

5.

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

Have students read the text. Tell students to use their dictionaries to find the meaning of unknown words. Check the answer with the class.

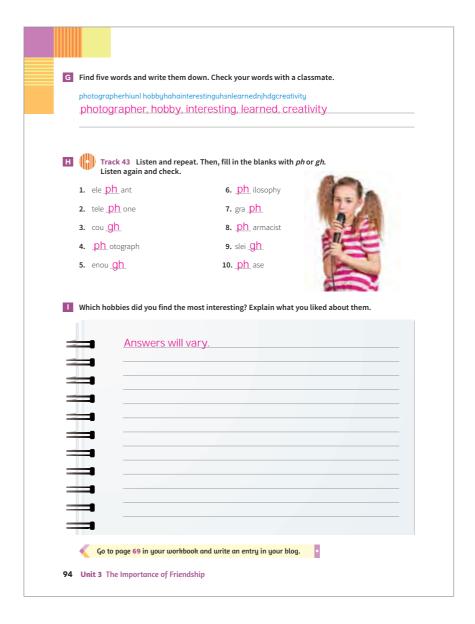
**E** Interview your classmates and complete the chart.

Go over the questions with the students. Tell them to go around the classroom and interview some of their classmates. Then, have them share their information with the class.

Write questions about another hobby similar to the ones in activity E. Then, interview your classmates.

Lesson 6 93

Have students choose a hobby and write the questions. Go around the classroom and make sure their questions are correct. Then, have students go around the classroom and interview some of their classmates.



G Find five words and write them down. Check your words with a classmate.

Explain the instructions and have students complete the activity. Ask volunteers to say the answers to the class.

Track 43 Listen and repeat. Then, fill in the blanks with ph or gh. Listen again and check.

Play the CD and have students complete the activity. Have them compare their answers with a classmate. Play the CD again so that students can check their answers. Play the CD one more time for students to practice pronunciation.

Which hobbies did you find the most interesting? Explain what you liked about them.

Tell students that they will write about a hobby they find interesting. Tell them that it is important to give reasons. Monitor while they work and help.

Go to page 69 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Clarify any doubts. Allot time for students to interview several classmates. Have them write sentences with the information they got. Monitor and help with grammar, vocabulary and spelling.





### Material:

Lesson 6 95

magazines for cutouts, paper and colored pencils

Have students work in their project groups. Have volunteers read the instructions to the class. Make sure each group has their material before they start working on this stage of the project. Give students enough time to write about the hobby they chose and make drawings or cut out pictures to illustrate it. Tell students to keep their material in a safe place.

analyzing weather spends yard

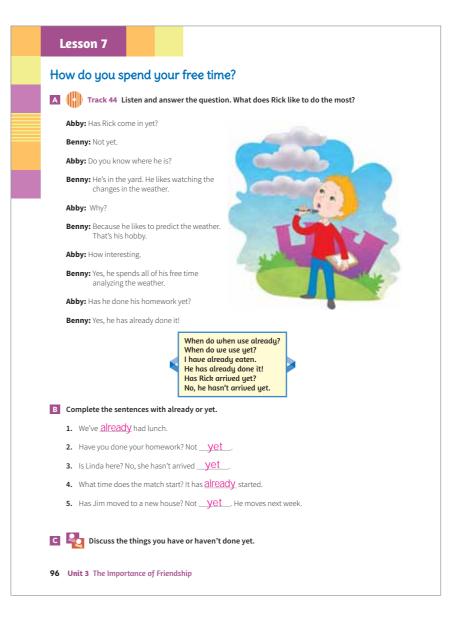
### A Moment to Ourselves

How do you spend your free time?

Read the question aloud. Have students go around the classroom asking each other the question. Elicit answers. Ask students if they think it is good to spend their free time with friends.

### **Getting Started**

Tell students they will play a game. Give each student an item of vocabulary related to hobbies. Say: Stand up, (a hobby), and the students with that hobby have to stand up. Continue until you have gone through all the vocabulary. Then, say: Switch chairs, fishing and riding. Continue until you have gone through all the vocabulary. The students that do not perform the activity are out of the game and remain seated.





### Track 44 Listen and answer the question. What does Rick like to do the most?

Have students look at the picture and say what they think the dialog will be about. Play the CD for students to listen and answer the question. Elicit the answer.

### Cross-Check



Form pairs. Have students read and discuss the information from the box. Ask volunteers to share their answers with the class. Clarify any doubts. Elicit more examples from students.

### B Complete the sentences with already or yet.

Have students complete the activity. Go around the classroom and help. Check answers with the class. Clarify any doubts.



### Discuss the things you have or haven't done yet.

Have students write some questions with yet in their notebooks. Form pairs. Have students discuss the questions. Then, have them get together with another pair and share their answers. Find out what students have and haven't done.



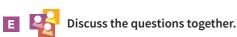
conference outfits contest prize

dolls

CLIL: Literature

D Read the text and answer the question. Then, write a title for the text. Where can you find this type of text?

Read the instructions along with the students. Make sure they understand what to do. Have them complete the activity. Ask volunteers to share their answers with the class. Vote for the best title.



Form groups of four. Tell students to read and discuss the questions. Monitor while they talk and make sure everybody participates. Ask a speaker from each group to share their answers with the class.



Imagine you want to interview Laura Nelson. Write the questions in your notebook. Practice with your classmate. Then, act it out.

Form pairs. Go over the instructions with the class. Elicit some questions and write them on the board. Then, have students complete the activity. Monitor and help with the questions. Make sure everybody has correct questions before they act out. Ask volunteers to act out the interview in front of the class.



### G Find five more hobbies. Then, write a sentence about each one.

Have students complete the activity. Tell them they can use the dictionary. Monitor and check their sentences. Have them share their information with a classmate.

#### Track 45 Listen and write five words with the /ie/ sound. н

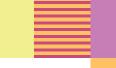
Play the CD for students to listen and write the words. You can play the CD more than once. Ask volunteers to write the words on the board.

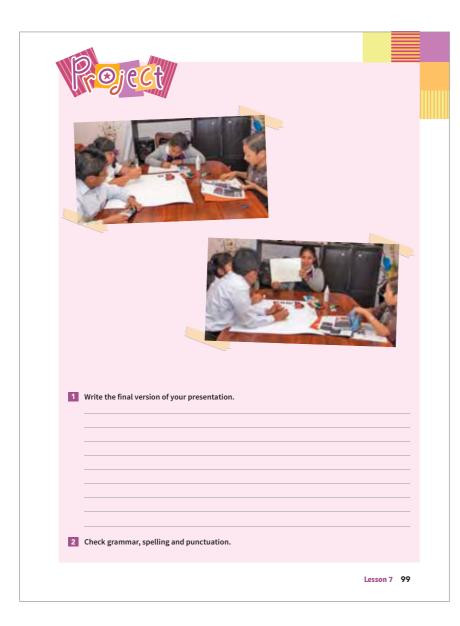
### Write about your favorite hobby. Then, share your information with your classmates.

Have students write their paragraphs. Tell them to check grammar, spelling and punctuation. Have them share their information with different classmates. Ask them if they think sharing hobbies is a good way to make friends.



Read the instructions along with the students. Clarify any doubt. Give them time to interview their classmates and write their paragraphs. Help with grammar, vocabulary and spelling. Ask some volunteers to share their paragraphs with the class.







### Material:

information students gathered in the previous steps

Have students get in their project groups. Make sure all the groups have their material. Have volunteers read the instructions aloud. Have students write first a draft. Help them to correct any mistakes. Tell them to re-write their presentation, if necessary. Ask them to keep their material in a safe place to use it on the final step of the project.

collection model

### A Moment to Ourselves

Are there any hobbies you would like to try?

Have a student read the question aloud. Brainstorm ideas from students and write them on the board. Ask them if they could learn new hobbies from their friends.

### **Getting Started**

Tell students to sit in a circle. Write on the board: Yesterday I went to the park and I played soccer. A student has to say the sentence and add something more (Yesterday I went to the park and I played soccer with my brother), the next student adds something else and so on. The students who do not say something or say something that has been already said, are out of the game.

### Lesson 8

### Are there any hobbies you would like to try?



Track 46 Listen to the interview and answer the question below. Why do you think the man started collecting model cars?

Reporter: Good morning and welcome to our show

Guest: Good morning.

**Reporter:** How big is your model car collection?

Guest: I have 30.000 model cars.

Reporter: Thirty thousand model cars. That's amazing! How long have you been collecting cars?

Guest: I have collected cars for 15 years.

Reporter: When did you start collecting them?

**Guest:** I have collected them since I was 10. My dad used to give me a new model car for my birthday and we spent time playing together. I liked it so much that I continued collecting them.

Why do we use since? When do we use for? I have collected cars for 15 years. I have collected these cars since I was 10.

Unscramble the words to make correct sentences.

1. so / has / Julie / guiet / never / been /

Julie has never been so quiet.

2. soccer / ever / you / played / Have/?/

Have you ever played soccer?

3. shower/taken/have/just/a/taken/I/

I have just taken a shower.

4. made / today / much / have / noise / you / too /

You have made too much noise today.

5. drank/the/has/milk/Sally/all/ Sally has drunk all the milk

Make sentences with the verbs below. Use for or since.

seen taken flown bought walked started written played made

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### Track 46 Listen to the interview and answer the question below. Why do you think the man started collecting model cars?

Have students read the instructions. Play the CD for students to listen and answer the question. Ask volunteers to share their answer with the class.

### Cross-Check



Have students read the information from the box and discuss it with a classmate. Ask volunteers to share their answers with the class.

### B Unscramble the words to make correct sentences.

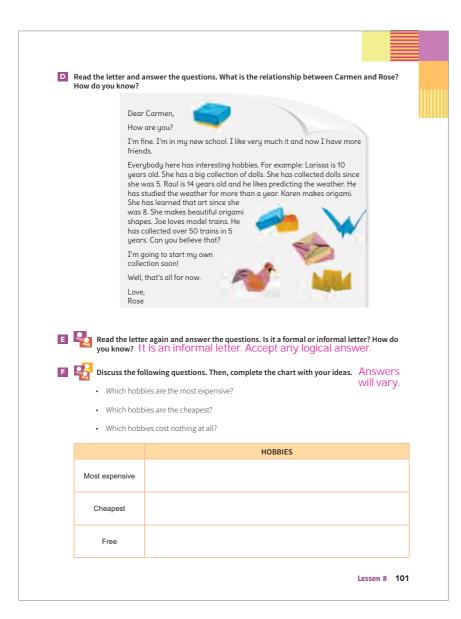
Have students complete the activity. Monitor and help. Check answers with the class.

Beginners	Advanced
Have students unscramble the sentences in pairs.	Have students unscramble the sentences individually.



### Make sentences with the verbs below. Use for or since.

Form pairs. Have them write some sentences. Go around the classroom and help. Have volunteers share their sentences with the class.

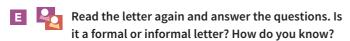


origami trains

#### CLIL: **Social Studies**

Read the letter and answer the questions. What is the relationship between Carmen and Rose? How do you

Have students read the text. Tell them to use the dictionary if they need to. Have students work in pairs to answer the questions. Elicit some of their answers.

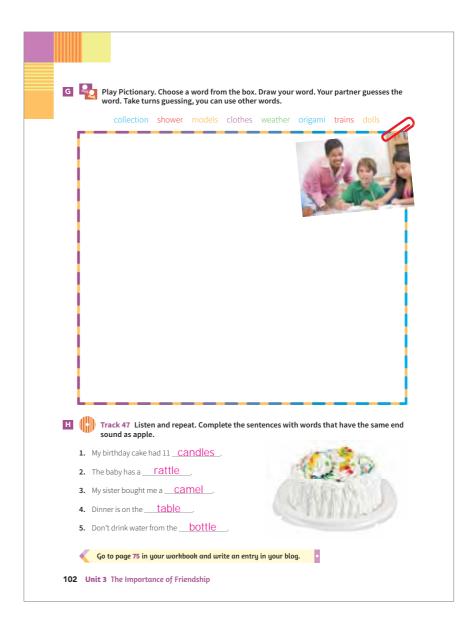


Form pairs. Go over the instructions with the students. Have them answer the questions. Check answers with the class. Elicit other examples of informal register.



Discuss the following questions. Then, complete the chart with your ideas.

Form groups of four. Go over the questions and the chart with the students. Have them complete the chart. Then, tell them to join another group and share the information from their chart. Have a speaker from each group share their answers with the whole class.





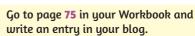
Play Pictionary. Choose a word from the box. Draw your word. Your partner guesses the word. Take turns guessing, you can use other words.

Form pairs. Explain the game instructions. Have them play. Find out who has guessed more words.

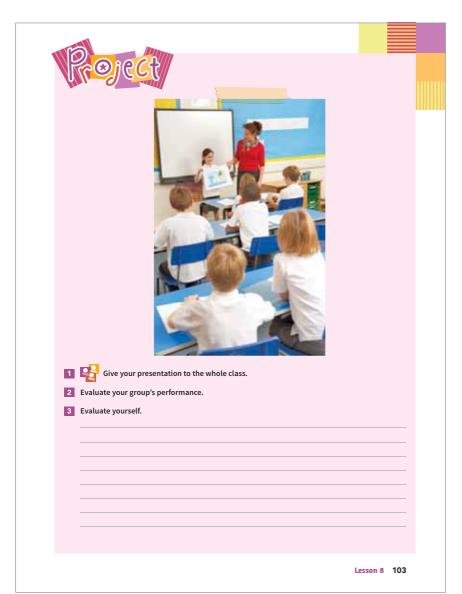


Track 47 Listen and repeat. Complete the sentences with words that have the same end sound as apple.

Play the CD for students to listen and repeat. Have some choral and individual repetitions. Help students with pronunciation. Ask them to complete the sentences. Ask volunteers to write their answers on the board.



Read the instructions along with students. Have them analyze the chart and write their sentences. Have them compare their sentences with a classmate. Ask volunteers to share their sentences with the class.





### Material:

information and pictures students gathered in the previous steps

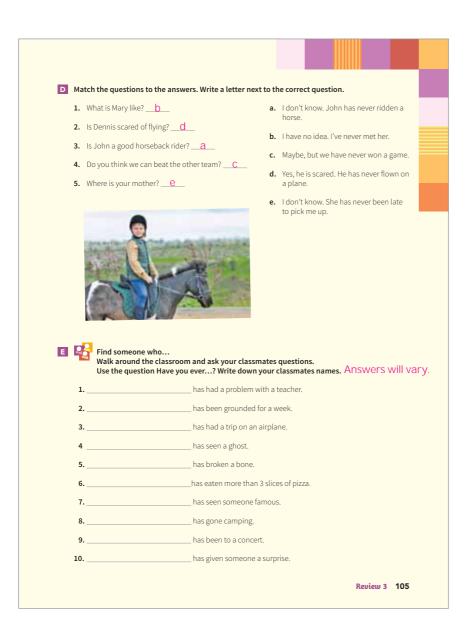
Ask students to work in their project groups. Before they start working, make sure each team has their material. Have them get ready to give their presentation. Have groups present their projects to the class. Encourage students to ask questions about their classmates' presentations.

Ask students to evaluate their group's performance and their own performance. Have groups discuss their strengths and weaknesses and write down their conclusions.

### **Review 3** First, answer the questions. Then, share with a partner. How often do you... Answers will vary 1. wear a hat? \_ 2. wash dishes?\_\_ 3. clean your room? \_\_\_ 5. go swimming? \_\_\_ 6. watch TV? \_ 7. listen to the radio? \_ 8. sleep late?\_ B Read the following sentences. Underline the verb in each one. 1. I didn't watch TV last night. 5. I know him very well. 2. I have known him for a long time. I was bored. 3. I always <u>play</u> with Sam. 7. It has started to rain. 4. She hasn't invited Bill to the party 8. She takes dancing lessons on Fridays. C Write the number of the sentences under the tense they belong. Present Present Perfect 3 2 1 5 4 6 8 104 Unit 3 The Importance of Friendship

- First, answer the questions. Then, share with a partner.
- Read the following sentences.
- Write the number of the sentences under the tense they belong.

The review section is an opportunity for your students and for you to find out some of your students' strengths and weaknesses. You can have students answer this activity as homework, or you can have them answer it as an exercise in class or even as a pop quiz. In any case, have a feedback session with the whole class in order to check answers and clarify any doubts.



Match the questions to the answers.



Find someone who...

### Being Responsible

### Vocabulary

chores

helping

list

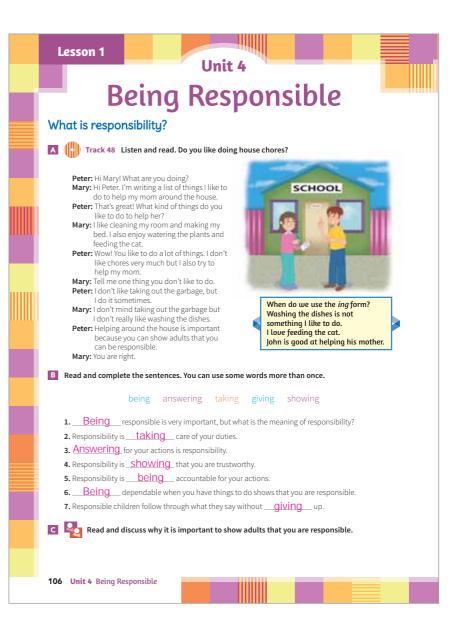
### A Moment to Ourselves

What is responsibility?

Have students discuss the question in pairs. Elicit answers. Have students tell you what their responsibilities are at home and school.

### **Getting Started**

Form trios. Write on the board: *Self, Family, Friends, School.* Ask students to discuss the meaning of the words. Ask some volunteers for their definitions. Then, have them discuss the responsibilities they have. Elicit some answers.



### A

# Track 48 Listen and read. Do you like doing house chores?

Ask students: What is a chore? Elicit answers. Then, play the CD for students to listen and read the story. To check comprehension, ask: What chores does Mary like to do? What chores don't Peter and Mary like? To find out students' opinions ask: What chores do you like to do at home?

### Cross-Check

Have students look at the information in the box and underline the words with –ing ending. Have them think about the question. Ask volunteers to share their answer. Elicit more examples.

# B Read and complete the sentences. You can use some words more than once.

Ask students to complete the sentences. Monitor while they work. Check answers with the class. Clarify any doubts.

Beginners	Advanced
Have students complete the sentences in pairs.	Have students complete the activity individually.

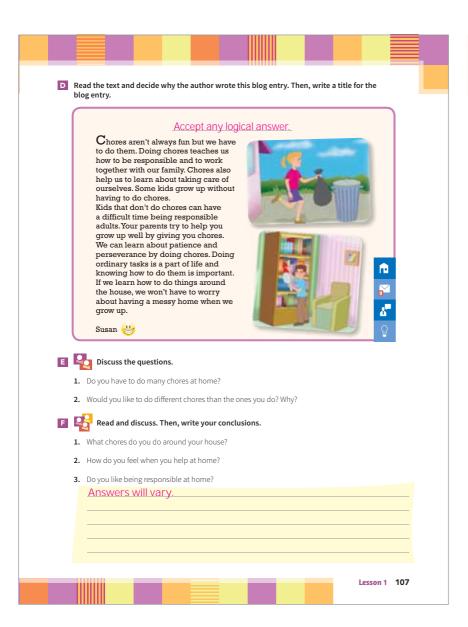


Read and discuss why it is important to show adults that you are responsible.

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

### \*Songs can be found at:

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



patience reponsible perseverance tasks

### **CLIL:** Social Studies

Read the text and decide why the author wrote this blog entry. Then, write a title for the blog entry.

Have students look at the pictures and predict what the text is about. Ask students to read the text and complete the activity. Elicit students' ideas for titles. Write them on the board. Vote for the best title. Then, make groups of three and have them discuss why the author wrote the blog entry. Have groups share their opinions.



Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers with the class.



### $\label{lem:conclusions} \textbf{Read and discuss. Then, write your conclusions.}$

Form groups of four. Have students discuss the questions and write some sentences. Then, ask the groups to join another group and share their conclusions. Ask a speaker from each group to share their sentences with the class.

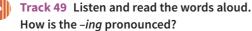




Find different household chores and write them down. Then, choose three and write a sentence with each one in your notebooks.

Ask: What chores do you do at home? Elicit answers from different students. Ask students to complete the activity. Monitor while they work. Then, ask students to share their sentences.





Play the CD for students to listen to the words. Play the CD again and have them repeat the words. Have them repeat the words many times. Correct any pronunciation mistakes.

### Are there any reasons why you would like to be considered a responsible person? Write your answer.

Ask students to complete the activity. Monitor while they work. Provide help with grammar, vocabulary or spelling. Then, ask volunteers to share their answers.



Go to page 78 in your Workbook and write an entry in your blog.

Go over the instructions with students. Make sure they know what to do. Tell them they can use their dictionaries to find words. Have them compare their definition with a classmate. Ask volunteers to share their definition with the class.



Tell students that they will be working on the first step of their project. Form groups of four. Ask volunteers to read the instructions aloud. Remind students that it is important to read all the meanings of the entry, and then choose the best meaning according to the context. Give them time to complete the activity. Go around the classroom and make sure everybody participates. Ask them to discuss the differences between a pledge and a promise. Elicit answers and clarify any doubts. Have them write

their conclusions in their books.



**Material:** dictionaries

**Lesson 1** 109

assignment forgot consequences lying fault

### A Moment to Ourselves

What are some responsibilities children your age have?

Read the question aloud and have students discuss it in pairs. Elicit answers. Then, ask students what responsibilities children younger and older than them have. Ask volunteers to share their ideas with the class.

### **Getting Started**

Form trios. Write on the board: How can you show responsibility? Have students discuss the question in their groups and write some answers. Ask a member of each group to share one or two sentences and write them on the board.

### Lesson 2

### What are some responsibilities children your age have?

Track 50 Listen and read. Then, decide if John was responsible. Why? Miss Jones: John, please hand in your homework.

John: I'm sorry Miss Jones but I forgot to bring my

Miss Jones: Why did you forget your homework? John: Something happened.

Miss Jones: What happened?

John: It's my mom's fault. I asked her to buy the materials for the homework but she forgot to

Miss Jones: It's not your mother's fault. Your homework is your responsibility.

John: Yes, it's her fault! I wanted to do my homework but she didn't buy what I needed.

Miss Jones: You had three weeks to complete this assignment. You should learn to take responsibility for your actions. **John:** Hmmm...well...oh...but she didn't want to

take me with her to buy the materials Miss Jones: You shouldn't make excuses. If you don't

do your homework you should be prepared to

**John:** Well...I'm sorry Miss Jones. You are right. I was lying. I didn't remember the assignment and I forgot to buy the materials.



When do we use to? He promised to buu the materials. I wanted to do my homework She didn't remember to buu the materials I forgot to do the assignment.

B Complete the sentences with the correct form of the verb in parentheses.

- 1. Lagreed to help my sister study for her test. (help)
- 2. Tom needs to finish his homework before he can play videogames. (finish)
- 3. I washed the dishes because I wanted <u>to surprise</u> my mom. (surprise)
- 4. Chris needs to stop lying. (stop)
- 5. I prefer to complete my homework on time. (complete)



1. Are these common chores at your home?

make my bed dust clean the bathroom cook dinner do the dishes vacuum

2. Who does them? You? Your siblings? Your parents? Why?

110 Unit 4 Being Responsible



### Track 50 Listen and read. Then, decide if John was responsible. Why?

Ask students to describe the picture. Play the CD for students to listen and read. Clear up any doubts. Then, elicit from students if John was responsible. Ask them if they have ever been in a similar situation.

### Cross-Check



Have students read the information in the box and discuss the question in pairs. Elicit answers. Clarify any doubts. Elicit more examples and write them on the board.

### Complete the sentences with the correct form of the verb in parentheses.

Have students complete the exercise. Go around the classroom and help if necessary. Ask volunteers to read the answers. Correct any mistakes.

### С

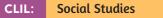


### Read and discuss the questions.

Form pairs. Have students discuss the questions. Then, ask volunteers to share their answers with the class. Monitor and make sure everybody participates in the activity.



busy sweep housework vacuum



Read and decide what the author's intention was when writing this text.

Have students read the title and look at the pictures to predict what the text is about. Have students read the text. Tell them that they can use their dictionary to find the meaning of unknown words. Make groups of three and have them discuss what the author's intention was when writing the text. Have groups share their opinions.



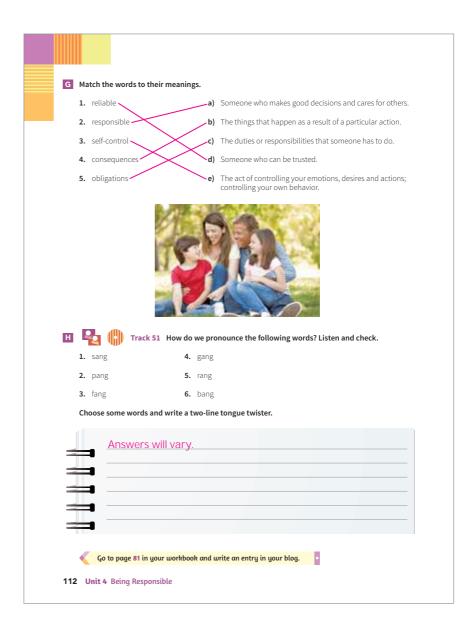
Discuss when you did something that showed you were a very responsible person. Use the questions to help you.

Go over the questions with the class. Have them discuss them with a partner. Ask volunteers to share their answers with the class.



Discuss and write what you are responsible for. Use the ideas to help you.

Form trios. Have students talk about the responsibilities they have to themselves, their families, their friends, their community and the planet. Ask them to write some sentences. Have some volunteers share their sentences.



### G Match the words to their meanings.

Have students complete the activity. Tell them that they can use their dictionary to find the meaning of unknown words. Ask some volunteers to share their answers. Correct any mistakes.

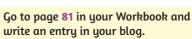






### Track 51 How do we pronounce the following words? Listen and check.

Play the CD for students to listen and repeat. Correct any pronunciation mistakes. Have students repeat several times. Then, ask students to write a tongue twister. Have some volunteers share their tongue twisters with the class.



Ask a volunteer to read the instructions aloud. Brainstorm ideas from students and write them on the board. Have them write one or two sentences for each person. Monitor and help. Ask volunteers to share their sentences with the class.





Ask students to work in their project groups. Have volunteers read the questions aloud and give time for students to discuss them. Ask them to write some sentences with their conclusions in their notebooks. Help students with grammar, vocabulary and spelling. Have them write the corrected sentences in their books. Have a speaker from each group share their sentences with the class.

committed promise feed puppy pet training

### A Moment to Ourselves

Why is it important to keep your promises?

Go over the question with students. Have them discuss it in pairs. Then, have pairs get together with another pair to share their ideas. Have a speaker from each group share their conclusions with the class.

### **Getting Started**

Explain the meaning of the word trustworthy. Write on the board:

- 1. Someone who breaks a promise is not trustworthy.
- 2. Breaking a promise is OK once in a while.
- 3. A reputation is built on how one keeps or breaks promises.

Have students think about the statements and have a small class discussion. Make sure everybody participates.

### Lesson 3

### Why is it important to keep your promises?



### Track 52 Listen and read. Do you think Sam will get a puppy?

Dad: Your birthday is next week Sam. What do you want for your birthday? Sam: I want a puppy.

**Dad:** Having a puppy can be great Sam, but it's also a great responsibility.

Sam: Why is it a great responsibility?

Dad: Because having a pet means you are

responsible for the life of another living thing.

Sam: How do I do it?

**Dad:** First of all, you need to love your pet. Pets love us forever so we have to do the same. Even if you grow up, change or get really

Sam: That's easy, of course I'll love my puppy forever.

Dad: Love is not enough. Taking care of animals can take a lot of time and energy. You have to be committed. You have to be willing to vork hard and be consistent.

Sam: Like what dad?



Dad: For example, you have to feed you puppy. You should make sure it always has water to drink. Dogs need to be walked and exercised every day. They need training. If you want a puppy you have to take care of it. You can't get bored or tired.

Sam: Mmm... maybe I'm young, but I think I can be responsible and take care of a puppy forever. I promise to take care

Dad: Ok, I'll talk to your mom and we'll tell you what we decided

When do we use to and a verb? When do we use -ing? Are the meanings different? You agree to take care of another living thing.

Taking care of animals can take a lot of time and energy. You promise to work hard and be consistent. They need training.

### **B** Choose the correct option to complete the sentences.



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### Discuss the following questions.

- 1. Do you have a pet? If you don't, would you like to have a pet?
- 2. Do you think pets are a responsibility? Why?

### Track 52 Listen and read. Do you think Sam will get a puppy?

Have students describe the picture. Help them with any vocabulary. Play the CD for students to listen and read the dialog. Have students complete the activity. Elicit answers from different students, and have them give reasons for their answers.

### Cross-Check



Have students read the information in the box. Ask volunteers to explain when we use to and a verb and when we use -ing. Clear up any doubts. Elicit other examples and write them on the board.

### Choose the correct option to complete the sentences.

Have students complete the activity and compare their answers with a classmate. Check answers with the class.

Beginners	Advanced
Ask them to draw a picture of their favorite pet.	Ask them to write their opinion about having a pet.





### Discuss the following questions.

Go over the questions with the students. Form groups of four. Have students discuss the questions. Monitor and make sure everybody participates in the discussion. Ask volunteers to share their answers with the class.



cages vaccines

litter vet

sick

### **CLIL:** Social Studies

Read the following article. What do you think this article is trying to teach us?

Have students read the title and look at the pictures to predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Have students think about the question. Ask volunteers to share their ideas with the class.

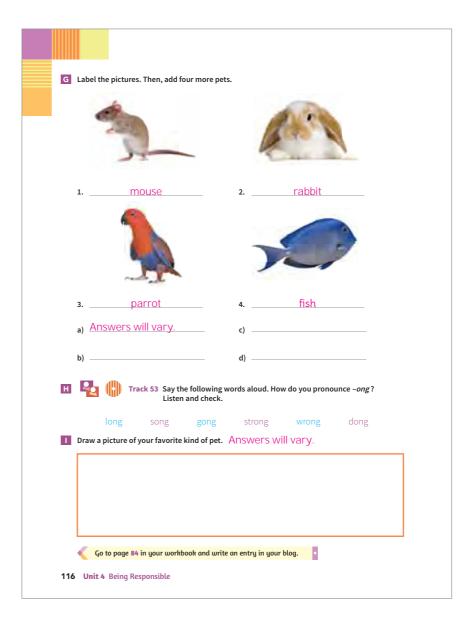


Form pairs. Have them discuss the question. Ask students to write an answer. Have students join a different pair to share their answers. Then, ask volunteers to share their ideas with the class.



Discuss the following questions and write your conclusions in your notebook. Then, compare with other classmates.

Form groups of four. Go over the questions with students and clear up any doubts. Ask them to discuss the questions and then write their conclusions in their notebooks. Have them go around the classroom to share their conclusions with other classmates. Ask volunteers to read their conclusions aloud.



### G Label the pictures. Then, add four more pets.

Have students complete the activity. Check answers with the class. Ask volunteers to write the words on the board. Correct any mistakes.





Track 53 Say the following words aloud. How do you pronounce -ong? Listen and check.

Have students read the words aloud. Play the CD for students to check the pronunciation of the -ong sound. Play the CD again for students to repeat. Have students say the words aloud without the CD. Correct any pronunciation mistakes.

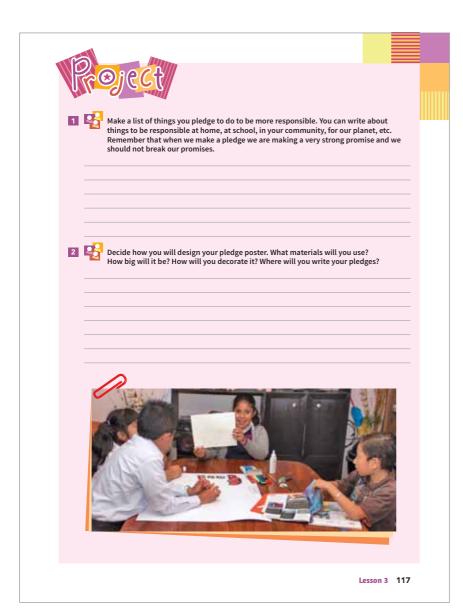
### Draw a picture of your favorite kind of pet.

Have students complete the activity. Then, have them share and talk about their drawings with a classmate. Monitor and make sure everybody participates.



Go to page 84 in your Workbook and write an entry in your blog.

Go over the instructions with students. Clarify any doubts. Ask students to make a draft of their schedules in their notebooks. Ask them to write their blog entry. Have students compare their schedules with a classmate. Finally, ask volunteers to share their entry with the class.





Ask students to get in their project groups. Have volunteers read the instructions and make sure students know what to do. Give them enough time to discuss things they pledge to do and write down their ideas.

Have students discuss, decide and write down the materials and decorations they will use for their poster. Tell them they need to bring those materials for the next step of the project.

angry

chore

cleaning

### A Moment to Ourselves

Why is it important to show adults that you can be responsible?

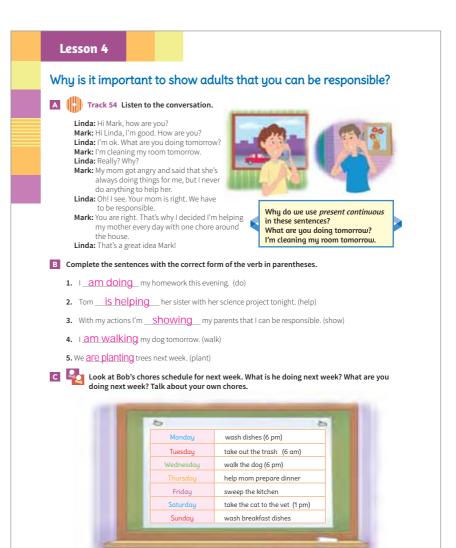
Ask a volunteer to read the question aloud. Have students brainstorm ideas and write them on the board.

### **Getting Started**

Write on the board:

- 1. You break your brother's/sister's toy.
- 2. Your friend wants to play but you haven't finished your homework.
- 3. You forgot to bring your home the book you need to study for tomorrow's test.

Ask students how they would demonstrate responsibility in those situations. Have a class discussion.





Play the CD for students to listen and read. Clear up any doubts. Ask students: What is Mark doing tomorrow? Why? Do you do things to help around your house? Why? Elicit answers from different students.

### Cross-Check

Have students look at the box. Ask a volunteer to read the first question. Elicit answers. Make sure students understand this use of the present continuous. Ask some volunteers to give you other examples.

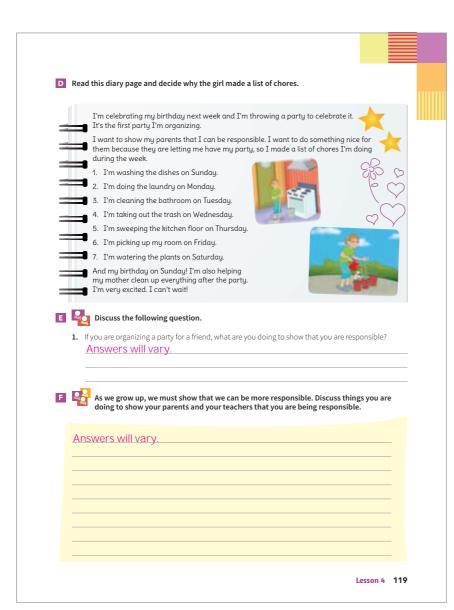
Complete the sentences with the correct form of the verb in parentheses.

Have students complete the activity. Go around the classroom and help. Check answers with the class.

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Look at Bob's chores schedule for next week. What is he doing next week? What are you doing next week? Talk about your own chores.

Form pairs. Ask students to look at the schedule and discuss it. Then, have them discuss their own schedules. Ask students at random to share their schedules with the class.



# **Vocabulary**dishes laundry trash

### **CLIL:** Social Studies

Read this diary page and decide why the girl made a list of chores.

Have students look at the pictures and describe them. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Ask comprehension questions. Form trios and have them discuss why the girl made a list of chores. Have each group share their opinion with the rest of the class.



### Discuss the following question.

Read the question with students. Clarify any doubts. Form pairs. Have students discuss the question. Then, have them write an answer to the question. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their answers.

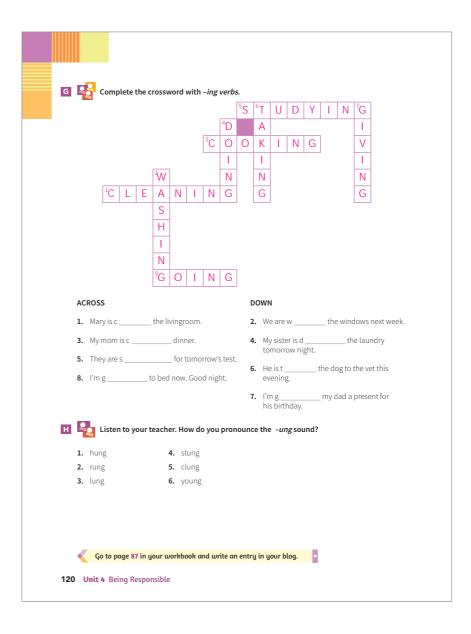


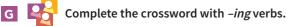


As we grow up, we must show that we can be more responsible. Discuss things you are doing to show your parents and your teachers that you are being responsible.

Form groups of four. Read the instructions and clear up any doubts. Then, ask students to discuss with their group. Go around the classroom and make sure everybody participates in the discussion. Then, ask them to write down their conclusions. Have a speaker from each group share their sentences. Correct any mistakes.

Beginners	Advanced
Have students work in pairs. Tell them to brainstorm activities and list them.	Have students complete the activity individually. Ask them to write a paragraph explaining how they are responsible.



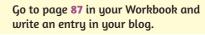


Form trios. Tell students to read the sentences and write the correct verb. Then, ask them to complete the crossword. Have some volunteers read the sentences aloud and spell the verb. Correct any mistake.



### Listen to your teacher. How do you pronounce the -ung sound?

Read the words aloud and have students listen. Read the words aloud again and have students repeat. Correct any pronunciation mistake. You can have students repeat the words several times.



Go over the instructions with students. Have them get into pairs to discuss what they are doing to take care of our planet, and what things they are doing on the following days/weeks/months/years. Have them write their blog entry. Ask some volunteers to read their entry to the class.





Ask students to work in their project groups. Make sure each team has their material. Have students put their posters together. Provide any needed help. Designate a place in the classroom for students to place their posters. Have students look at their classmates' posters and discuss about their pledges.

Ask students to evaluate their performance. Have them write down what they did right and what they can do to improve their participation in these types of projects.

driving traveling skiing vacation

snowboarding

#### A Moment to Ourselves

Do you like traveling?

Have a volunteer read the question aloud. Elicit answers. Ask them where have they gone and if they liked the place. Have volunteers share their experience with the class.

#### **Getting Started**

Write TRAVEL on the board. Ask students to write as many words as they can that start with each of the letters. Correct any spelling mistake. Have them compare their words with a classmate. Find out who has written more words.

### Lesson 5

#### Do you like traveling?



Track 55 Listen and read. What are your plans for your next vacation?

n traveling to Ruidoso with my family. Randy: How are you traveling? **Sue:** By car. My father's driving. **Randy:** What are you doing in Ruidoso? Sue: We are skiing and snowboarding.
Randy: Are you spending Christmas in Ruidoso? Sue: Yes. We are coming back on the 26th.

Randy: What are you doing on your next vacation?



What does the present continuous refer to? We are traveling to Ruidoso next vacation. We are having a school meeting next Friday. Are you driving to Ruidoso?

B Unscramble the sentences.

Randy: That sounds great.

- 1. Mark / next / isn't / week / working Mark isn't working next week
- 2. coming / They / school / aren't / to / tomorrow They aren't coming to school tomorrow.
- 3. Bob's / studying / afternoon / We / at / are / house / this We are studying at Bob's house this afternoon.
- 4. the / What / you / party / for / wearing / are What are you wearing for the party?
- 5. inviting / Are / picnic / to / John / you / the Are you inviting John to the picnic?
- Discuss the following questions. Answers will vary
  - 1. What are your plans for your next vacation?
  - 2. Where are you going?
  - 3. What are you doing?
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# Track 55 Listen and read. What are your plans for your next vacation?

Play the CD for students to listen and read the dialog. Ask comprehension questions. Then, form pairs and have students share their plans for their next vacation. Make sure everybody participates.

#### Cross-Check



Read the question in the box aloud. Ask volunteers to read the sentences. Elicit answers from different students. Clarify any doubts about this use of the present continuous.

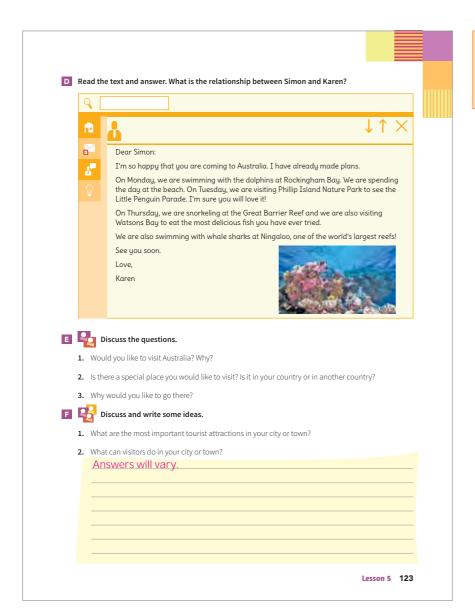
#### B Unscramble the sentences.

Ask students to complete the activity. Monitor while they work. Check answers with the class. Clear up any doubts.

Beginners	Advanced
Have students complete the activity in pairs. Ask them to compare their answers with another pair.	Have students unscramble the sentences individually.

#### Discuss the following questions.

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



beach sharks dolphins shorkeling

reefs

#### CLIL: **Social Studies**

# Read the text and answer. What is the relationship between Simon and Karen?

Ask students to read the e-mail. Tell them to check with one another to clarify the meaning of unknown words. Ask students: What did Karen write about? Is Simon going to move to Australia? How do you know? Elicit answers. Then, form trios and have them discuss the relationship between Simon and Karen. Elicit their opinions.



### Discuss the questions.

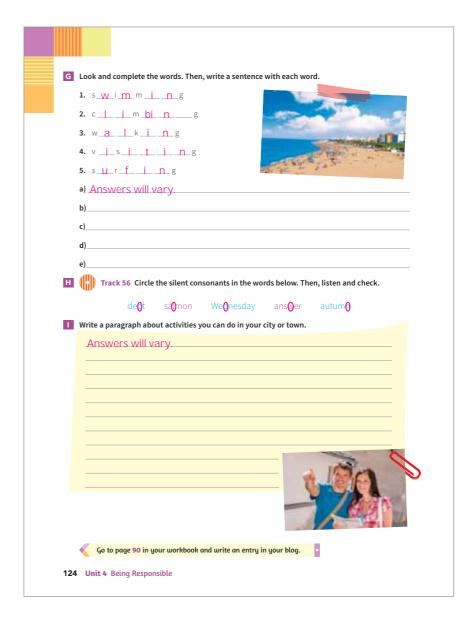
Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers with the class.





### Discuss and write some ideas.

Form groups of four. Have students discuss the questions and write their answers. Ask a speaker from each group to share their answers with the class. Write some of their ideas on the board.



G Look and complete the words. Then, write a sentence with each word.

Ask students to complete the activity. Monitor while they work. Then, ask some students to share their sentences with the class.

Track 56 Circle the silent consonants in the words below. Then, listen and check.

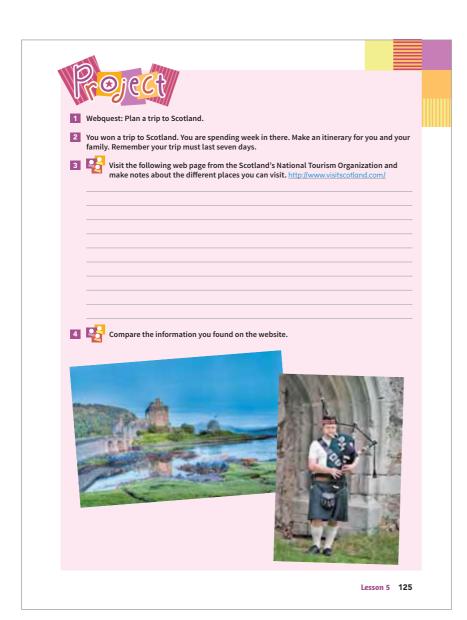
Read the instructions aloud and clarify any doubts. Have students circle the silent consonants. Play the CD for students to check their answers. Play the CD again and have them repeat the words. Correct any pronunciation mistakes. You can have students repeat the words several times.

Write a paragraph about activities you can do in your city

Ask students to complete the activity. Monitor while they work. Tell them they can use their ideas from activity F. Then, ask volunteers to share their answers.

Go to page 90 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions aloud. Clarify any doubts. Have students brainstorm ideas and write them on the board. Then, have them use those ideas to write their blog entry. Provide help with grammar, vocabulary and spelling. Ask some volunteers to share their entry with the class.





#### Material:

sources of information like encyclopedias and the Internet

Form groups of four or five. Make sure students know what an itinerary is. Have volunteers read the instructions aloud. Give students time to discuss what they will include in their itinerary. You can ask them to look for information on encyclopedias and the Internet as homework, and discuss what they found in class. Ask them to keep the information they gathered in a safe place to use it on the next steps of the project.

hiking

lessons

packing

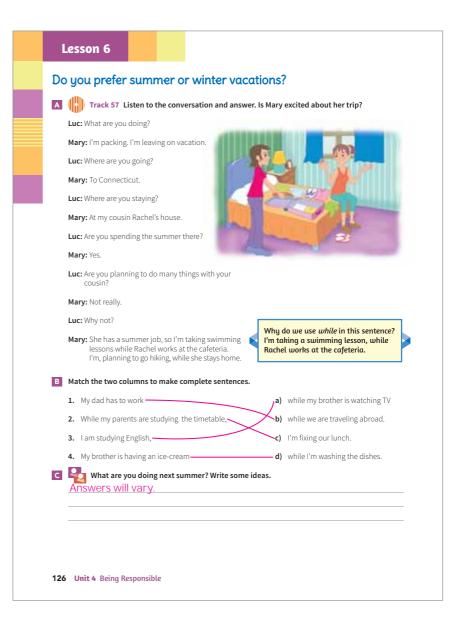
#### A Moment to Ourselves

Do you prefer summer or winter vacations?

Elicit activities you can do on summer vacations and on winter vacations. Ask students which one they prefer. Find out which is the most popular.

#### **Getting Started**

Form trios. Ask students: Where would you like to go on vacation? Have them discuss the question with their groups. Ask a member of each group to share their answers, giving reasons.





# Track 57 Listen to the conversation and answer. Is Mary excited about her trip?

Ask students to describe the picture. Play the CD for students to listen and read. Clear up any doubts. Then, elicit answers from different students. Ask them what words or phrases in the dialog helped them to answer the question.

#### Cross-Check



Have students read the information in the box. Ask students what the word while means. Elicit more examples and write them on the board.

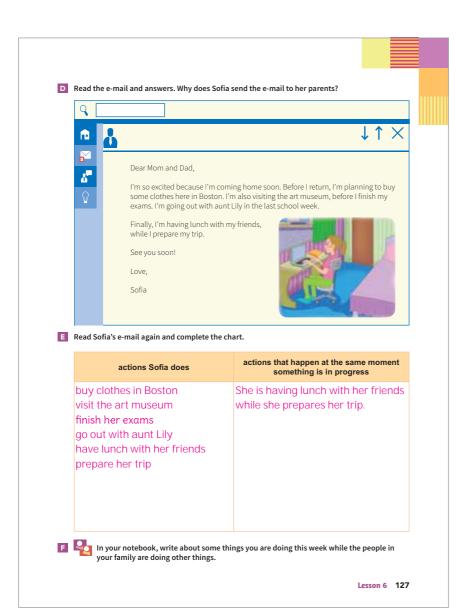
#### B Match the two columns to make complete sentences.

Have students complete the exercise. Go around the classroom and provide help if necessary. Ask students at random to read the answers. Correct any mistakes.



### What are you doing next summer? Write some ideas.

Form pairs. Have students discuss the question. Tell them to write some sentences to answer the question. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.



# Vocabulary planning prepare visiting

#### CLIL: **Social Studies**

D Read the e-mail and answer. Why does Sofia send the e-mail to her parents?

Have students look at the picture and predict what the text is about. Have them read the text. Tell students that they can use their dictionary to find the meaning of unknown words. Then, form trios and have them discuss why Sofia sent the e-mail to her parents. Have the groups share their opinions.

#### Read Sofia's e-mail again and complete the chart.

Read the instructions and the chart with students and clarify any doubts. Ask students to reread the e-mail and complete the chart. Ask students to compare their charts with a classmate. Draw the chart on the board. Ask volunteers to write their answers on the board.

Beginners	Advanced
Have students work in pairs to complete the chart. Recommend they read the letter again and discuss what activity is in progress with another before writing.	Have students complete the activity individually.



In your notebook, write about some things you are doing this week while the people in your family are doing other things.

Ask a volunteer to read the instructions. Clarify any doubts and have students complete the activity. Then, form pairs and have them share their sentences. Have some volunteers read their sentences aloud.



# Track 58 Listen to the words and write them down.

Tell students they are doing a dictation. Play the CD for students to write the words. Play the CD again so students can check and complete any missing words. Ask some volunteers to come to the board and write the words. Correct any spelling mistake. Then, play the CD again and have students repeat the words aloud. Correct any pronunciation mistake.

H Circle the words where the th sound is soft. Underline the words where the th sound is hard. Check your answers with a classmate.

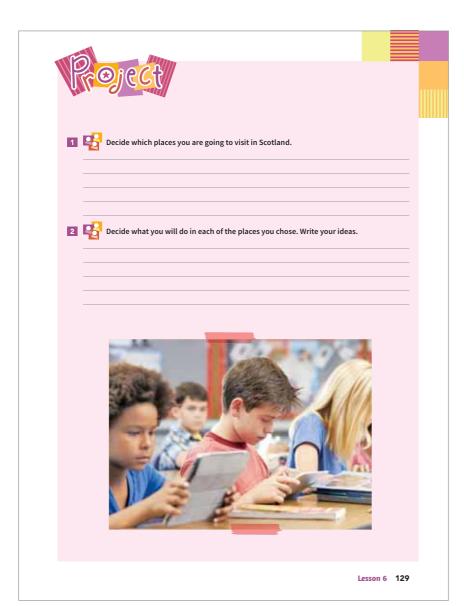
Read the instructions with the students and clarify any doubts. Ask students to listen as you say the words aloud. Have them complete the activity. Form pairs for students to compare their answers. Have some volunteers share their answers. Finally, say the words aloud and have students repeat them.

### Write an e-mail to a friend, about your plans for this week.

Tell students to write about the things they are doing this week. Make sure they write correct sentences. Ask volunteers to share their sentences with the class.

Go to page 93 in your Workbook and write an entry in your blog.

Go over the instructions with students. Have them brainstorm places they would like to visit. Have them write their entry, using the questions as a guide. Ask some volunteers to read their paragraphs to the class.





#### Material:

the information students gathered in the previous step

Ask students to get in their project groups. Ask volunteers to read the instructions aloud. Give groups enough time to discuss where they want to go and what they want to do in Scotland. Make sure everybody participates in the discussion. Ask students to write down their ideas. Make sure they write correct sentences. Ask them to keep their work in a safe place to use it on the next step of the project.

brochure

trip

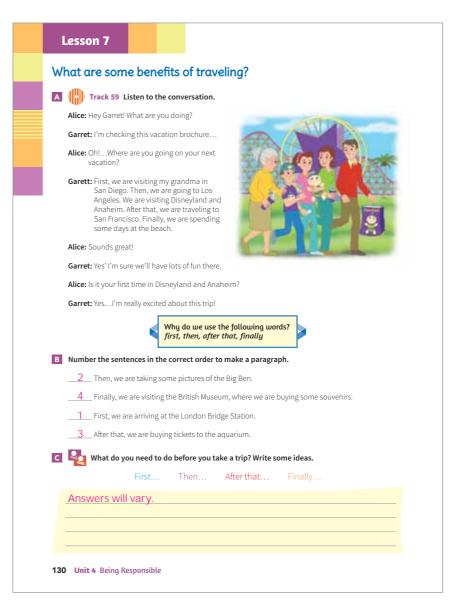
#### A Moment to Ourselves

What are some benefits of traveling?

Read the question aloud and elicit answers from students. Then, ask them if they have any responsibilities when they travel. Have volunteers share their ideas with the class.

#### **Getting Started**

Play the following game with the class. Say: I'm packing my bag for Alaska, and in my bag I put an (word with letter A). Then, a student has to repeat the sentence and add a word with the letter B. The next student adds a word with C, and so on. Use all the letters of the alphabet. If someone forgets one of the things, start again. Play this game for around 10 minutes.





### Track 59 Listen to the conversation.

Have students look at the picture and ask: What do you think they are doing? Help students with any needed vocabulary. Play the CD for students to listen and read the dialog. Ask comprehension questions to students.

#### Cross-Check



Have students read the information in the box and look for the words in the dialog. Form pairs to discuss how they are used. Elicit their conclusions.

B Number the sentences in the correct order to make a paragraph.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.





What do you need to do before you take a trip? Write some ideas.

Form pairs. Have students discuss the question and write some sentences to answer it. Have them compare their sentences with other pair. Ask volunteers to share their answers with the class.



boat pyramids camel train



#### **Social Studies**



Read the itinerary and decide if you can visit the pyramids in two days or if you would need more time.

Have students look at the pictures and read the title to predict what the text is about. Have them read the text. Form pairs and have them discuss if they need two or more days to visit Egypt and why. Ask volunteers to share their ideas with the class.



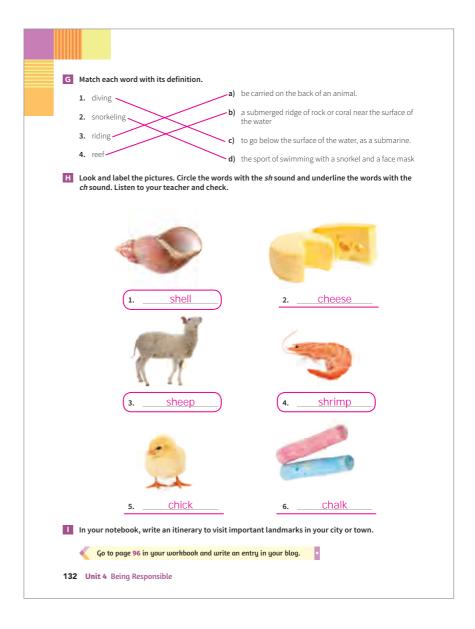
# Which place in the itinerary would you like to have more time to explore?

Read the question with students and clarify any doubts. Ask students to write an answer. Have students share their answer with a classmate. Then, ask volunteers to share their ideas with the class.



Discuss what other things you would like to do in Egypt. Use some of the ideas below.

Go over the ideas with students and clarify any doubts. Form pairs. Ask them to discuss what other things they would like to do and write them down. Finally, have volunteers share their ideas with the class.



### G Match each word with its definition.

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

H Look and label the pictures. Circle the words with the sh sound and underline the words with the ch sound. Listen to your teacher and check.

Have students label the pictures. Ask some volunteers for the answers. Then, ask students to listen while you say the words aloud. Ask them to circle the words with the sh sound and underline the words with the ch sound. Ask students at random to say the words aloud. Correct any pronunciation mistakes.

In your notebook, write an itinerary to visit important landmarks in your city or town.

Read the instructions with students. Clarify any doubts. Ask them to complete the activity. Then, have a class discussion about landmarks in their city or town.

Beginners	Advanced
Have students complete the activity in pairs. Tell them to brainstorm places and what they can do there before writing their itinerary.	Have students complete the activity individually. Ask them to write a paragraph, explaining the activities.



Go to page 96 in your Workbook and write an entry in your blog.

Have a volunteer read the instructions aloud. Clarify any doubts. Form pairs and have students complete the activity. Make sure they are speaking in English. Give students time to complete their blogs. Ask volunteers to share their text and drawing with the class.





Ask students to get in their project groups. Tell them to use the information they have gathered to write a draft of their itinerary in their notebooks. Tell students they can use a dictionary to help them. Monitor and help students to check grammar, spelling and punctuation. Have them write the corrected sentences in their books. Ask them to keep the information in a safe place to use it on the last step of the project.

cruise penguins exploring reservations peaks sail

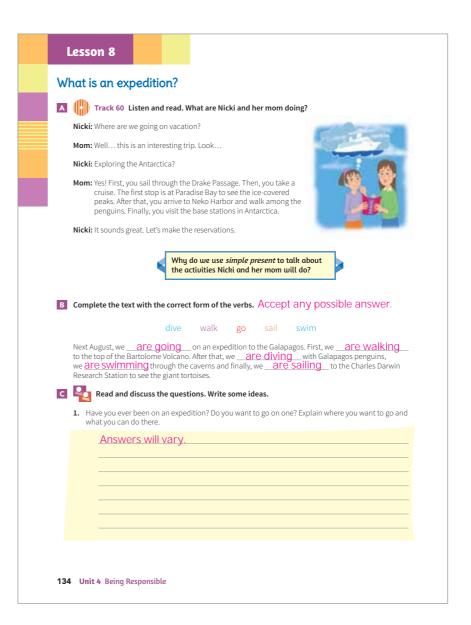
#### A Moment to Ourselves

What is an expedition?

Read the question aloud and elicit answers. Ask them if they know how to be responsible during an expedition. Have some students share their ideas with the class.

#### **Getting Started**

Ask students: What kind of places can we travel to? Elicit ideas and write them on the board. Continue by asking students who wants to go to each place on the board. Have students raise their hands. Count them. Find out the most popular place among the students.



# Track 60 Listen and read. What are Nicki and her mom doing?

Play the CD for students to listen and read. Clear up any doubts. Have students answer the question. Also ask them what places Nicki and her mom are going to explore.

#### Cross-Check



Ask a volunteer to read the question in the box aloud. Have students underline all the verbs in simple present in the dialog. Elicit answers from different students.

#### B Complete the text with the correct form of the verbs.

Have students complete the activity. Go around the classroom and help if necessary. Check answers with the class.

Beginners	Advanced
Have students complete the activity in pairs.	Have students complete the text individually.



#### Read and discuss the questions. Write some ideas.

Form pairs. Read the questions with students and clarify any doubts. Have students discuss the answers with their classmate and write some ideas. Ask volunteers to share their ideas with the class.



camp summit climbing weather

journey

Lesson 8 135

#### CLIL: Social Studies

Read the letter and answer the question below.
What type of letter is this? How do you know?

Have students describe the pictures. Have them predict what the letter is about. Then, ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Elicit answers from different students. Ask some more questions to check students' comprehension.

Read the letter from exercise D and write the activities Randall will do during the expedition.

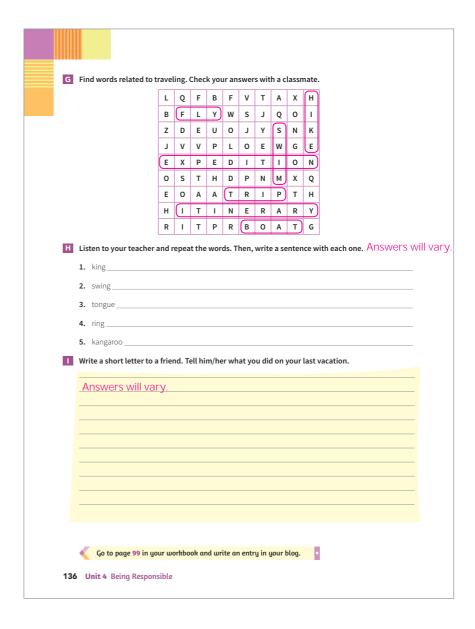
Have students complete the activity. Then, have them share their answers with a classmate. Finally, ask some volunteers to share their answers. Correct any mistakes.



Think of a place to go on an expedition. Discuss the following questions. Make some notes. Where would you go? What would you do? How would you go?

Form pairs. Read the instructions and clarify any doubts. Then, ask students to discuss with their classmate. Then, ask them to write down answers to the questions. Have each pair share their sentences. Correct any mistakes.

Beginners	Advanced
Have students complete the activity in pairs. Tell them to brainstorm places and what they can do there before writing.	Have students complete the activity individually. Ask them to write a paragraph, explaining the activities.



G Find words related to traveling. Check your answers with a classmate.

Have students complete the activity. Monitor and provide any needed help. Then, ask some volunteers for the answers.

Listen to your teacher and repeat the words. Then, write a sentence with each one.

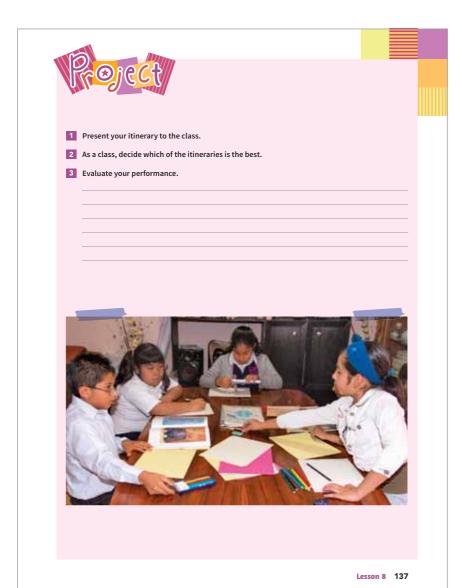
Say the words aloud while students listen. Have them repeat the words aloud. Correct any pronunciation mistakes. You can have students repeat the words several times. Then, have them write the sentences. Monitor and help. Ask some volunteers to share their sentences. Correct mistakes.

Write a short letter to a friend. Tell him/her what you did on your last vacation.

Read the instructions along with students. Clarify any doubts. Monitor the activity. Then, form pairs and have students share their letters.

Go to page 99 in your Workbook and write an entry in your blog.

Make sure students know what a pen pal is. Have them write their letters. Monitor and help them with grammar, vocabulary and spelling. Finally, ask students to exchange their letters with a classmate.





#### Material:

information students have already gathered

Ask students to get in their project groups. Have them write the final version of their itinerary. Have each group present their itinerary to the class. Carry out a poll to decide which one is the best.

Ask students to evaluate their performance. Write on the board: *Did* I participate in all the project steps? Did I make my best effort? What was difficult for me? What was easy for me? How can I improve my participation in the projects? Have them write their answers in their book.



- A Read and choose the correct answer.
- **B** Look at the schedule and write sentences in present continuous.

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



- C Write some sentences with the given words.
- You are planning a trip to an amusement park. What are you going to do? What are you taking? What rides are you going on? Write your ideas.

# Honestly Speaking

#### Vocabulary

lying skip obligation trouble

#### proud

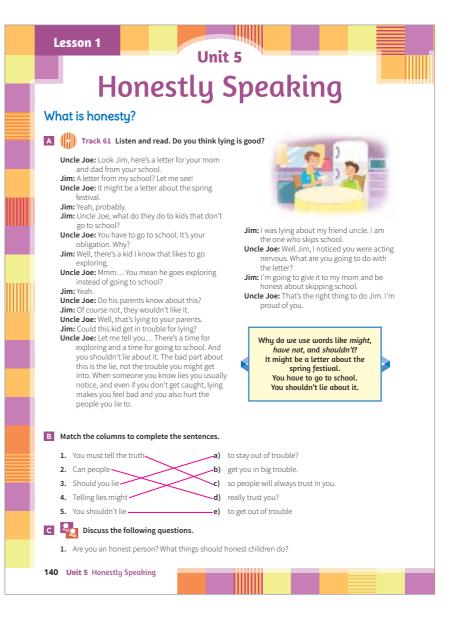
#### A Moment to Ourselves

What is honesty?

Read the question aloud. Have students brainstorm ideas and write them on the board. As a class, write a definition of honesty.

#### **Getting Started**

Form groups of four. Write on the board: What are some examples of honest behavior? What words describe an honest person? What are some examples of dishonest behavior? Have students discuss the questions and write some ideas. Then, have a member of each group share their ideas with the class.



# Track 61 Listen and read. Do you think lying is

Have students describe the picture. Ask them: What are they doing? Elicit answers. Then, play the CD for students to listen and read the dialog. To check comprehension ask: What did Jim lie about? What does Uncle Joe teach Jim? To find out students' opinion ask: What is the right thing to do?

#### Cross-Check



Write the example sentences on the board and underline might, have to and shouldn't. Have volunteers explain the use of these words. Clarify any doubts.

#### B Match the columns to complete the sentences.

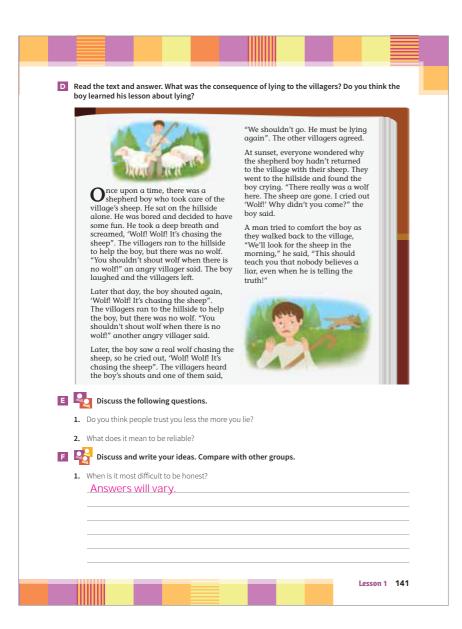
Ask students to complete the activity. Monitor while they work. Provide any needed help. Check answers with the class. Clarify any doubts.

# C Discuss the following questions.

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

# \*Songs can be found at:

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



bored sheep hillside shepherd liar villager

# CLIL: Literature

Read the text and answer. What was the consequence of lying to the villagers? Do you think the boy learned his lesson about lying?

Have students look at the pictures and predict what the text is about. Ask students to read the text. Tell them to use context or a dictionary to clarify the meaning of unknown words. Form trios and have them discuss the questions. Have the groups share their opinions.

# E P

### Discuss the following questions.

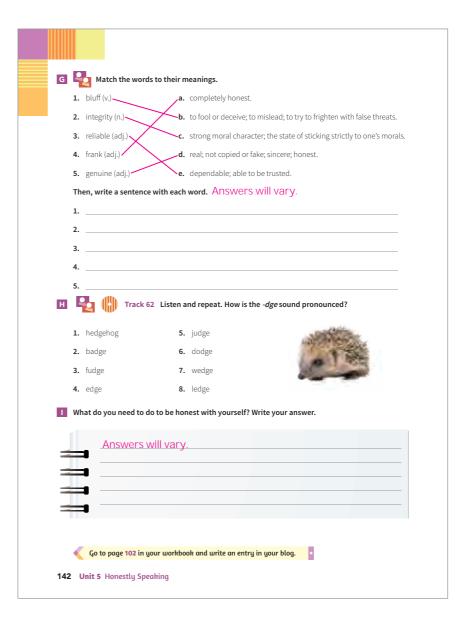
Go over the questions with the class. Clarify any doubts. Form pairs and have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.





# Discuss and write your ideas. Compare with other groups.

Read the question aloud and clear up any doubts. Form trios. Have students discuss the question and write some sentences. Then, ask the groups to join another group and share their conclusions. Ask a speaker from each group to share their ideas with the class.





# Match the words to their meanings. Then write a sentence with each word.

Ask students to complete the activity. Monitor while they work. Tell them they can use the dictionary. Elicit answers. Then, have students write a sentence with each word. Have students compare their sentences with a classmate. Elicit some of the sentences.





#### Track 62 Listen and repeat. How is the -dge sound pronounced?

Play the CD for students to listen and repeat the words. Correct any pronunciation mistakes. You can have them repeat several times. Then, ask some volunteers to read the words aloud. Correct any pronunciation mistakes.

# What do you need to do to be honest with yourself? Write your answer.

Ask students to complete the activity. Monitor while they work. Then, ask volunteers to share their answers.

Beginners	Advanced
Have students work in pairs and brainstorm about being honest. Let them help each other with their sentences.	Students work individually. Ask them to include why it is important to be honest with ourselves.



#### Go to page 102 in your Workbook and write an entry in your blog.

Go over the instructions with the students and clarify any doubts. Have them complete the activity. Help with grammar, vocabulary and spelling. Ask some volunteers to share their answers with the class. You can have them do the second part of the activity as homework.

1	Write your own story about honesty. Think about important things related to honesty that you	
	can include in your story. Make a list.	
2	Decide who your characters will be and where your story will take place.	
	Lesson 1 143	



Tell students that they will write a story about honesty. Form groups of four. Ask volunteers to read the instructions aloud. Clarify any doubts. Give students enough time to discuss what things related to honesty they want to include in their story, and who the characters will be. Make sure everybody participates. Provide any needed help. Ask them to keep this information in a safe place to use it on the next steps of the project.

honest return integrity wallet

#### A Moment to Ourselves

#### What is integrity?

Have a volunteer read the question aloud. Ask students to discuss it in pairs. Then, have them join another pair to share their ideas. Elicit answers.

#### **Getting Started**

Form trios. Write on the board: What do you want people to think about you? Are you that kind of person? Have students discuss the questions with their groups and write some sentences to answer it. Ask a member of each group to share one or two sentences.

#### Lesson 2

#### What is integrity?



Track 63 Listen and read. Would you return the wallet? Why?

Sadie: Look Bob! What is that?

Bob: It looks like a wallet. Let's see what's inside.

Sadie: We should tell Mr. Smith, so he can return it.

Bob: Look Sadie, there is some money here. We could take the money and return the empty wallet.

Sadie: We shouldn't do that Bob!

**Bob:** Why not? Nobody will know. We are still being honest if we return the wallet.

Sadie: That's not honest! I would never do that! Give me the wallet I'm going to give it to Mr. Smith.

Bob: Don't get angry with me Sadie. I'm sorrv. let's

Sadie: You must promise that you won't try to do that again, People must show integrity and that means that your words and your actions match You should be completely honest, not just kind

Bob: I'm sorry. You're right Sadie

B Use the words to complete the sentences.

should will won't

When do we use will

We should tell Mr. Smith

I promise I won't do that again.

and should?

1. If you have to lie about something, you <u>shouldn't</u> be doing it.

2. I <u>WON't</u> lie to my mother because I <u>Will</u> get caught.

3. You shouldn't fool yourself into doing things that you know are wrong.

4. You <u>Should</u> fill your life with things that help you live a good life.

# Discuss the following questions.

1. What would friendship be like without integrity?

2. What would friendship be like if both friends were people of integrity?

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# Track 63 Listen and read. Would you return the wallet? Why?

Point to the picture and have students describe it. Play the CD for students to listen and read. Clarify any vocabulary doubts. Then, ask students: Was Bob thinking about doing the right thing? Do you think Sadie is right? Elicit opinions from different students.

#### Cross-Check



Have students read the information in the box. Make sure they understand how to use will and should. Ask for more examples and write them on the board.

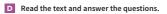
#### B Use the words to complete the sentences.

Have students complete the exercise. Go around the classroom and provide help if necessary. Ask students at random to read the answers. Correct any mistakes.

Beginners	Advanced
Have students complete the sentences in pairs. Elicit the meanings of the auxiliaries before they begin.	Have students complete the activity individually.

#### Discuss the following questions.

Go over the questions with the class. Clarify any doubts. Form pairs. Have students discuss the questions. Then, ask students at random to share their answers with the class.



- 1. Do you think that accepting our mistakes and taking responsibility is part of being honest?
- 2. Do you think Ahraham Lincoln assumed the responsibility of his actions'



#### Honest Abe

"I do the very best I know how – the very best I can; and I mean to keep on doing so until the end." Abraham Lincoln

Abraham Lincoln was born on February 12, 1809 in a humble log cabin in Kentucky. He was the 16th president of the United States of America from 1861

When he was young, his father lost everything and they had to move to Indiana. When his mother died, his sister Sarah took care of him. Abraham had very little education, but he was very interested in books and learning, so he would borrow books and learn from them.

His family later moved to Illinois. When he was a young man, he was a shopkeeper. He always tried to be the best at everything he did. He was honest and civil. He was always nice to his costumers. One evening, while he was counting his money he noticed that he had charged a costumer more money than he should have. He closed the store and walked a long distance to return the extra money to the costumer. Another time, he discovered that he had given a woman less tea than he should have. He weighed what was missing and gave it to the woman.

There are many stories of Abraham Lincoln being honest and helping people in his community. These stories got him the nickname 'Honest Abe'

Abraham Lincoln was a person who believed everyone should always do their best and help others. He once said, 'When I do good, I feel good. When I do bad, I feel bad. That's my religion.

# E Read and discuss the following questions.

- 1. What would you do if you found a wallet on the floor? Would you return it?
- 2. What would you do if you found \$100 on the floor?
- 3. Should you return something you found if you have the chance to return it?



Read and discuss what you would do in the following situation. Write about it in vour notebooks.

You are buying your school supplies at a local store. This is the store where you have always bought your school supplies. When the cashier tells you how much it is, you notice that she undercharged you \$10 by mistake. You could tell her or you could keep the \$10 to buy that cool t-shirt you saw at the store. The store will still get \$10 when you buy the t-shirt. Do you tell the cashier, or use the \$10 to buy the

Lesson 2 145

#### Vocabulary

civil humble shopkeeper





# Read the text and answer the questions.

Have students read the title and look at the picture to predict what the text is about. Tell students that they can use their dictionary to find the meaning of unknown words. Then, form trios and have them discuss the questions. Have the groups share their opinions.



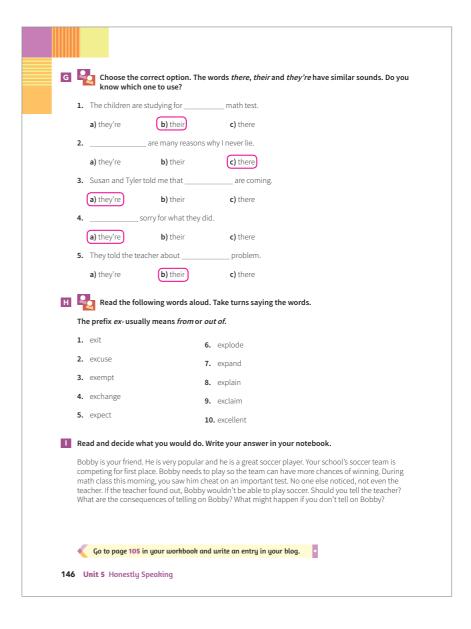
### Read and discuss the following questions.

Go over the guestions with the class. Have them discuss them with a classmate. Ask volunteers to share their answers with the class.



Read and discuss what you would do in the following situation. Write about it in your notebooks.

Go over the situation with the class. Clarify any doubts. Form trios. Have students discuss what they would do in the situation they read. Then, ask them to write some sentences in their notebooks. Have some volunteers share their sentences with the class.





# Choose the correct option. The words there, their, and they're have similar sounds. Do you know which one to use?

Have students complete the activity. Monitor and help. Ask some volunteers to share their answers. Correct any mistakes.



## Read the following words aloud. Take turns saying the words. The prefix ex-usually means from or out of.

Ask students at random to read the words aloud. Correct any pronunciation mistakes. Form pairs and have students take turns saying the words. Monitor and correct their pronunciation.

# Read and decide what you would do. Write your answer in your notebook.

Go over the situation with the class. Clarify any doubts. Ask them to write their ideas in their notebooks. Go around the classroom and help if necessary. Have volunteers share their answers with the class.



#### Go to page 105 in your Workbook and write an entry in your blog.



Go over the instructions with students. Clear up any doubts. Form pairs and have them complete the activity. Help them with grammar, vocabulary and spelling. Then, have them switch their texts with their classmate. Ask volunteers to read their entry aloud.





#### Material:

ideas students wrote in the previous step

Ask students to get in their project groups. Go over the instructions with students. Make sure they understand what to do. Give students time to plan the events that will happen in their story. Make sure everybody participates in the discussion. Ask them to write down the materials they will use to present their story. Tell them they need to have those materials for the next step of the project. Ask them to keep their in formation in a safe place.

bragging contest

sneakers

#### A Moment to Ourselves

Why is it important to tell the truth?

Read the question aloud and elicit answers from different students. Ask them if telling the truth is part of being honest, and why.

#### **Getting Started**

Write TRUTH on the board. Ask students to write as many words as they know that start with each of the letters. Find out who has written more words.

### Lesson 3

#### Why is it important to tell the truth?



Track 64 Listen and read. Then, answer the questions.

- 1. Are you being honest with yourself when you brag?
- 2. Are you being honest with others when you brag.3. Do you think bragging hurts your friends?

Mike: Hi John, what are you doing?

John: Hi Mike. I'm looking at this drawing I made. Look. Mike: Oh it's nice John, but I can draw better

than you. John: You might be right. I don't draw very well, but I'm

good at some sports, like soccer.

Mike: I bet I can play soccer better than you. John: I don't know Mike because you don't run very fast.

Mike: I can run faster than you.

John: Oh, ok..., but remember that soccer is a team sport, so all the team must cooperate to score goals and win.

Mike: I can score more goals by myself than the whole

John: Ok Mike, if you say so...

#### B Rewrite these sentences in negative form.

1. You should brag about your achievements You shouldn't brag about your

Do these words have the same meaning? Why? achievements 2. You might make Sam feel better if you tell him you are better than him.

You might not make Sam feel better if you tell him you are better than him

Mike: Of course! Hev John, look at my

Mike: They're cooler than your sneakers

John: Mike, please stop bragging. I like my

sneakers and I like the things I can do.

I don't care if you think you can do it

John: Yes, you are. You should stop bragging.

Can you find the negative form of

these words in the text?
can should could might must

sneakers. Aren't they cool? **John:** Yes, Mike. They are very cool

better. It isn't a contest

It's not nice. Bye Mike

Mike: I'm not bragging!

3. You can be arrogant when someone asks for your opinion. You can't be arrogant when someone asks for your opinion.

4. You should tell people about how much more you have. You shouldn't tell people about how much more you have.

5. You should always expect to get something in return. You shouldn't always expect to get something in return.

### Read and discuss the following questions.

- 1. How does lying affect people?
- 2. How does lying hurt people who tell lies?
- 3. Have you ever been hurt by a rumor about you? Can you share it? How did it feel?

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# Track 64 Listen and read. Then, answer the

Have students look at the picture and ask: What do you think they are doing? Help students with vocabulary. Play the CD for students to listen and read the dialog. Elicit answers to the questions from different students.

# Cross-Check



Write on the board: can, should, could, might, must. Elicit the negative forms of these words. Ask them the differences between these words. Clarify any doubts.

#### B Rewrite these sentences in negative form.

Read the instructions and elicit the answer to the first sentence. Clear up any doubts. Have students complete the activity. Monitor. Have students compare their sentences with a classmate. Check answers with the class.





# Read and discuss the following questions.

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



#### Read the article and answer the questions below. Accept any possible answers.

- 1. Why do you think people spread rumors or gossip about others?
- 2. Do you think that spreading rumors for attention or to be more popular is correct? Why?



As you grow, you will notice that some people spread rumors as a way to intimidate others, or because they think it makes them look 'cool' or 'popular". All kids should know that spreading rumors to turn people against someone, is a form of bullying, and it can have serious consequences for the person spreading the

Everyone must know that spreading unkind gossip in person or online is not a decent or mature way to act. It might really hurt the person being talked about and it might make other people feel intimidated.

If you want to be liked you must treat everyone with respect and fairness. Don't put other people down to

What can you do if you are the target of rumors

- You can talk to a trusted adult for support. Parents teachers, counselors or coaches can help you feel supported and less alone. Adults can also help you stop the rumors and gossip.
- · Find a friend who will stick by you and won't listen to rumors. You can share how you feel with that friend. You shouldn't spend a lot of your time thinking about the rumors or gossip; instead try to have fun with your friends.
- You can always speak up. Tell the person who is spreading rumors to stop doing it. You shouldn't get angry or mean. Don't yell. Just be respectful and mature and say what you want. You can walk away after you've said what you want. You can also ask an adult for advice on how to talk with the person spreading rumors.
- You must always take care of yourself. Do things that can make your confidence and positive feelings grow. Use your inner strength and support from others who care to focus on positive things and believe in yourself. These things can help you go through a difficult situation and be stronge



- 1. Should you exaggerate about something you did to make yourself more important? Why?
- 2. Do you think bragging is similar to bullying? Why?



Discuss about the following situations. How do you practice honesty/integrity if...? Write vour ideas in vour notebook.

- 1. You forgot to do your homework and the teacher asks where it is.
- 2. Your teacher wants to know where your project is and you haven't finished it yet.
- 3. Your mother wants to know if you have finished your homework and your friends want you to come

Lesson 3 149

#### Vocabulary

bullying rumors fairness spread

gossip



**Social Studies** 

CLIL:

### Read the article and answer the questions below.

Have students look at the title and predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Ask students: Where can you read articles like this one? Form trios and ask them to discuss the questions. Have each group express their ideas and have a small class discussion.



#### Read and discuss the questions.

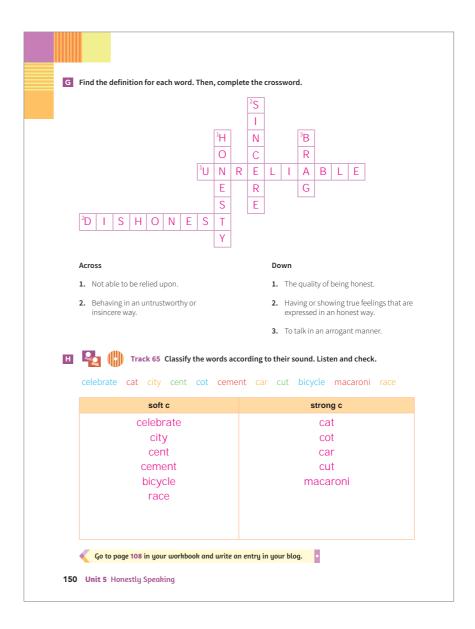
Go over the questions with students and clarify any doubts. Form pairs. Have them discuss the questions. Then, ask students to join a different pair. Tell them to share their opinions. Ask volunteers to share their ideas with the class.





Discuss about the following situations. How do you practice honesty/integrity if...? Write your ideas in your notebook.

Go over the situations with students and clarify any doubts. Form trios. Ask them to discuss the questions and write their ideas in their notebooks. Then, ask a volunteer from each group to read their ideas.



# G Find the definition for each word. Then, complete the crossword.

Have students complete the activity. Tell students they can use their dictionary. Monitor and provide any needed help. Check answers with the class.







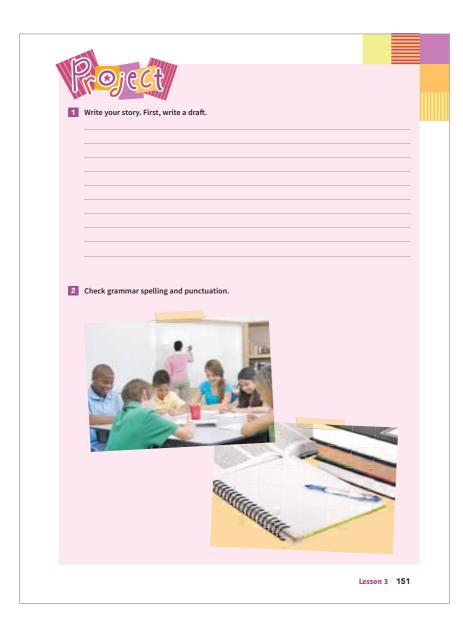
# Track 65 Classify the words according to their sound. Listen and check.

Read the instructions and play the CD. Tell students to just listen. Ask them to classify the words where they think they belong. Then, play the CD again for students to check. You can play the CD once more if needed. Ask volunteers to share their answers. Play the CD again for students to repeat. Finally, ask students to say the words aloud without the CD. Correct any pronunciation mistakes.



Go to page 108 in your Workbook and write an entry in your blog.

Go over the questions with students. Clarify any doubts. Give them time to write their entry. Provide any needed help. Have them compare their ideas with a classmate. Ask some volunteers to read their entry to the class.





#### Material:

Students decide what to use

Ask students to get in their project groups. Go over the instructions along with students and clarify any doubts. Tell students that they should discuss and agree on the story before they start writing the draft. Have them write the draft of their story in their book. Help with grammar, spelling and punctuation. After students have checked their story, ask them to make their storybook and write  $% \left( 1\right) =\left( 1\right) \left( 1\right) +\left( 1\right) \left( 1\right) \left( 1\right) +\left( 1\right) \left( 1\right) \left$ their story, leaving space for the pictures.

blame grounded truth

#### A Moment to Ourselves

Do we face the consequences of lying?

Ask students to read the question and think about the consequences of lying. Pair students up to compare their ideas. Ask volunteers to share their ideas with the class.

#### **Getting Started**

Tell students you are going to play a game. Make groups of four. Taking turns, you will ask teams a question using can, could, should, might or must. The team gets a point for every grammatically correct answer they tell you. The team that makes the most points wins. Correct the grammar mistakes students make.

#### Lesson 4

#### Do we face the consequences of lying?



# Track 66 Listen to the conversation.

Mom: Sally! Did you eat the cookies I made for your grandma? **Sally:** Me? No Mom, I didn't eat the cookies.

Mom: Are you sure? Sally: Yes Mom, very sure.

Mom: Then, please tell me who could have eaten the cookies? They were here and now they

Sally: I don't know Mom... the dog ate the cookies **Mom:** How could the dog eat the cookies if it is outside? Sally: I don't know.

Mom: Sally, you really should tell me the truth. Lying can get you into more trouble.

Sally: I'm not lying! Why must you always blame me?

Mom: I don't always blameyou. I'm askingyou because you and I are the only people in this house, and I didn't eat the cookies. I wanted to give them to your grandma. You're making me angry. You should be honest with ne and with yourself.

Sally: Fine! Late the cookies

Mom: See? That wasn't hard. Now you must help me make cookies for your grandma.

Sally: Ok Mom, I'll help you.

Mom: Oh, and you're grounded Sally. Sally: No! Why?

Mom: You are grounded because you lied to me. You should have told me the truth. If you had told me the truth you wouldn't be grounded.



What's the difference with these questions? Could you repeat that please? What should we do?

#### B Unscramble the words to make questions.

- 1. can / you / do / when / you / what / make / a /mistake What can you do when you make a mistake?
- 2. should / Sally / lie Should Sally lie?
- 3. get / you /in /trouble /could /lies
- Could lies get you in trouble?
- 4. always /be / honest/should / we Should we always be honest?



A friend asks you to keep a secret, then he/she tells you he/she's planning to run away from home. What would you do? Would you break your promise? Why?

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#### Track 66 Listen to the conversation.

Point at the picture and ask students to describe it. Play the CD for students to listen and read. Clear up any doubts. Ask students: What did Sally do? Did she lie to her mother? What did her mother do?

#### Cross-Check



Have students read the information in the box and ask: What is the difference between the questions? Elicit answers from different students. Clarify any doubts. Ask students to give you some other examples.

#### Unscramble the words to make questions.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

Beginners	Advanced
Form pairs. Elicit what questions begin with. Have them unscramble the questions together.	Have students complete the activity individually.

# C

# Discuss the following question.

Go over the question with students and clarify any doubts. Form pairs. Have students discuss the question. Tell them they can write down some ideas if they want to. Have some volunteers share their answers. Have a short class discussion about situations when it is better to break a promise than to keep it.



bowl shattered

#### CLIL: Literature

### D Read and answer the questions below.

Ask students to look at the picture and read the title in order to predict what the text is about. Have students read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, form trios and have students discuss the questions. Have each group share their opinion with the rest of the class.

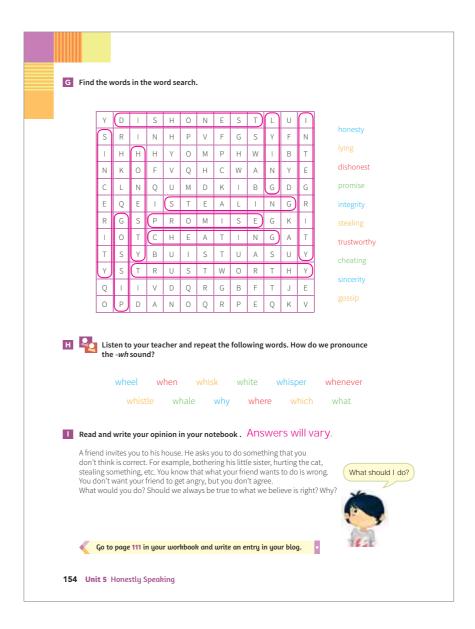
# E Read and discuss.

Go over the questions with students. Clarify any doubts. Form pairs. Have students discuss the questions. Then, ask students to share their answers with another pair. Go around the classroom and make sure everybody participates in the discussion. Ask some volunteers to share their answers with the class.



# Discuss the following situations and write your answers.

Form groups of four. Go over the situations with students and clear up any doubts. Then, ask students to discuss them. Go around the classroom and make sure everybody participates in the discussion. Then, ask them to write down what they would do. Have each group share their sentences. Correct any mistakes.



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

Set a time limit and have students complete the activity. When the time is up. Ask students to compare their answers with a classmate. Have them help each other to find the words. Go around the classroom and make sure everybody participates.



# Listen to your teacher and repeat the following words. How do we pronounce the wh-sound?

Read the words aloud for students to repeat after you. Correct any pronunciation mistake. Form pairs and have students take turns saying the words aloud. You can have students repeat the words several times.

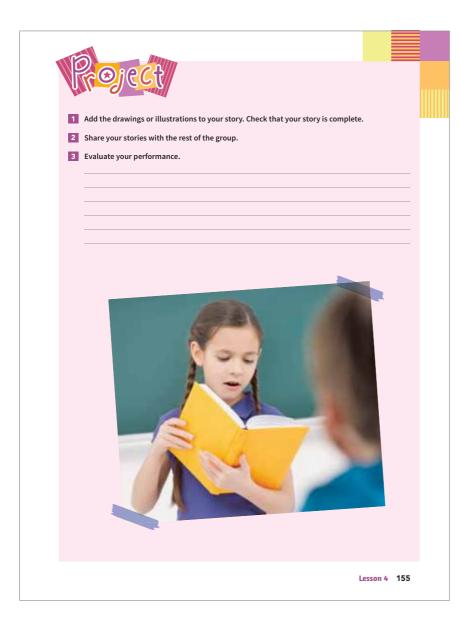
#### Read and write your opinion in your notebook.

Go over the situation with students. Clarify any doubts. Ask them to think about the questions and write some answers in their notebooks. Monitor and help if necessary. Then, ask some volunteers to share their answers with the class.



### Go to page 111 in your Workbook and write an entry in your blog.

Have a short class discussion about the questions. Ask students to write their conclusions in their books. Monitor and help with grammar, vocabulary and spelling. Ask volunteers to read their entry aloud.





#### Material:

markers, paper, colored pencils, pencils, magazines for cutouts, scissors, glue, stapler

Ask students to work in their project groups. Before they start working, make sure everyone has their material. Have students finish their storybooks. Monitor and help. Have volunteers from each group read their stories aloud to the rest of the class.

Ask students to evaluate their performance. Ask them to think about their strengths and weaknesses, and discuss in their groups how they can improve their participation in these types of projects. Have students write their conclusions in their book.

benefits healthy risk

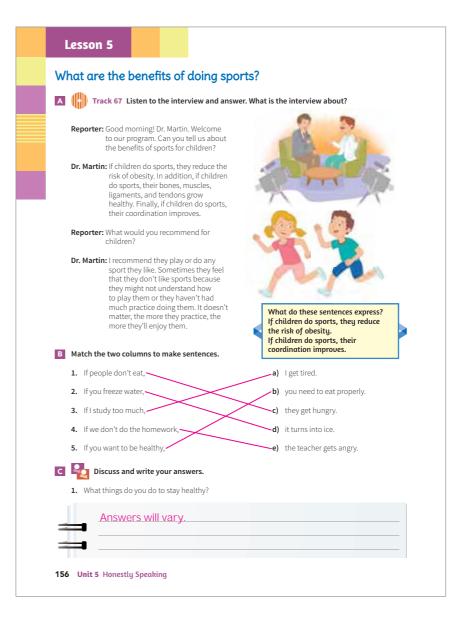
#### A Moment to Ourselves

What are the benefits of doing sports?

Read the question aloud. Have students brainstorm ideas and write them on the board. Make sure everybody participates in the activity.

#### **Getting Started**

Have students stand up. Using body parts that the students know, tell them to touch one body part with another. Example: Touch your knee with your finger. Once the students get the hang of it, let them give the instructions. Every now and then, say something that is very difficult to do, like: Touch your knee with your nose.





### Track 67 Listen to the interview and answer. What is the interview about?

Have students describe the pictures. Play the CD for students to listen and read the dialog. To check comprehension, ask: What is the interview about? Are sports good for children? Why?

#### Cross-Check

Have students read the sentences in the box and think about the question. Elicit answers. Tell students that this is the zero conditional. Give another example, such as: If you walk in the rain, you get wet. Ask some volunteers to tell you some sentences using the structure and write them on the board.

#### B Match the two columns to make sentences.

Ask students to complete the activity. Monitor and help. Check answers with the class. Clarify any doubts.

### Discuss and write your answers.

Go over the question with the students. Form pairs. Have them discuss the question and write their answers. Ask volunteers to share their answers with the class.



## Vocabulary

disappointment goals self-esteem

strategic teams



#### CLIL: **Physical Education**

# D Read the text and answer. What is the main idea of the text?

Ask students to describe the pictures. Have them read the title and predict what the text is about. Ask students to read the text. Tell them they can use the dictionary to clarify the meaning of unknown words. Have them answer the question. Discuss as a group.

# Read the text again and discuss.

Go over the questions with the students. Form pairs. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their opinions.

# Discuss the question. Make some notes.

Go over the question with the students. Form pairs. Have students discuss the question. Ask them to write down their ideas. Have volunteers share their ideas with the rest of the class. Write some of their ideas on the board.



# Play Pictionary. Use the words below.

Divide the group into pairs. Each student needs some sheets of paper, pencils and erasers. Toss a coin to decide who goes first. They have to draw a word for their classmate to guess. If the classmate guesses, he gets a point. The student who guesses more words wins.



Look at the pictures. Which words have the long e sound and the short e sound? Say the words and write them down.

Display pictures of different sports for students to see. Say the words aloud for students to listen. Have students repeat the words. Correct any pronunciation mistakes. Ask students to classify the words. Have them compare their answers with a classmate. Then, ask some volunteers to read the words aloud. Correct any pronunciation mistakes. Write the words on the board under their classification.



# Use your notes from activity F and write why you would like to play a sport.

Ask students to look at their notes from activity F. Have them complete the activity. Monitor while they work. Then, ask volunteers to share their answers.

Beginners	Advanced
Have students make a list of reasons why they would like to play a sport and discuss it in pairs.	Have students write a paragraph giving their reasons for playing a sport.



Go to page 114 in your Workbook and write an entry in your blog.

Have volunteers read the instructions aloud. Clarify any doubts. Give students time to think about their answer. Have them write their entry. Ask some volunteers to share their answers with the class.





### Material:

sources of information like books, magazines, newspapers and the Internet

Tell students that they will make a poster to promote sports safety. Go over the instructions with students. Have them use different sources to find information about sports and famous sportsmen and women. Tell them they must take notes. You can ask them to do this as homework.

Form groups of four. Explain that they are going to share their information and choose a sport for their poster. Monitor while they work. Make sure everyone participates. Ask them to keep their information in a safe place.

#### Vocabulary

bounces scores rugby try

#### A Moment to Ourselves

Why are rules important in sports?

Read the question and have students think about it. Elicit answers. Also ask them if they think that following the rules is a way to be honest. Have them give reasons for their answers.

## **Getting Started**

Elicit from students as many sports as you can and write them on the board. Then, make questions about the sports. For example: What do you need to play soccer? How many people are there in a baseball team? Where do you go swimming? What color is the basketball ball?

### Lesson 6

# Why are rules important in sports?



Nigel: What do you know about rugby?

Mark: I don't understand its rules.

Nigel: They are quite difficult. However, here it says that if a player scores a try, which means touching the ball down in the opponent's in-goal area, his team earns five points.

If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

Mark: Oh! Have you ever played rugby?

Nigel: Not really.



When do we use the zero conditional? If a player scores a try, his team earns five points. If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points

- B Unscramble the words to make correct sentences. Use correct punctuation.
  - 1. umbrella / rains / an / it / use / if / I I use an umbrella if it rains
  - 2. food / you / weight / eat / gain / fast / you / if If you eat fast food, you gain weight.
  - 3. boils / heat / it / you / water / if If you heat water, it boils
  - 4. a/if/wear/is/jacket/cold/it/I I wear a jacket if it is cold
  - 5. good / study/ get / you / grades / if / hard / you If you study hard, you get good grades
- Discuss the following questions.
  - 1. Do you know what rugby is?
  - 2. Have you ever played rugby or watched a game of rugby?
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# Track 68 Listen and read. What do you know about rugby?

Have students describe the picture. Play the CD for students to listen and read. Clarify any vocabulary doubts. Then, ask different students to answer the question.

# Cross-Check

Have a volunteer read the guestion aloud. Ask different students to read the sentences aloud. Have volunteers explain the use of zero conditional. Clarify any doubts.

# B Unscramble the words to make correct sentences. Use correct punctuation.

Have students complete the exercise. Go around the classroom and help. Ask students at random to write the answers on the board. Correct any mistakes.

Beginners	Advanced
Form pairs. Have students complete the activity as indicated in the book.	Have students write three more sentences with the zero conditional.



# Discuss the following questions.

Go over the questions with the students. Form groups of three. Have students discuss the questions. Monitor and make sure everybody participates in the activity. Ask some volunteers to share their answers.



Vocabulary appearance tournaments

#### CLIL: **Physical Education**

Read and decide where you can find a text like this.

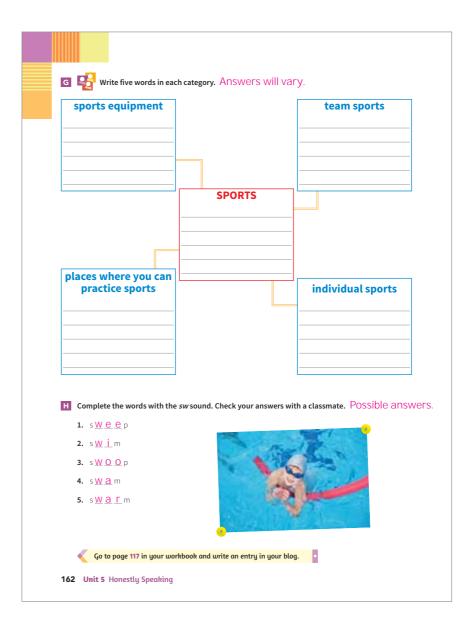
Have students describe the picture. Have them read the title and predict what the text is about. Have students read the text. Tell students that they can use their dictionary to find the meaning of unknown words. Ask comprehension questions. Elicit answers from different students.

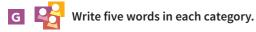
# **E** Read the text again. Cover it and write the rugby rules you remember.

Ask students to reread the text. Tell them to use a notebook or a pencil case to cover the text. Remind them that it is very important to be honest and not to cheat. Have them write the rules they remember. Then, put students in pairs and have them compare what they wrote. Ask volunteers to share their answers and write them on the board.

Do you know other sports' rules? Write them down.

Go over the question with students. Clarify any doubts. Form groups of three. Have them complete the activity. Then, have a volunteer from each group share the rules they wrote.

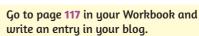




Form groups of four. Have students complete the activity. Write a similar chart on the board and elicit words from different students to complete the chart on the board.

Complete the words with the sw sound. Check your answers with a classmate.

Have students complete the words. Then, ask volunteers to share their answers. Ask volunteers to read the words aloud. Correct any pronunciation mistakes. You can have them repeat the words several times.



Go over the instructions with students. Have them go around the classroom interviewing each other to complete the survey. Then, ask them to write their conclusions. Provide any needed help. Ask some volunteers to read their paragraphs to the class.





### Material:

sources of information like books, magazines or the Internet

Ask students to get in their project groups. Have them investigate about the sport they chose. They also have to research its rules. Monitor while they work and provide any needed help. Tell students to compare the notes with the information about their chosen sport. Monitor while they work. Make sure everybody participates. Ask students to keep their information in a safe place to use it on the next step of the project

#### Vocabulary

cycling

helmet

pads

#### A Moment to Ourselves

Why is it important to protect yourself when you are playing sports?

Ask a volunteer to read the question aloud. Elicit answers. Choose a sport and ask students how they can protect themselves when playing it.

### **Getting Started**

Play hangman using the vocabulary students have been practicing. Divide the class into two teams. On the blackboard, draw spaces for the number of letters in a word. Taking turns, have teams guess letters in the word. If a letter in the word is guessed correctly, you write it into the appropriate space. If a letter is guessed which is not in the word, you draw part of the man being hanged. The team that guesses the most words wins

### Lesson 7

#### Why is it important to protect yourself when you are playing sports?



Track 69 Listen and answer. Why is it important to wear a helmet when you go cycling?

Dad: Where are you going Christy? Christy: I'm going to the park, Dad.

Dad: If you want to go cycling, you have to wear

Christy: Why Daddy?

Dad: Because you have to protect yourself. If you fall down and you are not wearing a

helmet, you can get hurt.

Christy: Do I have to wear my protective pads on my knees too?

Dad: Yes, if you do not protect your knees, you can hurt them

Christy: Ok, Daddy. I'll do it. Dad: Good girl! See you later!



Is there any difference in the meaning of these sentences? If you do not wear a helmet, you can get hurt. If you want to drive, you must get a driver's license. If you want to get well, you should take the medicine.

B Complete the sentences with the words below

should mustn't must should ought can't

- 1. If someone wants to be fit, they \_\_must\_\_ exercise every day.
- 2. If you <u>Can't</u> see very well, you should wear glasses.
- 3. If the light is red, you <u>mustn't</u> cross the road.
- 4. If you feel sick, you <u>ought</u> to see the doctor.
- 5. If you ride a bicycle, you should wear a helmet.



Discuss with your classmates what you should wear if you want to do any of these sports.

bungee jumping cycling

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# Track 69 Listen and answer. Why is it important to wear a helmet when you go cycling?

Ask students what the people in the picture are doing. Play the CD for students to listen and read the dialog. Discuss the question as a class. Continue the discussion about sports safety with questions like: What other sports need protective equipment? Why should you use it? etc.

#### **Cross-Check**



Have students read the information in the box. Elicit their answers. Ask some volunteers for sentences with the same structure and write them on the board. Correct any mistakes.

### B Complete the sentences with the words below.

Ask a volunteer to read the words aloud. Elicit their meanings. Clear up any doubts. Have students complete the activity. Go around the classroom and help if necessary. Check answers with the class.

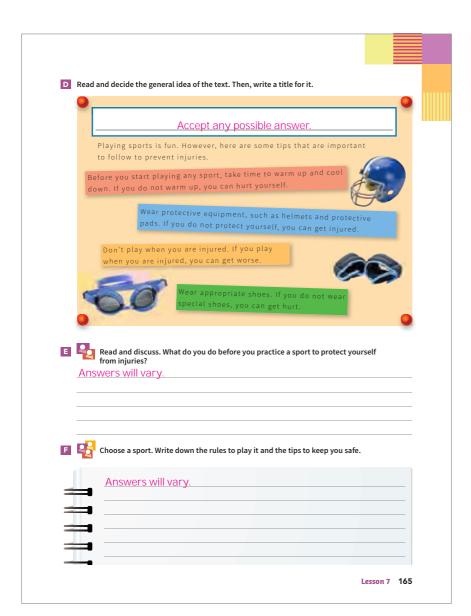
Beginners	Advanced
Have students complete the activity in pairs.	Have students complete the activity individually. Ask them to write a few more examples.





# Discuss with your classmates what you should wear if you want to do any of these sports.

Go over the sports with the students. Clarify any doubts. Form trios. Have students discuss the question. Write the sports on the board and ask volunteers to share their answers with the class. Write them on the board.



#### Vocabulary equipment protective

injuries tips prevent

#### CLIL: **Physical Education**

D Read and decide the general idea of the text. Then, write a title for it.

Have students describe the pictures. Have them predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Elicit the general idea of the text. Have students think of a title and write it down. Vote for the best title.



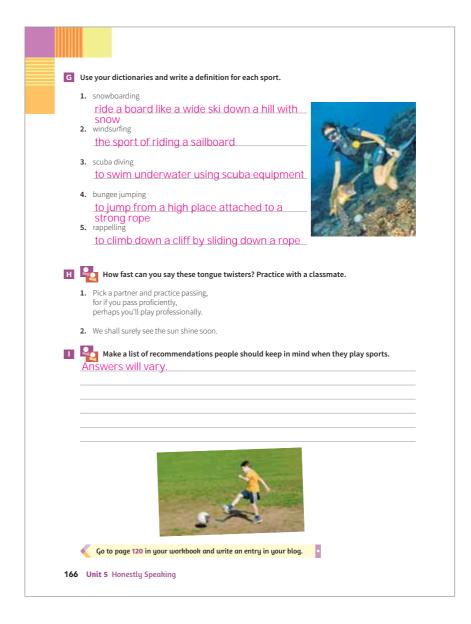
# Read and discuss. What do you do before you practice a sport to protect yourself from injuries?

Read the question with students and clarify any doubts. Ask students to write an answer. Then, have students share their answer with a classmate. Then, ask volunteers to share their ideas with the class.



Choose a sport. Write down the rules to play it and the tips to keep you safe.

Go over the instructions with students and clarify any doubts. Form groups of four. Ask them to discuss the question and write an answer. Then, have volunteers share their ideas with the class.



## G Use your dictionaries and write a definition for each sport.

Have students complete the activity. Remind students that it is important to read all the meanings of the entry, and then choose the best meaning according to the context. Check answers with the class.



# How fast can you say these tongue twisters? Practice with a classmate.

Form pairs. Have students take turns saying the tongue twisters. Have students repeat them several times. Correct any pronunciation mistakes. Find out who says the tong twisters faster.

# Make a list of recommendations people should keep in mind when they play sports.

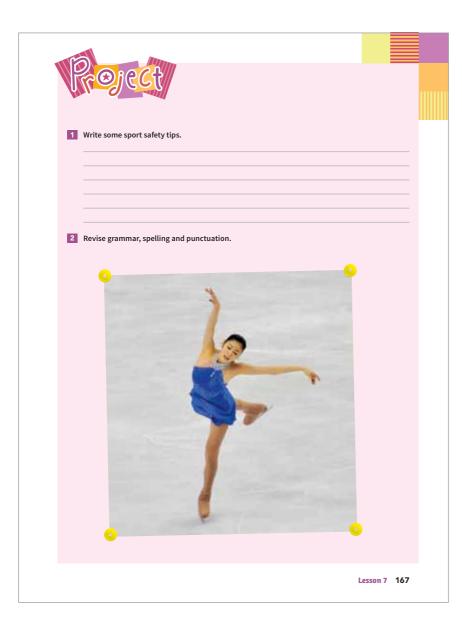
Read the instructions with students. Clarify any doubts. Form pairs and ask them to write some recommendations. Encourage them to use the zero conditional. Have some volunteers share their sentences with the class.



Go to page 120 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions aloud. Clarify any doubts. Give students enough time to investigate and write about the sport they chose. Help them with grammar, vocabulary and spelling. Have some students share their entry with the class.







### Material:

information students gathered in the previous steps

Ask students to get in their project groups. Tell them to look at the information they have gathered and think about safety tips for the sport they chose. Monitor and help students to check their grammar, spelling and punctuation. Tell them they can use a dictionary to help them. Make sure everyone participates in the activity. Have them keep their information in a safe place to assemble their poster on the next step of the project.

#### Vocabulary

effort

upset

yells

#### A Moment to Ourselves

Are honesty and respect an important part of sports?

Read the question aloud and have students think about it. Elicit answers. Ask them ways in which we can show honesty and respect when we play sports.

## **Getting Started**

Divide the class into two or three teams. Give each team a dictionary and write a long word on the board. Students should compose different words from the letters of this word. The team that has the most correct words wins. For example: BASKETBALL - baseball, ballet, talks, tables, lakes, all, etc.



# Track 70 Listen and answer the question below. How does Alex feel?

Point at the picture and ask students: What are they doing? Play the CD for students to listen and read. Clear up any doubts. Elicit answers from different students and have them say what words or phrases from the dialog helped them to answer.

# B Read and choose the best phrase to complete each sentence.

Have students complete the activity. Go around the classroom and provide any needed help. Check answers with the class.

Beginners	Advanced
Have students complete the	Have students complete the
sentences in pairs.	activity individually.

### **Cross-Check**

Have a volunteer read the question. Elicit answers from different students. Clarify any doubts. Ask some volunteers to give you more examples and write them on the board. Correct any mistakes.



# Discuss the following questions. Write your conclusions.

Read the questions with students and clarify any doubts. Form pairs. Have students discuss with their classmate and write down their answers. Ask students at random to share their answers with the class



Vocabulary

coaches defeat fair

opponents sportsmanship teammates



#### CLIL: **Physical Education**

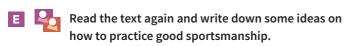
Read the text and decide why it is important to practice good sportsmanship.

Have students describe the picture. Have students read the title and predict what the text is about. Ask students to read the text. Encourage them to use the dictionary to find the meaning of unknown words. Then, have a small class discussion for students to answer the question.

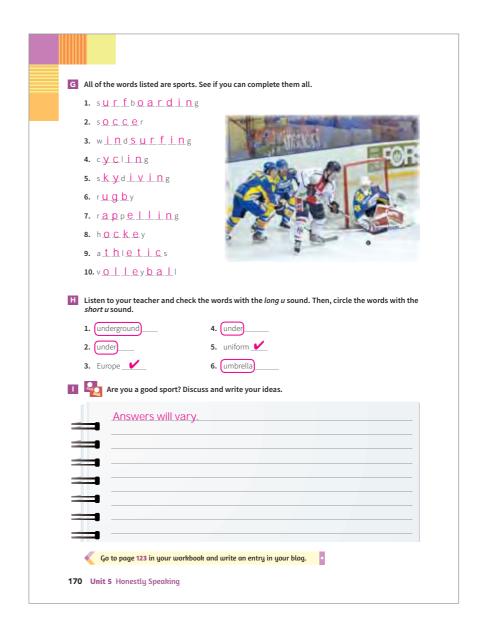


Discuss some of the ways you can promote good sportsmanship in school. Share your ideas with other classmates. Write your conclusions.

Form trios. Read the instructions and clarify any doubts. Then, ask students to discuss with their classmates. Go around the classroom and make sure everybody participates in the discussion. Ask them to write two sentences with their conclusions. Have each group share their two sentences with the rest of the class. Correct any mistakes.



Have students complete the activity. Then, have them compare their ideas with a partner. Finally, ask some volunteers to share their ideas and write them on the board. Correct any mistakes.



# G All of the words listed are sports. See if you can complete them all.

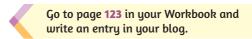
Read the instructions along with the students. Clarify any doubts. Have students complete the activity. Then, have students compare their answers with a classmate. Have some volunteers come up to the board to write the words. Correct any mistakes.

# H Listen to your teacher and check the words with the long u sound. Then, circle the words with the short u sound.

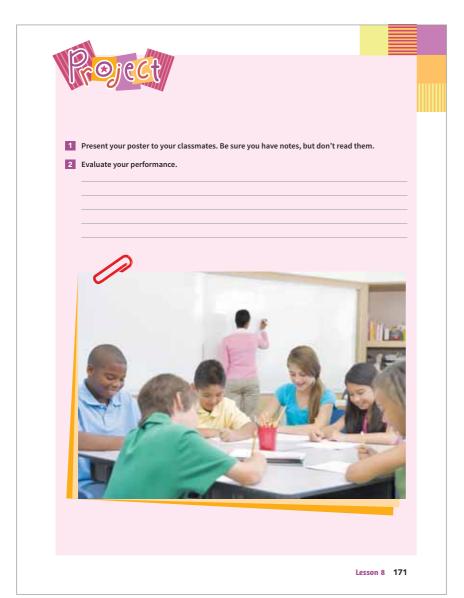
Say the words aloud for students to listen. Ask students to complete the activity while you say the words aloud slowly. Say the words aloud slowly again for students to check their answers. Have students at random say the words aloud. Correct any pronunciation mistakes.

# Are you a good sport? Discuss and write your ideas.

Read the instructions with students. Clarify any doubts. Monitor the activity and help. Then, form pairs and have students share what they wrote. Have some volunteers read their answers aloud.



Go over the instructions with students. Make sure they understand what to do. Have them write an answer for each question. Ask them to compare their answers with a classmate. Ask some volunteers to share their answers with the class.



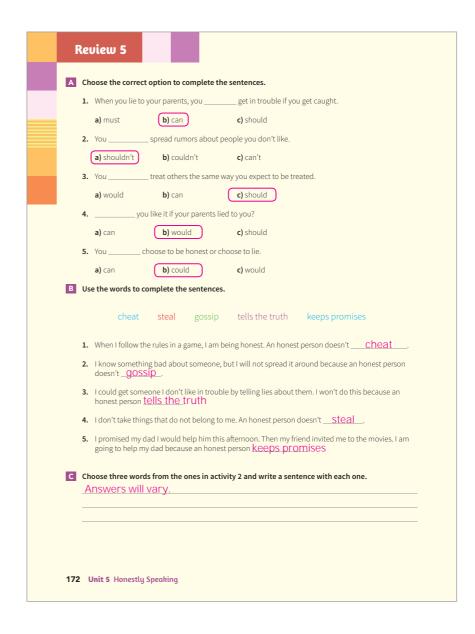


### Material:

markers, cardboard, paper, colored pencils, pencils, magazines for cutouts, scissors and glue

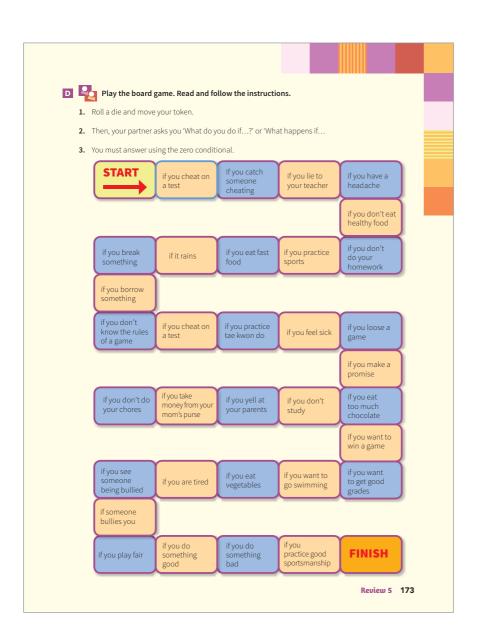
Ask students to get in their project groups. Have each group assemble their poster with the information they gathered and checked. Tell them to decorate their poster. Designate a place in the classroom for students to place their posters. Have students look at each other's posters and have a short discussion about sports and the importance of being safe when practicing them.

Ask students to think about their strengths and weaknesses and discuss in their groups how they can improve their participation in these types of projects. Have them write their conclusions in their books.



- A Choose the correct option to complete the sentences.
- Use the words to complete the sentences.
- C Choose three words from the ones in activity 2 and write a sentence with each one.

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



D Play the board game. Read and follow the instructions.

	mplete the sentences with the corr (visit) my grandpa		
	heir house at 11 o'clock. My sister		
	got out of the car. We		
	ndparents are vegetarians. Later, we		-
the	game.		
Wri	te the simple past of the following	yverbs.	
1.	can	<b>3.</b> are	
2.	is	<b>4.</b> send	
5.	like		
Rea	ad and circle the correct word to co	omplete the sentences.	
1.	I couldn't <b>sleep</b> / <b>slept</b> last night. It v	vas too cold!	
2.	I couldn't <i>jumped / jump</i> the rope w	rhen I was 3.	
3.	My father could <b>to speak</b> / <b>speak</b> Eng	glish very well when he was you	ınger.
4.	My grandmother could <i>play</i> / <i>played</i>	<b>d</b> the piano 10 years ago.	
5.	My brother couldn't <i>play / played</i> so	occer when he was 5.	
\ <i>\\\</i>	te five things you could do when y	van vana E vaana ald	

		Grade:
Ur	nderline the word that best comple	etes the sentences.
1.	I like apples <b>and</b> / <b>but</b> bananas.	
2.	I don't like parrots <b>but</b> / <b>because</b> th	ey are noisy.
3.	I want to go to the movies <i>and</i> / <i>but</i>	<b>t</b> the mall.
4.	I like chocolate <b>but</b> / <b>and</b> my mothe	er never buys any.
5.	I had a big lunch <b>and</b> / <b>because</b> I wa	as very hungry.
Wı	rite the words in the correct colum	n.
		ookies celery French fries ads carrots fried chicken
	Healthy Food	Unhealthy Food
Wı	rite <i>but</i> or <i>because</i> to complete the	sentences.
1.	Exercise is important	_ it prevents diseases.
		_ it prevents diseases. I know it is important because it improves m
2.	I don't like to exercisequality of life.	
2.	I don't like to exercisequality of life.	I know it is important because it improves m it's bad for your health.

. Ped		ntences with sh			
	ple		ould or shouldn'	't.	
2. Chi	•	hurt anim	als.		
	ldren	eat a lot	of sugar.		
3. You	I	help your par	ents at home.		
. Chi	ldren	go to sch	nool every day.		
. We		treat everyboo	dy equally.		
Read a	and circle t	the option that	best completes	the s	entences.
. You	ı should <b>do</b>	/ <b>does</b> your hon	nework every day	y.	
2. We	shouldn't <b>c</b>	cut / cuts trees.			
B. Ish	ould <b>follow</b>	ws / follow the ru	ıles in school.		
. We	shouldn't <b>t</b>	<b>talks</b> / <b>talk</b> in cla	ISS.		
. Chi	ldren shoul	ld <i>are / be</i> nice t	o their teachers.		
Vrite t	he plurals.	•			
L. wol	lf			4.	leaf
2. sto	ry			5.	child
. too	th				
		wing auestion: I	How can you sh	ow ge	enerosity and kindness?

•	some juice	in the fridge.
2	many builc	lings in the city.
3	lots of stud	lents in the class.
4	a lot of wat	ter in the river.
5	several chil	ldren's festivals during summer.
Match the two	halves to make comp	olete sentences.
1. My sister pre	fers reading	<b>a)</b> in the country to the city.
2. I prefer spea	king English	<b>b)</b> to literature.
3. I prefer stud	ying science	c) to playing videogames.
<b>4.</b> I prefer surfi	ng on the Internet	d) to writing.
5. My dad prefe	ers living	e) to Spanish.
Unscramble the	e words to make sen	tences and questions.
<b>1.</b> to/now/wo	ould / I / the movies /	rather go
2. novels/mys	tery / I / to science / p	orefer / fiction / reading
3. stay/ prefer	/you/would/home	/to/?
<b>4.</b> see/I/the	/would/teacher/to	morrow/rather/
<b>5.</b> to/the/goi	ng/than/going/mo	ovies / I / the / prefer / theater / to /
Describe your f	avorite festival.	

	rarely	often	always	sometimes	frequently	
I	wake	up at 6 a	m on wee	ekdays. I take a	shower and ha	ave breakfast a
home. I have	cereal an	d milk fo	or breakfas	st. Then, I take	the bus and go	to school. I stu
from 8 to 2. I		ha	ve lunch a	at school (from	n Monday to Th	ursday, except
Friday). I go b	oack home	e at 4 o'c	clock. In th	ie afternoon, I		play volleybal
the park with	n my friend	ds. I		go to the ma	ll on weekdays	because I have
do homewor	k. In the e	vening,		watch T	√. I don't like it	very much.
Write the co	rrect forn	n of the	verb in pa	arentheses to	complete the	sentences.
1.		(st	udy) Englis	sh for 5 years.		
2. My father	-		(WO	rk) for the gove	ernment for 10	years.
<b>3.</b> We			(live) in the	e same house	since I was bori	n.
<b>4.</b> Oh no! I _			(lose	) my math bo	ok.	
<b>5.</b>		never		(be	e) in Chicago. I v	would like to go
	some fur	things	vou bavo	done with yo	fui am da	

:		Grade:
ill in the blanks using the	past tense of the words	in parentheses.
am very tired because I	(work	x) on the school project
ince last month. I	(search) info	ormation in different
ources at the library. I	(intervi	ew) some people from the
eighborhood. Since last we	eek, I	(take) pictures at school a
(wri	te) a lot!	
Complete the table with th	ne correct form of the ve	erb.
Present	Past	Past participle
buy	bought	
be	was / were	
choose	chose	
come	came	
eat	ate	
Vrite about your favorite h	nobby.	

Photocopiable Material Unit 3 Assessment 179

My sister Sara and I have a list of chores that we have to do at home. Every morning, before going to school, we have to When we come back from school we have to We love our dog. His name is Spot. Sara he to before dinner. I help my mom I love cooking. After dinner, we have to  Circle the correct option.  1. If you have a pet, you need to take /taking care of your pet every day.  2. I prefer to swim / swimming in the morning than in the afternoon.  3. Feeding / to feed your dog is something you have to do every day.  4. I learned to play / playing the piano when I was 10.  5. This question is easy to answer / answering.  Write about the activities you will be doing this week.	cook dinner	set the table	do the dishes	make our beds	feed the dog
school we have to We love our dog. His name is Spot. Sara h to before dinner. I help my mom I love cooking. After dinner, we have to  Circle the correct option.  1. If you have a pet, you need to take /taking care of your pet every day.  2. I prefer to swim / swimming in the morning than in the afternoon.  3. Feeding / to feed your dog is something you have to do every day.  4. I learned to play / playing the piano when I was 10.  5. This question is easy to answer / answering.	My sister Sara a	nd I have a list o	of chores that we	have to do at hom	e. Every morning,
before dinner. I help my mom I love cooking. After dinner, we have to  Circle the correct option.  1. If you have a pet, you need to take /taking care of your pet every day.  2. I prefer to swim / swimming in the morning than in the afternoon.  3. Feeding / to feed your dog is something you have to do every day.  4. I learned to play / playing the piano when I was 10.  5. This question is easy to answer / answering.	before going to	school, we have	e to	When w	e come back from
<ol> <li>Circle the correct option.</li> <li>If you have a pet, you need to take /taking care of your pet every day.</li> <li>I prefer to swim / swimming in the morning than in the afternoon.</li> <li>Feeding / to feed your dog is something you have to do every day.</li> <li>I learned to play / playing the piano when I was 10.</li> <li>This question is easy to answer / answering.</li> </ol>	school we have	to	We lo	ve our dog. His nar	me is Spot. Sara ha
<ol> <li>Circle the correct option.</li> <li>If you have a pet, you need to take /taking care of your pet every day.</li> <li>I prefer to swim / swimming in the morning than in the afternoon.</li> <li>Feeding / to feed your dog is something you have to do every day.</li> <li>I learned to play / playing the piano when I was 10.</li> <li>This question is easy to answer / answering.</li> </ol>	to	befor	e dinner. I help m	ny mom	I love
<ol> <li>If you have a pet, you need to take /taking care of your pet every day.</li> <li>I prefer to swim / swimming in the morning than in the afternoon.</li> <li>Feeding / to feed your dog is something you have to do every day.</li> <li>I learned to play / playing the piano when I was 10.</li> <li>This question is easy to answer / answering.</li> </ol>	cooking. After d	inner, we have t		·	
<ol> <li>I prefer to swim / swimming in the morning than in the afternoon.</li> <li>Feeding / to feed your dog is something you have to do every day.</li> <li>I learned to play / playing the piano when I was 10.</li> <li>This question is easy to answer / answering.</li> </ol>	Circle the corre	ect option.			
<ul> <li>3. Feeding / to feed your dog is something you have to do every day.</li> <li>4. I learned to play / playing the piano when I was 10.</li> <li>5. This question is easy to answer / answering.</li> </ul>	1. If you have a	a pet, you need	to <i>take /taking</i> c	care of your pet eve	ery day.
<ul> <li>4. I learned to <i>play / playing</i> the piano when I was 10.</li> <li>5. This question is easy to <i>answer / answering</i>.</li> </ul>	2. I prefer to su	wim / swimmin	$m{g}$ in the morning	than in the afterno	oon.
5. This question is easy to <i>answer / answering</i> .	3. Feeding / to	<b>feed</b> your dog	is something you	ı have to do every	day.
	<b>4.</b> Hearned to	<b>play</b> / <b>playing</b> t	the piano when I	was 10.	
Write about the activities you will be doing this week.	5. This question	on is easy to <b>ans</b>	wer / answering	1.	
	Write about th	e activities you	ı will be doing th	nis week.	

	,		~01116	spending	871116	
Rose: What are	you		?			
ean: I'm pack	ing. I'm		on vac	cation with n	ny brother	-
ose: Where a	e you		_?			
ean: To Califo	rnia.					
ose: Where a	e you		_?			
ean: At my au	nt Laura's l	house.				
ose: Are you_		the su	ımmer th	nere?		
ean: Yes.						
ose: How nice	e.					
omplete the s	entences v	with the c	orrect fo	orm of the v	erb in par	entheses.
. I'm	(stay) l	nome, whi	ile my bro	other goes o	n vacatior	).
. I'm playing s	occer, whil	le my mon	n	(cook)	lunch.	
. While I'm at	school, my	cousin is		(ski) in D	enver.	
. The boys are	e playing so	occer, whil	e the girl	S	_ (do) ho	mework.
,	ur plans fo	r next sui	mmer.			
rite about yo						

Photocopiable Material Unit 4 Assessment 181

	should	will	must s	shouldn't	might	
You	always b	e hones	st. You _		tell the t	ruth if you want
people to trust	you. You		lie be	ecause peo <sub>l</sub>	ple will say	you can't
be trusted. Tell	ing lies		_ get you	ı in big trou	ble. Do you	think people
	trust you if yo	ou are a	liar?			
Complete the	sentences w	ith wor	ds from	the box.		
	integrity	to bluff	frank	reliable	genuine	
<b>1.</b> To be		is to	o be com	pletely hor	iest.	
<b>2.</b> You are		if	you are	sincere and	honest.	
3	m	neans to	try to fri	ghten with	false threat	S.
4	is	to have	e a strong	g moral cha	racter.	
5	m	neans to	be able	to be truste	ed.	
Answer the fo	llowing aues	tion: W	hat is fri	endship?		

	should	shouldn't	mustn't	must	should	
If you want to	be healthy y	/ou		eat hea	Ilthy food. I	For breakfast, you
can have frui	t, cereal and	milk. For lun	ch, you car	n have so	ome salad	and vegetable so
For dinner, yo	ou can have r	ice, meat, ch	nicken or fis	h with s	teamed ve	getables. You
	also d	drink water. Yo	ou		eat too	much candy or ca
You	2	lso do some	exercise. Y	ou		eat junk food
Circle the co	rrect option	•				
1. If you free	eze water, it <b>t</b>	<b>urn/ turns</b> in	nto ice.			
2. If you stud	dy hard, you	won't pass/	<i>pass</i> the ex	kam.		
3. If student	s don't do th	e homework	k, teachers <u>(</u>	get / wil	<b>l get</b> angry	·
<b>4.</b> If you pus	sh the buttor	, the volume	can't incre	ease / in	creases.	
<b>5.</b> If it rains	musn't use	/ <b>use</b> an umb	orella.			
Read and an	swer the qu	estion: Do y	ou think it	is impo	ortant to fo	ollow rules in
school? Why	-	-		•		

Photocopiable Material Unit 5 Assessment 183

# **Assessments Answer Key**

### **Assessment 1**

- visited, arrived, ran, didn't have, won
- could, was, were, sent, liked
- sleep, jump, speak, play, play
- Answers will vary.

# Assessment 2

- shouldn't, shouldn't, should, should, should
- do, cut, follow, talk, be
- wolves, stories, teeth, leaves, children
- Answers will vary.

# Assessment 3

- always, frequently, often, sometimes, rarely
- have studied, has worked, have lived, have lost, have been
- Answers will vary.

### Assessment 4

- make our beds, feed the dog, set the table, cook dinner, do the dishes
- take, swimming, Feeding, play, answer
- Answers will vary.

#### Assessment 5

- should, must, You, might, will
- frank, genuine, To bluff, integrity, reliable
- Answers will vary.

- and, because, and, and, because
- **B** Healthy food: oranges, grapes, salads, carrots, celery; Unhealthy food: doughnuts, chocolate, cookies, French fries, fried chicken
- c because, but, because, because, but
- Answers will vary.
- There is, There are, There are, There is, There are
- 1,d; 2,e; 3,b; 4,c; 5,a
- c I would rather go to the movies now. I prefer reading mystery novels to science fiction. Would you prefer to stay home? I would rather see the teacher tomorrow. I prefer going to the movies than going to the theater.
- Answers will vary.
- have worked, have searched, have interviewed, have taken, have written
- bought, been, chosen, come, eaten
- Answers will vary.
- doing, leaving, going, staying, spending
- staying, cooks, is skiing, do, traveling
- Answers will vary.
- should, should, shouldn't should, mustn't
- turns, pass, get, increases, use
- Answers will vary.

# **Audioscripts**



#### Track 1

Criss Cross Level 5 by Fanny Riva Palacio and Stefania Villarreal. All rights reserved, Kells Education 2014.



#### Track 2

Max: Who is that man in the picture? Peter: That is Dr. Martin Luther King Jr. Max: Who is Dr. Martin Luther King Jr.?

Peter: He was a civil rights activist in the 1950s

and 1960s.

Max: Really? And what did he do?

Peter: He was the leader of non-violent protests to fight for the rights of all people including

African Americans.

Max: Why did he lead protests?

Peter: Because black people in the United States didn't have the same rights white people had, and he wanted to live in a world where everyone had the same rights.

Max: Oh, so he is a famous person?

Peter: Yes, he is very famous. He was the youngest man to receive the Nobel Peace Prize.

Max: That is very interesting; I will read more about him.



# Track 3

All IV		
stopped	listened	decided
looked	played	wanted
washed	enjoyed	started
watched	lived	waited
liked	stayed	visited
walked	opened	invited
helped	loved	
missed	called	
learned	smiled	



### Track 4

When I was young I could do a lot of things. I could play all day long at the swings, I even imagined I had wings. When I was young I could run very fast, I ran so fast I was never last, But now that is all in the past. Now I'm old and I can't. I can't even catch the cat. But I remember when I could, And I think that is good.



# Track 5

Paul: Hi Mike.

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

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

Mike: Yes, I did.

Paul: Really? I thought you were grounded. Mike: My mom said I could go to the party if I

tidied up my room.

Paul: That's great! Was the party fun? Mike: Yes, it was a lot of fun. I'm happy I was

able to go to the party.



#### Track 6

cable stable doable useable climbable fable



# Track 7

I like it.

Ask me why.

Because there is more light, Because many flowers grow, Because baby animals are born, Because I can go out and run, Because Spring is fun!



### Track 8

meat	kick
mitt	leak
stick	beat
ship	beet
lick	seat
sheen	hrick



#### Track 9

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

Eat the right food to protect your sight. Carrots are good for your eyes, but eating other fruits and vegetables is important for keeping your eyes healthy. Dark leafy greens like spinach, or fish like salmon and tuna, are also good for your eyes. We've all heard about the importance of calcium and vitamin D for strong and healthy bones, teeth, and nails. But what foods contain calcium and vitamin D? Yoghurt, milk, cheese, sardines, eggs, healthy cereals, tuna and orange juice are foods that help your bones, teeth, and nails be strong and healthy. You might not like some of these foods, but it is important to consume them, because they will help you grow up happy and healthy.



# Track 10

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



# Track 11

**Presenter:** Do you know the food groups?

Children: Yes!

**Presenter:** What are the five food groups? Can

you tell me one by one?

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

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

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

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

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

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



#### Track 12

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



# Track 13

Mom: Leo, please eat your dinner. Leo: I don't want to eat broccoli.

Mom: Why don't you want to eat broccoli? Leo: I don't want to eat it because I don't

Mom: You can't know if you don't like it because you haven't tried it yet.

Leo: I don't want to try it because it is green. Mom: You could try to eat a small piece of broccoli and decide if you like it or not.

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



### Track 14

food	sun
suit	nut
fruit	soon
too	roof
root	mud



#### Track 15

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



#### Track 16

ship star
 snake shark
 shovel snail



#### Track 17

Joshua is an 11-year old boy from Mississippi, who made eleven children very happy on his birthday. Let's listen to Joshua's story. "This year, I thought I should do Something different for my birthday. I didn't ask my parents for presents.

Instead, I decided to give something to someone in need. Suddenly, I knew it: children in the hospital. I asked my mom if she could buy eleven teddy bears.

On my birthday, we went to the local children's hospital. We spent some time with the kids and we gave the eleven teddy bears away. They were very happy and I was very happy, too.
I think I'm a lucky kid because I'm healthy so I shouldn't be selfish. I don't need any more toys.
I think people should make an effort to be kind and generous to others. You shouldn't worry about the things you don't have. You should be happy with the things you have. Giving the teddy bears to children in the hospital and seeing them smile was the best birthday gift!"



# Track 18

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



#### Track 19

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

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

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

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

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

Emily: Why should I be generous?

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

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

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



### Track 20

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



#### Track 21

**Evan:** Hi Jen! What are you doing?

**Jennifer:** Hi Evan! I'm putting all these food cans and toilet paper inside this box.

**Evan:** What are you going to do with those things?

**Jennifer:** I'm taking them to the Red Cross. It's my donation to help the people who have been affected by the floods.

**Evan:** Oh, I should have some food cans at home and I'll help you, too.

**Jennifer:** Sure! Anyone who can help should

**Evan:** Shouldn't we put some medicines in the box too?

**Jennifer:** No, we shouldn't. You should only donate the items that they are asking for.

Evan: Why?

**Jennifer:** Because that's the only way the volunteers can actually help the people in need. If you give them things they don't need right now, they'll only have more work to do and the help will take longer to arrive.

**Evan:** Oh, I see. So that is why it's important to take your donations to organizations like the Red Cross.

**Jennifer:** Exactly! You should make sure your donations are being delivered to the people that need them.



#### Track 22

station
 section
 information
 special
 nation
 direction

7. musician 8. delicious



#### Track 23

**Melanie:** Nora! It's recess time! We should have lunch together.

**Nora:** I'm sorry Melanie. I didn't bring any lunch and I don't have enough money to buy a sandwich.

**Melanie:** You shouldn't worry about that, we could share my sandwich.

Nora: Really? Thank you very much!

**Melanie:** No problem, come on. We can sit near the football field.



### Track 24

sure insure sugar sand
 passion cautious admission expansion
 parachute chief machine brochure



#### Track 25

There are different types of festivals around the world. Different countries and different areas within these countries have their own festivals. Some of them have religious origins, others depend on seasonal change or have some cultural importance. One of the oldest festivals in the world is the Japanese Cherry Blossom festival celebrated in the spring. The origin of this festival dates back to more than one thousand years ago when aristocrats enjoyed looking at cherry blossoms and wrote poems. Nowadays, people celebrate this festival. There are many performances. There is music and all forms of entertainment. A lot of people wear Kimonos.



#### Track 26

flat bite
 thirsty wash
 bit flew
 walk think



## Track 27

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

Cathy: Which one?

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

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

**Jason:** What type of show is that?

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

Jason: OK... It sounds better than the ensemble. I prefer going to this concert Cathy. Cathy: Great! Let's buy the tickets now.



#### Track 28

reason books cuts rise goes caps cats berry vest best van ball vat vet



## Track 29

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

**Michelle:** Well, what are your choices? **Beth:** I can do it about festivals in the Middle Ages or in the Renaissance era.

**Michelle:** Which one would you rather write about?

**Beth:** I would rather investigate the Middle Ages.

**Michelle:** Sounds interesting. **Beth:** What about you, Michelle?

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

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

Michelle: I prefer going to the library. What

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



#### Track 30

**Tracy:** There are really interesting movies in this film festival. Would you like to watch a horror movie?

**Paul:** No, I'd prefer to watch an action movie. I don't really like horror movies.

**Tracy:** Let me see... There aren't any action movies now. What about a science fiction one?

Paul: I'd rather watch an adventure movie.

**Tracy:** Well, there's an adventure movie. It starts in 20 minutes or there's a comedy movie now.

**Paul:** I'd rather watch the adventure movie than the comedy.

**Tracy:** OK, so let's buy the tickets for the adventure movie.



#### Track 31

wet quack we way she pail then be he me



### Track 32

# Friendship Skills, How to Be a Friend

Do you know how to be a friend? Here are some tips on how to be a good friend.

- Always use your manners. Saying 'please' and 'thank you' helps to be kind to each other.
- 2. Friends often talk. Be sure to take turns when talking to each other. As a result, you can be good listeners.
- **3.** Be aware of others' feelings. Sometimes it is a good idea to keep your thoughts to yourself rather than hurt other people's feelings.
- **4.** Friends rarely keep secrets from each other.
  You should always try to be honest with your friends
- 5. Never make comments about each other's country, race, religion or physical appearance. Always remember this, 'if you can't find anything nice to say about someone, say nothing'.



### Track 33

fast internet often nest went gift soft star into after plant stop



# Track 34

Chris: Hi Stella?

Stella: Hi Chris, how have you been?

**Chris:** I've been good, and you? I haven't seen

you in a long time.

**Stella:** I've been good too. We haven't seen each other since our high school reunion.

Chris: I know. It's nice to see you again. Have

you seen John?

**Stella:** I saw him three times in the last month. He works very close to where I live.

**Chris:** Oh that's very nice! I'm sorry Stella. I have to go now. My car has broken down several times this week. I have to walk to work. It was nice seeing you.

**Stella:** It was nice seeing you too. Take care.

Chris: Bye.



#### Track 35

a) silk, milk, bulk, sulk

**b)** risk, ask, brisk, task

c) think, thank, blink, blank



#### Track 36

**Presenter:** Welcome to our show! Today we will meet Mark and Leo. They were friends in primary school, but they haven't seen each other in a long time. Welcome Mark and Leo! How are you?

**Mark:** Good, thank you. **Leo:** I'm great, thanks.

**Presenter:** We know you were best friends, but why haven't you seen each other in such a long time?

**Mark:** Well, I had to move to another state and I never called Leo because I lost his phone number.

**Leo:** I never got Mark's new phone number, so I couldn't call him.

Mark: We had a fight before I moved.

**Leo:** Yes, I remember and I thought you didn't call me because you didn't forgive me.

**Mark:** I don't even remember what the fight was about.

Leo: I don't remember the fight either.

**Presenter:** Well, that was another story of friends that haven't seen each other in a long time. Remember we can help you find your friends so call us!



#### Track 37

pool book door fool tool



# Track 38

Julie: Hey Sam!

**Sam:** Hi Julie. Have you seen Sally today? **Julie:** No, I haven't. She is still at home because she hasn't finished her homework yet.

Sam: Oh, that's too bad. Has Emma arrived?

Julie: No, Emma hasn't arrived yet.

**Sam:** I'm sure she'll arrive soon. She's always late.

**Julie:** I know. She's always been like this since we were in elementary school. She should have

Sam: Anyway, let's go.

learned to be on time by now.



#### Track 39

hamster house heart hen

hammer



#### Track 40

Laura: What are you reading, Simon? Simon: A short article about Rick Miller.

Laura: Who's he?

**Simon:** He's a chess player from New Zealand. Laura: What does the article say about him? Simon: It says that when he was 5, he started to play chess as a hobby and now he's 15 and he's the world chess champion. Isn't that amazing?

Laura: Wow! He has played for 10 years. I never thought that somebody who played chess as a hobby would become a world champion.

Simon: Me neither. I have played soccer for 5 years. Do you think I can become a world champion?

Laura: Oh! Well... I don't know...



#### Track 41

1. when 6. whatever 2. which **7.** why 3. watch 8. wheat 9. whom 4. wharf 5. white 10, whose



# Track 42

Nick: Have you ever cooked anything? Jimmy: No, I haven't. I have never cooked or baked. Have you?

Nick: Yes, that's my favorite hobby.

Jimmy: Really?

Nick: Yes. I look for recipes from different parts of the world and my mother helps me make them.

Jimmy: That's interesting. Nick: Next time, you can join us. Jimmy: Ok. That sounds like fun.



#### Track 43

1. elephant 6. philosophy 2. telephone 7. graph 3. cough 8. pharmacist 4. photograph 9. sleigh 5. enough 10. phase



## Track 44

Abby: Has Rick come in yet?

Benny: Not yet.

**Abby:** Do you know where he is?

Benny: He's in the yard. He likes watching the

changes in the weather.

Abby: Why?

Benny: Because he likes to predict the weather.

That's his hobby.

Abby: How interesting.

Benny: Yes, he spends all of his free time

analyzing the weather.

**Abby:** Has he done his homework yet? Benny: Yes, he has already done it!



#### Track 45

They are in the field.

I saw my friend yesterday.

They don't believe I found the money. The berries are in the refrigerator. My cat cries when he is alone.



# Track 46

Reporter: Good morning and welcome to our show.

Guest: Good morning.

**Reporter:** How big is your model car collection?

Guest: I have 30,000 model cars.

Reporter: Thirty thousand model cars. That's amazing! How long have you been collecting cars?

Guest: I have collected cars for 15 years.

**Reporter:** When did you start collecting them? Guest: I have collected them since I was 10.

My dad used to give me a new model car for my birthday and we spent time playing together. I liked it so much that I continued collecting them.



# Track 47

- 1. My birthday cake had 11 candles.
- 2. The baby has a rattle.
- 3. My sister bought me a camel.
- 4. Dinner is on the table.
- 5. Don't drink water from the bottle.



# Track 48

Peter: Hi Mary! What are you doing?

Mary: Hi Peter. I'm writing a list of things I like to do to help my mom around the house.

Peter: That's great! What kind of things do you like to do to help her?

**Mary:** I like cleaning my room and making my bed. I also enjoy watering the plants and feeding the cat.

Peter: Wow! You like to do a lot of things. I don't like chores very much but I also try to help my mom.

Mary: Tell me one thing you don't like to do. Peter: I don't like taking out the garbage but I

do it sometimes.

Mary: I don't mind taking out the garbage but I

don't really like washing the dishes.

**Peter:** Helping around the house is important because you can show adults that you can be responsible.

Mary: You are right.



#### Track 49

1. wing king ring sing 2. sting swing bring string 3. sleeping eating dreaming running



#### Track 50

Miss Jones: John, please hand in your

homework.

John: I'm sorry Miss Jones but I forgot to bring

my homework.

Miss Jones: Why did you forget your

homework?

John: Something happened. Miss Jones: What happened?

John: It's my mom's fault. I asked her to buy the materials for the homework but she forgot to do it.

Miss Jones: It's not your mother's fault. Your

homework is your responsibility.

John: Yes, It's her fault! I wanted to do my homework but she didn't buy what I needed.

Miss Jones: You had three weeks to complete this assignment. You should learn to take responsibility for your actions.

John: Hmmm...well...oh... but she didn't want to take me with her to buy the materials.

Miss Jones: You shouldn't make excuses. If you don't do your homework you should be prepared to face the consequences.

John: Well...I'm sorry Miss Jones. You are right. I was lying. I didn't remember the assignment and I forgot to buy the materials.



# Track 51

1. sang 4. gang 5. rang 2. pang 3. fang 6. bang



#### Track 52

Dad: Your birthday is next week Sam. What do you want for your birthday?

Sam: I want a puppy.

Dad: Having a puppy can be great Sam, but it's also a great responsibility.

**Sam:** Why is it a great responsibility? Dad: Because having a pet means you are responsible for the life of another living thing.

Sam: How do I do it?

Dad: First of all, you need to love your pet. Pets love us forever so we have to do the same. Even if you grow up, change or get really busy.

Sam: That's easy, of course I'll love my puppy forever.

Dad: Love is not enough. Taking care of animals can take a lot of time and energy. You have to be committed. You have to be willing to work hard and be consistent.

Sam: Like what dad?

Dad: For example, you have to feed your puppy. You should make sure it always has water to drink. Dogs need to be walked and exercised every day. They need training. If you want a puppy you have to take care of it. You can't get bored or tired.

Sam: Mmm... maybe I'm young, but I think I can be responsible and take care of a puppy forever. I promise to take care of it.

Dad: Ok, I'll talk to your mom and we'll tell you what we decided.



#### Track 53

long song gong strong wrong dong



#### Track 54

Linda: Hi Mark, how are you?

Mark: Hi Linda, I'm good. How are you? **Linda:** I'm ok. What are you doing tomorrow?

Mark: I'm cleaning my room tomorrow.

Linda: Really? Why?

Mark: My mom got angry and said that she's always doing things for me, but I never do anything to help her.

Linda: Oh! I see. Your mom is right. We have to be responsible.

Mark: You are right. That's why I decided I'm helping my mother every day with one chore around the house.

Linda: That's a great idea Mark!



## Track 55

Randy: What are you doing on your next vacation?

Sue: I'm traveling to Ruidoso with my family.

Randy: How are you traveling? Sue: By car. My father's driving.

**Randy:** What are you doing in Ruidoso? Sue: We are skiing and snowboarding.

Randy: Are you spending Christmas in Ruidoso. Sue: Yes. We are coming back on the 26th.

Randy: That sounds great.



### Track 56

debt salmon Wednesday answer autumn



#### Track 57

Luc: What are you doing?

Mary: I'm packing. I'm leaving on vacation.

Luc: Where are you going? Mary: To Connecticut. Luc: Where are you staying? Mary: At my cousin Rachel's house.

Luc: Are you spending the summer there?

Mary: Yes.

Luc: Are you planning to do many things with

your cousin? Mary: Not really. Luc: Why not?

Mary: She has a summer job, so I'm taking swimming lessons while Rachel works at the cafeteria. I'm planning to go hiking, while she stays home.



#### Track 58

1. studying 4. staying 2. planning 5. running 3. having 6. doing



# Track 59

Alice: Hey Garret! What are you doing?

**Garret:** I'm checking this vacation brochure... Alice: Oh!... Where are you going on your next vacation?

Garett: First, we are visiting my grandma in San Diego. Then, we are going to Los Angeles. We are visiting Disneyland and Anaheim. After that, we are traveling to San Francisco. Finally, we are

spending some days at the beach.

Alice: Sounds great!

Garret: Yes, I'm sure we'll have lots of fun there. Alice: Is it your first time in Disneyland and Anaheim?

**Garret:** Yes...I'm really excited about this trip!



# Track 60

Nicki: Where are we going on vacation? **Mom:** Well... this is an interesting trip. Look...

Nicki: Exploring the Antarctica?

Mom: Yes! First, you sail through the Drake Passage. Then, you take a cruise. The first stop is at Paradise Bay to see the ice-covered peaks. After that, you arrive to Neko Harbor and walk among the penguins. Finally, you visit the base stations in Antarctica.

Nicki: It sounds great. Let's make the reservations



#### Track 61

Uncle Joe: Look Jim, here's a letter for your mom and dad from your school.

Jim: A letter from my school? Let me see! Uncle Joe: It might be a letter about the spring festival.

Jim: Yeah, probably.

Jim: Uncle Joe, what do they do to kids that

don't go to school?

Uncle Joe: You have to go to school. It's your

obligation. Why?

Jim: Well, there's a kid I know that likes to go

exploring.

**Uncle Joe:** Mmm... You mean he goes exploring instead of going to school?

Jim: Yeah.

**Uncle Joe:** Do his parents know about this? Jim: Of course not, they wouldn't like it. Uncle Joe: Well, that's lying to your parents. Jim: Could this kid get in trouble for lying? Uncle Joe: Let me tell you... There's a time for exploring and a time for going to school. And you shouldn't lie about it. The bad part about this is the lie, not the trouble you might get into. When someone you know lies you usually notice, and even if you don't get caught, lying makes you feel bad and you also hurt the people you lie to.

Jim: I was lying about my friend uncle. I am the one who skips school.

Uncle Joe: Well Jim, I noticed you were acting nervous. What are you going to do with the

Jim: I'm going to give it to my mom and be honest about skipping school.

**Uncle Joe:** That's the right thing to do Jim. I'm proud of you.



### Track 62

1. hedgehog 5. judge 2. badge 6. dodge 3. fudge 7. wedge 8. ledge 4. edge



#### Track 63

Sadie: Look Bob! What is that?

**Bob:** It looks like a wallet. Let's see what's inside.

**Sadie:** We should tell Mr. Smith, so he can return it.

Bob: Look Sadie, there is some money here. We could take the money and return the empty

Sadie: We shouldn't do that Bob!

Bob: Why not? Nobody will know. We are still being honest if we return the wallet.

Sadie: That's not honest! I would never do that! Give me the wallet I'm going to give it to Mr. Smith

Bob: Don't get angry with me Sadie. I'm sorry, let's return the wallet.

Sadie: You must promise that you won't try to do that again. People must show integrity and that means that your words and your actions match. You should be completely honest, not just kind of honest.

Bob: I'm sorry. You're right Sadie.



#### Track 64

Mike: Hi John, what are you doing? John: Hi Mike. I'm looking at this drawing I

made. Look.

Mike: Oh it's nice John, but I can draw better than you.

John: You might be right. I don't draw very well, but I'm good at some sports, like soccer.

Mike: I bet I can play soccer better than you. John: I don't know Mike because you don't run very fast.

Mike: I can run faster than you.

John: Oh, ok..., but remember that soccer is a team sport, so all the team must cooperate to score goals and win.

Mike: I can score more goals by myself than the whole team ever could

John: Ok Mike, if you say so...

Mike: Of course! Hey John, look at my sneakers.

Aren't they cool?

John: Yes, Mike. They are very cool.

Mike: They're cooler than your sneakers.

John: Mike, please stop bragging. I like my sneakers and I like the things I can do. I don't care if you think you can do it better. It isn't a contest.

Mike: I'm not bragging!

John: Yes, you are. You should stop bragging. It's not nice. Bye Mike.



#### Track 65

celebrate city cent cement bicycle cut race cot macaroni



#### Track 66

Mom: Sally! Did you eat the cookies I made for your grandma?

Sally: Me? No Mom, I didn't eat the cookies.

Mom: Are you sure? Sally: Yes Mom, very sure.

Mom: Then, please tell me who could have eaten the cookies? They were here and now they are gone.

Sally: I don't know Mom... the dog ate the cookies.

Mom: How could the dog eat the cookies if it is outside?

Sally: I don't know.

**Mom:** Sally, you really should tell me the truth. Lying can get you into more trouble.

Sally: I'm not lying! Why must you always blame me?

Mom: I don't always blame you. I'm asking you because you and I are the only people in this house, and I didn't eat the cookies. I wanted to give them to your grandma. You're making me angry. You should be honest with me and with yourself.

Sally: Fine! I ate the cookies.

Mom: See? That wasn't hard. Now you must help me make cookies for your grandma.

Sally: Ok Mom, I'll help you.

Mom: Oh, and you're grounded Sally.

Sally: No! Why?

Mom: You are grounded because you lied to me. You should have told me the truth. If you had told me the truth you wouldn't be grounded.



#### Track 67

Reporter: Good morning! Dr. Martin. Welcome to our program. Can you tell us about the benefits of sports for children?

Dr. Martin: If children do sports, they reduce the risk of obesity. In addition, if children do sports, their bones, muscles, ligaments, and tendons grow healthy. Finally, if children do sports, their coordination improves.

Reporter: What would you recommend for children?

Dr. Martin: I recommend they play or do any sport they like. Sometimes they feel that they don't like sports because they might not understand how to play them or they haven't had much practice doing them. It doesn't matter, the more they practice, the more they'll enjoy them.



# Track 68

Nigel: What do you know about rugby? Mark: I don't understand its rules.

Nigel: They are quite difficult. However, here it says that if a player scores a try, which means touching the ball down in the opponent's in-goal area, his team earns five points. If a player drops the ball on the ground and then kicks it just as it bounces, his team earns three points.

Mark: Oh! Have you ever played rugby?

Nigel: Not really.



#### Track 69

Dad: Where are you going Christy? Christy: I'm going to the park, Dad.

Dad: If you want to go cycling, you have to wear

a helmet.

Christy: Why Daddy?

Dad: Because you have to protect yourself. If you fall down and you are not wearing a helmet, you can get hurt.

**Christy:** Do I have to wear my protective pads on my knees too?

Dad: Yes, if you do not protect your knees, you can hurt them.

Christy: Ok, Daddy. I'll do it. Dad: Good girl! See you later!



#### Track 70

Madeleine: Why are you so upset, Alex? Alex: My dad got angry with me because I missed the fly ball that could have won the

Madeleine: That's not fair!

Alex: Yes, I know but he always does the same thing. If I don't play well, he yells at me. Madeleine: Next time, he yells at you, you

should talk to him.

Alex: I don't know what to say.

Madeleine: You could tell him how you feel. Tell

him you are making your best effort. Alex: Yes, but sometimes my best effort is not

enough.

Madeleine: Of course it is enough. It's the most

anyone can do.

Alex: You're right. I will try to talk with my Dad.



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