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Teacher's Edition Criss Cross 6



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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.

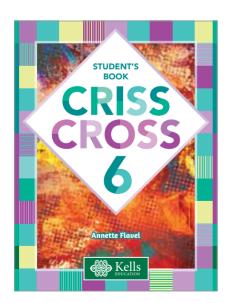
Quotes

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
 - to set an enjoyable learning environment, the components that conform the series and the Scope and Sequence.
- A Back Matter offering ten photocopiable assessments, two per unit –Assessment 1 suggested to be used after the first four weeks in a unit and Assessment 2 for the last four weeks of work in the unit. The answer key for every assessment is found in this section as well.

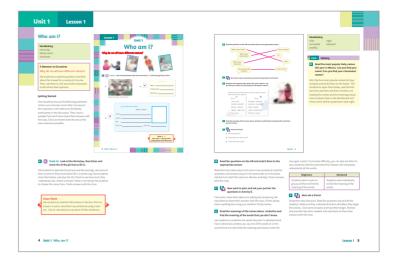
Workbook

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



Audio CD

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



Scope & Sequence 1st Grade

Unit	Vocabulary	Structures	Phonics
1	 Greetings, Introductions School places Numbers 1 to 10 School objects Verbs: bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc. The alphabet 	 Greetings and introductions: Good morning (afternoon/evening/night), How are you? What's your name? I am My name's Pleased to meet you Simple present tense of to be Personal Pronouns Question words: What, How: How old are you? What's this? Possessive adjectives (determiners) Definite and indefinite articles Imperatives: Cut the picture; Color the card, etc. Instructions: Stand up, Sit down, Open your Close your Clap three times 	 The alphabet and beginning sounds /p/ /m/
2	 Parts of the body Flavors Feelings Sports Food Verbs: see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc. Numbers 1 to 10 Ordinals and cardinals 	 Simple present tense of to be Simple present tense of to have Demonstratives: This / These Nouns in singular and plural Definite and indefinite articles: a / an / the Quantifiers: some Simple present tense Imperatives for common actions: Eat well, Read a book, Wash the dishes, Feed the cat, Make your bed, etc. There is / There are 	 /s/ /t/ (short) /a/, /e/, /i/, /o/, /u/ /k/ /b/ /f/
3	 Animals: mammals, fish, reptiles, insects, amphibian, birds, Arctic animals Adjectives: small, big, green, intelligent, etc. Colors: red, blue, etc. Numbers Verbs: climb, bite, fly, etc. 	 Simple present verb to be: questions Demonstratives: This / That / These / Those Wh questions: Where (singular and plural), What, How Word order using adjectives: It's a long, yellow snake. Use of adjectives in the singular and plural Use of Can: aff, neg, int Short answers 	 double consonants in a word: tt, pp, mm, ff, rr /n/ /h/ Difference between /o/ and /u/ /g/ final /l/

Unit	Vocabulary	Structures	Phonics
4	 People in the community, professions: policeman, mail carrier Objects and tools: hose, radio, bag, stethoscope, etc. Places in the city: police station, post office, etc. Means of transportation: fire truck, airplane, etc. Places in the mall: clothes store, pet store, etc. Pets: dog, cat, parrot, rabbit, spider, etc. Clothes: dress, coat, socks, pants, shoes, shirt, etc. Toys: ball, bat, Teddy bear, skates, etc. Verbs: find, drive, deliver, etc. 	 Simple Present, First person singular, third person singular Aff. neg. int. / does / doesn't Singular and plural Existence: There is / There are (aff, neg.) Quantifiers: some / any Demonstratives: this, that, these, those 	 initial and final /n/ initial and final /l/ initial and final /l/ initial /g/ middle /k/
5	 Rooms in the house Colors Furniture: lamp, sink, toy box, etc. Family members Activities at home: brush my teeth, wake up, have dinner, etc. Meals: breakfast, lunch, supper, dinner, etc. Food and drinks: fried chicken, French fries, soda, water, eggs, etc. Countries: Japan, Mexico, United States, France, etc. Vegetables: carrots, lettuce, tomato, etc. Fruit: orange, apple, banana, etc. Verbs: Review 	 Simple Present: It goes in the living room. Singular and plural Demonstratives: This goes/ That goes Possessive adjectives Possessives: 's Simple Present: like / likes doesn't like / don't like Have / Has 	 /v/ /w/ /y/ final /ks/ /z/ /c/ as in cereal

Scope & Sequence 2nd Grade

Unit	Vocabulary	Structures	Phonics
1	 Food: healthy and unhealthy food Products from animals / vegetables: sugar cane, milk, honey, etc. Seafood Verbs: wash, cut, fry, eat, etc. Numbers 20 to 30 	 Simple Present: Like / Likes Don't like / Doesn't like Questions: Do / Does? Instructions (following a recipe): Wash two potatoes Prepositions of place: in, on, under, between, next to Conjunction: but Wh questions 	 /p/ /s/ /ch/ /th/ /y/ /sh/ \forall s. /s/ /b/ /t/ \forall s. /th/
2	 Toys Clothes: Costumes, princess, Spiderman, pirate, etc. Furniture in the bedroom Pets Verbs 	 Possessives 's Possessive adjectives Simple Present: Have / Has Don't have / Doesn't have Existence: There is / There are Questions and short answers Wh question + has 	 /∂/ Combined words /qu/ /f/ Vs. /p/ /wh/ /l/ /s/ Vs. /z/
3	 Vacation: beach, sandcastle, ocean, etc. Camping equipment Adjectives Names of sounds: bang, tap, clang, etc. Equipment in a fair: carousel, castle Verbs: camp, play, build, cook, relax, etc. Numbers 30 to 40 	 Present continuous Question words: who, what What are you doing? Instructions: Don't leave food in your tent. Adjectives Compound verbs Position of adjectives in sentences Gerunds (names of sounds): banging, tapping 	 /ng/ long /e/ short /i/ /o/ Vs. /oo/ /t/ /sh/ initial /ch/

Unit	Vocabulary	Structures	Phonics
4	 School clothes Musical instruments Experiments: magnet, cork, plastic lid Nature: seabirds, rock pool, sand, crabs, savanna Adjectives Colors Parts of the animals Verbs: Cut, rub, float, etc. 	 Whose? Possessive pronouns: mine, yours, his, hers Is this yours? Instructions and imperatives: Don't touch. Countables: How many? How many are there? Description: What like? 	 /u/ as in cute /z/ /o/ as in brother /a/ /e/ /j/ Vs. /g/ /t/
5	 Rooms in the house Members of the family Food Days of the week Picnic Numbers 40 to 50 	 There is / There are Quantifiers: Some / Any (aff., neg. and Int.) Short answers: Yes, I do. No, I don't. Like / Don't like Question words: who, when, where, what Uncountable nouns What questions Dates and prepositions Who questions 	 /th/ long sounds Vs. short sounds /f/ /p/ Vs. /b/ /w/ /h/ /le/ as in turtle

Scope & Sequence 3rd Grade

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

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

Scope & Sequence 4th Grade

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

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

Scope & Sequence 5th Grade

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

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

Scope & Sequence 6th Grade

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

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

Who am I?

Vocabulary

name tag family name nickname

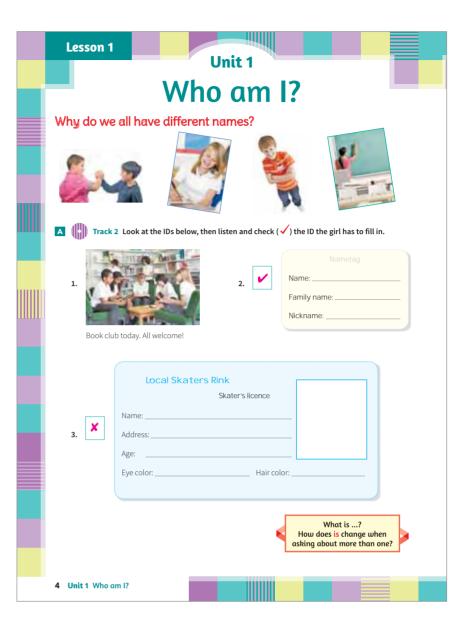
A Moment to Ourselves

Why do we all have different names?

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

Getting Started

Have students discuss the following questions: What is your favorite name? Why? Go around the classroom, and make sure everybody participates in the discussion. Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.





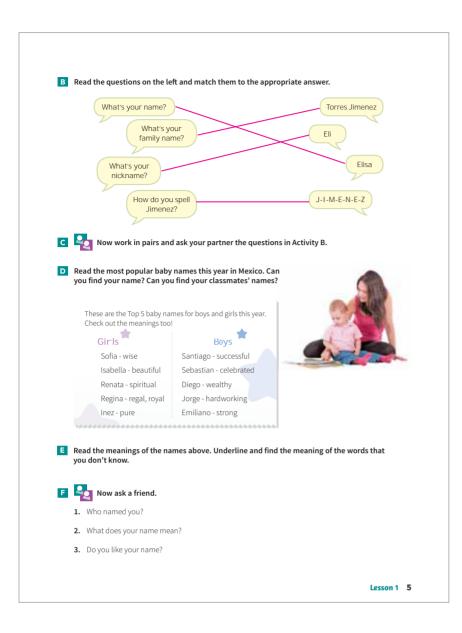
Track 15 Look at the IDs below, then listen and check the ID the girl has to fill in.

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

Cross-Check



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



Vocabulary

wise regal successful extrovert wealthy

CLIL: History

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

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

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

Read the instructions aloud and call on two students to read the questions and answers aloud in the same order as in the book.

Ask them to match the columns. Monitor and help. Check answers with the class.



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

Form pairs. Have them take turns asking and answering. Ask volunteers to share their answers with the class. If time allows, have a spelling bee using your students' family names.

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

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

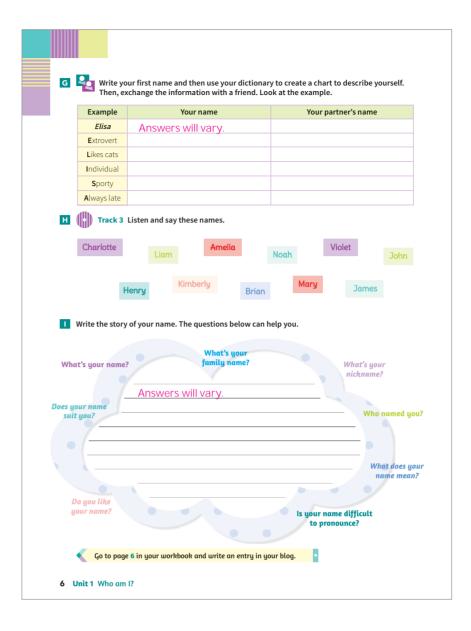
class gets a point. To increase difficulty, you can also ask them to say a sentence with the word they find. Repeat until everybody understands all the words.

Beginners	Advanced
Students work in pairs or groups of three to find the meaning of the words.	Students work individually to find the meaning of the words.



Now ask a friend.

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





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

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



Track 3 Listen and say these names.

Write the name *Daniel* on the board and ask students to pronounce it. After they do it, tell them that some names in English are pronounced differently from the way they are pronounced in Spanish. Have them look at the names in their book and pronounce them all. Play the CD and pause after each name so students can repeat. Finally, ask some volunteers who think their names might be pronounced differently in English to pronounce them. Correct any mistakes.

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

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



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

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



- 3 Choose a word you like as the meaning of your name.
- 4 Write your name and the meaning of your name very neatly on the page of the Class Scrap Book. Everyone's name will be on the same page.
- 5 Point to your name on the class page. Tell everyone the correct pronunciation and spelling of your name and the meaning.



Lesson 1 7

Inform students that this is the first project. Tell them it is an opportunity for them to practice everything they have learned, and that it is important for everyone to participate because it is a group activity. Mention that they will usually work in teams, but some parts are individual.

This time the project is making a class scrapbook. If you haven't got one yet, you can have the class begin one by using colored cardboard and construction paper. Call on volunteers to read the instructions and clear up any doubts. Form groups of four or five to work on the project. Encourage them to help one another and to always speak in English.



Material:

markers, class scrapbook

Vocabulary

husband daughter cousin

wife uncle son aunt

A Moment to Ourselves

How are families similar and different?

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

Getting Started

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



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

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

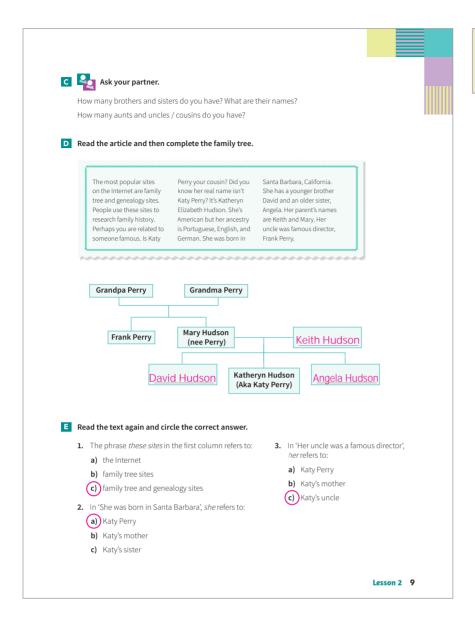
Cross-Check

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



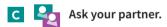
Track 4 Listen and complete the conversation. Use the words given below.

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



Vocabulary

genealogy ancestry relatives family tree



Form pairs. Ask a volunteer to read the questions aloud and clear up any doubts. Tell them to take notes of the answers. Monitor and help. Ask volunteers to share their answers with the class.

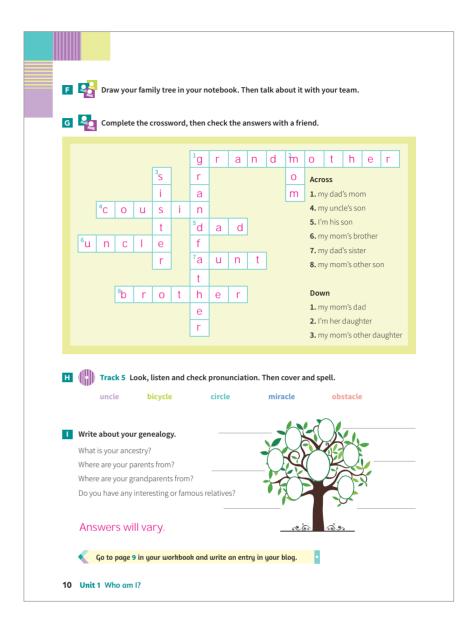
CLIL: Social Studies

Read the article and then complete the family tree.

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

E Read the text again and circle the correct answer.

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





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

Have students read the instructions aloud. Suggest they try creative designs. Then, form teams of four to talk about their family trees. Ask volunteers to share their trees with the whole class.

Beginners	Advanced	
Students describe their family trees with some help from their teammates.	Students describe their family trees without reading, and answer questions.	



Complete the crossword, then check the answers

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



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

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

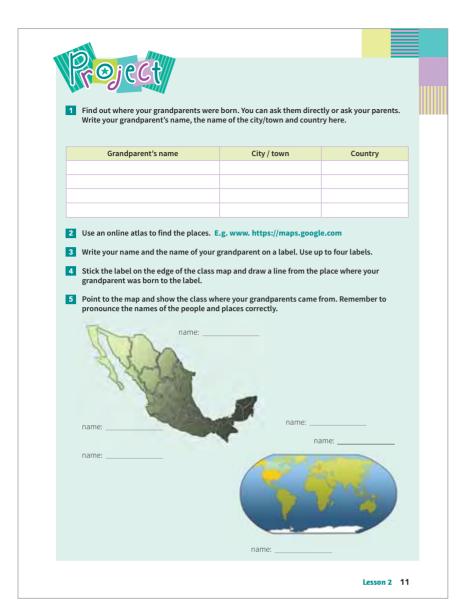
Write about your genealogy.

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



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

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





Material:

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

Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts. If you have Internet access give them time to begin their research on the site. If not they can do this at home too. Most of this activity will be done for homework. Encourage them to be creative with their illustrations.

Once students have their family information, have them work with their groups to complete their posters. When they have finished, have them present to the class. Ask them to save their work for the final presentations.

Vocabulary

release single entertainment wonderful

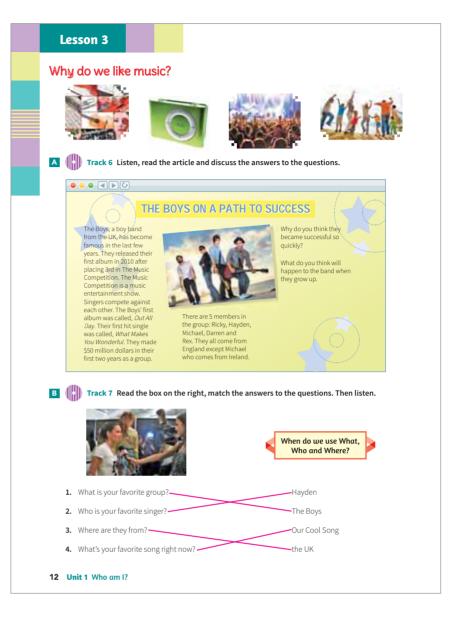
A Moment to Ourselves

Why do we like music?

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

Getting Started

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





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

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

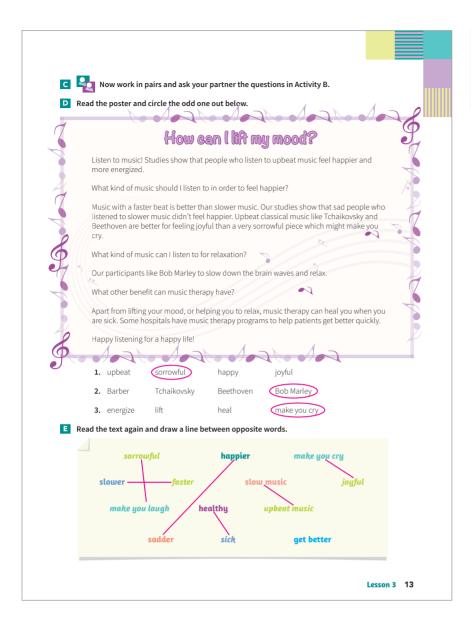


Track 7 Read the box on the right, match the answers to the questions. Then listen.

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

Cross-Check

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



beat waves joyful mood sorrowful



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

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

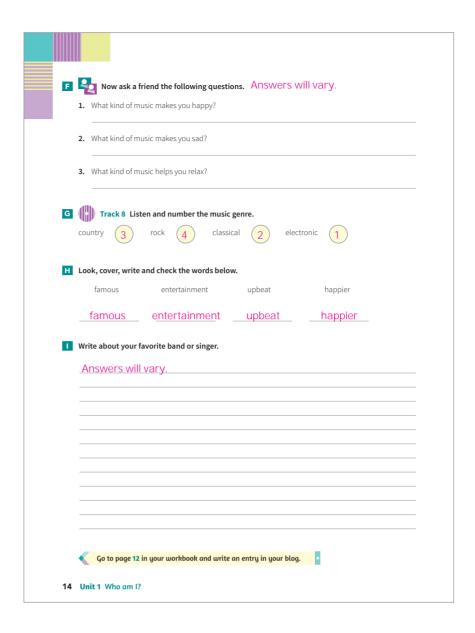
CLIL: Social Studies

Read the poster and circle the odd one out below.

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

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

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



Now ask a friend the following questions.

Form pairs. Ask a student to read the instructions and questions aloud. Elicit some answers and have them begin. Ask volunteers to share their answers with the class.

G Track 8 Listen and number the music genre.

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

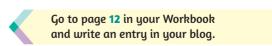
H Look, cover, write and check the words below.

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

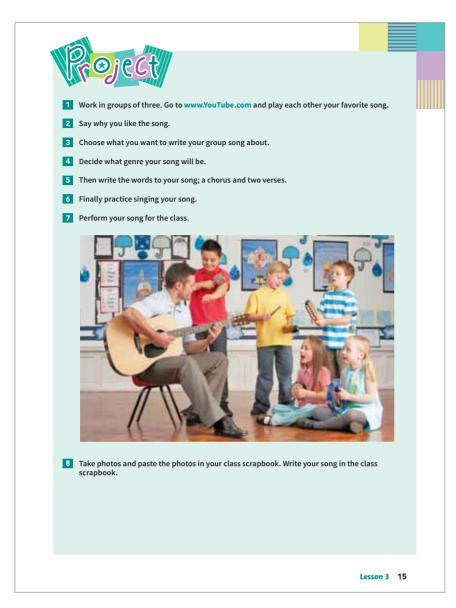
Write about your favorite band or singer.

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

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



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





Material:

sheets of paper, pen

Have students get into their project groups. Remind them that it is important to speak in English and for everyone to participate. Have volunteers take turns reading the instructions aloud and clear up any doubts. Tell them to be creative with their lyrics. Ask groups to write their songs in the class scrapbook and to paste the picture of their team.

Lesson 4

Vocabulary

rock climbing kid

champ

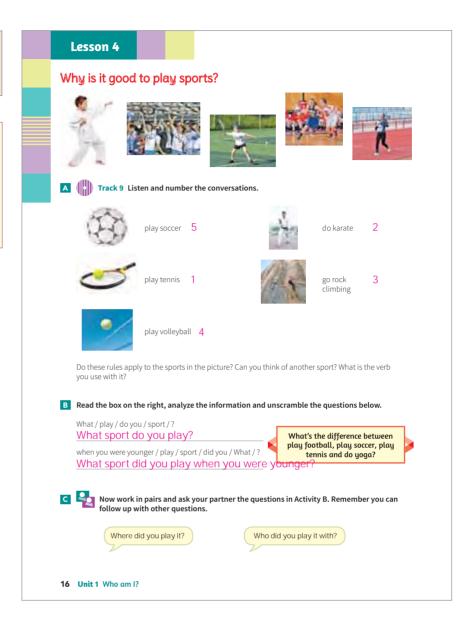
A Moment to Ourselves

Why is it good to play sports?

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

Getting Started

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





Track 9 Listen and number the conversations.

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

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

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

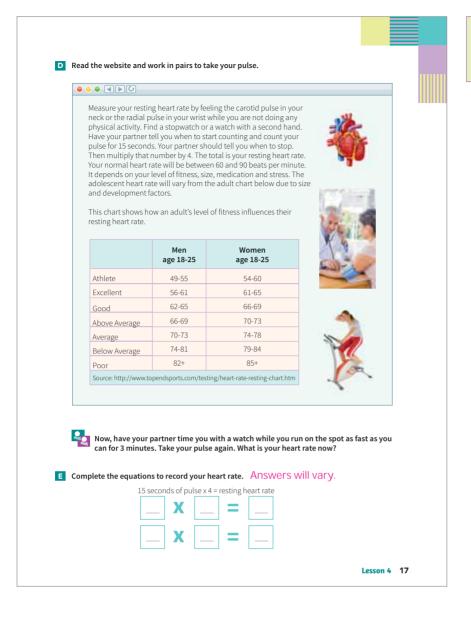
Cross-Check

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



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

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



rate resting pulse fitness

Complete the equations to record your heart rate.

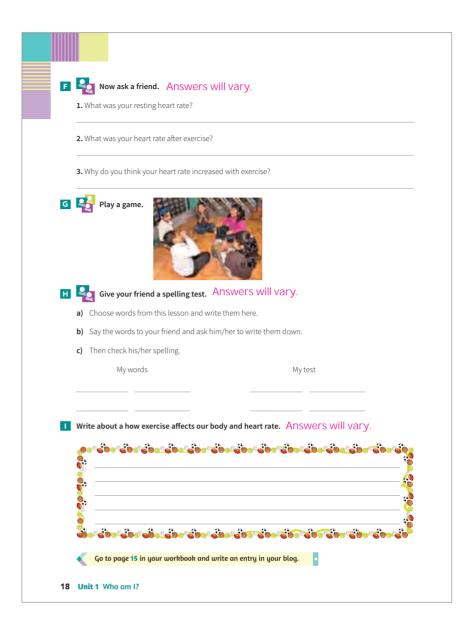
Tell students to complete the equations using the data they recorded in the previous activity. When they finish, encourage some of them to share their results.

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

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

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

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



Now ask a friend.

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

Play a game.

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

Give your friend a spelling test.

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

Write about how exercise affects our body and heart rate.

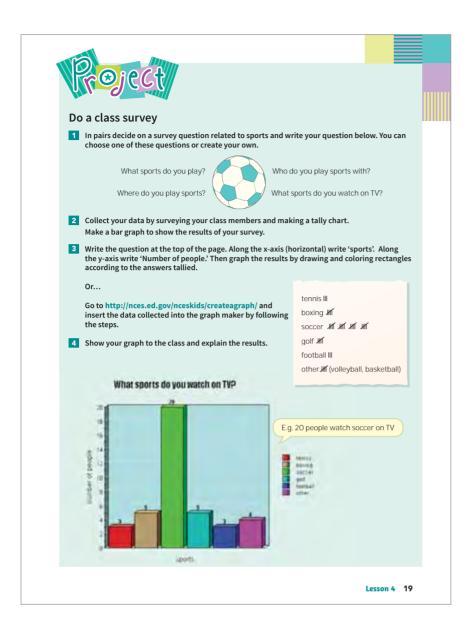
Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Monitor and offer any help when needed. Ask some volunteers to share their work. Write class conclusions on the board.

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



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

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





Material:

sheets of paper, pen

Have students get into their project groups. Call on volunteers to take turns reading the instructions aloud and clear up any doubts. Remind them to speak only in English as they work and that it is important for everyone to participate.

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

Lesson 5

Vocabulary

old fashioned sewing knitting

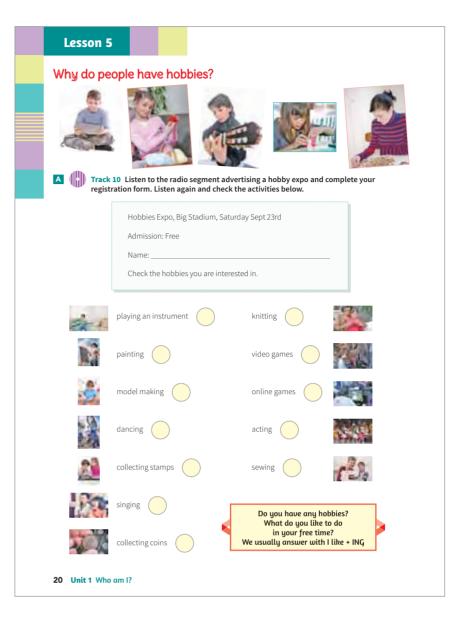
A Moment to Ourselves

Why do people have hobbies?

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

Getting Started

Write the definition of hobby on the board: A hobby is a regular activity that is done for pleasure, typically, during one's leisure time. Explain that leisure time is free time. Invite students to share what their hobbies are in groups of four and why they like to do that specific activity. Finally, ask volunteers to share their hobbies and why they like to do them.



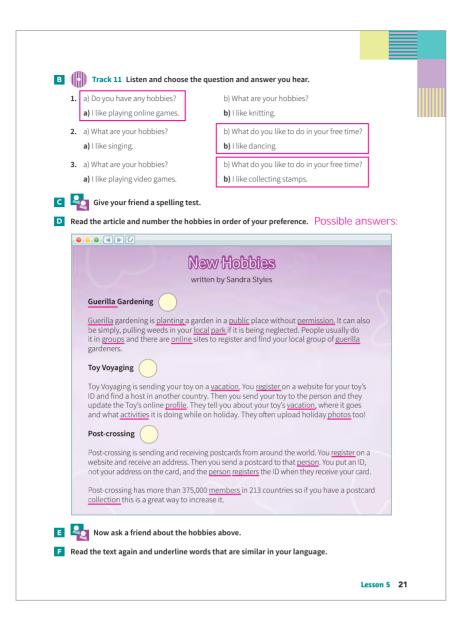


Track 10 Listen to the radio segment advertising a hobby expo and complete your registration form. Listen again and check the activities below.

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

Cross-Check

Ask a volunteer to read the information in the box aloud. Pair students up to answer the questions. Elicit the form of the verb after 1 like...

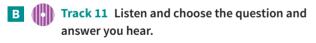


weeds neglected host

CLIL: Social Studies

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

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



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

Give your friend a spelling test.

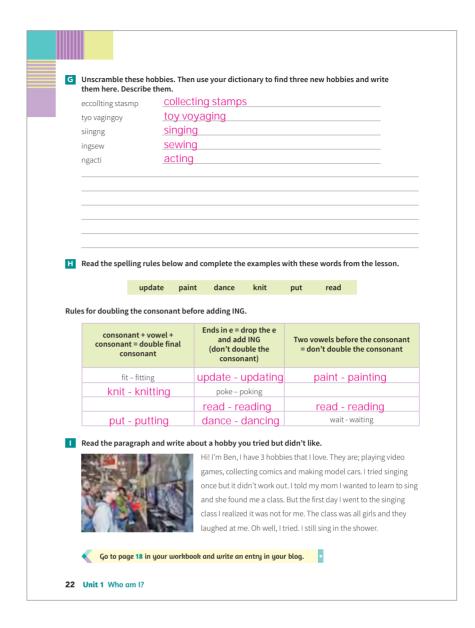
Ask students to choose five words from the lesson and write them down. Divide the class into pairs. Have students dictate their words to their partners, who must write them. Once both students have had their turn they should switch their papers to check the answers. Ask students how they did.

Now ask a friend about the hobbies above.

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

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

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



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

Read the instructions aloud and have students do the activity individually. Tell them they can also write any hobbies they already know and to describe them in their own words or use a dictionary. Call on volunteers to say the unscrambled words and their hobbies and descriptions.

H Read the spelling rules below and complete the examples with these words from the lesson.

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

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

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

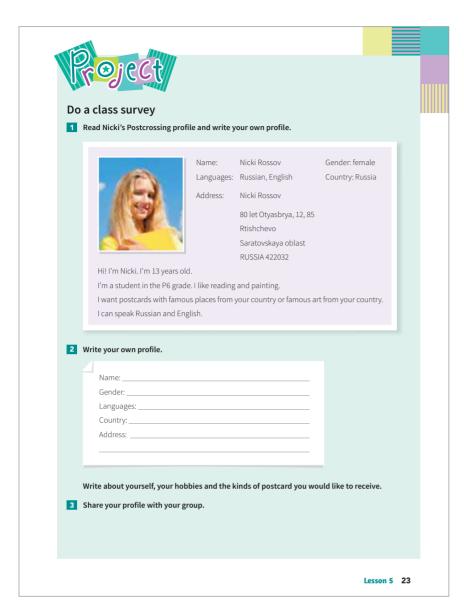
they can use the text they just read as a model. Ask some students to share their work with the class. Finally, ask them why they think Ben did not like the singing class.

Beginners	Advanced
Students work in pairs or groups of three to write about a hobby they tried but didn't like.	Students work individually to write about the hobby.



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

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



Tell students that this time they will be working on their project individually. Have volunteers take turns reading the instructions. Give them time to complete the information and ask some

students to share their profile with the class.



Material: notebook, pen



day planner pretty (adv.) backpack

A Moment to Ourselves

Why is it good to be organized?

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

Getting Started

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

Lesson 6

Why is it good to be organized?









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

Belinda	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-8:00	7:15 get up				
8:00-2:00			School		
2:00-4:00	volleyball lunch volleyball lunch volleyball practice practice practice				volleyball practice
4:00-6:00	lunch 9	<u>uitar lessor</u>	S lunch 9	uitar lessons	lunch
6:00-10:00	homework, dinner, and TV, play online games				

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

- B Unscramble the questions
 - 1. get up / do you / What time /? What time do you get up?
- What's the difference between What time do you ...? and How many times do you ...?
- 2. your homework / do you do / What time/? What time do you do your homework?
- 3. times / do you / late / a week / How many / get to school /? How many times a week do you get to school late?
- 4. and activities / What sports / do / do you /? What sports and activities do you do?
- Ask your partner the questions in Activity B.
- 24 Unit 1 Who am !?

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

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

B Unscramble the questions.

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



Cross-Check

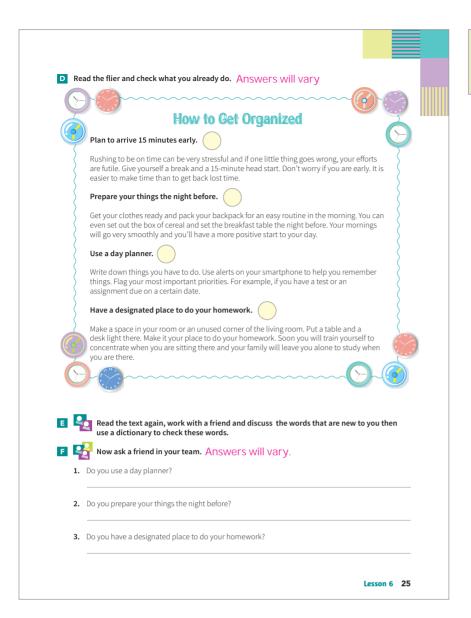
Ask students to read the information in the box and complete the questions. Pair students up to ask each other their questions. Elicit the difference between them.





Ask your partner the questions in Activity B.

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



stressful priority futile due

CLIL: Social Studies

Read the flier and check what you already do.

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



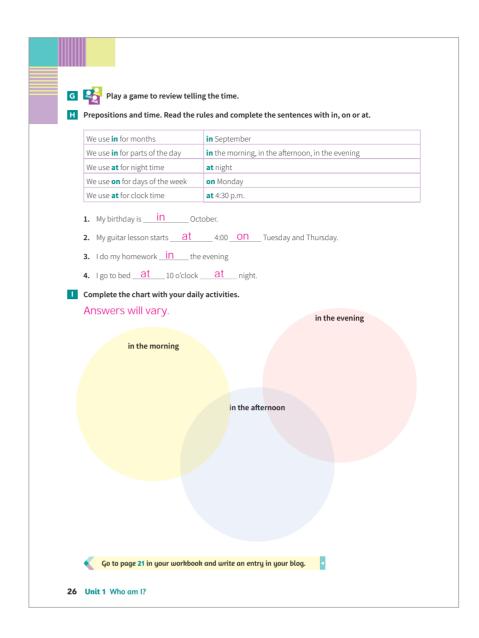
Read the text again, work with a friend and discuss the words that are new to you then use a dictionary to check these words.

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



Now ask a friend in your team.

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



Play a game to review telling the time.

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

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

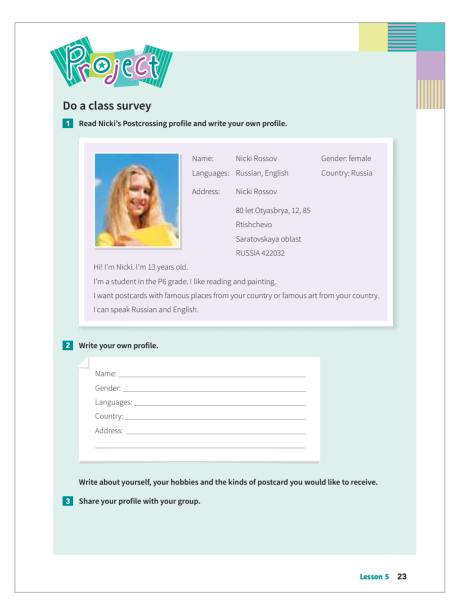
Read each of the rules aloud, make sure students understand them and give them some time to work on the activity. Check and elicit some other examples for each rule.

Complete the chart with your daily activities.

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

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

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





Material:

color cardboards, markers, ruler, wool thread

Have students form new project groups. Call on volunteers to read the instructions and clear up any doubts. Encourage them be creative with materials and the design of their schedules. Once they have finished, have the groups show their schedules to the rest of the class and describe them.

cell phone gadget smart phone tablet

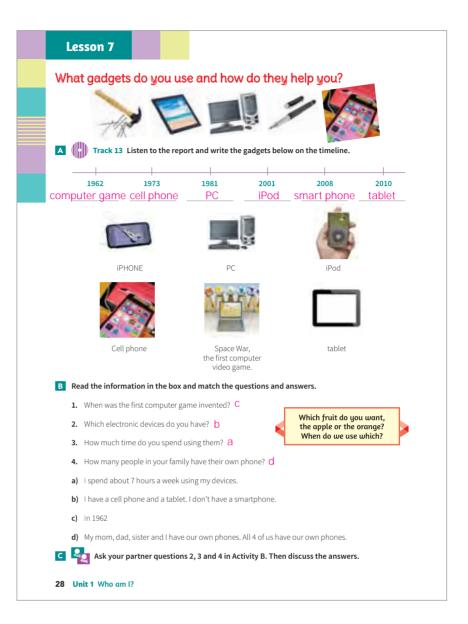
A Moment to Ourselves

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

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

Getting Started

Ask students: What is a gadget? Elicit answers such as: A gadget is a small technological object, a gadget is a device or an appliance with a particular function, a gadget is a novelty with multiple functions. Then, ask them: What are the most common gadgets nowadays? Are they helpful? How? Elicit answers from different students to establish the importance of gadgets in modern life.





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

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

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

Have students read the information in the box. Read instructions aloud and give them some time to read each of the statements carefully in silence. Ask if they have any doubts, explain if necessary and begin the activity. Monitor and help. Check answers with the class. Correct any mistakes.

Cross-Check

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



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

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



networking bills

advertise accessibility

CLIL: Literature

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

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



Work with a partner. Circle the best option.

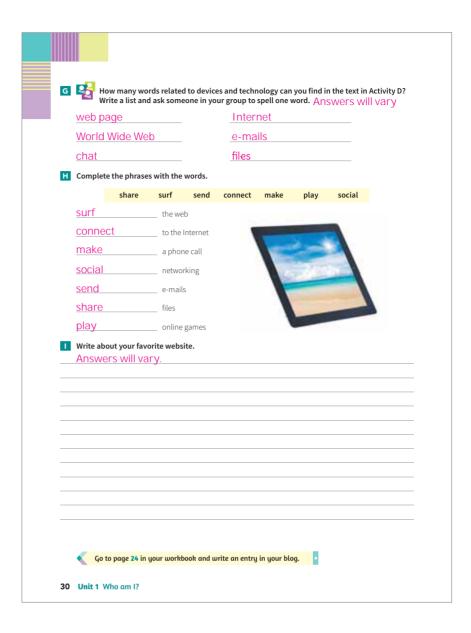
Form pairs. Tell them to circle the option that summarizes the theme of the whole article. Tell them to read the main idea in each paragraph before deciding.





Now work in groups and ask your teammates the following questions. Discuss the answers.

Form groups of three or four students. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and encourage them to speak in English at all times. Ask volunteers to share their answers with the class.





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

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

H Complete the phrases with the words.

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

Write about your favorite website.

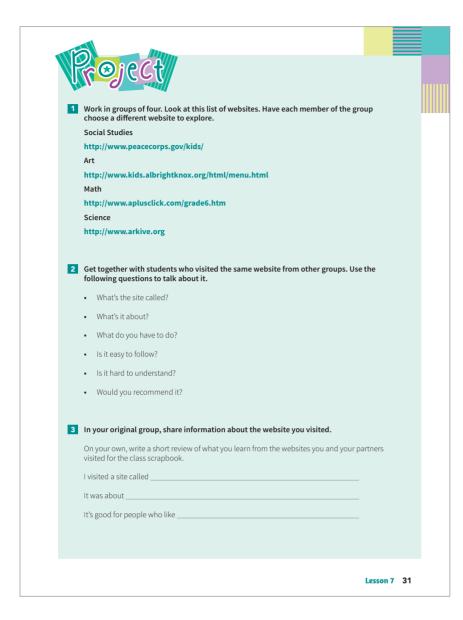
Ask a volunteer to read the instructions aloud. Elicit some popular websites for teenagers and tell them to describe one of them or any other they like. Ask some students to share their work.

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



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

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





Material:

book, pen, sheets of color paper

Have students get into their project groups. Ask them to read the instructions aloud and clear up any doubts. Give them time to work on their projects and share information. The last part should be done individually.

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

polish tight shaggy sole

A Moment to Ourselves

What do your clothes say about you?

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

Getting Started

Ask students: Do you think clothes are important? Have a class discussion. Encourage students to state their opinions and defend their points of view with arguments, providing any vocabulary they may need. Finish the discussion by asking them: What do your clothes say about you? Elicit answers from different students.

Lesson 8

What do your clothes say about you?







A Read the chart and predict the category.

orban Preppy Surier Skater	C	I I to be a second	Cleater	- 41-	_
	Goth	Skater	Surter	Preppy	Urban

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

B Track 14 Listen and choose the answer you hear.

- 1. Who wears track jackets and zip-up hoodies?
 - a) Kids who prefer Goth style
 - (b) Kids who like Urban style
- 2. Who wears leather shoes and straight-leg pants?
- a) Those who like Preppy style
- b) Those who like Skater style
- 3. Who wears flip-flops and baggy casual pants?
 - a) Kids who like Urban style
- **b)** Kids who like Surfer style.

Ask your partner the following questions.

What clothes do you like to wear? Who makes the clothes you wear? Who chooses the clothes you wear?

Who buys the clothes you wear? What is your style?

32 Unit 1 Who am !?

A Read the chart and predict the category.

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



Track 14 Listen and choose the answer you hear.

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



C Ask your partner the following questions.

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



spree hiking outfit hoodie

CLIL: Math



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

Tell students to imagine that they will go shopping, but that before they go, they should choose what they like to buy from a catalogue. Ask them to look at each of the items in the catalogue. Then ask them: How much money do you have to spend? Elicit \$1000 as an answer. Start the activity and invite some students to share their list when they finish; ask the rest of the class to add the price of each of the items mentioned to check that they don't spend more than they have.

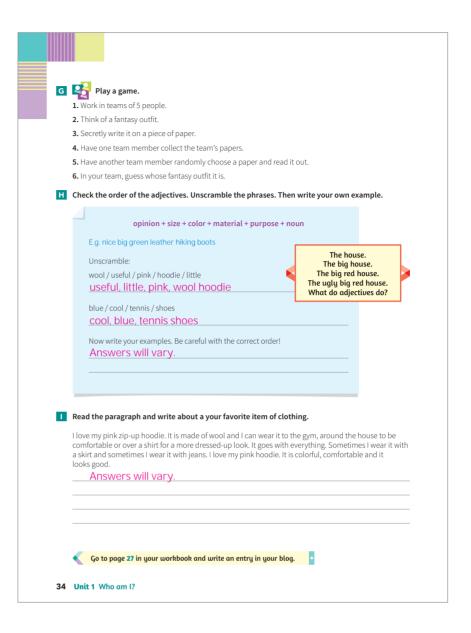


Now ask about their shopping spree.

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

F Look at the catalogue again and label the clothes.

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





Play a game.

Form teams of three or four, read instructions aloud and clear up any doubts. Monitor as they play.

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

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



Form pairs to discuss the information in the box. Elicit answers. Finally ask: What do adjectives do? Elicit answers.

Beginners	Advanced
Students work in pairs to unscramble and write the sentences.	Have students work individually and write sentences using adjectives in the correct order.

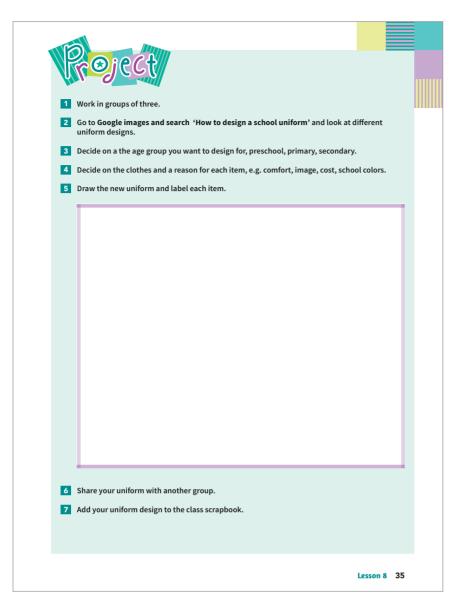
Read the paragraph and write about your favorite item of clothing.

Ask a volunteer to read the instructions and the paragraph aloud. Clear up any doubts and have them begin. Ask some students to share their work.



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

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

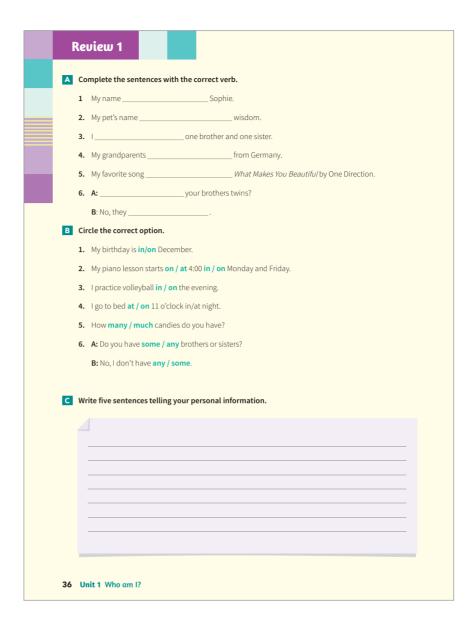




Material:

cardboards, pencil, colors

Have students get into their project groups. Call on volunteers to read the instructions. Clear up any doubts. Ask what they think about uniforms and listen to their opinions. Give them time to research and complete their project. Have the groups share their designs with another group or the whole class. Invite students to paste their designs in the class scrapbook.



- A Complete the sentences with the correct verb.
- B Circle the correct option.
- C Write five sentences telling your personal information.

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

D Play a board game.

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

Material: 1 die, children can use any small object as a token, play in groups of four or five.

One of you begins by rolling the die. Move your token to the square. If there is a question, answer it. If your answer is correct you may stay there, if not return to your previous square.

- · roll again
- · lose a turn (you can put the first three instructions anywhere you want and more than once in
- What's your name?
- How do you spell your family name?
- What does your name mean?
- How many brothers and sisters do you have?
 What kind of clothes do you like to wear?
- · Where are your parents from?

- What sports do you play?
- What are your hobbies?
- What's your favorite gadget?
- How many hours a week do you watch TV?
- What do you use the Internet for?
 - · What's your favorite website?
- E How did you do in the game? Who did you play with? Did you respect one another during the game? How did you feel?



- Play a board game.
- How did you do in the game? Who did you play with? Did you respect one another during the game? How did you

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

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

Looking into the Past

Vocabulary

development assembly line afford

A Moment to Ourselves

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

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

Getting Started

Ask students to work in teams of three. Have them discuss the following questions: Which invention is the most important for your daily life? Why? Go around the classroom, and make sure everybody participates in the group discussion. Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.





Track 15 Read and listen to the class report.

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



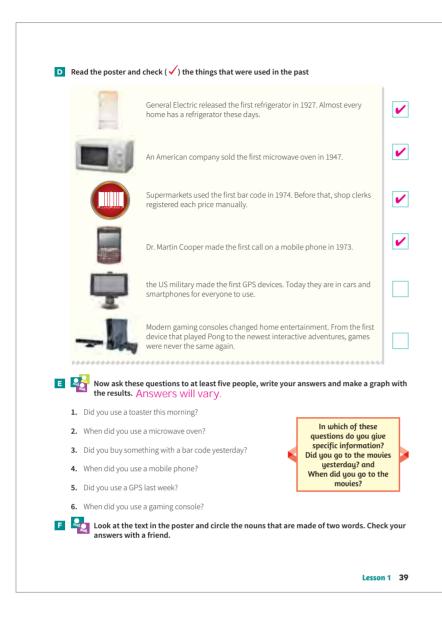
Track 16 Listen and complete the paragraph with the words in the box.

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



Track 17 Work with your partner to make sentences.

Divide the class into pairs. Make sure students understand what they have to do. Have students begin the activity. Ask volunteers to share their answers and ask them how each of the inventions mentioned in the sentences positively affects their lives.



release clerk

console

CLIL: History

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

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



Now ask these questions to at least five people, write your answers and make a graph with the results.

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



Cross-Check

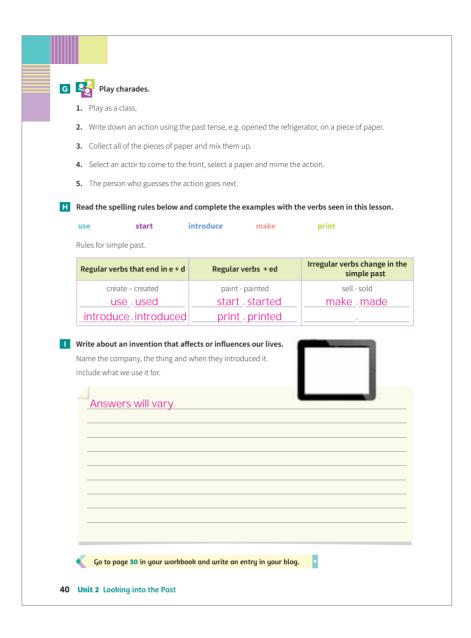
Have students look at the information in the box and read the questions. Ask them to discuss the answers in pairs. Elicit answers.



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

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

Beginners	Advanced
Students work in pairs or groups of three to find the nouns.	Students work individually and share their findings.





Play charades.

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

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

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

Write about an invention that affects or influences our lives.

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



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

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





Material:

color pencils

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

Have teams complete the activity. Recommend they write a draft first. Monitor as they work. Encourage them to speak only in English. Ask teams to present their inventions and display their drawings.

achievement award pattern

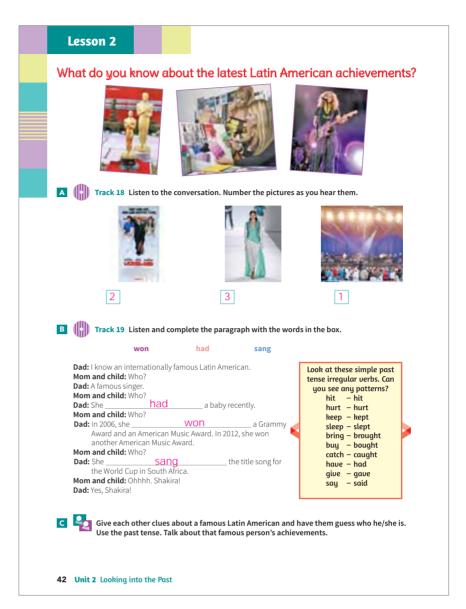
A Moment to Ourselves

What do you know about the latest Latin American achievements?

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

Getting Started

Ask students to look at the pictures in their books and describe them. Ask: What do all these events have in common? Listen to some of your students' answers. Then, ask them if they know any Latin American who has gained fame and success around the world, let them share.





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

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

Cross-Check

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





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

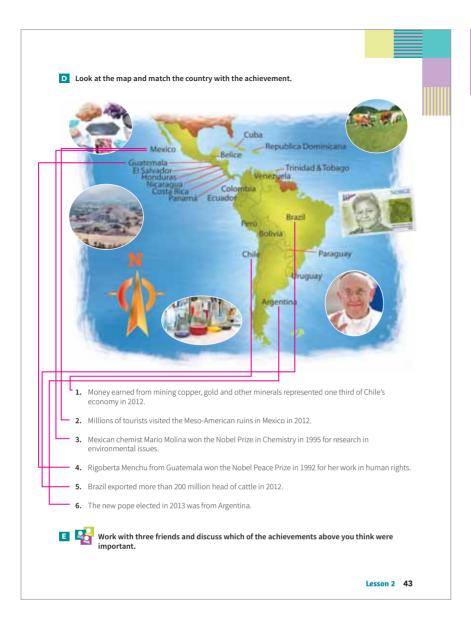
Ask students to fill in the blanks using the words from the box, then play the CD again in order to check their answers. Then ask them to mention other Latin American singers who have become famous.





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

Tell students to think about some other famous Latin Americans. Give them time to write some achievements or information about this person. Form pairs and ask them to read the informaction they wrote so that they can guess who the famous Latin American



chemist rights environmental cattle

CLIL: Geography

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

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



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

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



Say the chant.

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

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

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

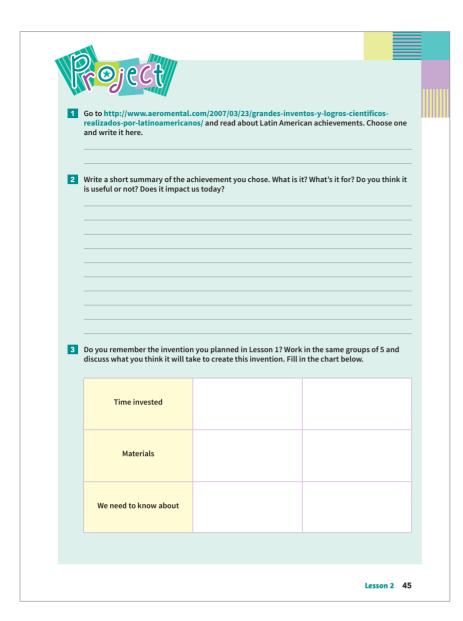
Beginners	Advanced
Have students work in pairs	Have students answer
to find the word and answer	individually.
with the correct spelling.	

H Write about a Latin American achievement.

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



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





Material:

pen, previous lesson's project

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

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

athletics prize essay

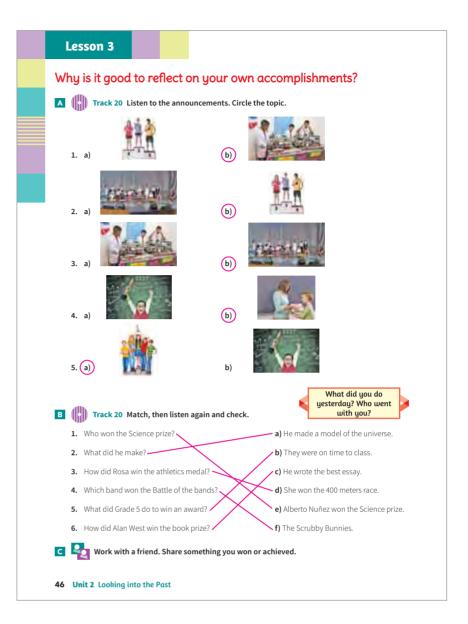
A Moment to Ourselves

Why is it good to reflect on your own accomplishments?

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

Getting Started

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





Track 20 Listen to the announcements. Circle the topic.

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



B Track 20 Match, then listen again and check.

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



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



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

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





Climbers Weekly: Hello James. What is your greatest achievement as a rock climber?

James: I climbed the Mileski Wall in El Potrero Chico. It's a rock climbing area north of Monterrey in Nuevo Leon. El Potrero Chico is an internationally famous climbing area with a lot of difficult rock formations that are steep and sharp. It was a great challenge.

Climbers Weekly: Congratulations! How did you prepare to climb the wall? James: Well, I practiced a lot on other walls. I trained every week for 6 months before attempting the Mileski. The Mileski has a lot of difficult parts so I prepared my ropes and my safety gear very well. I asked my friends to help me train. For a year before the climb, I lifted weights in my spare time. I ate a very healthy diet and I meditated every day.

The night before the climb I ate a big meal of pasta and potatoes for energy

Climbers Weekly: Well done! You are an inspiration to other climbers.



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

Lesson 3 47

Vocabulary

steep gear sharp spare challenge

Material:

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

CLIL: History

Read the interview and choose the best picture.

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



Work with a friend, read again and circle the time

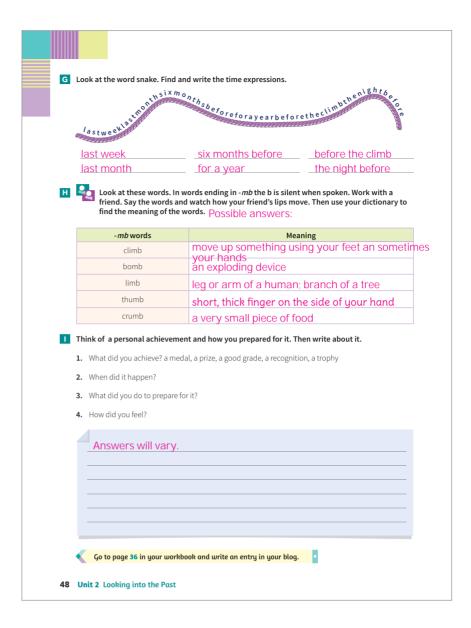
Display the three pictures and ask students to choose the one that fits the interview best. Then, have them look at the picture in the book and ask: What are both persons doing? What kind of clothes are they wearing? What equipment are they using? Where are they? Then, ask two volunteers to read, one will be the interviewer and the other will be James.



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

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

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



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

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

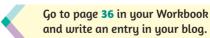


Look at these words. In words ending in -mb the b is silent when spoken. Work with a friend. Say the words and watch how your friend's lips move. Then use your dictionary to find the meaning of the words.

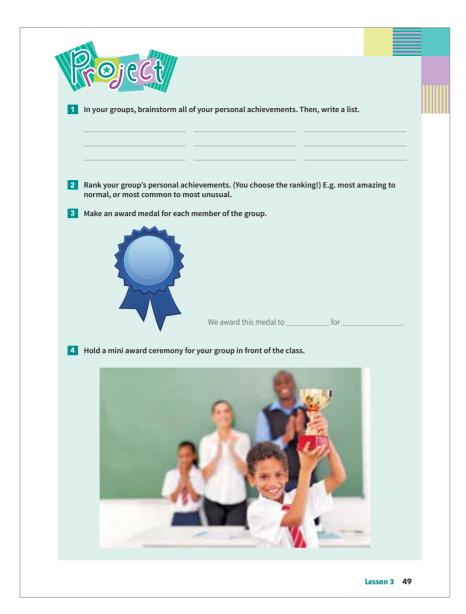
Organize the class into pairs and read the instructions aloud. Monitor while they work in the first part of the activity in order to correct them if they mispronounce the words. Then, give them some time to look up the words in the dictionary and check by asking volunteers to write the meanings on the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

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

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



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





Material:

color cardboard, ribbon, markers.

Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts. Encourage them to speak only in English and to be creative in their awards.

Have the groups present their awards in class.

earthquake warning drought shelter

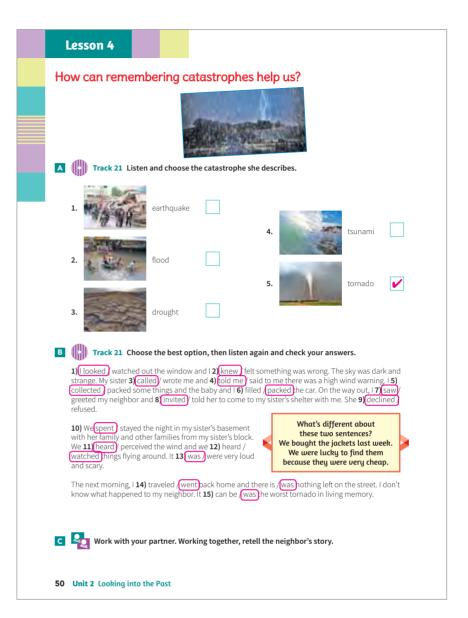
A Moment to Ourselves

How can remembering catastrophes help us?

Ask students to discuss the answer to the question in groups of four. Call on volunteers to share their conclusions.

Getting Started

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





Track 21 Listen and choose the catastrophe she describes.

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



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

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

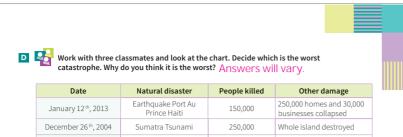
Cross-Check

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



Work with your partner. Working together, retell the neighbor's story.

Tell students that they have to invent the neighbor's story during the tornado. Suggest they use the text in the previous activity as an example. Ask pairs to share their stories with the class and vote for the best.



New Orleans destroyed, August, 2005 Hurricane Katrina 1,800 \$81 billion damage 600 000 homes destroyed October, 2005 Earthquake Pakistan 86.000 3 million people homeless

Using the information from the chart, make a bar graph.

Circle the numbers and discuss the references.

	Decemb	er								
	26th, 20					Janu	arv			
	Sumatra	-			_	12th,		}		
	Tsunami				_	Earth				Ш
	250,000)			_	Port.	Au			
	people killed			Octob	er,	Princ	-	iti		
	Killeu			2005		150,0				
				Earth						
				Pakist		killed				
		۸۰۰۰	u ict	86,00						
		200		people killed	9					Ш
			ricar							
		Katı		ic						
		1,80								
		peo								
		kille	•							

Vocabulary

collapse damage

homeless





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

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

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

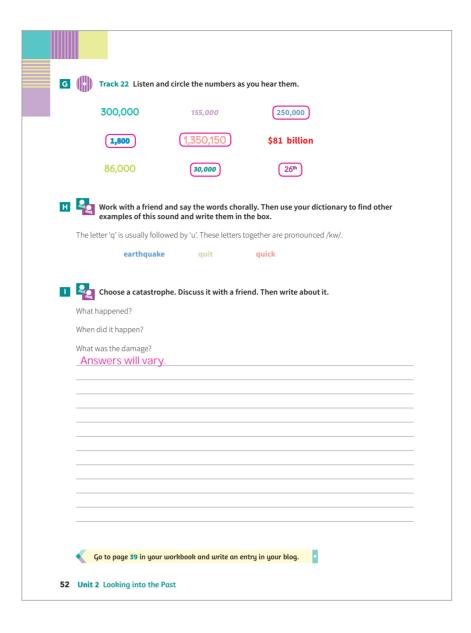
Lesson 4 51

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

Circle the numbers and discuss the references.

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

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





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

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

Beginners	Advanced
Have students work in pairs to identify the numbers.	Have students do the activity individually and share their answers.





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

Encourage your class to say the three words in the box chorally. Elicit what's the qu-sound. Then, organize the class into pairs and tell them to look up at least three more words with this sound in their dictionaries. Ask pairs to share their words with the class.





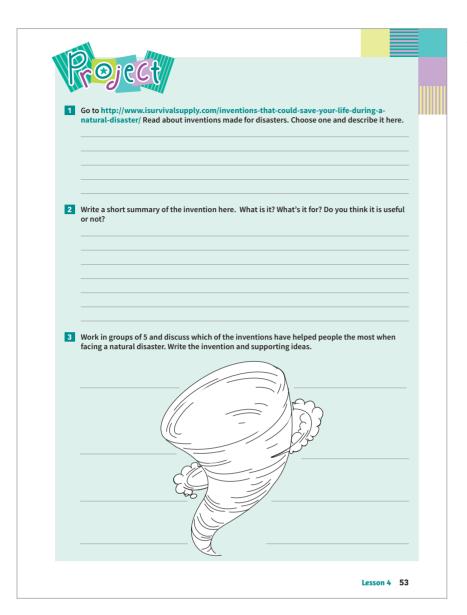
Choose a catastrophe. Discuss it with a friend. Then write about it.

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



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

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





Have students get into their project groups. Call on volunteers to read the instructions aloud and clear up any doubts. Ask students to do their research at school or at home (wherever they have easy Internet access.)

Have students present the inventions they chose in class.

safety wave shake receded

A Moment to Ourselves

How have catastrophes taught us to prepare for them?

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

Getting Started

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





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

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



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

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

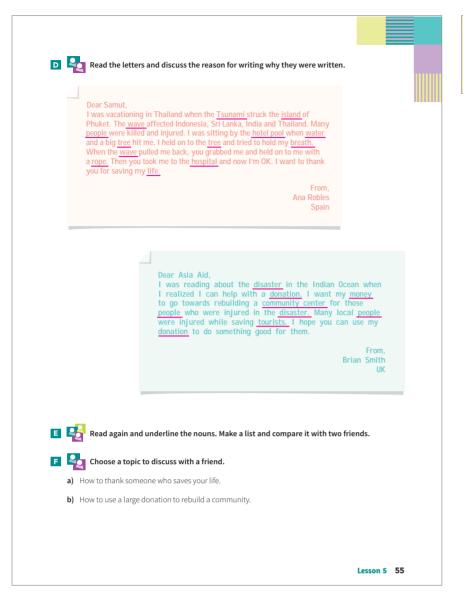
Cross-Check

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



Work with your partner. Make sentences.

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



Vocabulary strike injure

grab

CLIL: Literature



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

Form pairs, ask students to read both letters and circle important ideas in each. Then, tell them to discuss why these people wrote the letters. Check as a whole class.



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

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

F Choose a topic to discuss with a friend.

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



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

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

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

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

Discuss these questions. Then choose one to write about.

Ask some volunteers to read the instructions and the questions aloud. Clear up any doubts before they begin to work. Ask some students to share their work with the class.

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

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

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





Material: notebook, pen

Form new teams of four or five and tell them that they will be working together for the second half of the unit. Ask volunteers to read the instructions aloud. Clear up any doubts. If you do not have Internet access at school, have students do the first part of the activity at home.

Have them complete the task at school. Have volunteers share what they found.

fire fighter alarm

kit

A Moment to Ourselves

What should you do during a disaster?

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

Getting Started

Prepare some flashcards with the following words written on each: EARTHOUAKE. HURRICANE, VOLCANIC ERUPTION, TSUNAMI.

Ask a group of three volunteers to go to the front. Put all the cards face down on your desk and ask them to choose one. Tell them to improvise what they do in that specific situation. The group will act it out and the rest of the class will give their opinion, saying if they agree with what they did or if they think something else is more convenient. Repeat the procedure until you use all the cards.





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

Play the CD once and ask students to tell you who was talking and what were they talking about. Then, tell them to open their books, read instructions aloud and give look at the pictures. Play the CD again so they can complete the activity. Check.

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

Ask a volunteer to read the instructions aloud and clear up any doubts. Elicit an example of the past continuous. After a few minutes, have them get into pairs to compare their sentences.

Cross-Check

Ask a volunteer to read the information in the box aloud. Have them work in pairs to find the differences in the sentences. Elicit their conclusions.

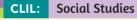


Work with your partner. Illustrate the sentences below on the timeline.

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



power lines bridges rush



Read the manual and choose the correct titles.

Read instructions aloud and ask some volunteers to read the words in the box. Make sure everybody understands them. Have students read in silence and answer the activity while you monitor. Check by asking some students to read aloud the titles and instructions aloud.



Underline the verbs. Make a list and compare it with a friend.

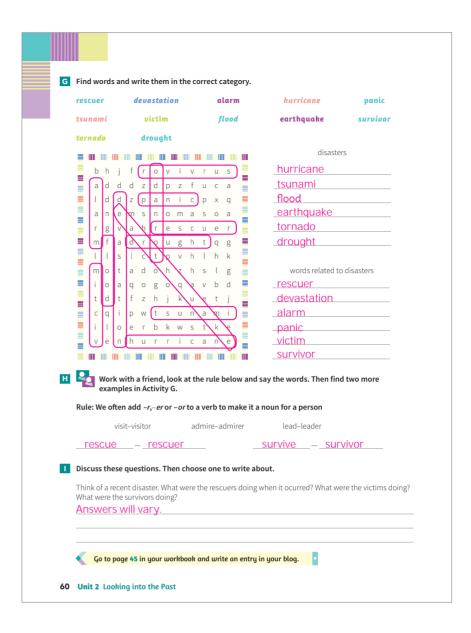
Before students start working on this activity elicit that a verb is a word that expresses an action and ask them to give you some examples. Give students some time to work on the activity individually and then, form pairs so they can compare their answers. Finally, check with the whole class by asking volunteers to read their answers as you write the verbs on the board.





Act out the manual with some friends.

Have students work in teams of four. Make sure they understand what to do before they begin the activity. Give them some minutes to rehearse the instructions of the manual and then ask some teams to act them out in front of the class.



G Find the words and write them in the correct category.

Read the instructions and have the students read the words aloud. Clear up any doubts about meanings. Ask them to work individually to complete the task. Have them pair up to check their answers. Elicit which words are disasters.





Work with a friend, look at the rule below and say the words. Then find two more examples in Activity G.

Form pairs and give them some time to read and discuss the rule. Then, have students look at the list of words in the previous activity to find two words that follow this rule. Elicit that rescuer comes from the verb rescue and survivor from the verb survive. Ask if they can think of any more examples

Beginners	Advanced			
Have students help each other to discuss and write	Have students write sentences individually, and			
the correct answer.	then compare their answers.			

Discuss these questions. Then choose one to write about.

Call on a volunteer to read the instructions. Clear up any doubts. If they don't know of any recent disasters, they can make it up. Remind them that all of this is in the past. If necessary, students can work in pairs to complete the task.



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

Read the instructions on the blog page aloud and have students think about it for a moment. Have them finish the task and call on volunteers to share with the class. This activity can be done for homework.





Material:

color cardboards, markers

Have students get into their project groups. Read the instructions aloud and clear up any doubts. Students pair up to complete the task. Encourage them to speak in English all the time and be creative with their posters.

Have students present their work and display the posters around the classroom or school.

flashlights extinguisher batteries

A Moment to Ourselves

How ready are you for a catastrophe? What can you do to prepare?

Read the questions aloud and have students talk about the answers. Elicit some of their ideas

Getting Started

Form teams of three and give them some cardboard to cut out four flashcards. Tell them to draw the picture of one item that they think may be useful in case of a catastrophe on each one. Give them five minutes to work on their flashcards and then ask each of the teams to go to the front and show the class their emergency kits.





Track 25 Listen to the conversation and choose the right list. Then write what's missing.

Ask students to close their books, play the CD once and ask them to tell you what they are talking about. Then, tell them to open their books, and look at the different items. Elicit their names in English. Read instructions aloud, play the CD again so they can complete the activity. Check.

Cross-Check

Read the information in the box aloud and elicit the difference between the two sentences. (one is a routine and the other action is in progress at the moment of speaking)

B Match the questions and answers.

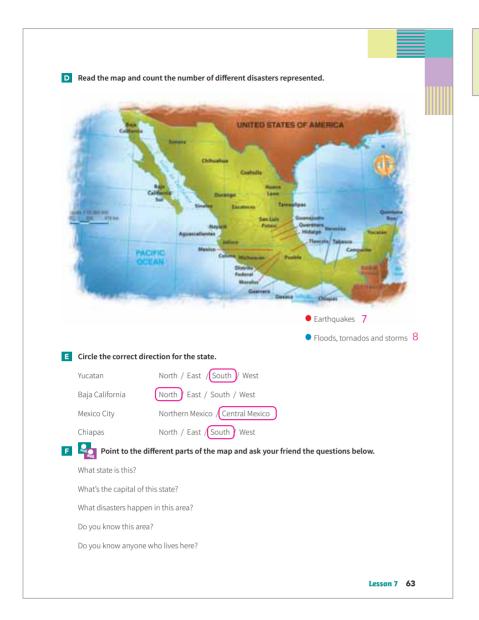
After reading the instructions, have students read the questions aloud. Then, call on different pairs to take turns reading the question and the corresponding answer.





Work with two friends and make your own list for an earthquake kit.

Form groups of four. Ask them to make a list for an earthquake kit. Tell them they can use their flashcards to help them and can add anything else they think is useful. Have one person from each group go to the board to write their list so everyone can compare.



cardinal directions floods tornados storms

CLIL: Geography

Read the map and count the number of different disasters represented.

Have students look at the map. Go to the legend or key symbols and make sure they understand what each color represents. Then, ask: How many earthquakes are represented in the map? How many floods, tornados or storms?



Draw a compass rose on the board and elicit the four cardinal directions: North, South, East and West. Elicit some combinations: north-east, south-west, etc. Have them complete the task and check their answers. Discuss any variations.





Point to the different parts of the map and ask your friend the questions below.

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





Play charades in groups of five.

Put together teams of five and ask a volunteer to read the instructions aloud. After you make sure they understand how to play tell them to start. Monitor while they play and encourage them to speak in English all the time.



Say the tongue twister in front of the class.

Read the tongue twister aloud. Have students repeat it slowly. Tell students that each member of the team should memorize one line from the tongue twister. Give them some time to do it and then have groups take turns saying the complete tongue twister in front of the class. The team that does it fastest wins.

Discuss these questions. Then choose one to write about.

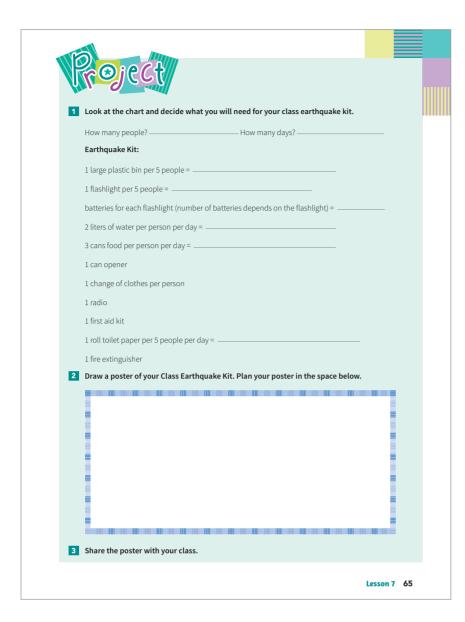
Ask one volunteer to read the instructions and guestions aloud. Make sure students know exactly what they have to write about. Give them some time to work individually. Ask some students to share their work.

Beginners	Advanced		
Forms pairs or groups and share their answers. Only one student writes the answer to the questions.	Have students work individually to write the answer.		



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

Ask a volunteer to read the instructions in their workbooks. Clear up any doubts. When they finish, ask them to share their answers with the whole class. This activity can be done for homework.





Material:

book, pen, sheets of color paper

Ask students to get into their project groups. Have them read the information in silence and clear up any doubts. Tell them to draw their earthquake kits on large pieces of cardboard or poster board.

Have groups present their kits to the class and display them around the classroom.

tuna oil

sardines safety razor

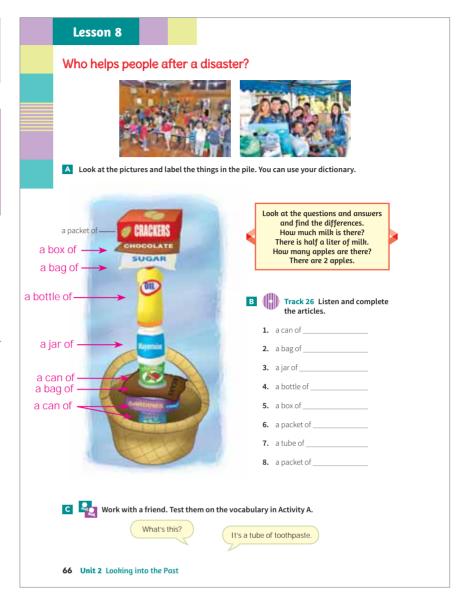
A Moment to Ourselves

Who helps people after a disaster?

Form trios to have students answer the question. Elicit their ideas.

Getting Started

Ask students: Why should we help people during a disaster? Have a class discussion. Encourage students to defend their points of view with arguments, providing any vocabulary they may need. Finish the discussion by asking them: What kind of help would you want to receive if you were victims of a disaster? Elicit answers from different students.



A Look at the pictures and label the things in the pile. You can use your dictionary.

Have students look at the pile of items. Have them read the labels aloud. Clear up any doubts. Then elicit some of the containers. Ask them to label all of the containers. Write an example on the board. They can use the list in Activity B for help. Elicit answers and call on volunteers to spell them.

Cross-Check

Form pairs. Have students read the information in the box to find the differences in the sentences. Elicit their answers and write them on the board to come up with a rule for quantity expressions.

Track 26 Listen and complete the quantities.

Have students read the names on the containers, ask some volunteers to draw them on the board to make sure everybody understands the meaning of each word. Play the CD pausing after each number so they can answer and check.

Work with a friend. Test them on the vocabulary in

Read the instructions aloud and make sure everybody understand that they have to ask the objects in activity A. Have students begin the activity. Monitor and help if required.

Read the instructions aloud and clear up any doubts. Monitor, encouraging them to speak in English all the time.



relief range wounded provide

CLIL: Literature

Read the article and circle the services the Red Cross provides.

Elicit from students that a service is an act of help or assistance and ask for examples. Form trios and have them take turns reading the article aloud. Give them some time to circle the services. Check by asking students to read answers aloud.





Discuss the work the Red Cross does. Do you know of any other services the Red Cross provides?

Read instructions aloud and have them begin. Monitor and provide help when needed. Encourage teams to share their answers and write a list of services on the board.



Work with a friend and look for examples of these, mentioned in the text.

Elicit some answers and have them work. Ask volunteers to share their answers with the class.





In groups, play hangman with words from this

Go over the procedure. Form groups of four to play. Ask them to guess at least 8 words from the lesson. Tell them that the person who guesses the word must make a sentence with it to get a point. The students with the most points win.



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

Read the instructions. Give students 30 seconds to memorize the words. Have them cover the words in their books and give them another 30 seconds to write them. Check by having volunteers write the words on the board.

Imagine you are in a disaster. Discuss the services you need. Write about it.

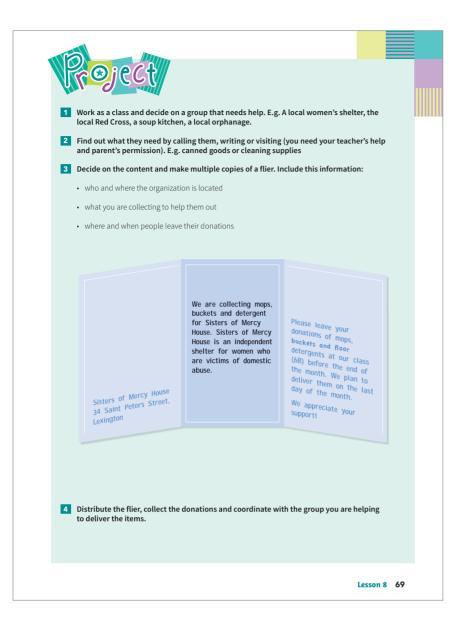
Ask a volunteer to read the instructions and the paragraph aloud. Give them some time to write. Monitor and offer any help when needed. Ask some students to share their work.

Beginners	Advanced
Draw a diagram on the board to help classify the information and write disaster, what you lost, what you need.	Students work individually to write the descriptions.



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

Have students read the instructions in their workbooks. When they finish, ask them to share their answers with the whole class. This activity can be done for homework.





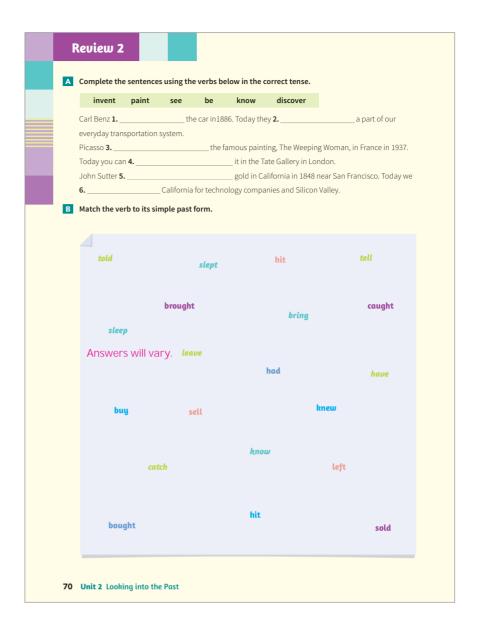
Material:

telephone, sheets of paper, computer, copier

Have students get into their project groups. Call on volunteers to read the instructions aloud. Clear up any doubts. Have them do their research and make their fliers. Encourage them to be creative in their designs and to speak only in English as they work.

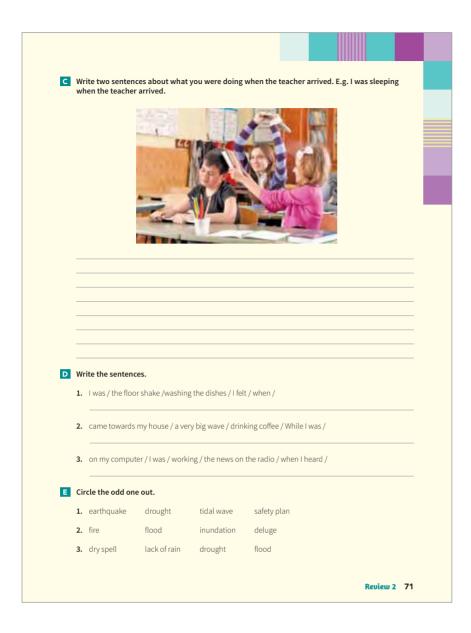
Once they are finished, have students present their fliers to the class, and distribute them around school and their neighborhoods.

Collect the donations and deliver the items as a whole class.



- A Complete the sentences using the verbs below in the correct tense.
- B Match the verb to its simple past form.

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



- C Write two sentences about what you were doing when the teacher arrived. E:g. I was sleeping when the teacher arrived.
- Write the sentences
- E Circle the odd one out.

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

Keeping Order

Vocabulary

relationship respect trust

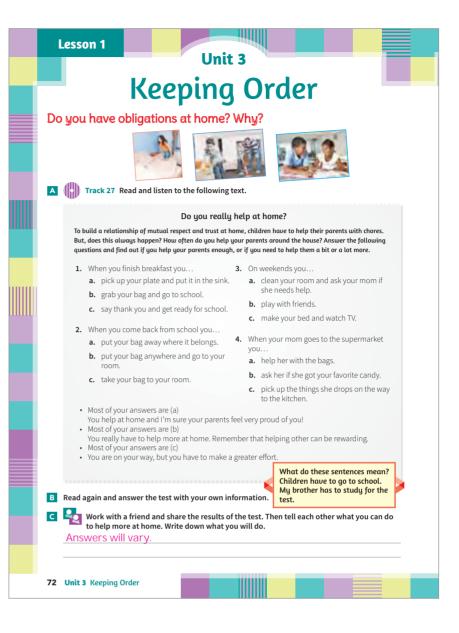
A Moment to Ourselves

Do you have obligations at home?

Read the questions aloud, form pairs to discuss the things they do at home. Have students tell you their obligations.

Getting Started

Ask: What is an obligation? Elicit answers from students. Divide the class into 5 teams. Discuss these questions: What obligations do you have in your daily life? Why does everybody have obligations? Make sure everybody participates in the discussion. Have a speaker from each team share their answers with the class. Flicit comments from the rest of the class. Do you have obligations at home?





Track 27 Read and listen to the following text.

Tell students to describe the pictures, check vocabulary. Have students close their books, and play the CD. Encourage students to share their answers. Have them open their books and play the CD again so they can follow the reading.

Cross-Check

Read the information in the box aloud and pair students up to talk about the meaning of the sentences. Call on volunteers to say what they mean and give more examples.

Read again and answer the test with your own

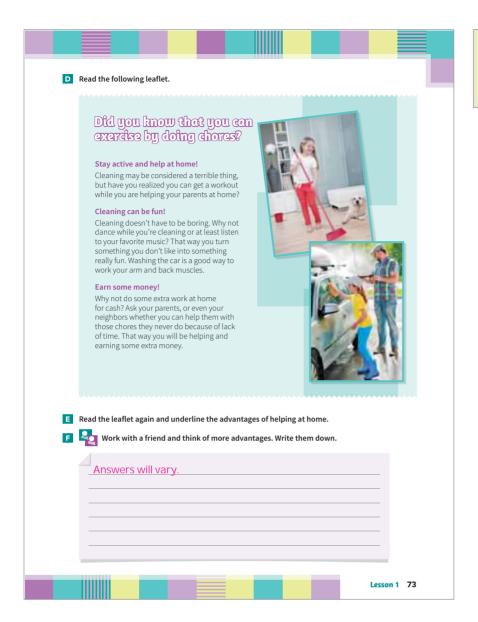
Play the CD again pausing after each question is said and ask students to answer it with their own information.





Work with a friend and share the results of the test. Then tell each other what you can do to help more at home. Write down what you will do.

Make sure students understand what they have to do. Have students begin the activity. Ask volunteers to share their answers with the class.



workout boring cash

CLIL: Social Studies

Read the following leaflet.

Ask students to take turns reading the information related to household chores in the leaflet. Tell them to come up with suggestions on how to make a boring chore more fun. Elicit some of their ideas.

E Read the leaflet again and underline the advantages of helping at home.

Ask students what an advantage is and tell them to give some examples of advantages concerning different obligations. Read instructions aloud and give students time to underline. Check and ask them if they agree with the information included in the leaflet, encourage them to support their answers.





Work with a friend and think of more advantages. Write them down.

Divide the class into pairs. Read the instructions aloud with the students. Make sure they understand what to do before they begin the activity. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

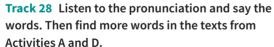




Work in teams and mime the chores.

Form teams of four. Write the chores that have been mentioned in the lesson on separate sheets of paper and give one sheet to each team. Tell teams to think of a situation in which that chore is done. Have the teams act out the situations for everyone to guess.





Tell students to listen to the CD and play it. Play it again, pausing after each word so they can repeat chorally. Then, have them complete the task and say their words aloud.

Describe your daily routine at home before and after you go to school. Then write about it.

Read the instructions aloud and ask students to describe the illustrations. Elicit the difference. Have them do the task, encouraging them to use the phrases in the activity. Once they have finished, call on volunteers to share their work with the class.

Beginners	Advanced
Form pairs or groups of three to describe their routines. Have them write lists instead of sentences.	Students work individually to write about their daily routines and share them with the class.



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

Have a volunteer read the instructions aloud. Clear up any doubts. This activity can be done for homework. Have them share their work with the class.





Material:

Internet, color sheets of construction paper, markers, tape

Form groups of four or five students to work together for the next four weeks.

Ask them to read the instructions in silence and clear up any doubts.

If you have Internet access, give them some time to browse through the suggested site. If you don't have Internet access you assign this activity for homework.

Have students work on the project. Monitor and help if necessary. Ask students to paste their schedules on the walls and commit themselves to do what they wrote.

assign

hand (v)

shame

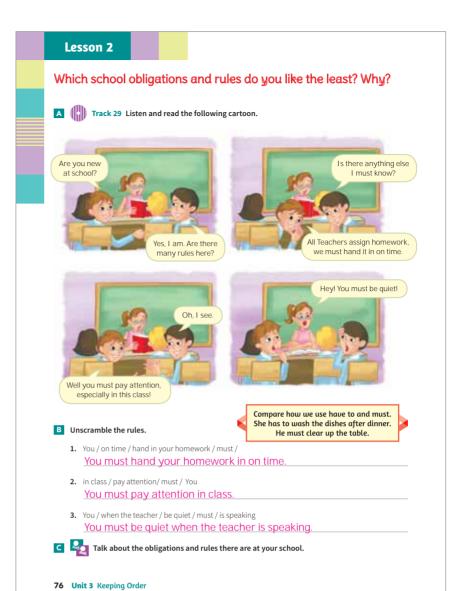
A Moment to Ourselves

Which school obligations and rules do you like the least? Why?

Have a volunteer read the questions aloud. Form groups of three to discuss what they think. Elicit some of their opinions.

Getting Started

Ask students what they think will happen if they don't do anything they are supposed to do at school. Listen to some of your students' answers. Then, ask them: Why do we have responsibilities at school? Encourage them to share their thoughts.





Track 29 Listen and read the following cartoon.

Have students look at the pictures, and play the CD. Check to see how much they understood, ask: What is the cartoon about? Then, invite some volunteers to read the dialogues aloud.

Cross-Check

Have students read the information in the box and discuss it in pairs. Elicit the difference between have to (necessary) and *must* (obligation). Have them give you a few more examples of each one and write them on the board.

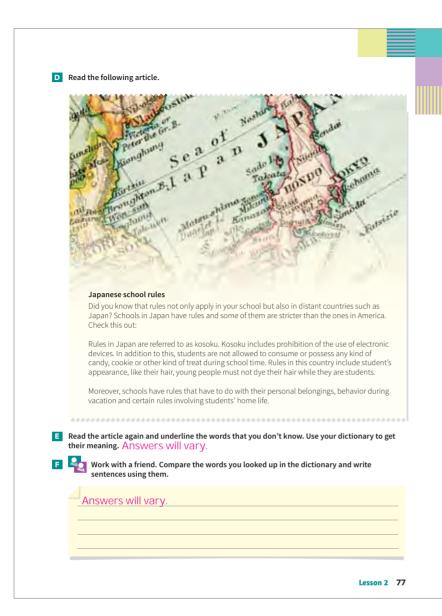
Unscramble the rules.

Ask students to unscramble the words to form sentences. Draw their attention to the sentences that you wrote on the board from the last activity. Monitor while they work and check answers by asking volunteers to write the sentences on the board.



Talk about the obligations and rules there are at your school.

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage students to share some of the obligations and rules with the class.



Vocabulary distant belongings dye

CLIL: Social Studies

Read the following article.

Have students read the article aloud. When they finish ask them if they would like to live in Japan or if they prefer the school rules from their country. Encourage them to give reasons for their answers.

E Read the article again and underline the words that you don't know. Use your dictionary to get their meaning.

Give students some time to read the article again in silence and work on the activity. Invite students to share the meaning of the any new words they found with their classmates.

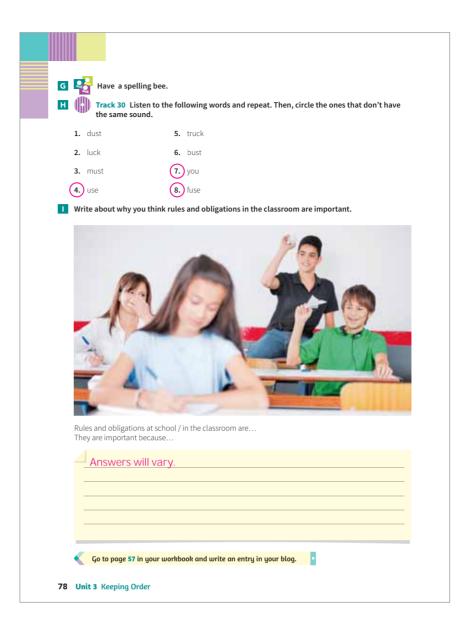




Work with a friend. Compare the words you looked up in the dictionary and write sentences using

Form pairs. Tell each pair to choose two words from their lists and to write sentences. Monitor and provide help when needed. Ask volunteers to share their sentences with the whole class.

Beginners	Advanced			
Students do the activity in	Have students do the activity			
pairs and help each other	individually.			
write the sentences.				





Have a spelling bee.

Form teams of 4. Ask the teams to make a list of eight words from the lesson. Pair teams up for the spelling bee. First one team reads their words and the students on the other team spell the words, then they switch.



Track 30 Listen to the following words and repeat. Then, circle the ones that don't have the same sound.

Play the CD so that students can hear the words. Ask them if they noticed which two words have a different sound than the rest. If they didn't notice, tell them to listen carefully for sounds that are different and play the CD again. Elicit answers.

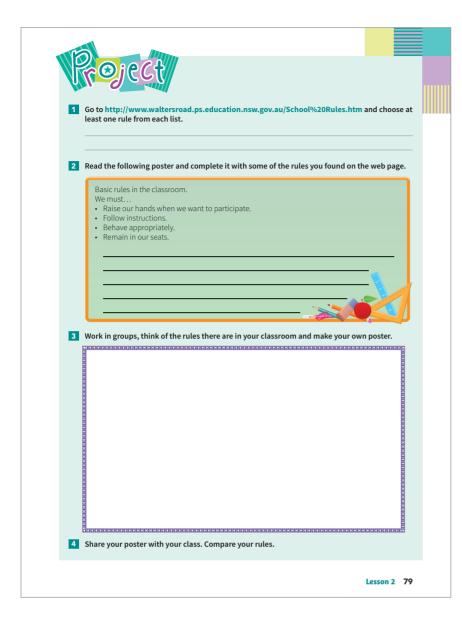
Write about why you think rules and obligations in the classroom are important.

Ask students to look at the picture and describe what is happening. Then, ask one student to read the instructions aloud. Give them some time to write their opinions. When they finish, ask some volunteers to share their work with the whole class.



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

Ask a volunteer to read the instructions and the question aloud. Clear up any doubts. Ask some students to share what they wrote with the rest of the class.





Material:

Internet, color sheets of construction paper, markers

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

If you have Internet access, give them some time to browse through the site and choose one rule from each list. If you don't have Internet access you can assign this activity for homework.

As they work, monitor and help if necessary. Encourage them to speak in English all the time and to be creative.

Once they have finished, ask them to share their rules with the class.

Monitor while they work. Encourage teams to paste their posters around the classroom so everybody can see them.

assignments outdoors accustomed

A Moment to Ourselves

Why do obligations change over the years?

Have students think about the answer before standing up and talking about it with other classmates. Call on volunteers to share their conclusions.

Getting Started

Divide the class into six teams. Give each team an age: 5, 12, 18, 25, 40 and 60. Tell each of the teams to write a list of obligations and responsibilities related to each age. Monitor while they work and help if necessary. When lists are ready, encourage teams to share them with the group.

Lesson 3

Why do obligations change over the years?

Track 31 Listen and read the following blog.

Hey there! This is Frank Have you noticed our responsibilities and obligations have changed a lot over the years? I didn't know it until now that I'm spending some time with Raul. Raul is 4 years old and

First, when my mom picks us up from school, she immediately takes Raul's bag, so he doesn't have to carry anything. I am as tired as Raul, I thought.

he's my cousin.

Anyway, when we get home I have to help my mom with anything she asks me to, while Raul plays or watches TV. Later, I have to spend the rest of the afternoon doing homework assignments. But Raul, doesn't have to do homework, instead he can spend time outdoors! I guess I have to get used to the responsibilities that come as we get older



B Read the blog again and write sentences using has to or doesn't have to.

Analyze the following sentences and discuss the differences. You have to dress up for the party. You don't have to wear a tie

Frank..

has to carry his school things. He has to help his mom with many things. He has to spend the afternoon doing homework assignments.

doesn't have to carry his school things. He doesn't have to help around the house. He doesn't have to do homework.

Work with a friend and compare the different obligations you have from those of other people in your family.

80 Unit 3 Keeping Order

Track 31 Listen and read the following blog.

Show students the picture of both kids. Ask them to predict who wrote the blog entry and what it will be about. Play the CD and have students follow the reading while they listen.

Read the blog again and write sentences using has to or doesn't have to.

Read the blog entry aloud again and tell students to underline each activity that the kids have to do in the evenings. Ask them to write three affirmative and three negative sentences using have to expressing the obligations / lack of obligations of each kid.

Cross-Check

Have a student read the information aloud. Give them a few minutes to think about the differences and talk about them with other classmates. Elicit some of their answers





Work with a friend and compare the different obligations you have from those of other people in your family.

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



resources waste label

CLIL: Ecology

D Read the following web page.

Tell students to read the title and ask: What is the meaning of Recycling? What kind of information do you think this article includes? Then, ask some volunteers to take turns reading the article. When they finish reading ask the class to mention the steps that they have to follow in order to recycle.

How many words can you form from the word recycle? Write them down.

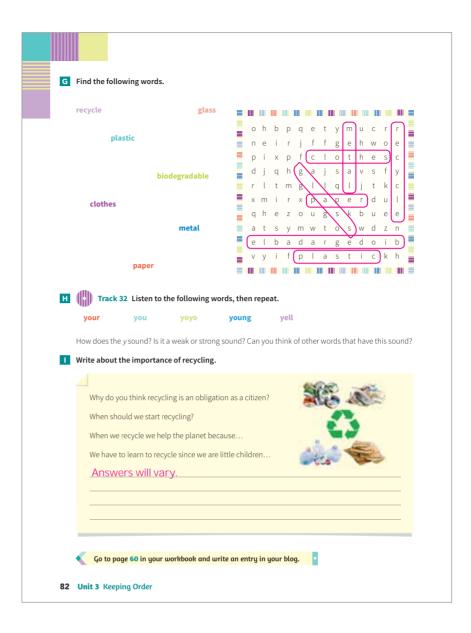
Write the word *recycle* on the board. Ask students to form as many words as they can, using the letters of the word, e.g.: *eye, cry, cycle*, etc. Set the activity and monitor as they work. Encourage students to share their words with the group.

If they finish quickly tell them to do the same thing with the word resources.



Work in teams and talk about the things you and your family recycle. Divide all the items mentioned in different categories.

Form teams of four. Make sure that they understand what they have to do. Elicit some answers and have them begin. Monitor and help when needed. Ask volunteers to share their answers with the class.



G Find the following words.

Ask students to find the words in the word search activity. When they find them all, ask volunteers to say one sentence using as many words from the list as they can.

H Track 32 Listen to the following words, then repeat.

Play the CD for students to hear the pronunciation of each of the words. Play it again, pausing after each word so students can repeat them chorally. Elicit the answers to the questions at the end of the activity and then give them some time to find at least two more examples for that phonetic rule.

Write about the importance of recycling.

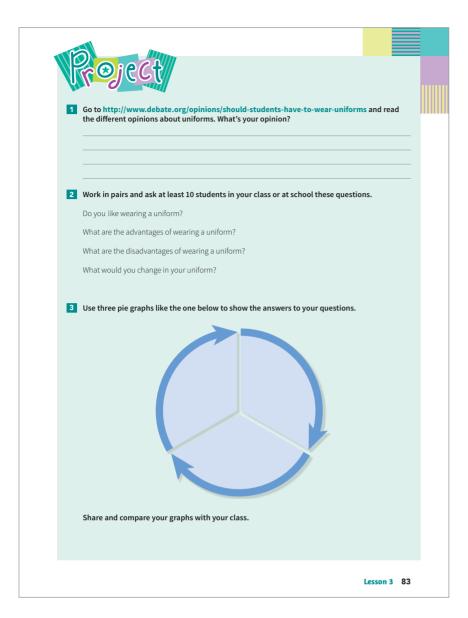
Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually. Encourage them to use new vocabulary from this lesson. When they finish, ask some volunteers to share their work with the whole class.

Beginners	Advanced
Students write isolated sentences about recycling.	Students write a composition about the importance of recycling.



Go to page 60 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help. When they finish, encourage some of them to share their work with the whole class.





Material:

Internet, color cardboards, ribbon, markers.

Have students get into their project groups. Ask them to read the instructions in silence and\ clear up any doubts. As they work, monitor and help when needed. Encourage them to speak in English all the time.

Once they have finished, ask them to share their graphs with the class

get used to early since

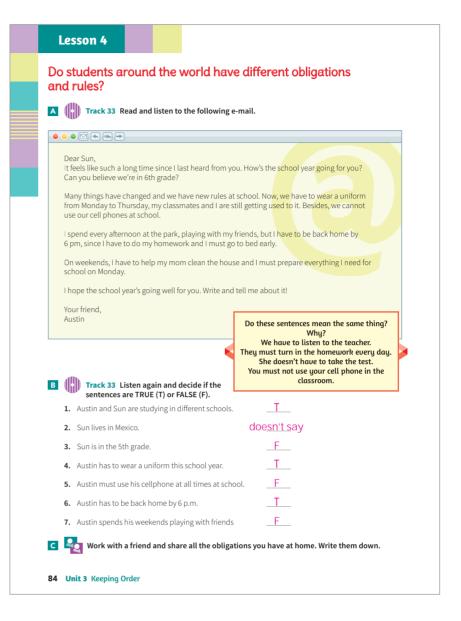
A Moment to Ourselves

Do students around the world have different obligations and rules?

Have students think about the answer. Form groups of four to discuss what they think is different. Elicit their ideas.

Getting Started

Ask students if they have friends in other parts of the world. If they do, ask them if their friends have ever told them what school is like in their country. Encourage them to describe it. If nobody has friends abroad, mention that school is different in other places due to the geography, culture, weather, etc. Have them think about what might be different and ask them to share with the class.





Track 33 Read and listen to the following e-mail.

Tell students to close their books and play the CD. Ask: Who wrote the e-mail? Who received the e-mail? What is the theme of the e-mail? Then, tell them to open their books again and play the CD so they can follow the reading.

Cross-Check



Have students discuss the meaning of the sentences in groups of four. Elicit the concepts and ask for more examples.



Track 33 Listen again and decide if the sentences are TRUE (T) or FALSE (F).

Ask some students to read the sentences aloud. Give them some time to work on the activity and finally, play the CD and pause after each answer is said in order to check.





Work with a friend and share all the obligations you have at home. Write them down.

Divide the class into pairs. Tell students to talk about their obligations at at home. Monitor to check that they're using auxiliaries correctly. Ask pairs to share their obligations with the rest of the class.



caves lack wireless

Social Studies



Read the article and compare your school with others.

Give students some minutes to read the article in silence, encouraging them to help one another find the meaning of any word they do not understand. Then, Form teams of four and give them some time to compare their school with the ones described on the article. Ask each team to share their conclusions with the class.

E Read again and find the different characteristics of each classroom or school described. Write them down.

Students will continue working with the same teams. Read instructions aloud and let them circle all the characteristics schools have in common such as classrooms. Then, have students write them down with the differences, e.g. Classrooms in China are caves, in Bangladesh they are boats and in my country they are rooms.



Do you have friends or family in another country? What is their daily life like? How are their obligations different from yours? Share with a friend and write down your conclusions.

Form pairs. Read instructions and questions aloud and give them some time to discuss and write. Monitor and help if needed. Encourage some pairs to share their conclusions with the class.





Scan the text in activity D. Find and write the places described there. Work with a friend and ask each other to spell them.

Form pairs, tell students to circle the names of the places mentioned in activity D. Have them practice spelling the words. If time allows, ask them to think of any other place which name might be difficult to spell. Call on volunteers to spell the words to the class. Ask them to spell any other ones they thought of.

H Read the following words and check the pronunciation. What is the sound for the double 'o'. Use a dictionary to find more words with this sound and write them down.

Encourage your class to say the three words chorally. Elicit the oosound. Then, encourage students to look for at least three more words with this sound in their dictionaries. Ask some volunteers to share their words with the class.

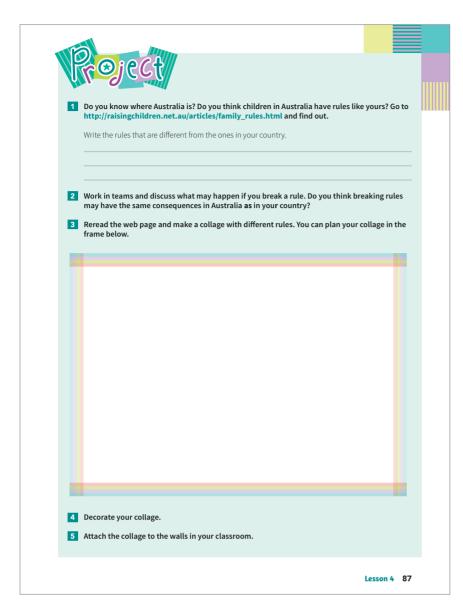
Write about a place where you would like to study.

Form pairs. Ask pairs to choose a place where they would like to study. Ask them to share all the information they know about this place and to discuss why it might be interesting to be there. Before they begin writing, tell them to include as much information as possible about the place.



Go to page 63 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. Elicit some examples. When they finish, encourage some of them to share their writing with the whole class.





Material:

Internet, sheets of construction paper, magazines, scissors, glue.

Ask students to get into their project groups. Call on volunteers to read the instructions aloud

Clear up any doubts and have them begin. Monitor as they work. Encourage them to speak in English at all times and be creative in their collages.

Display their work around the classroom.

subject allowed chemistry

A Moment to Ourselves

Do you have to follow the same rules in all of your classes? Why?

Have students discuss the answer in pairs. Elicit some of their answers.

Getting Started

Divide the group into five big teams and assign a school subject to each: *Music, Physical Education, Art, English, Spanish,* etc. Tell them to brainstorm the rules they have to follow in the subject they were assigned. Ask teams to share the rules with the class and mention why they are important.





Track 34 Read the magazine article.

Ask students to look at the pictures and describe them. Play the CD and ask students the following questions: What rules can you find in the article? Tell them to open their books and play the CD again so they can follow the reading.

Cross-Check

Have students think of the differences between the two sentences and write their ideas. Call on volunteers to share with the class.

B Use don't have to and mustn't to write the rules in your favorite classes.

Ask students what their favorite class is and write it on the board. Then, draw a chart with two columns on the board, the headings will be: *don't have to / mustn't*. Finally tell them to brainstorm the

rules and ask a volunteer to write them under the correct heading. Encourage students to reflect on the difference between the two modals.



88 Unit 3 Keeping Order

Work with a friend and talk about your favorite sports. What are the rules in these sports?

Tell students to talk about the rules in their favorite sports. Have students begin the activity. Ask volunteers to share their rules with the class saying them with complete sentences.



ruffian

brute rough

gh

CLIL: History

Read the manual and choose the correct title.

Ask volunteers to read the article aloud by turns. If any students are familiar with this sport, have them share any extra information they know about it.

Read the web page again and write the adjectives from the text.

Elicit students that an adjective is a word that gives extra information about a person, place, thing or idea and ask for some examples. Read the instructions aloud and give them some time to work on the activity. Ask volunteers to share their lists.





Work in teams and discuss why it is important to penalize sport players if they don't respect the rules of the game. Write your reasons.

Form teams, read the instructions aloud and give students some time to discuss the theme with their team. Then, ask them to write their reasons while you monitor. When they finish, ask volunteers to share their conclusions.





Write ten words from Activities A and D. Work with a friend and dictate your words to each other.

Invite students to choose the most difficult words from each of the activities suggested in the instructions. Give them some time to dictate each other while you monitor.



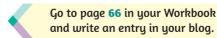
Track 35 Listen to the following words and repeat.

Play the CD pausing after each word is said so that students can repeat them chorally. After they repeat all the words, ask them if they can think of any other words that start with an s followed by a consonant. Write them on the board.

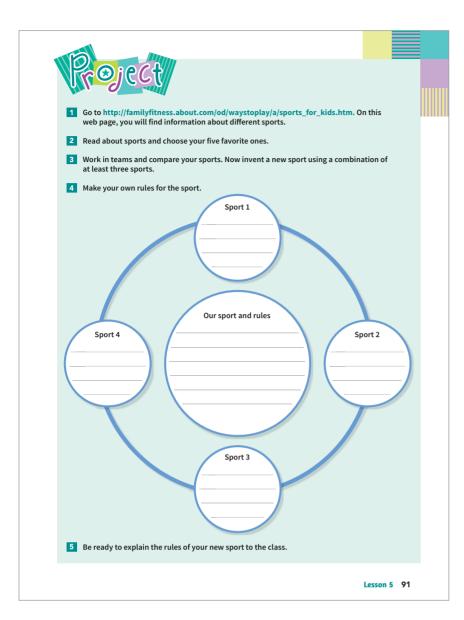
Write about the rules that you consider necessary at school. Then, answer the question.

Read the instructions and elicit a couple of rules. Monitor as they work. Ask some students to share their work with the class.

Beginners	Advanced
Students draw a picture of some important rules.	Students write the importance of the rules necessary at school.



Ask a volunteer to read the instructions in the workbook. Clear up any doubts. Elicit some examples before they begin. When they finish, encourage some of them to share their work with the whole class.







Internet, notebook

Form new project groups to work together for the next four weeks. Call on volunteers to read the instructions aloud. Clear up any doubts.

If you have Internet access, have teams browse through the suggested site to look for the information they need; if not, you can assign this activity for homework.

Have teams work on their sports. Monitor and help if necessary. Once they have finished, have teams present their sports and the rules. If time, encourage them to get together to play the new sports.

injured witness crossing signal

A Moment to Ourselves

Can you imagine a world with no rules? What could happen?

Have a student read the questions aloud. Have a brief class discussion with what they think.

Getting Started

Make some cards with one of the following themes on each one: What would happen if... there were no rules in a music concert?...in a sports event ...in an amusement park?... no driving rules?...no rules in a restaurant?

Form five teams and give each team a card. Tell them to prepare a short presentation that answers the question they were given. Ask teams to present to the class.

Lesson 6

Can you imagine a world with no rules? What could happen?



Track 36 Read and listen to the following newspaper article.

Ten people were injured in a car accident this morning. Authorities in the area report that the accident occurred when one of the cars ran through a crossing signal and hit another one. At least four people had to be hospitalized. "Witnesses say the car did not even slow down."

B Read the article again and write the rule that wasn't respected according to the report.

According to the report, one of the drivers did not pay attention to the crossing signal, and he did not slow

Work with a partner to answer the questions. What do we express obligation with? What do we express necessitu with? What do we express prohibition with?

down.

Talk about how you think the driver could have avoided the accident.

92 Unit 3 Keeping Order



Track 36 Read and listen to the following newspaper article.

Have students look at the picture and ask a volunteer to describe it. Play the CD once and ask students the main idea of what they heard. Then, tell them to open their books, play the CD again and follow the reading.

B Read the article again and write the rule that wasn't respected according to the report.

Ask students to read the article in silence and to identify which was the rule that was not followed. Tell them to write it and ask them what other consequences are possible if that rule is not followed.

Cross-Check

Form pairs. Ask students to read the information in the box and think about the answers. Tell them to make a sentence for each concept. Call on volunteers to share their sentences.



Work with a partner and discuss. How do you think the driver could have avoided the accident?

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Ask volunteers to share their answers with the class.



issue prestigious embarrassing



Read the following blog.

Ask some volunteers to read the blog entry aloud. Check comprehension by asking: Who wrote the entry? What is it about?. Ask if they have ever had an experience like this.

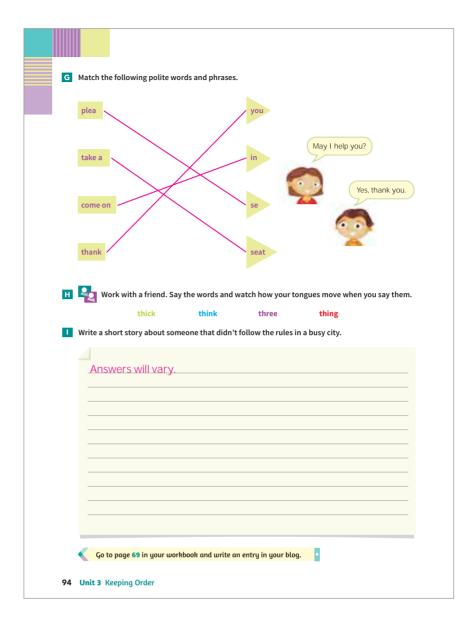
E Read the blog again and write what Nelson had to do to stay in the restaurant.

Give students some time to work on the activity individually and then, have students get into pairs so they can compare their answers. Finally, check as a whole class asking volunteers to read their answers.



Work in teams and share an embarrassing situation. Write the one you consider the most embarrassing.

Form teams of four. Make sure they understand what to do before they begin the activity. Students will share their anecdotes while you monitor encouraging everybody to speak in English. Then, give them some time to write. When they finish, ask some of them to share what they wrote. Class may vote for the most embarrassing situation of all.



G Match the following polite words and phrases.

Give students some time to work on the activity and check orally. Ask volunteers to explain in which situation they would use each of the words/phrases.



H Work with a friend. Say the words and watch how your tongues move when you say them.

Read the words aloud exaggerating the /th/sound. Then, organize the class into pairs and give them some time to pronounce each of the words. Ask them to find some other examples of words that include this sound.

Write a short story about someone that didn't follow the rules in a busy city.

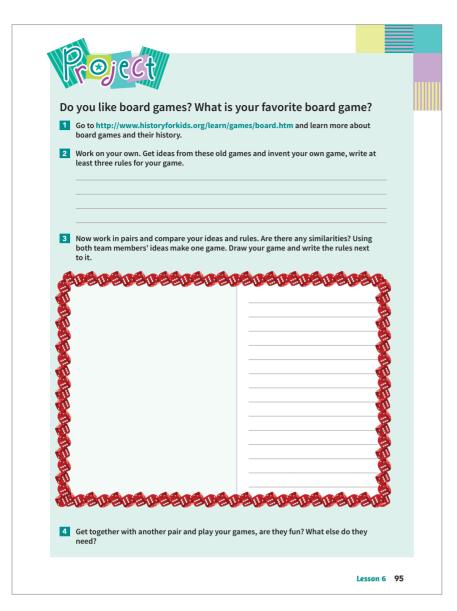
Have students write a story. Draw a story map on the blackboard and elicit the names of three main characters and the setting (name of a busy city and time). Tell them that the problem in this story is that one of the main characters didn't follow the rules and that they have to write three main events and a resolution. Give them some minutes to work while you monitor. When they finish, invite some volunteers to share their stories with the class.

Beginners	Advanced
Students draw a cartoon with situations and short sentences.	Students write a story about the rules in a busy city.



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

Have students read the instructions on the page in silence. Clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their writing with the whole class.





Material:

Internet, cardboards, markers, coins or seeds

Have students get into their project groups. If you have Internet access, tell them to go to the suggested site to get information about board games. If not, they can do it for homework.

Ask volunteers to read the instructions aloud and clear up any doubts. Tell them to be creative designing the game and the rules, but to keep it relatively simple. Monitor as they work.

Once they have their games, have them get together with another team to play.

Have them share their experiences with the class.

dumb advice

advise

A Moment to Ourselves

Do you always agree with the rules? Why?

Read the questions aloud. Have students talk about their experiences with a classmate. Call on volunteers to share.

Getting Started

Ask students: What rules do you hate to follow the most? Elicit answers from different students. Ask them to work in teams of three. Have them discuss the following questions: Why do you hate those rules? What benefits could you get by following them? Monitor, and make sure everybody participates in the group discussion. Then, have a speaker from each team share their answers with the class.

Lesson 7

Do you always agree with the rules? Why?



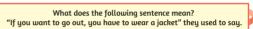


A Read the following blog entry.

Hey there! This is Brian sharing important thoughts for young children that don't understand what some simple rules are for. I remember when I was younger, I didn't like responsibilities and even advice from my parents bothered me. One of the rules I didn't like at all was wearing a jacket after 6 pm. "If you want to go out, you have to wear a jacket" they

used to say. At that time, you feel that's just a dumb rule and nothing will happen if you don't wear a jacket. Now that I am a parent and I have a son, I understand that ome rules I didn't like were necessary. For example, at this very moment, I'm at home taking care of my son who didn't want to wear a jacket, and I can see how important the rule was.

Track 37 Now listen to what Brian says and complete the sentences with a synonym from



mother and father

didn't like

looking after

- 1. I didn't like responsibilities and even recommendations mother and father bothered me.
- 2. One of the rules I didn't like _ at all was wearing a jacket after 6 pm.
- **3.** I'm at home, <u>looking after</u> my sick son that didn't want to wear a jacket...
- Work with a friend and talk about rules you don't like and that you consider necessary or important.
- 96 Unit 3 Keeping Order

A Read the following blog entry.

Tell students to take turns reading the blog entry in pairs. Ask: Who wrote the blog entry? What is he talking about? How old do you think he is now? Elicit answers from students and ask them to talk about rules they don't like to follow now, but that they may understand when they grow up.





B Track 37 Now listen to what Brian says and complete the sentences with a synonym from the box.

Ask students what a synonym is, elicit that it is a word that has the same meaning as another word. Play the CD and pause after each blank so that students can identify the word that they have to replace, ask a volunteer to write it on the board case.

Cross-Check

Have students think about the information in the box and elicit some answers. Be sure they say that have to means something is necessary.





Work with a friend and talk about rules don't like and that you consider necessary or important.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Ask volunteers to share their answers with the class.



neighborhood breathe bucket

CLIL: Ecology

D Read the following ad.

Ask students to read the add in silence. When they finish, ask: What is the ad about? What tips does it give? What are they for? Finally, ask them for some more tips to take care of the environment. Write them on the board.

E Read the ad again and complete the sentences.

Ask students if they know what the word *scan* means, elicit that it means *to glance over quickly*. Ask students to scan the text in order to identify specific information. Help them to do the first one by telling them to underline a key word, in this case, *recycle*. Then, tell them to scan the text looking for that word. When they find it, they should look at the information near it to find the information they are looking for to complete the sentence. Once they are finished, call on volunteers to say their answers.





Can you think of more ideas that you can add to this ecological campaign? Talk about them and write them down.

Form teams and read the instructions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class, tell the group to vote for the best ideas.





Can you follow orders? Discuss and write your

Tell students that before doing the activity you will play a game. Have everyone stand up and tell them you will give them some commands, but, that they must do the opposite. So if you say stand up, they must sit down. If they make a mistake, they will be out of the game and must sit down. The last student standing is the winner. Then, have them do the activity in the book.

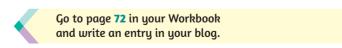
Beginners	Advanced
Students work in pairs or groups of three to write the conclusions after they share	Students work individually to write the conclusions about following orders.
their ideas.	

H Track 38 Listen to the following words and repeat.

Play the CD for students to listen in silence. Play the CD again, pausing after each word is said for students to repeat chorally.

Write about rules that have consequences if they are not followed.

Ask a volunteer to read the instructions and questions aloud. Ask if many rules have consequences when they are not followed. Elicit an example. Give them time to write. Ask some students to share their work.



Ask a volunteer to read the instructions in the workbook. Have them read the questions aloud and clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their work with the whole class.





Material:

Internet, sheets of construction paper, markers, color pencils

them go to the site to find the definition of the word civic. If you don't have Internet access, assign this activity for homework.

Have students get into their project groups. Call on volunteers to read the instructions on the page. If you have Internet access, let

Ask them to follow the format in their books to draw their town and the rules and regulations. Have the different groups present and display their work around the classroom.

sturdy wires

furniture

A Moment to Ourselves

Are there rules you have to follow in certain situations such as disasters? Why?

Form groups of four. Have students discuss the importance of rules during a disaster. Elicit their conclusions

Getting Started

Say: We should always follow rules especially during emergency situations. Have a class discussion about following rules during emergency situations. Encourage students to defend their points of view with arguments, providing any vocabulary they may need.

Lesson 8

Are there rules you have to follow in certain situations such as disasters? Why?





Track 39 Listen and read the following poster.

SAFETY RULES IN CASE OF EARTHQUAKE.

Are you aware of all the things you have to do in case of an earthquake?

During an earthquake you must:

· Take cover next to a sturdy table or other piece of furniture or drop under, and hold on to a desk or

If you are outside you must:

· Move away from buildings and wires.

If you're inside you have to:

• Stay away from glass or loose hanging objects.

B What rules have you followed from activity A? Have you done anything differently? Write it down

Answers will vary.

How are these sentences different from the affirmative form? They don't have to go to school tomorrow

You must not go to school tomorrow

Share your answers from Activity B with a classmate. Have you followed safety rules?

100 Unit 3 Keeping Order

Track 39 Listen and read the following poster.

Ask students to look at the picture and have a volunteer describe it. Play the CD once and ask students the main idea of what they heard. Then, tell them to open their books, play the CD again and follow the reading. Play the CD again, pausing after each line for students to repeat.

B What rules have you followed from the ones in Activity A? Have you done anything differently? Write it down.

Ask the questions aloud and elicit answers from students. Encourage them to explain each of the things they have done differently.

Cross-Check

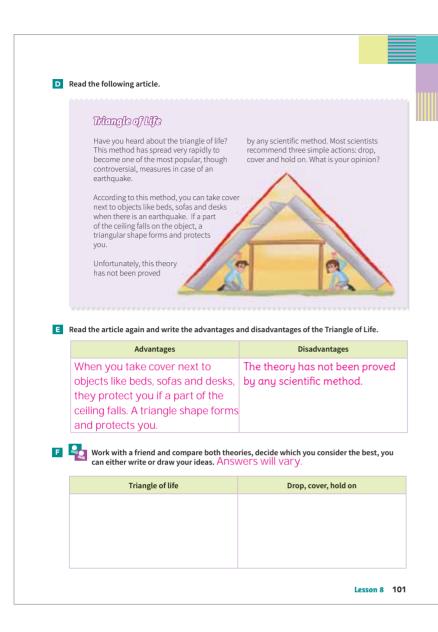
Have students read the information in the box aloud and discuss the difference between the two sentences in trios. Ask a student to go to the board to write everyone's conclusions.





Share your answers from Activity B with a classmate. Have you followed safety rules?

Read the instructions aloud and make sure everybody understands what they have to talk about. Have students begin the activity.



Vocabulary spread

controversial hold on

CLIL: Literature

Read the following article.

Read the title aloud and ask students if they know what the triangle of life is. Tell them to take turns reading the text aloud; then, ask: Does the triangle of life really work? What do scientists recommend?

Read the article again and write the advantages and disadvantages of the Triangle of Life.

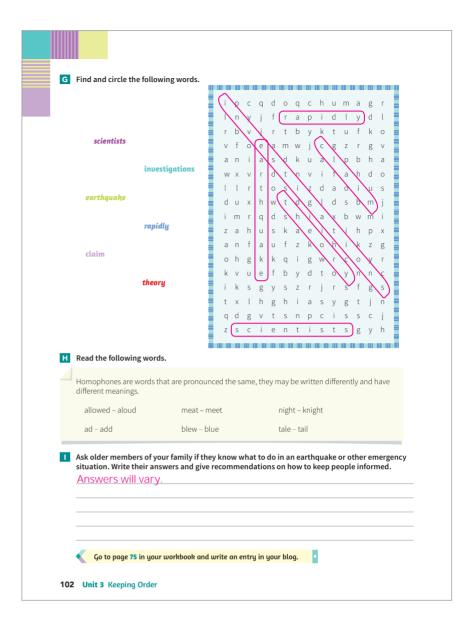
Read instructions aloud. Elicit examples and have students work. Monitor and provide help when needed. Ask volunteers to share their answers with the class.



Work with a friend and compare both theories, decide which you consider the best, you can either write or draw your ideas.

Form pairs. Read instructions aloud and have them begin. Monitor and help. Encourage teams to share their answers or drawings.

Beginners	Advanced
Students draw the theory that they consider the best.	Students write their ideas about the best theory.



G Find and circle the following words.

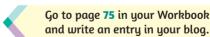
Give students some time to find the words in the word search activity. When they find all the words, ask volunteers to form sentences using them.

Read the following words.

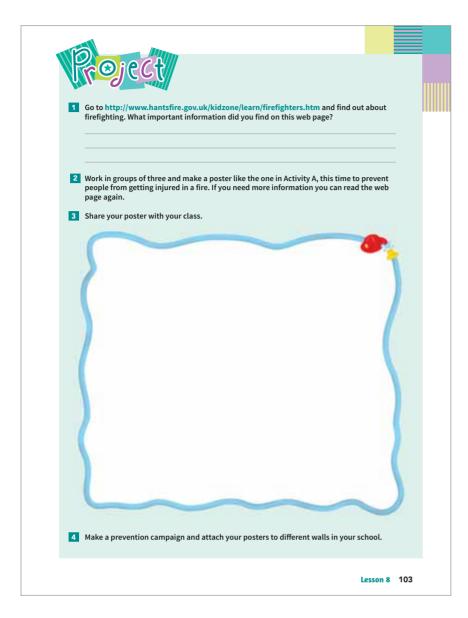
Read the words aloud and elicit definitions. If students don't know tell them the meanings. Then, ask students to find some other homophones to have a longer list. When they're ready, use the list to have a Spelling Bee. They will have to ask for a sentence before they begin to spell.

Ask older members of your family if they know what to do in an earthquake or other emergency situation. Write their answers and give recommendations on how to keep people informed.

Ask a volunteer to read the instructions and the paragraph aloud. Assign this activity for homework. Have some students to share their work the next day.



Ask a volunteer to read the instructions in the workbook. Tell them to think about each of the questions and write their answers. Encourage them to include as many details as possible. While students write, monitor and help. When they finish, encourage some of them to share their paragraphs.





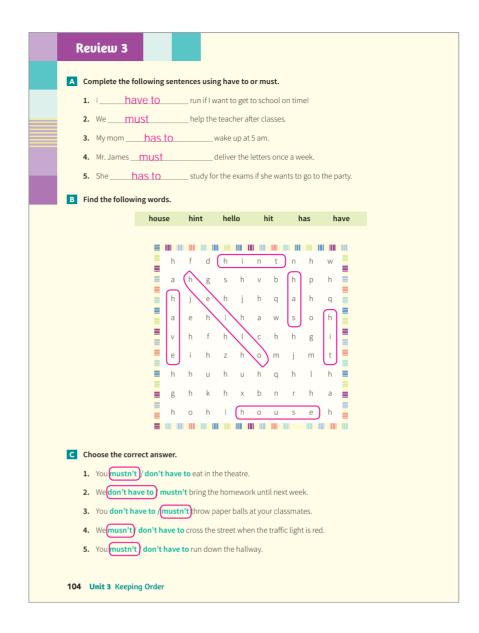
Material:

Internet, sheets of construction paper, markers

Have students get into their project groups and read the instructions in silence. Clear up any doubts. Have them begin. Monitor while they work. Encourage them to speak in English all the time.

When everyone has finished, ask them to present their posters to the class.

Then, have students put their posters up around the school. Before putting them up you can ask other teachers to allow your students to explain their posters to other classes.



- A Complete the following sentences using have to or must.
- Find the following words.
- C Choose the correct answer.

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



- D Write about the things you must or have to do during the week. Which ones do you like, and which don't you like? Why?
- E Which rules do you think are more important for people to follow? Write a list and give your reasons.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and call on volunteers to read their answers to the class. You can have a class discussion with activity E if time allows.

Using your imagination

Vocabulary

unusual interesting reliable

A Moment to Ourselves

What happens in your mind when you

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

Getting Started

Ask students to work in teams of three. Have them discuss the following questions: What kind of books do you read? How do you feel when you read them? Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.





Track 40 Listen to an excerpt of a novel by Jules Verne. Underline the verbs.

Tell students to describe the pictures, ask them: When do you think this scene take place? Who is talking? Have students close their books, and play the CD. Check to see how much they understood, ask: What are they talking about? Where do you think this dialogue appears? Encourage different students to share their answers. Then, tell them to open their books and play the CD again so they can follow the reading and underline the verbs. Check.



Read the conversation again. Underline the sentences that express future.

Organize the class into pairs; give them some time to work on the activity. Check orally and ask them how they did to identify the sentences in future.

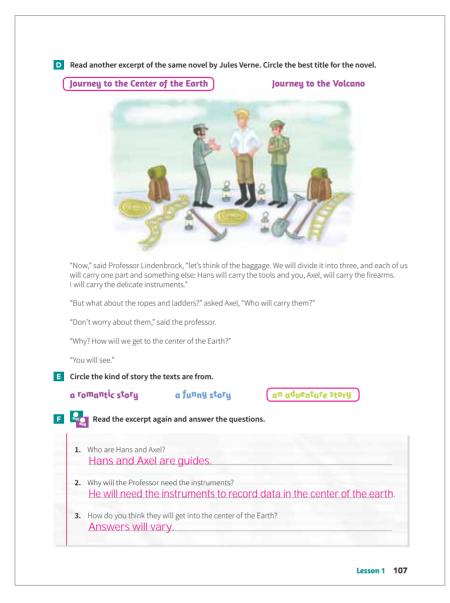
Cross-Check

Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.



Talk to your partner using these prompts.

Continue working in the same pairs. Make sure students understand what they have to do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



baggage tools firearms



CLIL: Literature

Read another excerpt of the same novel by Jules Verne. Circle the best title for the novel.

Ask students to read the excerpt in silence and decide the title for the novel. Encourage the use of a dictionary to find the meaning of unknown words. Check orally and ask students to tell you which line made them decide their choice.

E Circle the kind of story the texts are from.

Elicit from students the general characteristics of funny, romantic and adventure stories: The first one makes you laugh; in the second there is always a love story and in the third case stories are always dominated by action. Based on their answers, tell them to decide which genre is 'Journey to the Center of the Earth'.

Read the excerpt again and answer the questions.

Review questions, asking the function of each of them. Divide the class into pairs. Read the instructions aloud with the students. Monitor and provide help when needed. Ask volunteers to share their answers with the class.





G Match the word to the picture.

Form pairs. Give them some time to work in the matching activity. Check orally asking each team to form one sentence with each of the words.

Write a few sentences using the words above.

Tell students that they will have 30 seconds to look and memorize the words. After that time, shout: Write! and they will have to cover them and write all on the lines. When they finish writing them, they will uncover the words and check. Prize the students that write all words correctly.

Beginners	Advanced
Students work in pairs and help each other in case they forget one word.	Students work individually to memorize and write the words. Check in pairs.





You and a friend will go to the center of the Earth. Answer the questions and share them with your group.

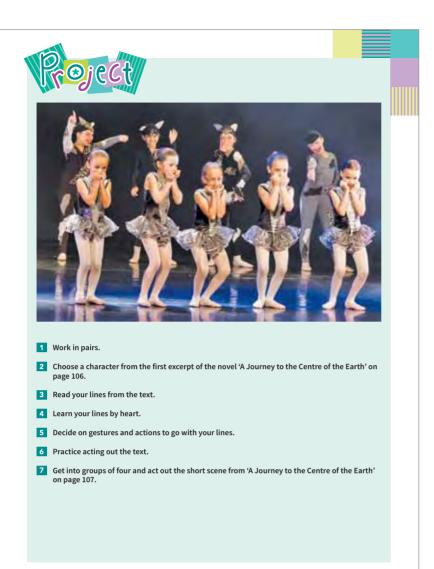
Read the questions aloud to check if there are doubts. Give them some time to work while you monitor and help if necessary. When they finish, ask teams to share their work with the whole class.



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



Have a volunteer read the instructions in the workbooks. Ask different students to share their answers. Go statement by statement to show the rest of the class what they have to write about. Clarify any doubt they may have. As students write individually, monitor and help. When they finish, encourage students to share their answers with the whole class.



Lesson 1 109



Material:

books

Have students get into their project groups. Ask them to read the instructions in silence. Clear up any doubts. Tell them to split up into pairs to do the activity. Give them enough time to practice and learn the dialog. Ask pairs to act out the dialog in front of the class.

keyboard either

A Moment to Ourselves

What do we use today that we won't use in the future?

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

Getting Started

Organize the class in teams of four. Ask them to think how their daily life will be in 30 years. Tell them to write a description of their day focusing on the technology they will use in order to perform their activities. Monitor while they work encouraging them to use their imagination. When they finish, ask the teams to share their descriptions and ask: What do we use today that we won't use in the future?





Track 41 Listen to the conversation and check the things the speakers don't think we will use in the future.

Have students describe the pictures. Play the CD and ask: Which objects did they mention? Tell them to check those objects.

Cross-Check

Tell students to draw an object that we use nowadays, but that they think we will not use in the future on a flashcard. Ask each of your students to go to the front and show their flashcard. Write the following phrases on the board: We might not... We probably won't... Maybe we won't... Tell them to choose one in order to say a complete sentence about their object; encourage them to add extra information.



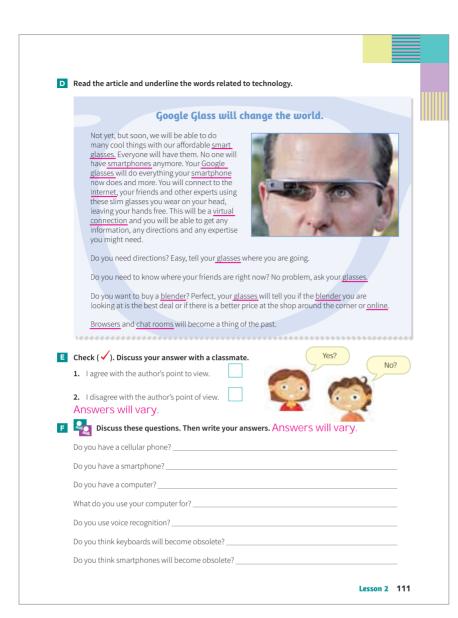
B Track 41 Listen again and complete the paragraph.

Play the CD again so students complete the activity.



Work with your partner. Predict things we won't use in the future.

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage students to use the dictionary in order to look for words they do not know in English.



affordable slim smart

CLIL: Literature

Read the article and underline the words related to technology.

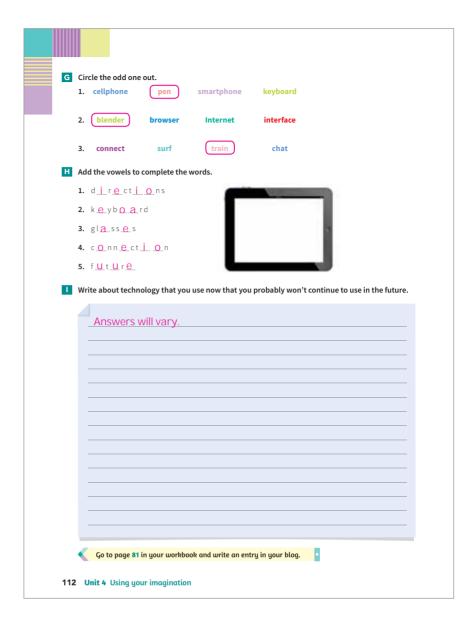
Ask students to read the article in silence to find words related to technology. When they finish, have students get into teams of eight to write a list of words including those underlined. One person from each team will write their list on the board so everybody can see all the words. Finally, have students compare and decide which words should be included and which shouldn't.

E Check. Discuss your answer with a classmate.

Tell students to check the box that best expresses their opinion about the article. Ask volunteers to share their opinion with the class and to explain why they think that way.

F Discuss these questions. Then write your answers.

Read each of the questions aloud and check if there are doubts. Monitor and provide help when needed. Ask volunteers to share their conclusions with the whole class.



G Circle the odd one out.

Read instructions and elicit that the odd one out is the one thing that doesn't share any characteristics with others from a list. Give them some time to work on the activity.

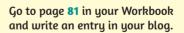
Add the vowels to complete the words.

Give students one minute to complete the activity, then, ask them to go back to the lesson to check the correct spelling of each of the words. Check by asking volunteers to write the words on the board.

Write about technology that you use now that you probably won't continue to use in the future.

Elicit some of the things students talked about technology and the future at the beginning of the class. Tell them to put all their ideas together to write about technology that they will no longer use in the future. Stress that they have to use: Maybe we won't.../We probably won't.../We might not... Monitor while they work and offer any help when necessary. Ask some volunteers to share their writing with the class.

Beginners	Advanced
Students work in pairs or groups of three to write about technology. Students may write only sentences using will and won't.	Students work individually to write about technology. Students write paragraphs.



Have students open their workbooks and ask a volunteer to read the instructions and the headings aloud. Tell students to use the graphic organizer to describe the technology and then to use those ideas in their blog. Monitor while they work and offer any help when needed. Ask some students to share what they wrote with the rest of the class.



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

Ask students to choose if they want to support that Google Glass will change the world or not. Make sure you have students for both

Have pairs find more information about the device. Tell them to

pool their information to prepare their arguments.

Begin the debate with yourself as moderator.

options.



Material:Internet

sunscreen helmet seatbelt

A Moment to Ourselves

What are good New Year's resolutions?

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

Getting Started

Elicit from students that a resolution is a statement that expresses a decision. Tell them to work in pairs to discuss: Do you always do what you decide to do? What's the importance of taking our resolutions seriously? Ask pairs to share their conclusions and finally ask: What are good New Year's resolutions? Elicit answers from students and write a list on the board.

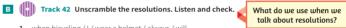
Lesson 3

What are good New Year's resolutions?



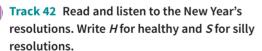
- Track 42 Read and listen to the New Year's resolutions. Write H for healthy and S for silly resolutions.
- H____ I will drink water every day.

 - H | I will apply sunscreen before I go outdoors on bright sunny days.
 - _____S___ I will never go out in the sun.
 - H | I will play a sport.
 - H | will always wear a helmet when bicycling.
 - H | I will wear my seat belt every time I get in a car.
 - _____ I will be nice to other kids.
 - H | I will never give out personal information on the Internet.
 - S I will send my photo to anyone who wants it on the Internet



- 1. when bicycling / I / wear a helmet / always / will I will always wear a helmet when bicycling.
- 2. wear my/I will / seat belt / I get in a car / every time I will wear my seat belt every time I get in a car.
- 3. other kids / I'll / nice to / be I'll be nice to other kids.
- 4. never / I'll give out / on the Internet / personal information
- I'll never give out personal information on the Internet.
- Choose three resolutions from the list in Activity A and share them with your partner.
- 114 Unit 4 Using your imagination





Draw students' attention to the picture and tell them to describe it. Ask them if they usually write New Year's resolutions and ask some volunteers to share theirs. Play the CD and have students follow the reading while they listen. Finally, ask them to classify the resolutions. Check orally, asking for reasons to support each case.



Track 42 Unscramble the resolutions. Listen and check.

Give students some time to work on the activity. Play the CD and pause after each sentence is said so they can check their answers.



Cross-Check

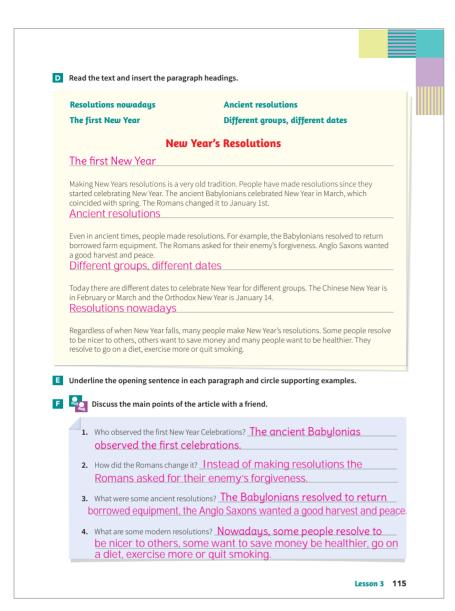
Ask students to read the information in the box and discuss it. Give them a few minute. Elicit their conclusions.





Choose three resolutions from the list in Activity A and share them with your partner.

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



forgiveness harvest quit



CLIL: Literature

Read the text and insert the paragraph headings.

Ask volunteers to read each of the paragraphs aloud. After each paragraph is read, go through the headings in order to decide together, which one fits the best.

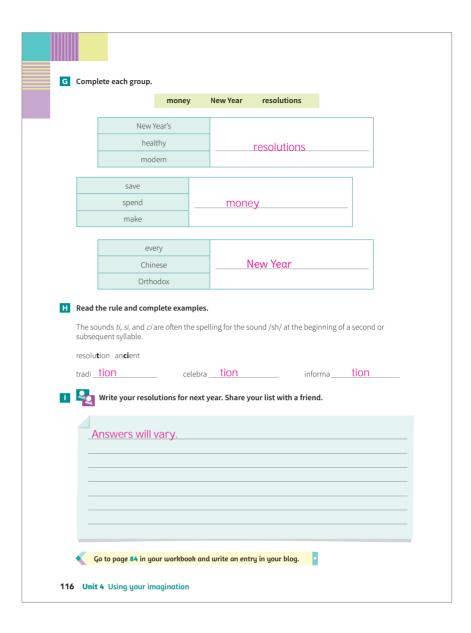
Underline the opening sentence in each paragraph and circle supporting examples.

Go back to the text, work together with students on the first paragraph to set an example of what they have to do. Give them some time to work on the rest of the text individually. Check orally.

Discuss the

Discuss the main points of the article with a friend.

Form pairs. Make sure that they understand that main ideas don't necessarily include specific information. Elicit some answers and have them begin. Monitor. Check orally.



G Complete each group.

Read the words at the top and tell students to place them in a box in which they fit with the rest of the words logically. Give them some time to work and check orally.

Read the rule and complete examples.

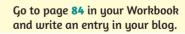
Ask a volunteer to read the rule aloud. Read each of the examples aloud stressing the final sound. Tell students to use a dictionary in order to check the spelling of each of the words. Ask them to write more examples of words that share the same ending sound.



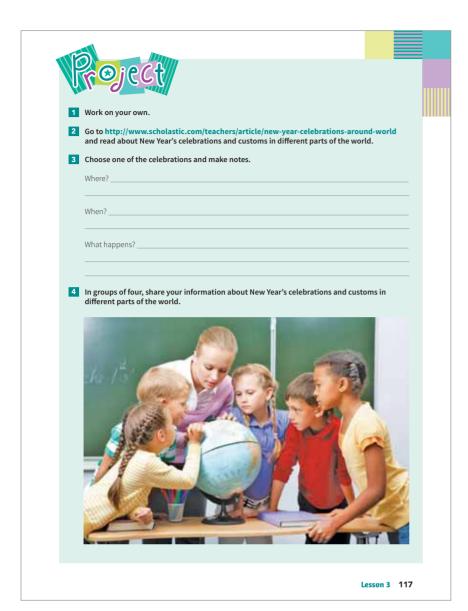
Write your resolutions for next year. Share your list with a friend.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually, encourage them to use new vocabulary from this lesson. When they finish, organize the class into pairs so they can share their resolutions.

Beginners	Advanced
Students work in pairs to make a list and only one of them writes both students' list of resolutions.	Students work individually to write their resolutions.



Ask a volunteer to read the instructions in the workbook. Explain that they have to describe different aspects concerning New Year's Celebrations at home. While students write, monitor and provide any help they may need. When they finish, encourage some of them to share their writing with the whole class.





Material: Internet

Ask volunteers to read the instructions aloud. Clear up any doubts. Have them get into their project groups. If you have Internet access, allot time for research, if not, assign this part of the activity for homework. Encourage them to illustrate their work and prepare enough material for everyone in the group to present. Have them share their information with the class

catering engineer

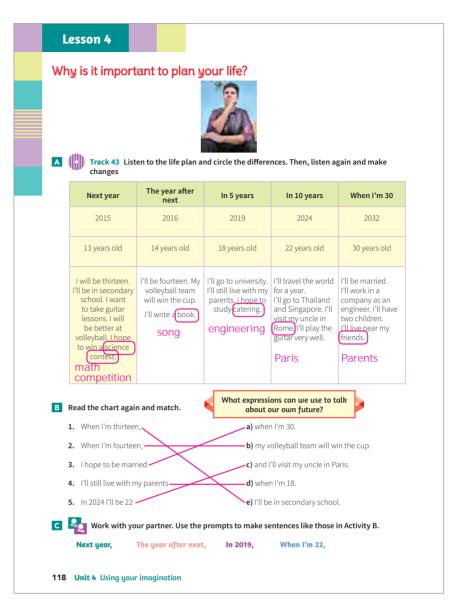
A Moment to Ourselves

Why is it important to plan your life?

Have students read the question and think about the answer. Ask students to share their opinions with the class.

Getting Started

Ask students if they have ever imagined themselves 30 years from now. Invite some of them to share what they have imagined and ask them what they have to do if they really want to be that way. Finally, ask: Why is it important to plan your life? Elicit answers from different students.





Track 43 Listen to the life plan and circle the differences. Then listen again and make changes.

Ask students to close their books and play the CD. Then, tell them to read the life plan and ask them to circle the differences they remember. Play the CD again so they can check and add anything they forgot to circle before. Ask them to write the changes they remember. Play the CD again to check if the changes they wrote were correct.

Cross-Check



Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers.

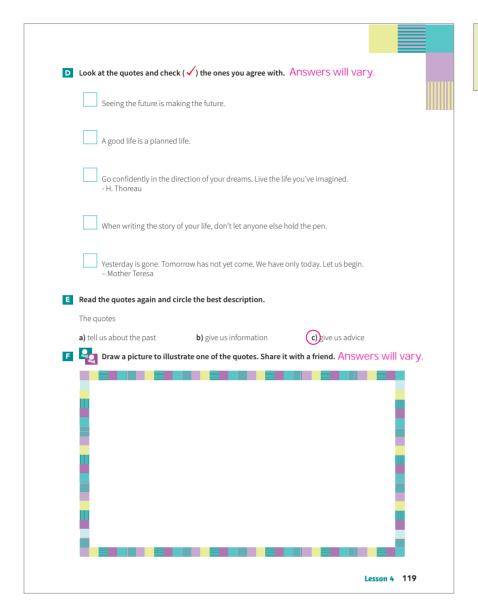
B Read the chart again and match.

Ask students to check the information in the life plan to match the sentence halves and form complete sentences. Check orally.



Work with your partner. Use the prompts to make sentences like those in Activity B.

Tell students to talk about the plans they have for the future using the prompts provided. Ask pairs to share their plans with the class.



Vocabulary confidently direction

CLIL: Literature

D Look at the quotes and check the ones you agree with.

Give students some minutes to read the quotes in silence. Tell them to use a dictionary or ask some classmates to find the meaning of words they do not understand. Monitor and help as they work. Then, ask them to check the ones they agree with. Ask volunteers to share which ones they liked and why.

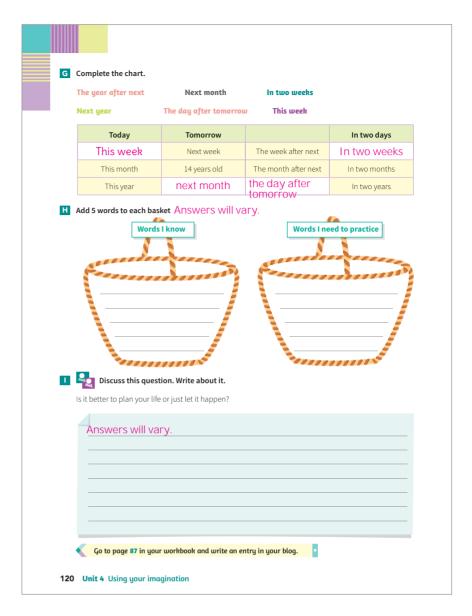
E Read the quotes again and circle the best description.

Ask a volunteer to read instructions aloud. Tell students to choose the correct answer, elicit where they can find the options they didn't choose (e.g. old newspapers or magazines and history books tell us about the past, science magazines or books also give us information).



Draw a picture to illustrate one of the quotes. Share it with a friend.

Read instructions aloud and give students some time to illustrate one of the quotes. Monitor and provide help if needed. Then, form pairs so they can share their drawings. Invite some pairs to show them to the rest of the class.



G Complete the chart.

Ask students to use the phrases on top of the chart to complete it following a logical order. Check orally.

H Add 5 words to each basket.

Tell students to go through the lesson and circle all the new words they learned. Then, ask them to classify those words in the two baskets.

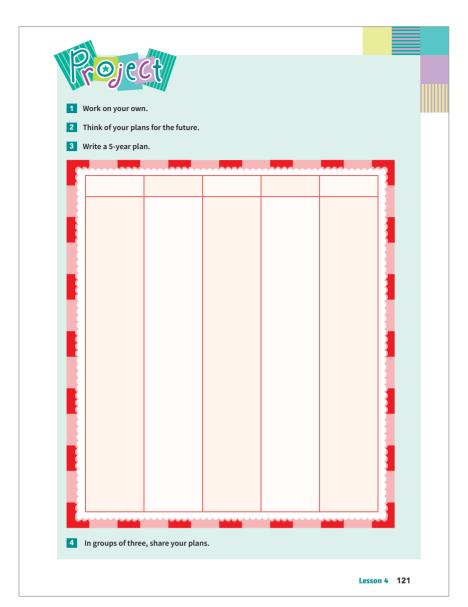
Discuss this question. Write about it.

Form pairs, read the instructions and the question aloud. Ask them to discuss the question. Then, give them some time to work individually including all the information they previously shared $% \left(1\right) =\left(1\right) \left(1\right) \left$ with their classmate. Monitor and offer any help when needed. Ask some volunteers to share their work.

Beginners	Advanced
Students work in pairs and discuss the questions. Have weaker students draw the answer to the question while the other one writes it down.	Students work individually to write the answer to the question.

Go to page 87 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and provide any help they may need. When they finish, encourage some of them to share their blog with the whole class.





Material:

graphic organizer

Have students get into their project groups. Read the instructions with students and clear up any doubts. Give them time to work on their 5-year plans individually, then, have them discuss what they wrote in their groups. Finally, have volunteers share with the class.

surrounded field ambitious

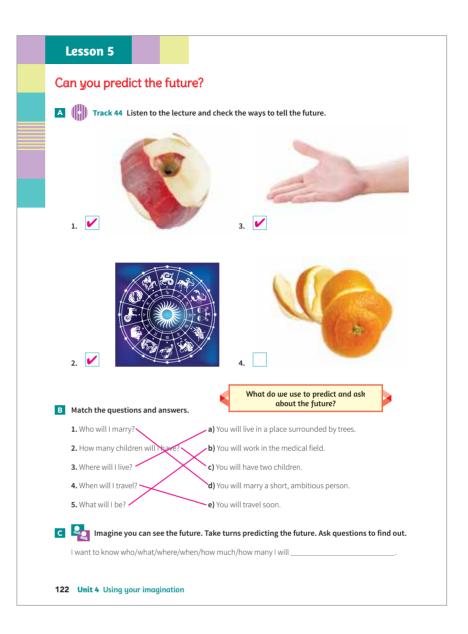
A Moment to Ourselves

Can you predict the future?

Have students read the question and think about the answer. Ask students to share their opinions with the class.

Getting Started

Ask: Have you ever gone to a fortune teller? Do you believe in those things? Ask students to work in teams of three. Have students discuss the following questions: What ways of predicting the future do you know? How do they work? Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible. Finally ask: Can you really predict the future?





Track 44 Listen to the lecture and check the ways to tell the future.

Play the CD and ask students to listen carefully. Ask them to open their books and check the pictures of the things that were mentioned in the lecture. Play the CD again so they can check their answers.

Cross-Check



Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers.

B Match the questions and answers.

Work on this activity as a whole class. Ask the questions from the left column and elicit the answers from the column on the right.



Imagine you can see the future. Take turns predicting the future. Ask questions to find out.

Tell students to talk about what they would like to know about their own future. Encourage them to use the correct question word depending on what they want to know. Ask volunteers to share their questions with the class.



handler mussel conjectures

CLIL: Literature

Read the article and insert the missing topic sentences.

Ask students if they have ever heard about Paul the Octopus and what they know about him. Guide students to work on the activity; tell them to first read each of the topic sentences to identify the theme of the paragraph, then, read each of the paragraphs paying attention to the details to decide which of them corresponds to each of the topic sentences. Give them some time to work and check orally.

E Where might you see this article? Circle.

Read the three options with students and elicit the correct answer. Ask students to argument why the incorrect options are not possible answers.

Discuss with a friend. Then write your answers.

Organize the class into pairs, read the instructions aloud and give students some time to discuss which questions would they ask. Then, ask them to write their answers individually while you monitor. When they finish, ask volunteers to share their questions and answers.



G Find synonyms to these words in Activity D.

Remind students that a synonym is a word that has the same meaning as another word and that they can find synonyms in a thesaurus. Give them some time to look up the synonyms of each word and check by asking a volunteer to write them on the board.

Beginners	Advanced
Students work in pairs. Make sure weaker students use dictionaries for all the words.	Students work individually, they may know some of the synonyms and not need a dictionary.

H Look at the stress patterns and add the words in the box to the correct column.

Explain that although we don't use graphical accents as in Spanish, we stress specific syllables in words when speaking. Read each of the words in the box emphasizing the stressed syllable and ask students to recognize it. Elicit answers.

Write about other ways to predict the future.

Ask a volunteer to read the instructions and question aloud. Give them some time to investigate. Encourage them to be thorough in their explanations. Ask some students to share their work with them.



Ask a volunteer to read the instructions and questions in the workbook. While students write, monitor and help. When they finish, encourage some of them to share what they wrote with the whole class.





Material:

colors, sheets of construction paper

Form new project groups of 4 or 5 students. Ask a volunteer to read the instructions aloud and clear up any doubts.

Remind them that fortune can refer to good and bad things. Have students write the fortunes individually and compare them in their groups.

Guide students to design their fortune tellers by following the instructions on their books. Encourage them to be creative.

Ask students to check: http://en.wikipedia.org/wiki/Paper_ fortune_teller#Telling_fortunes find out how to use the fortuneteller. Then, have students get into pairs to tell each other's fortunes.

hairdresser shopping

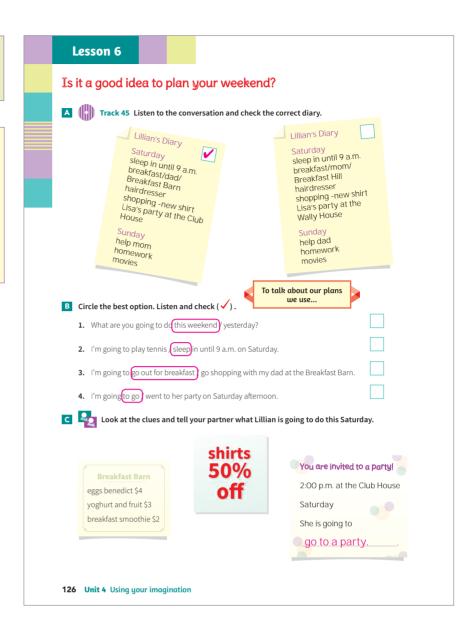
A Moment to Ourselves

Is it a good idea to plan your weekend?

Ask students to read the question and think about the answer. Have some volunteers stand up and share their thoughts with the rest of the class.

Getting Started

Form pairs and give them some time to talk about their weekends, ask: What do you usually do? Do you enjoy those activities? After a while, ask pairs to share what they do with the class and if they would like to do something different. Listen to students' answers.





Track 45 Listen to the conversation and check the correct diary.

Have students look at to the pictures and ask a volunteer to describe them. Play the CD once and ask students to mention some of the activities they heard. Then, tell them to open their books and select the correct diary; play the CD again and check answers.



Ask students to read the information in the box and discuss it with a classmate. Call on volunteers for the answer.

B Circle the best option. Listen and check.

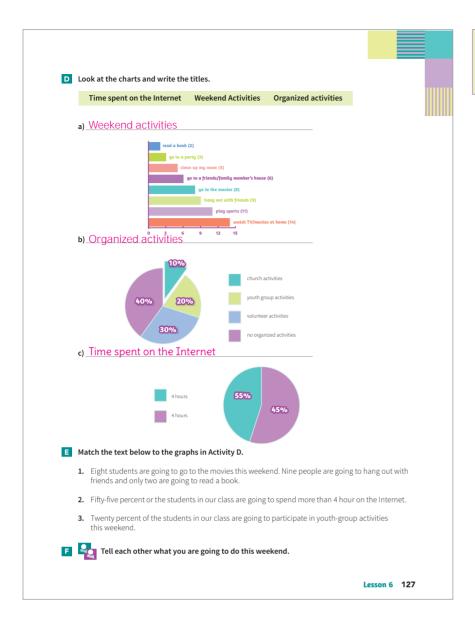
Ask students to circle the best option taking into account the information they heard in the previous activity. Then play the CD, so they can check.





Look at the clues and tell your partner what Lillian is going to do this Saturday.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



clean up hang out

CLIL: Math

D Look at the graphs and write the titles.

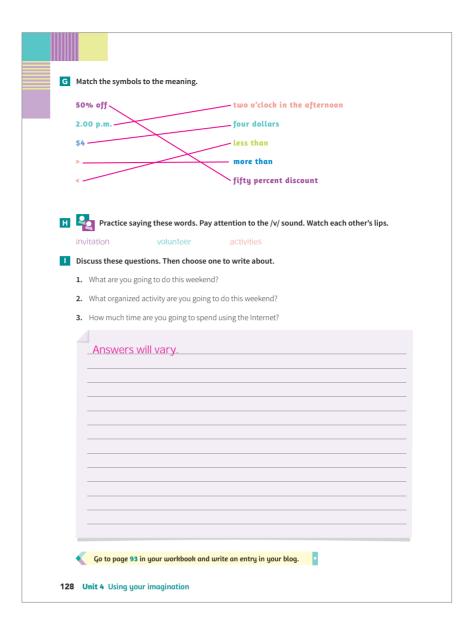
Have students look at the different graphs and ask what is represented in each of them. Then, give them some time to choose the correct title. Check orally.

Match the text below to the graphs in Activity D.

Ask three volunteers to read each option aloud. After they read, ask the class what they describe and give them some time to write their answers in their books.

Tell each other what you are going to do this

Make sure they understand what to do before they begin the activity. Students talk about their plans while you monitor to check that they're speaking in English. Then, give them some time to write and when they finish, ask some of them to share what they wrote. Have the class vote on the best plan.



G Match the symbols to the meaning.

Give students some time to work on the activity and check orally. Ask volunteers to mention where they might find the symbols.



Practice saying these words. Pay attention to the /v/ sound. Watch each other's lips.

Read the words aloud exaggerating the v sound. Then, form pairs and give them some time to pronounce each of the words. Ask them to find some other examples of words that include this sound and invite them to share them with the class.

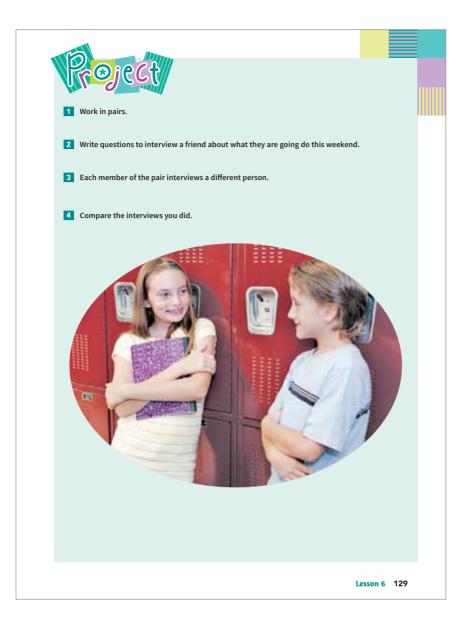
Discuss these questions. Then choose one to write about.

Ask the three questions and elicit a few answers from students. Ask them to choose a question and answer it using as much detail as possible.

Beginners	Advanced
Pair students up to choose a question and answer together.	Students work individually to write the answer to one of the questions.

Go to page 93 in your Workbook and write an entry in your blog.

Ask a volunteer to read instructions and questions aloud. Clear up any doubts. Encourage students to speak in English. When they finish, have volunteers share their writing with the whole class.





Have students get into their project groups and read the instructions in silence. Clear up any doubts. Have them divide up into pairs and begin.

Monitor while they work. Encourage them to speak in English all the time.

When everyone has finished, ask them to stand up and find someone to interview. Tell them to write the answers in their notebooks. Finally, have them get back into pairs and compare their answers.

Ask volunteers to mention some things they found out.

look around campus

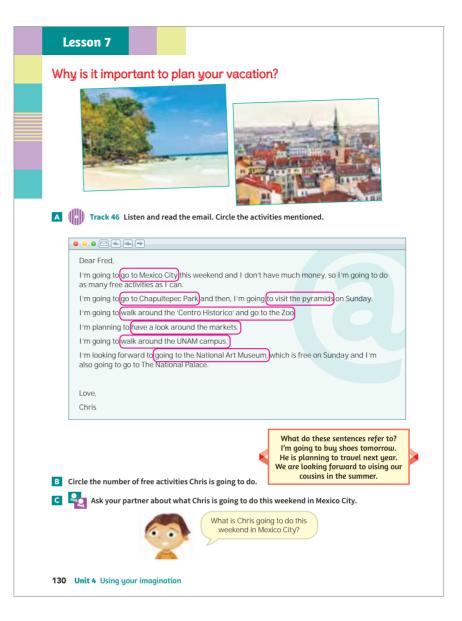
A Moment to Ourselves

Why is it important to plan your vacation?

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

Getting Started

Ask students to work in teams of three. Have them ask each other the following questions: Where would you go? What exactly would you do? Go around the classroom, and make sure everybody participates. Then, encourage teams to share their answers with the class. Elicit comments from the rest of the class whenever possible. Finally ask: Why is it important to plan your vacation?





Track 46 Listen and read the email. Circle the activities mentioned.

Play the CD so students can listen and silently read the text. Pause after each activity is mentioned so they have time to circle the activities.

Cross-Check



Ask students to read the information in the box, and discuss the answer with a classmate. Call on volunteers for the answer.

B Circle the number of free activities Chris is going to do.

Elicit the meaning of 'free activity'. Tell them to go back to the e-mail to count how many free activities were mentioned. Elicit the number and then, tell them to circle the correct option.



Ask your partner about what Chris is going to do this weekend in Mexico City.

Divide the class into pairs. Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



mess winding thrill

CLIL: Literature

Read the flier about activities for kids to do in Paris.
 Circle your favorite activity.

Ask students to read the flier in silence and when they finish, ask: What activities does it suggest? What does each one consist of? Finally ask them to circle their favorite.

E Circle who the flier is for.

Ask students to circle the correct answer and ask them what kind of activities they would suggest for retired people and romantic couples in Paris.





Imagine you are going to go to Paris this weekend. Tell your friend what you are going to do in Paris.

Put students into pairs and read instructions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and help. Ask volunteers to share their answers with the class, tell the group to vote for the best activities.

Beginners	Advanced
Have students discuss what they want to do in pairs. Then, ask one student to draw the activity and the other one to write about it.	Have students work individually to write about the whole weekend.



G Follow the code to write the message. Check with a classmate.

Model the first word for students to start decoding the message and let them finish. Ask a volunteer to write the message on the board to check.

Track 47 Listen and repeat the contractions. Then practice with a classmate.

Play the CD for them to listen to the pronunciation. Play it again and pause it after each word is said so they can repeat chorally.

Write about things to do in your town.

Ask a volunteer to read the instructions aloud. Make sure students know exactly what they have to write about. Give them some time to work individually. Monitor and offer any help when needed. Ask some students to share their work.

> Go to page 96 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook and clear up any doubts. Give them some time to write about their plans. When they finish, encourage some of them to share their plans with the whole class.





Material: Internet

Have students get into their project groups and read the instructions in silence. Clear up any doubts. Ask them to work in pairs. If you have Internet access, give them some time to browse the web about the city they chose. If you don't have Internet access assign this part for homework. Tell them to make it as interesting as possible.

Monitor while they work. Encourage them to speak in English all

When everyone has finished, ask them to present their plans to the class.

Ask them which plan they liked the most.

itinerary arranged

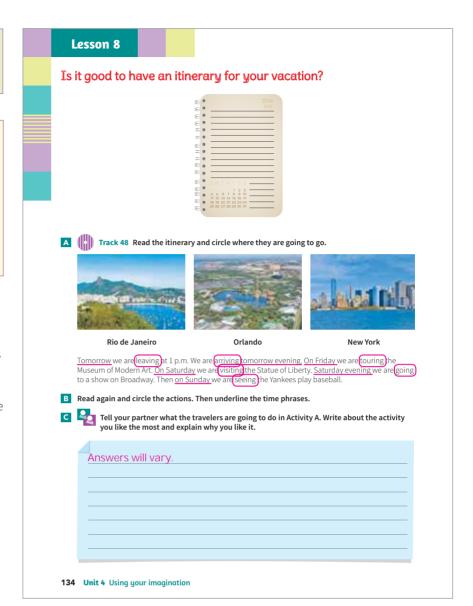
A Moment to Ourselves

Is it good to have an itinerary for your vacation?

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

Getting Started

Play Hangman with the word itinerary; when they guess the word, tell students that itineraries are used mainly by travel agencies to plan group trips. Ask them if they have ever gone on a trip in which they have to follow an itinerary; encourage students to share their experiences with the class. Finally ask: Is it good to have an itinerary for your vacation? Elicit answers from different students.





Track 48 Read the itinerary and circle where they are going to go.

Have students look at to the pictures and ask volunteers to describe them. Play the CD once and ask students where they are going to go. Then, tell them to open their books, play the CD again, follow the reading and circle the correct answer.

B Read again and circle the actions. Then underline the time phrases.

Read the article aloud, tell students to shout Stop! when you mention an action verb; you will stop reading so they can circle them. Finally, elicit each of the time phrases and ask students them to underline them all.





Tell your partner what the travelers are going to do in Activity A. Write about the activity you like the most and explain why you like it.

Divide the class into pairs. Read the instructions aloud and clear up any doubts. Monitor and help if required. Have volunteers share what they wrote with the class.



privacy seclusion destination

CLIL: Geography

Read the Celebrity honeymoon destinations and choose your favorite.

Tell students to describe each of the pictures and ask volunteers to read the descriptions. Then, ask them to pick their choice.

E Where would you see the text in Activity D.

Read instructions aloud. Elicit examples of different places where they might find the article.

Think about the activities celebrities do on holiday and write about it in your notebook.

Read instructions aloud and elicit some activities they think celebrities do on holiday. Tell them they can use information from the previous activity or any other they can think of. Monitor and provide help when needed. Encourage teams to share their answers.





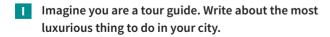
In groups, play hangman with words from this

Have students get into groups of four to play hangman. Monitor as they play to make sure they speak in English all the time.



Look, cover, write and check the words below.

Tell students that they have 30 seconds to memorize the words. After that time, shout: Write! and they have to cover them and write the words. When they finish, have them uncover the words and check.



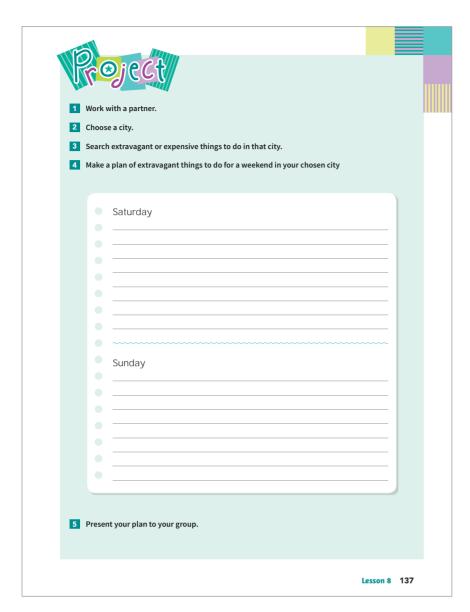
Ask a volunteer to read the instructions aloud. Clear up any doubts. Monitor and if necessary as they work. Help. Ask some students to share their work.

Beginners	Advanced
Students work in groups of three to write about an activity in the city. Weaker students should write, but do not have to share their work with the class.	Students work individually to write about an activity in the city and share their work with the class.



Go to page 99 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help. When they finish, encourage some of them to share their lists with the whole class.





Material: Internet

Have students get into their project groups and divide into pairs. Read the instructions aloud, and clear up any doubts. Suggest they try to find at least six luxurious things to do.

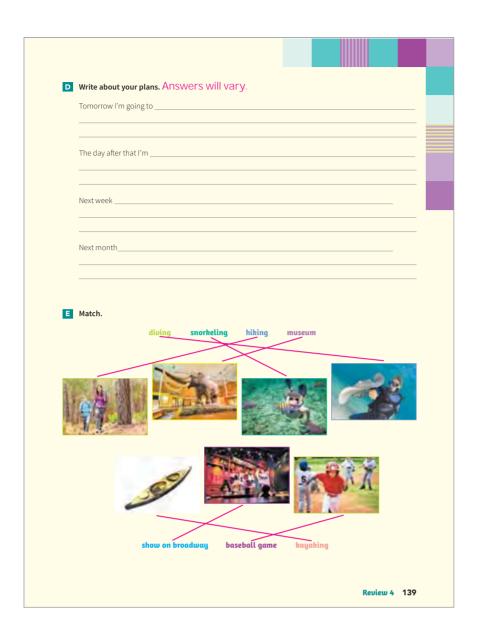
If you have Internet access, give them some time to find information on the web, if not, assign this part of the project for homework.

Monitor and encourage everyone to speak in English all the time. Once the pairs have finished, have them get back in their groups to put their plans together before presenting to the class.



- A Label the pictures.
- B Choose from the pictures in Activity A, use the words below to write five sentences.
- C Read and circle the incorrect resolution.

Read the instructions to each of the activities aloud. Clear up any doubts. Have students work individually to complete the tasks. Monitor and call on volunteers to read their answers to the class or check with the whole group. The activities on these two pages help students see strong and weak points. Give them suggestions for improvement.



- D Write about your plans.
- E Match.

All About Food!

Vocabulary

tasty delicious

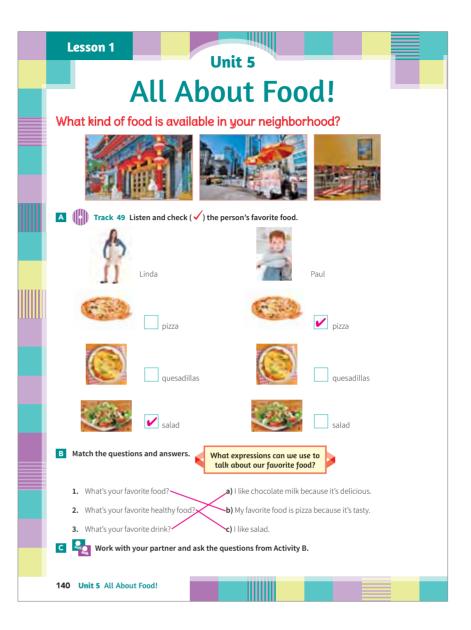
A Moment to Ourselves

What kind of food is available in your neighborhood?

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

Getting Started

Ask students to work in teams of three. Have students discuss the following questions: Is your favorite food available in your neighborhood? Is it healthy? What are the main ingredients? Then, have a speaker from each team share their answers with the class. Elicit comments from the rest of the class whenever possible.







Track 49 Listen and check the person's favorite

Tell students to describe the pictures, ask them which of these three places they prefer. Have students close their books, and play the CD. Ask: What is Linda's favorite food? What is Paul's favorite food? Then tell them to open their books to check the correct answers.

B Match the questions and answers.

Work on this activity as a whole class. Ask the questions from the left column and have volunteers select the correct answer from the column in the right.

Cross-Check



Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.





Work with your partner and ask the questions from Activity B.

Divide the class into pairs. Make sure students understand what they have to do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



Vocabulary pork

beef flour

CLIL: Social Studies

Read the poster and circle the food you like.

Ask students to look at the poster and describe it. Put them in pairs to take turns reading the paragraph aloud. Have them circle the food they prefer. If they don't like any of the food described, ask them to tell you what kind of food they like.

Complete the chart.

Ask students to complete the chart using the information from the chart in the previous activity. Check by asking a volunteer to write the answers on the board.



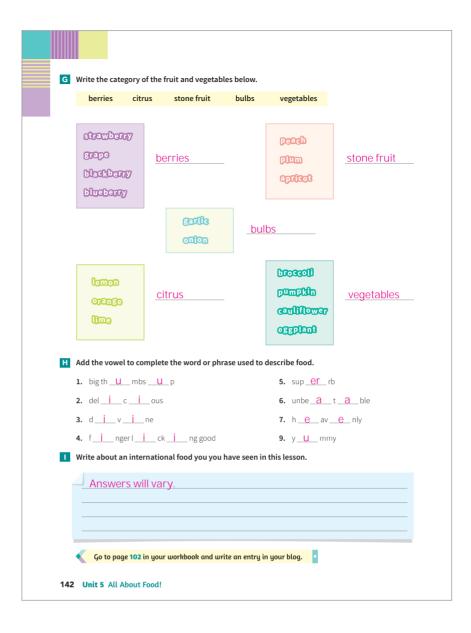
Lesson 1 141



Discuss these questions with a friend and then write your answers.

Read the instructions aloud with the students. Make sure they understand what to do before they begin the activity. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

Beginners	Advanced
Students work in pairs to discuss the questions. One of the students writes the answers to the questions. The student who doesn't write the answers reads them in front of the class.	Students discuss and write the answers to the questions.



G Write the category of the fruit and vegetables below.

Read each of the words in the box aloud and ask students for their meaning. Give them some time to write them next to the fruits in their category. Check orally.

Add the vowel to complete the words or phrases used to describe food.

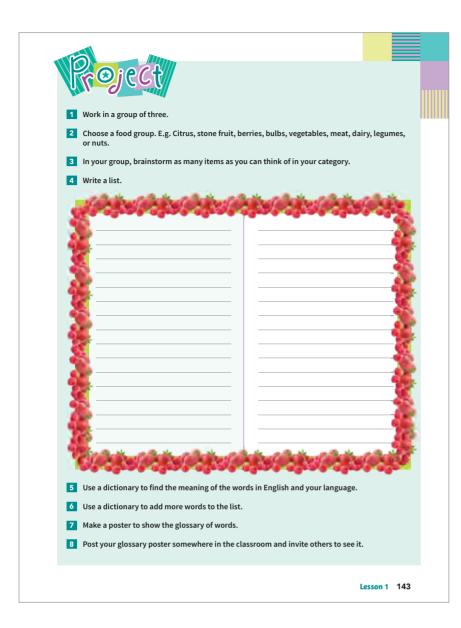
Give students one minute to complete the activity, then ask them to go back to the lesson to check the correct spelling of the words. Check by asking volunteers to write the words on the board.

Write about an international food you have seen in this lesson.

Ask a volunteer to read the instructions aloud. Give them some time to work on their writing individually, encourage them to use new vocabulary from this lesson. When they finish, encourage some students to share what they wrote with the class.

Go to page 102 in your Workbook and write an entry in your blog.

Have students read the instructions on the page in silence. Clear up any doubts. Ask different students to share which international food they would like to try. As students write, monitor and help. When they finish, encourage students to share their answers with the whole class.





Material:

dictionary, color sheets of construction paper, cutouts, markers, glue

Put students into groups of four or five. Tell them they will be working together for four weeks. Remind them of the importance of participating since it is a group activity. Ask a volunteer to read Instructions aloud. Clear up any doubts. Encourage students to speak in English as they work and to be creative with their posters.

Have students present their posters and display them around the classroom.

recipe

mix

A Moment to Ourselves

Why is it good to share recipes?

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

Getting Started

Ask: What are the two main parts of a recipe? Elicit that one is the list of ingredients indicating the quantities and the other is the procedure. Talk about recipes they know, asking where they got them from; encourage them to share experiences related with preparing food. Finally, ask: Why is it good to share recipes?





Track 50 Listen to the recipe and check the correct picture.

Have students look at the pictures and describe them. Tell them to close their books and play the CD. Ask: What is the recipe for? Elicit the correct answer, tell students to open their books and check the picture.

Cross-Check



Ask students to read the information in the box and discuss it. Call on volunteers to tell the difference between questions and answers.



Track 50 Listen again and complete the recipe. Then, underline the imperative verbs in the text.

Play the CD; pause after each answer is said so they can fill in the gaps. Check the spelling of the answers by asking a volunteer to write them on the board.



Say the recipe above and act out making the dish.

Divide the class into pairs and read instructions aloud. Make sure everybody understands what they have to do. Monitor and help if necessary. Encourage some students to act out the recipe in front of the class.



pinch chop

mixture

CLIL: **Social Studies**

Look at the steps to the recipe and mark the photos that correspond.

Point to the pictures. Ask them: What do you think this recipe is for? Elicit that it is a recipe for Huevos Rancheros. Encourage them to tell you the correct order of the pictures. Have them read the instructions for each of the steps aloud.

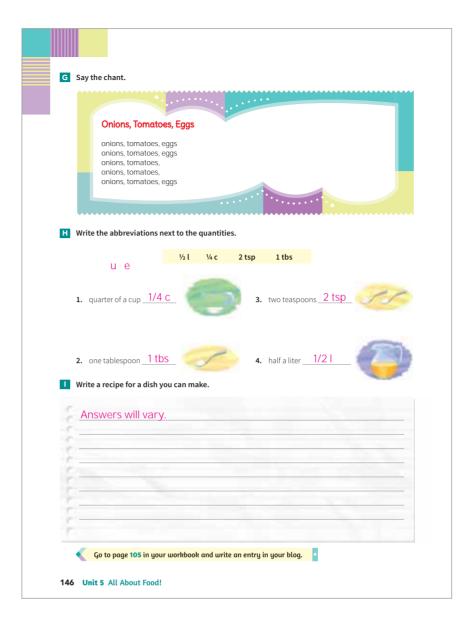
E Read the recipe and check your predictions in Activity D.

Give students some time to read the recipe in silence, encourage them to use a dictionary to look up the meaning of the words they don't understand. Invite students to share the meaning of the words they found with their classmates. Finally, ask if their predictions were correct.



Discuss the recipe above using the questions

Read instructions and questions aloud and make sure they understand what they have to talk about. Monitor and provide help when needed. Ask volunteers to share their sentences with the whole class.



G Say the chant.

Say the chant aloud and invite the class to repeat it chorally. If time allows, put students into teams of four and ask them to create a new chant using food words and recite them to the rest of the class.

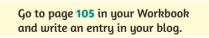
H Write the abbreviations next to the quantities.

Read each of the abbreviations aloud, saying the word each of them stands for. Give them some time to work on the activity and check orally.

Write a recipe to a dish you can make.

Encourage students to talk about the dishes they are able to make. Ask them to choose one of them and write the recipe in the space provided. Tell them not to forget to write the ingredients specifying the quantities and each of the steps using imperatives. Invite some students to share their recipes with the class.

Beginners	Advanced
Students draw the steps and ingredients to the recipe.	Students write the steps and ingredients of the recipe.



Ask a volunteer to read the instructions on the page and the questions aloud. Clear up any doubts. Monitor while they work. Ask some students to share their dishes with the rest of the class.





Material:

Internet, color pencils

Have students get into their project groups. Ask volunteers to read instructions aloud. Clear up any doubts. Let students work on their recipes. Call volunteers to read some of their recipes. Put all of the recipes into a class recipe book.

weird tuna grasshoppers

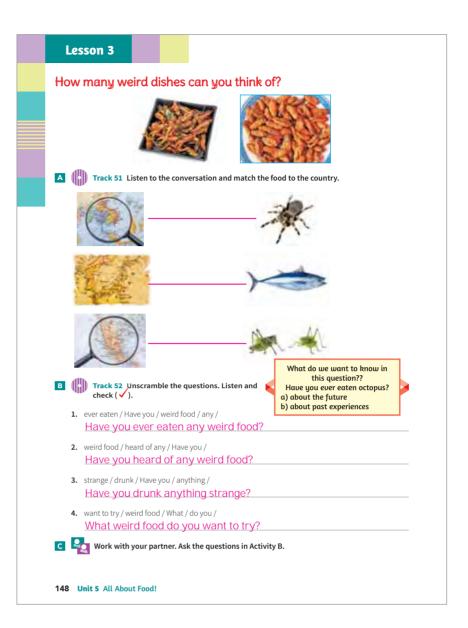
A Moment to Ourselves

How many weird dishes can you think of?

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

Getting Started

Ask the class if they have ever eaten weird food. Encourage some volunteers to share their experiences telling where they were and what it was like. Then ask them: Are there many weird dishes you can think of? Elicit answers, asking students to describe the dishes thoroughly.





Track 51 Listen to the conversation and match the food to the country.

Tell students to describe the pictures and ask them to tell you if they would like to eat those foods. Play the CD once and ask students to identify where the food is from to match to the countries. Check orally.



B Track 52 Unscramble the questions. Listen and check.

Ask students to order the words to form questions. Then, play the CD again so they can check.

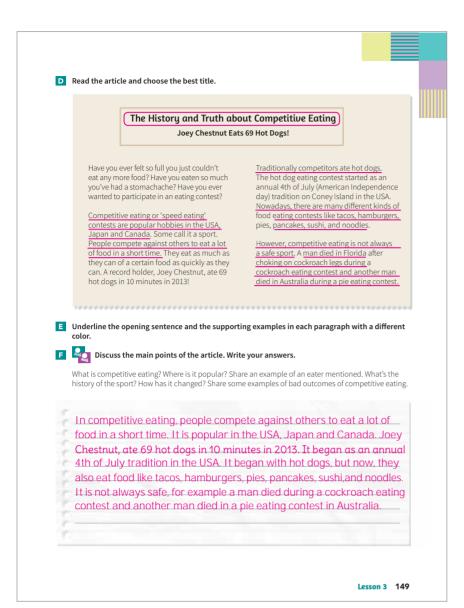
Cross-Check

Ask a volunteer to read the information in the box aloud. Elicit the answer.



Work with your partner. Ask the questions in Activity B.

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



Vocabulary stomachache choking

cockroach

Discuss the main points of the article. Write your

Form pairs. Read instructions and questions aloud. Elicit some answers and have them begin. Monitor and provide help when needed. Ask volunteers to share their answers with the class.

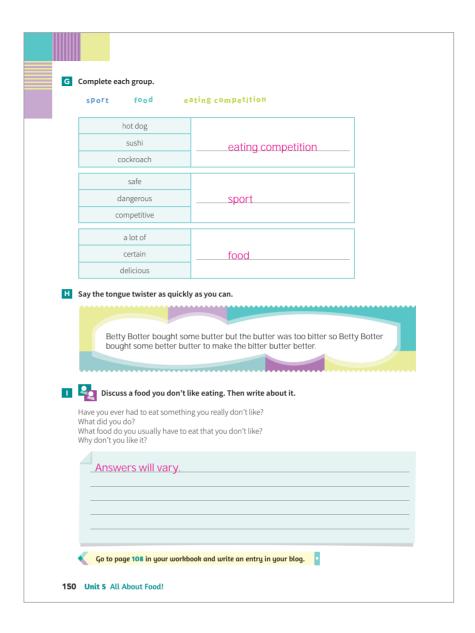
CLIL: Literature

Read the article and choose the best title.

Ask students to take turns reading the article. Tell them to underline the main idea of each paragraph in red. Elicit their choices and write them on the board. Have them read the sentences aloud. Ask them which of the two titles is more appropriate for the title.

E Underline the opening sentence and the supporting examples in each paragraph with a different color.

Tell students to look at the main ideas they underlined in the previous activity. Mention that opening sentences are often the ones that explain the main idea of a paragraph. Ask them to find at least two examples for each case and to underline them in green.



G Complete each group.

Read the three words at the top of the page and ask students to go back to the article in activity B, and read it again to decide where they will place the words.

Say the tongue twister as quickly as you can.

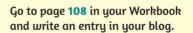
Say the tongue twister aloud once so students can hear the pronunciation and intonation. Give them some time to practice on their own and if possible to learn it by heart. Then, ask volunteers to say it as quickly as they can.



Discuss a food you don't like eating. Then write about it.

Ask a volunteer to read the instructions aloud and give them some time to share their bad experiences concerning food. Encourage them to use new vocabulary from this lesson. When they finish, ask them to answer the questions.

Beginners	Advanced
Students draw and mention the food they don't like eating.	Students write and share about the food they don't like eating.



Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor and help if necessary. When they finish, encourage some of them to share their what they wrote with the whole class.





Material:

color sheets of construction paper, markers

Tell students to get into their project groups. Have volunteers read the instructions aloud, and tell them to begin their project. Encourage them to speak only in English as they work and to be creative with their advertisements. When finished, ask them to share their work with the class.

dessert

waffles

crepes

A Moment to Ourselves

How many desserts from around the world can you think of?

Have students read the question and think about the answer. Form pairs. Tell them to make a list of desserts they know. Call on volunteers to read their lists.

Getting Started

Play Hangman with the word dessert. When they guess the word, ask students for the meaning. Ask: What do you usually eat for dessert? Are these dishes typical of this country? Then ask: Which desserts have you tried when you have gone to other places? Encourage students to share experiences and if possible to mention the ingredients of the desserts they have tried.





Track 53 Match the flag to the country. Then match the flag of each country to the dessert. Then listen and check.

Draw students' attention to the flags and ask them to tell you where each of them is from. Then, read the names of the desserts and invite them to match them with the flags. Play the CD so they can check if their guesses were correct.



B Track 53 Listen again and complete.

Play the CD again and pause after each answer is said so they can write it in the corresponding gap. Ask a volunteer to write the answers on the board to check spelling.

Cross-Check



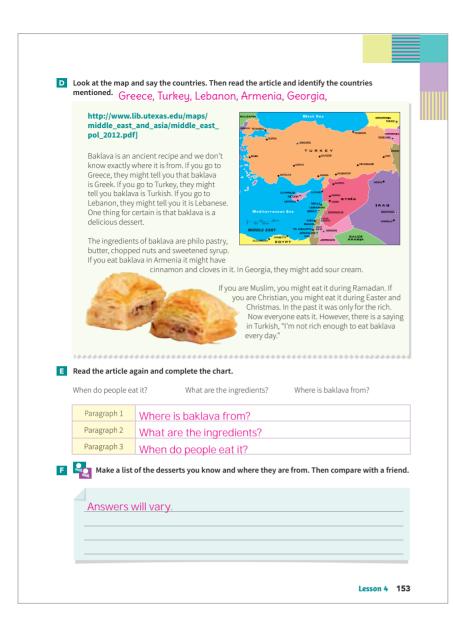
Ask students to read the question in the box and discuss the answer in pairs. Have some volunteers share their answers. Elicit that if indicates a condition.





Use the prompts to make sentences like those in Activity B.

Read instructions aloud and make sure everybody knows exactly what they have to do. Monitor to check that they're using the structure correctly. Ask pairs to share their sentences with the class.



confidently direction

CLIL: Social Studies

Look at the map and say the countries. Then read the article and identify the countries mentioned.

Ask students to look at the map and read the names of some of the countries. Elicit what they know about those countries and if they have ever tried their food. Then ask them to read the article in silence and to circle the names of the countries mentioned so they can identify them on the map.

Read the article again and complete the chart.

Work as a whole class. Ask students to underline main ideas in each of the paragraphs, then, have them fill in the chart using that information.



Make a list of the desserts you know and where they are from. Then compare with a friend.

Tell students to write a list of five desserts and their origin. Put the class into pairs so they can compare their lists. Monitor and provide help if needed. Encourage some pairs to share their conclusions with the class.



G Use your dictionary to check the words below. What do you think you can make with these ingredients?

Have a dictionary contest, say the words aloud and ask students to raise their hands as soon as they have the definition. If it is correct they get a point. Play the CD and ask students to circle the words they hear.

Beginners	Advanced
Students work in pairs and participate in the contest. Students continue working in pairs to circle the words.	Students work individually to participate in the contest and circle the words.

H Read the food proverbs and say them as naturally as you can.

Read the first proverb aloud and ask students what it means, invite them to describe a situation in which it made sense for them. Follow the same procedure with the second proverb and finally ask them if there is an equivalent in Spanish.

Discuss these questions.

Put students into pairs. Read instructions and questions aloud and let them share their answers. Monitor and offer any help when needed. Ask some volunteers to share with the class.



Ask a volunteer to read the instructions in the workbook. Clear up any doubts about the information on the page. Elicit some examples of the topics in the graphic organizer. Then, ask them to continue with the task. When they finish, encourage some of them to share what they wrote with the whole class.



Have students get into their project groups, but they will work

Give students some time to go through the lesson in order to check the ideas they wrote about their future, ask them to add any others they might think of. Guide them to use the graphic organizer

Once they have finished, ask them to share their plans in their

to record all the information related to their life plans.

individually on a 5-year plan.

groups.



Material:

Internet, sheets of construction paper, magazines, scissors, glue

dairy wholegrain cholesterol

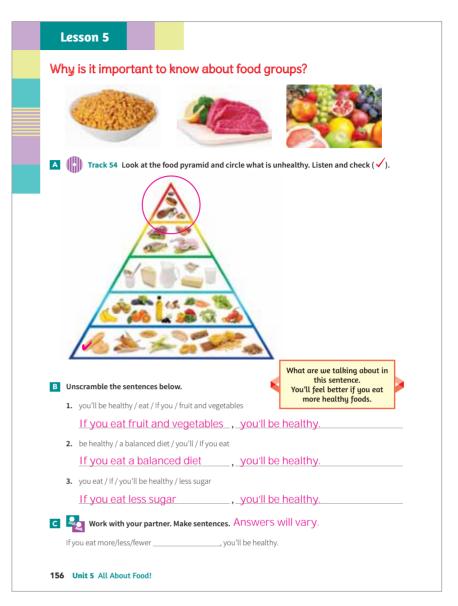
A Moment to Ourselves

Why is it important to know about food groups?

Have students read the question aloud and think about the answer. Ask them to share their opinions with the class.

Getting Started

Form five big teams and assign a food group to each: carbohydrates, protein, dairy, fruits and vegetables, fats and sugars, etc. Ask teams to brainstorm as many foods as they can. Have teams present their lists to the class and explain the benefits of those foods.





Track 54 Look at the food pyramid and circle what is unhealthy. Listen and check.

Point to the food pyramid and ask them why the food is in a pyramid. Elicit that it is to show the quantities that we must eat from each of the food groups. Ask them to infer which the unhealthy group is and to circle it. Play the CD so students can check that it is the group that shows junk food

B Unscramble the sentences below.

First, elicit that If should be the first word; then, tell them to find the subject of the first part of the conditional sentence, then find the verb and the complement to put before the comma; finally, tell them to write the consequence after the comma. Monitor as they work.

Beginners	Advanced
Students work in pairs to put the sentences in order.	Students do the activity individually.

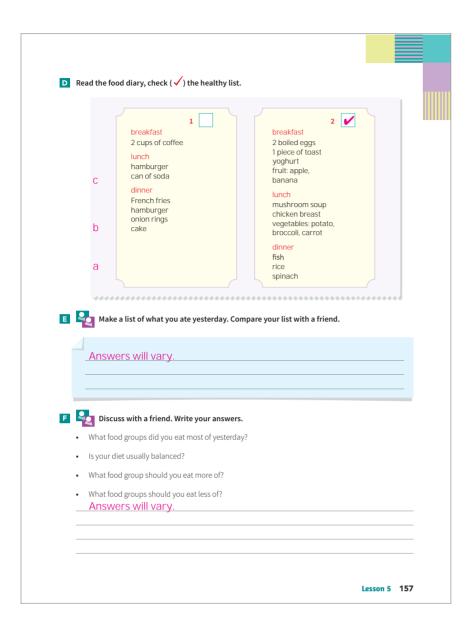
Cross-Check

Ask students to read the information in the box and discuss it. After a few minutes, have some volunteers share their answers.



C Work with your partner. Make sentences.

Draw three columns on the board, write: more / less / fewer. Elicit when we use them (more and fewer are for countable nouns and less for uncountable.) Call on volunteers to write nouns on the board.



Vocabulary boiled

boiled mushroom breast

CLIL: Social Studies

D Read the food diary, check the healthy list.

Ask volunteers to read the lists aloud. If students don't know the meaning of a word, have them look them up in a dictionary. Once you're sure everybody understands the meaning of all the words, ask them which of the two lists is healthier.

E 😜

Make a list of what you ate yesterday. Compare your list with a friend.

Read instructions aloud and give them some time to work on the activity. Monitor and help. Ask volunteers to share their lists and encourage the class to analyze the menus to identify if they're including all food groups properly.

Discuss with a friend. Write your answers.

Give students some time to discuss them. Then, ask them to write their answers individually while you monitor. When they finish, ask volunteers to share their conclusions.



G Choose the odd one out.

Read instructions and remind students that the odd one is the one thing that doesn't share any characteristics with others from a list. Give them some time to work on the activity. Check.

Look at the stress patterns and say the words. Then add more examples.

Remind students that although we don't use graphical accents as in Spanish, we stress specific syllables of words when speaking. Read each of the words emphasizing the stressed syllable and ask students to recognize it. Tell them use a dictionary to find more examples and monitor while they work.

Draw a food pyramid with food from your country.

Give students some time to work on their pyramid individually. Encourage them to include the most typical food in their region. Monitor and help. Ask some students to share their work with the class and compare differences.

Go to page 114 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Clear up any doubts. While students write, monitor provide help if necessary. When they finish, encourage some of them to share what they wrote with the whole class.





Material:

Internet, sheets, color markers, cutouts, scissors, glue

Form new project groups to work together for the next four weeks. Have a student read instructions aloud. Clear up any doubts. If you have Internet access, give them some time to browse the suggested site to look up some healthy lunches; if not, assign this activity for homework.

Encourage them to be creative. Have them share their work with the class and put them in a booklet.

Vocabulary

packet processed calories

A Moment to Ourselves

Why should you read food labels?

Ask students to read the question and think about the answer. Have some volunteers stand up and share their thoughts with the rest of the class.

Getting Started

Organize the class into teams of five. Show them a food label. Write the following questions on the board: Have you ever seen one of these? What information can you get from them? Do you usually read them before buying your food? Form teams of four to discuss the answers. Elicit some answers.

Lesson 6

Why should you read food labels?







- Track 55 Listen to the conversation and put the conversation in order; use numbers 1 to 9.
 - A: What are you doing? Why are you looking at the packets?
 - 3 A: Right... and?
 - _____ A: What are calories?
 - 7 A: OK. So, the food labels tell you about calories, fat, salt and sugar in processed food.
 - 9 A: If you want a good snack, you should choose an apple and leave that energy bar behind!
 - 6 B: A calorie is a measure of energy. We need about 2000 calories a day to have enough energy to do our daily activities. We get energy from what we eat. If we eat more calories than we need, then the body stores the extra energy as fat. You can see that this energy bar has 170 calories per serving and this one has 100 calories per serving. Look this one has more sugar than this one.
 - 2 B: Well, the labels on the food packaging tell you a lot about the ingredients.
 - 4 B: Well, I am trying to be careful about the amount of calories I eat, so I am trying to choose the
 - __8__ B: That's right! If you want to be careful about what you eat, you should read the labels. If you want to lose weight, you should eat fewer calories. If you want to be healthy you should eat
- B Choose the best option. Reread the text and check (✓).

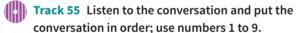
What do we use should for?

- 1. If you want to be careful careless about what you eat, you should eat /read the labels.
- 2. If you want to gain /lose weight, you should eat / write fewer calories.
- 3. If you want to be unhealthy / healthy you should eat make less salt
- Work with a partner. Give them advice about being healthy.

If you want to be healthy, you should Answers will vary.

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Tell students to look at the conversation and decide the correct order, tell them to use a pencil. Play the CD and ask students to check their work. Ask some volunteers to role-play the complete conversation.

B Choose the best option. Reread the text and check.

Go through each of the sentences with students and elicit the correct options, guide them by eliciting the meaning of each pair of words. Tell them to reread the conversation in order to check.

Cross-Check



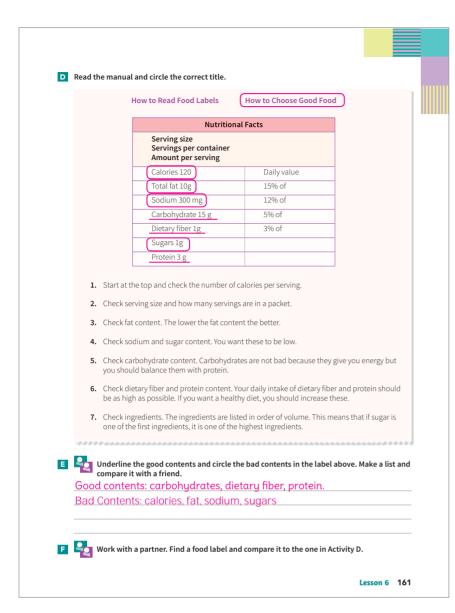
Ask students to read the information in the box and discuss it with a classmate. Call on volunteers for the answer.





Work with a partner. Give them advice about being healthy.

Read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



Vocabulary

fat

sodium fiber

Work with a partner. Find a food label and compare it to the one in Activity D.

Encourage students to follow instructions from the manual in activity D in order to read their food level. Then, give them some time to write similarities and differences between their label and the one from the book. Invite pairs to share their findings with the class.

CLIL: Literature

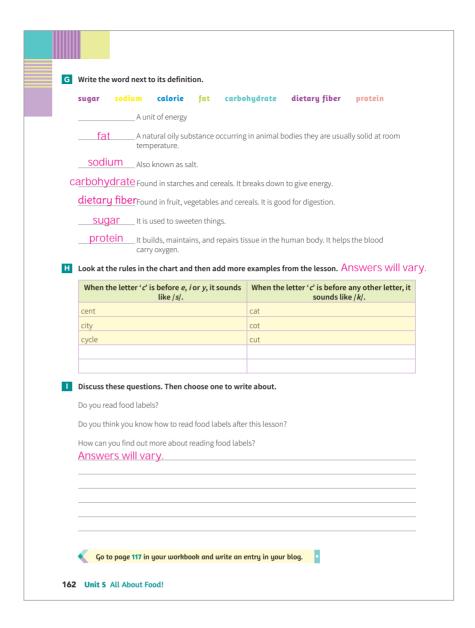
Read the manual and circle the correct title.

Ask some volunteers to read the manual aloud. Check comprehension by asking: *What are these instructions for?* Tell them to choose the correct title.



Underline the good contents and circle the bad contents in the label above. Make a list and compare it with a friend.

Give students some time to work on the activity individually and then form pairs so they can compare their answers. Finally, check as a whole class asking volunteers to read their answers.



G Write the word next to its definition.

Give students some time to work on the activity. Check orally, asking volunteers to give examples of foods that contain high amounts of each of the ingredients.

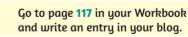
Look at the rules in the chart and then add more examples from the lesson.

Read the words in the chart aloud. Then, have a contest; tell students they have three minutes to find as many words as they can that have these two sounds. After three minutes shout: Time! Ask how many words they listed. The student with the most words wins.

Discuss these questions. Then choose one to write about.

Read instructions and questions aloud. Call on some students to answer. Clear up any doubts. Ask some volunteers to share with the class.

Beginners	Advanced
Students work in groups of three to decide what to write about, one student writes the answer and the other two illustrate it.	Students work individually to write the answer to the question.



Read the instructions on the workbook page aloud. Clear up any doubts. When they finish, encourage some of them to share their writing with the whole class.

This activity can be assigned for homework.



- 1 Work in groups of 4.
- 2 Collect 5 food packages / wrappers.
- 3 Cut out the ingredients part of the food nutritional label and translate the ingredients.
- 4 Cut out the front of the package so it is clear what food it is.
- 5 Make a matching game by writing the ingredients and sticking the packaging on a piece of poster paper.
- 6 Number the entries so players can record their guesses.
- 7 Remember to record the answers somewhere.
- 8 Post the game in the classroom.
- 9 Go and play another group's matching game.



Lesson 6 163

Have students get into their project groups. Choose some students to read instructions aloud. Clear up any doubts.

Tell students to cut out squares of cardboard with the packaging and the ingredients you wrote. You should have ten squares.

Tell teams to exchange their matching games with another team and play. Tell them to place their cards face down on a desk, players take turns flipping pairs of cards over. On each turn, the player will first turn one card over, then a second. If the two cards match, the player scores one point, the two cards are removed from the game, and the player gets another turn. If they do not match, the cards are turned back over.



Material:

poster paper, food packages/wrapping, dictionary

Vocabulary

milk (v)

harmful

harvest

A Moment to Ourselves

Why is it important to be aware of where your food comes from?

Ask students to read the information in the box, give them some time to think about it, have volunteers share their opinions.

Getting Started

Divide the class into teams of four. Tell them to write a list of ten foods they ate recently. Then, ask them to think where these foods come from, tell them to avoid answering: From the supermarket. If they don't know where it comes from, they should write a question mark. Monitor while they work and when teams finish their lists ask them to share with the class.

Lesson 7

Why is it important to be aware of where your food comes from?





Track 56 Listen to the conversation and order the processes







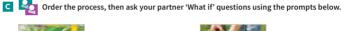


Look at the question and discuss what we

mean by cause and effect. What happens if you eat a lot of sugar?

If you don't eat fruit and vegetables, what happens?

- Track 56 Listen to the conversation again and match the answers to the questions
- d 1. What if there is not enough cheese to sell?
- What happens if they don't treat the milk?What if there is too much cheese to sell? a 4. What happens if they don't milk the cows twice a day?
 - a) If they don't milk the cows twice a day, the cows get sick.
 - b) Then we get sick. The treatment kills any harmful bacteria
 - If there is too much cheese to sell, the price goes down
- d) If there is not enough cheese to sell, the price goes up.





First they grow the carrots



then, they wash the carrots,



finally they sell the carrots



next, they harvest the

What if
What happens if

there is too much there isn't enough there are too man they don't wash the

carrots

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Track 56 Listen to the conversation and order the processes.

Have students look at the pictures and ask them what they think is happening. Then play the CD so they can put them in order. Finally, ask a volunteer to repeat all the steps of the process using his/her own words.





B Track 56 Listen to the conversation again and match the answers to the questions.

Play the CD again and pause after each answer is said so that students can match. Check orally.

Cross-Check



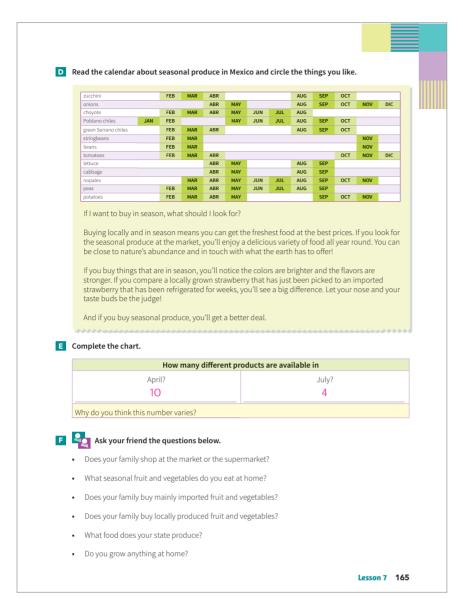
Ask students to read the information in the box, and discuss the answers with a classmate. Call on volunteers for the answer.





Order the process, then ask your partner 'What if' questions using the prompts below.

Give students some time to complete the task. Then, divide the class into pairs, read instructions aloud and make sure they understand what they should do. Have students begin the activity. Monitor and help. Ask volunteers to share their answers with the class.



Vocabulary locally seasonal deal

CLIL: **Social Studies**

Read the calendar about seasonal produce in Mexico and circle the things you like.

Ask students to read the information in the calendar in silence. Encourage them to use a dictionary to look up the words they don't understand. Ask them to circle all the foods they like and invite some of them to share their answers with the class.

E Complete the chart.

Ask students to count the number of products that are available in both months. Tell them to write the numbers in the corresponding column and then to reflect upon the difference. Read the question at the bottom aloud, and invite some of them to share their opinions with the class.

Ask your friend the questions below.

Put students into pairs for this acivity. Read instructions and questions aloud. Make sure they understand what to do before they begin the activity. Elicit some answers and have them begin. Monitor and help. Ask volunteers to share their answers with the class.



G Follow the code to write the message.

Help students with the first word before they start decoding the message. Clear up any doubts. Call on a volunteer to write the message on the board to check.

H Say the tongue twisters.

Play the CD so they can hear the tongue twisters. Then, give them some time to learn them by heart and invite some volunteers to say them aloud in front of the class.

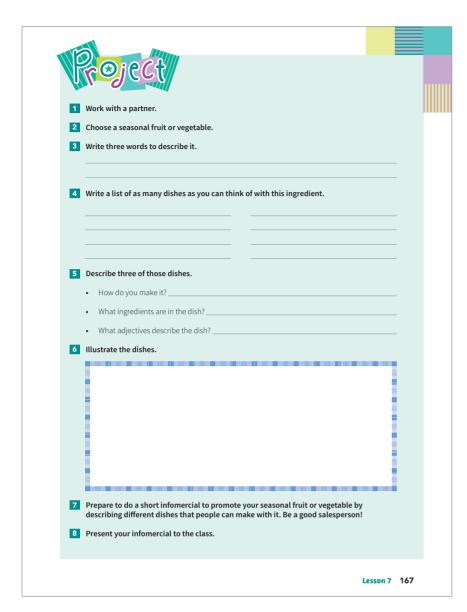
Write about the fresh fruit and vegetables produced in your state or country.

Ask students to give some examples to make sure students know exactly what they have to write about. Give them some time to work individually. Monitor and offer any help when needed. Ask some students to share their work.

Beginners	Advanced
Students work in pairs. Have them write a list of the fruits and vegetables and include where they are grown.	Students work individually to write about the fruits and vegetables in their country.

Go to page 120 in your Workbook and write an entry in your blog.

Ask a volunteer to read the instructions in the workbook. Tell them to use the graphic organizer to write information related to both kinds of foods. While students write, monitor and help if necessary. When they finish, encourage some of them to share what they wrote with the whole class.





Material:

sheets of construction paper, color pencils, markers

Have students get into their project groups. Choose some students to read the instructions aloud. Clear up any doubts. Encourage them to be creative and speak only in English as they work. Finally ask students to present their infomercials in front of the class.

Ask the class to vote on which one(s) was/were the most convincing.

Vocabulary

sturdy furniture wires

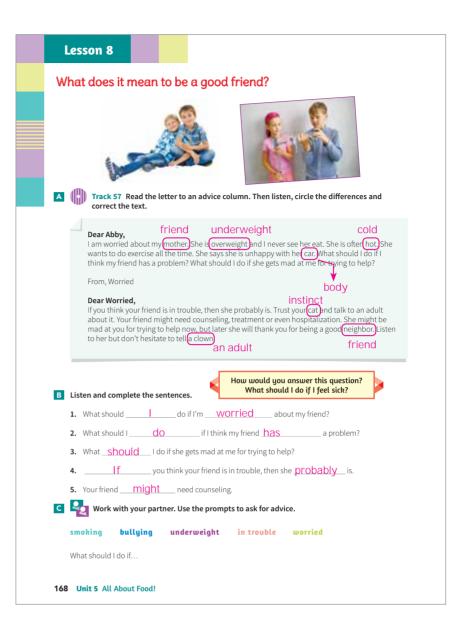
A Moment to Ourselves

What does it mean to be a good friend?

Ask students to read the information in the box and discuss the answer with a classmate. Call on volunteers to share their opinions.

Getting Started

Form pairs and ask: What characteristics should a good friend have? Tell pairs to write a list of them in their notebooks. Monitor while they work and when they finish, ask pairs to share their lists. Write the words they say on the board and finally ask: What does it mean to be a good friend? Elicit answers from different students.





Track 57 Read the letter to an advice column. Then listen, circle the differences and correct the text.

Draw students' attention to the picture and ask a volunteer to describe it. Ask students to read the letter in silence. When they finish, ask: Is there anything weird in this letter? Since their answer will surely be Yes! tell them that they will listen to the correct version and that they have to circle all the differences they hear.

B Listen and complete the sentences.

Play the CD again pausing after each answer is said so students may be able to fill in the gaps. Check orally.

Cross-Check

Ask students to read the question in the box, and discuss the answer with a classmate. Call on volunteers for the answer.



Work with your partner. Use the prompts to ask for

Divide the class into pairs. Read the instructions aloud ask one pair to go to the front to show the rest of the class what they have to do. Have students begin the activity. Monitor and help if required.



Vocabulary

shape genetics unique

Discuss the way the media portrays beauty. **CLIL:** Social Studies

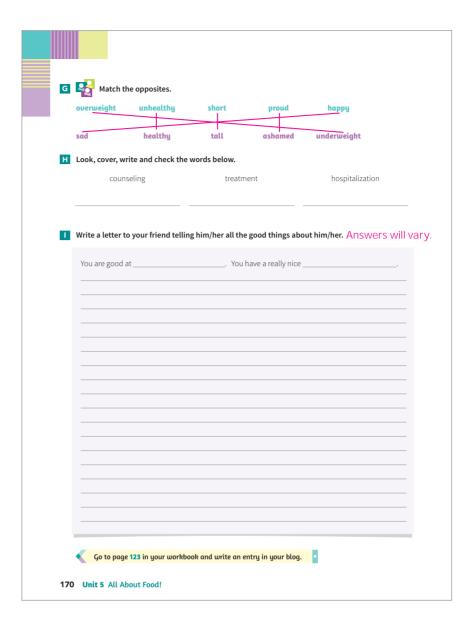
D Look at the medical poster and circle the words that are new to you.

Ask students to scan the information in the poster in silence to look for words they don't understand. Tell them to circle those words and finally, have a dictionary contest with them. Elicit the meanings of the words and have some students form sentences with them.

Read the poster aloud. Pay attention to punctuation.

Tell students to read the information in the poster aloud, stress the intonation marked by punctuation marks: exclamatory, interrogative and pauses marked by periods and commas.

Have a class discussion about the way the media portrays beauty. First, ask students which images the media uses as examples of beauty. Then, ask them if they agree, encouraging them to give reasons to support their opinions.



Match the opposites.

Give students some time to match the words. Check orally and elicit that these pairs of words are called antonyms. Encourage students to say sentences using them.

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

Tell students that they will have 30 seconds memorize the words. Tell them that you will shout: Write! and they must cover them and write them down. Give them another 30 seconds for this and say Stop!. Ask them to uncover the words and check. Elicit how they did.

Write a letter to your friend telling him/her all the good things about him/her.

Ask a volunteer to read the instructions and the prompts aloud. Give them some time to write as you monitor. Encourage them to use new words from this lesson. When they finish, invite them to give their letters to their friends.

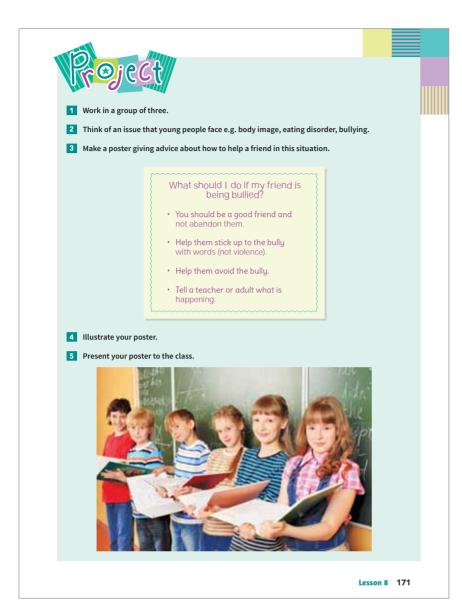
Beginners	Advanced
Have students work in pairs to write a list of all the good things about their friend. Ask them to read their lists to each other.	Students come up with their own sentences to write the letter.



Go to page 123 in your Workbook and write an entry in your blog.

share their lists with the whole class.

Ask a volunteer to read the instructions in the workbook. Tell them to think about each of the headings and write their answers in the corresponding space. Encourage them to use a dictionary to look for words they don't know in English. While students write, monitor and help. When they finish, encourage some of them to



Have students get into their project groups. Ask volunteers to read instructions aloud and clear up any doubts. Tell them to be creative in their design and encourage them to speak in English as

Display their posters around the classroom and school if possible.

they work. Have them present their posters to the class.



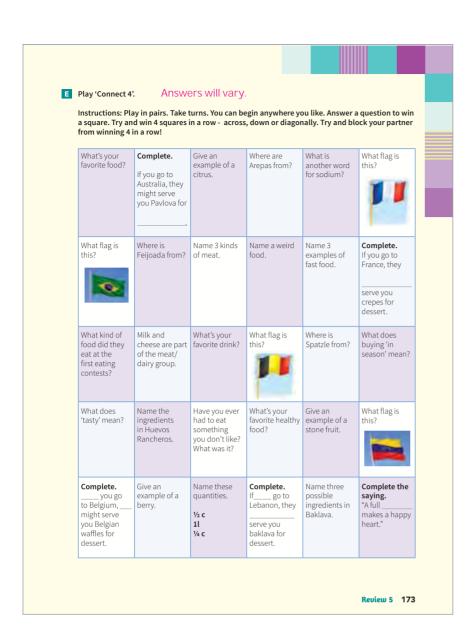
Material:

sheets of construction paper, markers, magazines, scissors, glue



- A Complete the sentences with the correct verb then ask a partner.
- B Write an example for each category.
- C Circle the odd one out.
- D Choose the correct option.

Read the instructions to the activities aloud before they do them. Clear up any doubts. Have students work individually to answer. Check answers with the group. Ask how they did.



E Play 'Connect 4'.

Read the instructions aloud. Have them read the information in the game and clear up any doubts. Have students play in pairs. Ask them to take turns beginning anywhere they like. Explain they can block their partner from winning four in a row by landing in front of their partner (you cannot jump over a token.)

me:							Grade	:
Fi	ill in the b	lanks.						
1.	. My last	name is _						
2	. How do	you		our name? M-A	R-I-	-A		
3.	. I live in	().				
4.	. lam(_) years old.				
5.	. 1		_two brothers	S.				
Ci	ircle the o	orrect o	otion.					
1.	.	t	ennis.		3.	They		camping.
		play					play	
2.	. She		karate. does		4.		play	swimmin do
	8003	prays	4003			80	play	ao
2			he drawer.					
3.			ng to the party	/.				
		armless ir						
4.	•							
	My brot	<u>her</u> is con	ning with me.					
				ourself. Say yo		ame, age	e, addres	s, describe
yo	our family	and tall	k about your	favorite sport.				

					Gra	de:	
ill in the bla	ınks.						
. I like		in	my fr	ree time.			
. My dad us	sually watch	es TV	ni	ght.			
. My sister l	ikes to	the we	b.				
. I have to _		an e-mail.					
•	clothes	do you like to v	vear?				
ircle the co	rrect option	•					
• I like kniting	 knitting	knit	3.				nuary.
. She likes _							_ Mondays.
Yes, I like o	collecting sta	amps.					?
I get up at	: 6 o'clock ev	eryday.					?
I play basl	ketball three	times a week.					
							·
•		_			_	how m	uch time
	. I like My dad us . My sister l . I have to ircle the conting . I like kniting . She likes dancing /rite the que . Yes, I like a . I get up at . I play bas . Lisa wears /hat is your	 My dad usually watched. My sister likes to	 Ny dad usually watches TV	 I like	. I like	. I like	. I like

ı	Floming (discover) popicillin	
	• Fleming (discover) penicillin.	
	• Da Vinci (paint) the Mona Lisa.	
	• The movie (start) at eight.	
	• My mom (sell) my old bike last week.	
	. I (make) some tea.	
ir	ircle the correct option.	
	. ZuckerbergFacebook.	
	creatted created create	
•	. The workshoplast week.	
	startted start started	
3.	• Ivery well last night. sleep sleeped slept	
ı	• Shesome cookies!	
r.	bringed brought bring	
	nswer each question with complete sentences.	
	. Did you use the microwave last week?	
•	Did Mario Molina win the Nobel Prize in Chemistry in 1995?	
••	- Dia Mario Motiria Will the Nobel 1 fize in Chemistry in 1995.	
3.	• What is your nationality?	
ŀ.	. What did you do yesterday?	
/h	hat Latin American do you admire the most and why? Write	about his/her
	chievements.	,

2.	An Before a volcand		Mexico City in 19		
	Before a volcano		Textico of the miles	85.	
3.		o erupts you m	ay feel		
•	There was a terr	ible	that b	urned many trees in Cali	ifornia.
4.	Hunger is a cons	sequence of		_ because there isn't mu	uch to ha
Circ	cle the correct o	option.			
1.	I	everyday.			
	was studying	studied	study		
2.	Shewas eating	at 3 o'd	clock yesterday.		
			ful movie last ni	σht	
J.	was watching	watch v	vatch	giic.	
4.	My dad	dir	ner last Sunday	<i>'</i> .	
	was cooking	cooked c	cook		
Ans	swer the question	ons with comp	lete sentences	j.	
1.	What were you o	doing yesterda	y at noon?		
2	Were you taking	a chower at se	wan?		
۷.		, a shower at se	even:		
3.	How many stud	ents are there i	n your classroo	m?	
_					
	How much time	do you spend	at school?		

Photocopiable Material Unit 2 Assessment 177

	You		_ bring your cell phone to school.
			o my homework if I don't want my mom to get angry.
			ell you the truth or I won't sleep well tonight.
	You		_ step on the grass.
	You		_ worry about silly things.
ir	cle the coi	rrect opti	on.
		-	tidy up my room; she won't do it for me!
	have to	must	don't have to
•	You		_ bring anything for the party.
			don't have to
	1	go	o now, I don't like to walk alone at night.
	have to	must	don't have to
ļ.	I believe t	hat we	respect each other to live in harmony.
	have to	must	don't have to
ns	swer the f	ollowing	questions with complete sentences.
•	What do y	ou have to	o do at home?
	What mus	st vou do e	every afernoon?
•			
	What mus	stn't you d	o during a concert?
•	Do you ha	ave to worl	k?
	-	_	ions both at school and at home? Write about them a

178 Unit 3 Assessment

			ok, they told me it's	
2.	"You		ask for permission	on", my mom said.
3.	You		_ park here, there i	s a double yellow line.
4.	We		go if you don't wa	int.
5.	It's forbid	lden, you _	do	that.
Cir	cle the co	rrect opti	on.	
1.	You		_ take pictures and	send them to me!
	have to	must	don't have to	mustn't
2.	She		_ clean her desk or	the teacher won't let her leave.
	has to	must	doesn't have to	mustn't
3.	You		_ be late, the bus w	von't wait you.
	have to	must	don't have to	mustn't
4.	It's inform	nal, you	wea	ratie.
	have to	must	don't have to	mustn't
۱n	swer the f	following	questions with co	mplete sentences.
			· u don't do your ho	•
2.	What hap	ppens if yo	u are late at school	1?
3.	What hap	opens if yo	u fell asleep at clas	ss?
4.	What hap	opens if yo	u are responsible?	
۷ŀ	nat are the	e advanta	ges of following ru	ules? Write a short paragraph expla
			•	rase: If I follow the rules

Photocopiable Material Unit 3 Assessment 179

1.	You	(study) a very interesting career.
2.	You	(travel) around the world.
3.	You	(meet) lots of interesting people.
4.	Everything_	(be) wonderful!
Cir	cle the corre	ect option.
1.	We	use cell phones anymore.
	might not	will
2.	We	drive flying cars.
	might not	will
3.	We	use cash any longer.
	might not	will
4.	We	use electronic money instead.
	might not	will
٩sk	k a guestion	for each of the following resolutions.
1.	•	
_,	I will eat mo	re fruits and vegetables.
2.		
	Yes, I will stu	ıdy more.
3.	Yes, I will wo	 ork out daily
4.	103,1 00111 000	and during.
т.	No, I won't v	vatch a lot of TV.
A / I -	4	
Νn	iat resolutio	ns would you include in next year's list. Write about them.

180 Unit 4 Assessment Photocopiable Material

	who	where	what	when	hov	w many		
1.		are y	ou going on	vacation	?			
2.		are y	ou planning	g to do?				
3.		is go	ing to trave	l with you	?			
4.		days	are you go	ing to stay	<i>'</i> ?			
5.		are y	ou going to	come ba	ck?			
Cir	cle the cor	rect option	to complet	te the itin	erary.			
		-	at the park.		-			dinner.
arr	ives arr	rived ar	rive		nave	took	take	S
9:0	0 - We		the attraction	ons.	20:00 -	We		to the hot
ride	e rode	rides			eturns	retu	rned	return
1.	Mv sister is	going to go						
2.		going to go	biking.					
2.								
	I'm going t	o <u>visit a mu</u>	biking. seum tomoi					
2.	I'm going t		biking. seum tomoi					
2.	I'm going t We are goi	o <u>visit a mu</u>	biking. seum tomoi					
2.	I'm going t We are goi	ng to <u>eat ha</u>	biking. seum tomoi	rrow.				

Photocopiable Material Unit 4 Assessment 181

	pour	mix	preheat	bake	butter		
1.		th	ne oven.				
2.		th	ne cake pan.				
3.		al	ll the ingredie	nts.			
4.		th	ne batter into	the pan.			
5.		fc	or 35 minutes.				
Cir	rcle the correc	t option	for each cate	gory of	food.		
1.	Bulbs			3.	Berries		
	garlic brocc	oli o	ranges		onions	apricots	grapes
						ı	
2.	Vegetables			4.	Stone frui	Ţ	
An	Vegetables apples eg swer the ques What's your fa	tions in	complete ser		Stone frui		ns blackberi
An 1.	apples eg	etions in a	complete ser				ns blackber
An 1. 2.	apples eg swer the ques What's your fa	etions in a avorite foo d sushi?	complete ser				ns blackber
An 1. 2. 3.	apples eg swer the ques What's your fa Have you tried	etions in a avorite foo d sushi? avorite da	complete ser od? essert?	ntences.			ns blackber
An 1. 2. 3.	apples eg swer the ques What's your fa Have you tried What is your f	etions in a avorite foo d sushi? avorite da	complete ser od? essert?	ntences.			ns blackber
An 1. 2. 3.	apples eg swer the ques What's your fa Have you tried What is your f	avorite for avorite de avorite de ou eat if y	complete ser od? essert? vou go to Belg	ium?	plums	pumpkir	
An 1. 2. 3.	apples eg swer the ques What's your fa Have you tried What is your fa What might you	avorite for avorite de avorite de ou eat if y	complete ser od? essert? vou go to Belg	ium?	plums	pumpkir	
An 1. 2. 3.	apples eg swer the ques What's your fa Have you tried What is your fa What might you	avorite for avorite de avorite de ou eat if y	complete ser od? essert? vou go to Belg	ium?	plums	pumpkir	

	fruit	candy	milk	chicken	
1.	If you eat		, VOI	u will get vitamins.	
				our teeth will be h	
				ur muscles will be	
4.	If you eat	a lot of		, your teeth wi	ll spoil.
Cir	cle the co	rect option.			
1.	If you war	nt to lose weig	ght, you	WO	rk out.
	will	should			
2.	If you war	it to select yo	ur food pr	operly, you	check food labels
	will	should			
3.	If you eat	healthy, you _		live longer.	
	will	should			
4.	If you do a	lot of exercis	se, you	eat	more calories.
	will	should			
An	swer each	question wi	th comple	ete sentences.	
1.	What hap	pens if we do	n't wash v	regetables properly	y?
2.	What hap	pens if we ea	t fresh foo	d?	
3.	What hap	pens if we ea	t too much	n sugar?	
Wr	rite a healt	hy menu. Do	on't forge	t to include food	from every group.

Photocopiable Material Unit 5 Assessment 183

Assessment Answer Key

Assessment 1

- A Answers will vary. spell, Answers will vary. Answers will vary. have
- B play, does, go, go
- **c** Where are my keys? Who is coming to the party? What is that / this? Who is coming with you?
- Answers will vary.

- A Answers will vary. at, surf, send, What
- **B** knitting, dancing, in, on
- C Do you have any hobbies? What time do you get up? How often do you play basketball? Who wears baggy shorts?
- Answers will vary.

Assessment 2

- A discovered, painted, started, sold, made
- B created, started, slept, brought
- C Answers will vary. Yes, Mario Molina won the Nobel Prize in Chemistry in 1995. Answers will vary. Answers will vary.
- Answers will vary.

- A earthquake, tremors, fire, droughts
- B study, was eating, watched, cooked
- **c** Answers will vary in all four.
- Answers will vary.

Assessment 3

- A mustn't, have to, must, mustn't, don't have to
- **B** have to, don't have to, must, must
- **c** Answers will vary in all four.
- Answers will vary.

- A must, have to, mustn't, don't have to, mustn't
- B have to, has to, mustn't, don't have to
- **c** Answers will vary in all four.
- Answers will vary.

Assessment 4

- A will study, will travel, will meet, will be
- B might not, will, might not, will
- What will you do to stay healthy? Will you study more? Will you work out every day? Will you watch a lot of TV?
- Answers will vary.

- A Where, What, Who, How many, When
- **B** arrive, ride, see, have, return
- C Who is going to go biking? What are you going to do tomorrow? What are you going to eat? How many hamburgers are you going to eat? Where are we going to meet?
- Answers will vary.

Assessment 5

- A Preheat, Butter, Mix, Pour, Bake
- B garlic, eggplants, grapes, plums
- **c** Answers will vary in all three.
- Answers will vary.

- A fruit, milk, chicken, candy
- **B** should, should, will, should
- **c** Answers will vary in all three.
- Answers will vary.

184 Assessments' Answer Key

Audioscripts



Track 1

Criss Cross Level 6 by Annette Flavel All rights reserved, Kells Education 2014



Track 2

Boy: Welcome to Book Club! Let me just fill out this nametag and you can stick it on. What's your name?

Girl: Elisa.

Boy: What's your family name?

Girl: Torres....mmm but I have two family names, Torres Jimenez.

Boy: Great...Torres Jimenez. How do you spell Jimenez?

Girl: J-I-M-E-N-E-Z

Boy: N-E-Z. OK, so...What's your nickname?

Girl: I'm sorry...'nickname', What does that mean?

Boy: Oh, that's the name your friends and family call you. It could be a different name or a short version of your name.

Girl: Oh, Eli.

Boy: Perfect. Here's your nametag. Just stick it on here where people can see it.



Track 3

Charlotte / Liam / Amelia / Noah / Violet / John / Henry / Kimberly / Brian / Mary / James



Track 4

Sarah: I don't get it. How many brothers and sisters do you have?

Emily: I don't have any brothers or sisters. I'm an only child. How many do you have?

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



Track 5

uncle bicycle circle miracle obstacle



Track 6

The Boys on a Path to Success

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

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



Track 7

Interviewer: What is your favorite group? Girl: My favorite group is The Boys l: Who is your favorite singer? G: My favorite singer is Hayden. l: Where are they from? They are from the UK G: I: What's your favorite song right My favorite song is called, "Our G: Cool Song" by, guess who...The Boys!



Track 8

(short excerpts of electronic, classical, country, rock music)



Track 9

(Conversation 1)

Male 1: What sport do you play?

Female 1: I play tennis.

Male 1: What sport did you play when you

were a child? Female 1: I played tennis and volleyball when I

was a kid.

And you are a tennis champ now. Congratulations!

(Conversation 2)

Male 1:

Male 1: What sport do you play?

Male 2: I do Karate.

Male 1: What sport did you play when you

were a child?

Male 2: I played soccer. But now I like to do

karate

(Conversation 3)

Male: What sport do you play?

Girl: We go rock climbing every weekend.

Male: What sport did you play when you

were children?

Girl: I played volleyball. And I played tennis. Boy:

(Conversation 4)

What sport do you play? Male:

Female: I play volleyball.

What sport did you play when you Male:

were a child?

Female: I played volleyball then too. I love it.

(Conversation 5)

Male: What sport do you play?

I play soccer Male:

What sport did you play when you Male:

were a child?

Male: I didn't play any sports when I was a kid.



Man:

Woman: Welcome to the program, Karl.

Thank you. Man:

Track 10

Woman: You are here to talk about the hobbies expo that is taking place at the Big

Stadium this Saturday.

Man: Yes, I'd like to tell all of your listeners about this incredible event. We have more than 300 exhibitors who are showing many different hobbies that people enjoy here and all over the world.

Woman: What kind of hobbies?

Well the hobbies are many and varied. They range from old-fashioned hobbies, like collecting stamps, collecting coins and knitting, to technology influenced hobbies like video games and online games. Sounds interesting. What else? Well there are hobbies that promote self-expression, for example, painting, singing, dancing, playing an instrument and acting. And then there are hobbies like model making and

sewing that are manual hobbies where

you make something.

Woman: Great! I might go to the Expo too. What do we have to do to get in? Is there any charge? Does it cost anything to go?

No the entrance is free. We just ask Man: that you fill in a registration form so we know the kinds of hobbies people are interested in.

Woman: So I guess there is only one last question before we finish. Do you have any hobbies, Karl?

I like playing the guitar and making Man: model ships.



1. Do you have any hobbies? I like playing online games.

- 2. What do you like to do in your free time? I like dancing.
- 3. What are your hobbies? I like collecting



Girl: Hi, Bernardo. Boy: Hi, Belinda.

Girl: So you are pretty organized, aren't you?

Boy: Yes, I'm organized. I get up at 6:15 a.m. every day, I have breakfast, check my planner to see what activities I have on that day, then, I check my backpack to see that I have everything I need. How about you? What time do you get up?

Girl: Well, I usually get up at 7:15 a.m. I don't have any breakfast and I often get to school late.

Boy: How many times a week do you get to school late

Girl: About 3 times a week.

Boy: What sports and activities do you do?

Girl: I play volleyball on Saturday and we practice Monday, Wednesday and Friday, from 2:00 to 4:00 p.m. I take guitar lessons on Tuesday and Thursday. What time do you do your homework?

Boy: I have lunch from 2:00 to 4:00 p.m. on Tuesday and Thursday, and volleyball practice on Monday, Wednesday and Friday. Then, I do my homework from 4:00 to 6:00 p.m.



Track 13

Phones that are also computers. Who knew this would happen? In 1962 the first computer game was invented, It was called Space War and it was a very simple game. Since then, we have had the cell phone in 1973, the first PC in 1981, the first iPod in 2001, smartphone in 2008 and tablet in 2010. It's crazy the rate at which technology is progressing! Now your phone is your computer, your game center, your camera and your TV.



Track 14

Who wears track jackets and zip-up hoodies? Kids who like Urban style wear track jackets and zip-up hoodies.

Who wears leather shoes and straight-leg pants?

Those who like Preppy style wear leather shoes and straight-leg pants.

Who wears flip-flops and baggy casual pants? Kids who like Surfer style wear flip flops and baggy casual pants.



Track 15

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

An example of something that changed everything is the assembly line. Henry Ford didn't invent the first car. But he made the first cars that ordinary people could afford to buy.

He did this by putting parts together in a new way. Henry Ford used the assembly line for manufacturing cars. The assembly line is the basis of all manufacturing today. The difference is that today robots are used on the assembly line instead of human labor.



Track 16

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



Track 17

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



Track 18

Do you know any internationally famous Latin Americans?

Mother: What about that singer who won the American Music Award for Favorite

Latin Artist?

Child: What is his name?

Mom: Mmm... I can't remember.

Child: Dad, who won the Favorite Latin Artist

award?

Dad: Oh, that was Jennifer Lopez.

Child: Where is she from?

She was born in the States. Her parents Dad:

are from Puerto Rico.

Mom: I know one. Carolina Herrera.

Child: Who is she?

She's a famous Venezuelan clothing Mom:

designer.

What did she do? Child:

She made clothes for first ladies and Mom:

actresses. She won a lifetime award

last year.



Track 19

Dad: I know an internationally

famous Latin American.

Mom: and child: Who? Dad: A famous singer.

Mom and child: Who?

Dad: She had a baby recently.

Mom and child: Who?

Dad: In 2006, she won a Grammy

> Award and an American Music Award. In 2012, she won another American Music Award.

Mom and child:

Dad: She sang the title song for the

World Cup in South Africa.

Mom and child: Ohhhh. Shakira! Dad: Yes, Shakira!



Track 20

- The winner of the science contest is Alberto Nuñez. He had the best experiment. It was a model of the universe.
- Rosa Jackson won the 400 meters race and won the medal for 1st place.
- 3. Congratulations to The Scrubby Bunnies the school rock band. They won the Battle of the Bands last week.
- 4. The punctuality award went to grade 5. They were on time to class all of last month.
- 5. Susy West wrote the best essay and won the book prize. Well done, Susy.



Track 21

I looked out the window and I knew something was wrong. The sky was dark and strange. My sister called me and told me there was a high wind warning. I collected some things and the

baby and I packed the car. On the way out, I saw my neighbor and invited her to come to my sister's shelter with me. She declined. We spent the night in my sister's basement with her family and other families from my sister's block. We heard the wind and we watched things flying around. It was very loud and scary. The next morning, I went back home and there was nothing left on the street. I don't know what happened to my neighbor. It was the worst tornado in memory.



Track 22

two hundred fifty thousand eighteen hundred thirty thousand one million three hundred fifty thousand. one hundred fifty twenty sixth



Track 23

I was washing the dishes when I felt the floor shake, but I didn't worry about it. Later, I was working on my computer when I heard the news on TV. We didn't think it was important to us and we went outside to walk the dog. Then, an hour later, I saw a very big wave in the distance. When the big wave came towards the house, we realized another one was probably coming. When the first wave receded, I picked up my dog and we ran to the car. The second wave was bigger and stronger and brought more water, but we were already on higher ground. I was carrying our belongings into the shelter, when we heard that the town was flooded.



Track 24

I was eating dinner when the alarm sounded. When I heard the alarm, I grabbed my kit and ran to the fire truck. While we were riding to the scene, we got dressed. The earthquake was a big one. Some buildings collapsed in the center of the city. When we arrived, we all got out of the truck and listened to our captain. We turned off the gas and electricity in the area. We used the hoses to spray a special foam over everything. It stops explosions and fires. While we were spraying the area, the rescue team was pulling out survivors.



Track 25

Boy: What are you doing with that big plastic bin? What's that, flashlights batteries, bottles of water? Are you going camping?

Girl: No, I'm preparing an earthquake kit.

Boy: A what?

Girl: An earthquake kit.

Boy: Why?

Girl: Well, as you know, we live in an area where earthquakes happen so we should be ready just in case. So I'm putting things in this plastic bin and I'm putting it in a safe place.

Boy: OK so what do we need in an earthquake kit besides flashlights, batteries and water.

Girl: Canned food, a can opener, clothes, blankets, toilet paper, but most important is a radio and first aid kit.

Boy: So why do we need these things again?

Girl: Well, what happens if you are trapped in a building?

Boy: Someone will rescue me.

Girl: Yes, they will. But there might be many people to rescue and they may not get to you for days. You'll need these things to survive for a few days before the rescuers reach you. Oh no! I just remembered! Something's missing!

Boy: What's missing?

Girl: A fire extinguisher.

Boy: Wow. I'm going home right now to make my kit. How much water do I need?

Girl: 2 liters per person per day.



Track 26

- 1. a can of tuna
- a bag of sugar
- a jar of mayonnaise
- a bottle of oil
- a box of chocolate milk powder
- a packet of dish towels
- 7. a tube of toothpaste
- a packet of crackers



Track 27

Do you really help at home?

To build a relationship of mutual respect and trust at home, children have to help their parents with chores. But, does this always happen? How often do you help your parents around the house? Answer the following questions and find out if you help your parents enough, or if you need to help them a bit or a lot more.

- 1. When you finish breakfast you...
 - **a.** pick up your plate and put it in the sink.
 - **b.** grab your bag and go to school.
 - c. say thank you and get ready for school.
- 2. When you come back from school you...
 - **a.** put your bag away where it belongs.
 - **b.** put your bag anywhere and go to your room.
 - c. take your bag to your room.
- 3. On weekends you...
 - a. clean your room and ask your mom if she needs help.
 - **b.** play with friends.
 - c. make your bed and watch TV.
- 4. When your mom goes to the supermarket vou...
 - a. help her with the bags.
 - **b.** ask her if she got your favorite candy.
 - c. pick up the things she drops on the way to the kitchen.
- Most of your answers are (a) You help at home and I'm sure your parents feel very proud of you!
- Most of your answers are (b) You really have to help more at home. Remember that helping others can be rewarding.
- Most of your answers are (c) You are on your way, but you have to make a greater effort.



Track 28

hint hello hit



Track 29

BOY 1: Are you new at school?

BOY 2: Yes, I am. Are there many rules here?

BOY 1: Well you must pay attention, especially in this class!

BOY 2: Oh Isee

BOY 2: Is there anything else I must know? BOY 1: All Teachers assign homework, we must hand it in on time.

TEACHER: Hey! You must be quiet!



Track 30

1. dust	5. truck
2. luck	6. bust
3. must	7. you
4. use	8. fuse



Hey there! This is Frank.

Have you noticed our responsibilities and obligations have changed a lot over the years? I didn't know it until now that I'm spending some time with Raul. Raul is 4 years old and he's my cousin.

First, when my mom picks us up from school, she immediately takes Raul's bag, so he doesn't have to carry anything. I am as tired as Raul, I thought.

Anyway, when we get home I have to help my mom with anything she asks me to, while Raul plays or watches TV. Later, I have to spend the rest of the afternoon doing homework assignments. But Raul, doesn't have to do homework, instead he can spend time outdoors! I guess I have to get used to the responsibilities that come as we get older.



Track 32

vour vou yoyo young Yell



Track 33

Dear Sun,

It feels like such a long time since I last heard from you. How's the school year going for you? Can you believe we're in 6th grade?

Many things have changed and we have new rules at school. Now, we have to wear a uniform from Monday to Thursday, my classmates and I are still getting used to it. Besides, we cannot use our cell phones at school.

I spend every afternoon at the park, playing with my friends, but I have to be back home by 6 pm. since I have to do my homework and I must go to bed early.

On weekends, I have to help my mom clean the house and I must prepare everything I need for school on Monday.

I hope the school year's going well for you. Write and tell me about it!

Your friend, Austin



Track 34

Have you noticed that some rules apply in some classes and not in others?

That is because different subjects are taught in different spaces at school. For example, respecting rules in the chemistry laboratory is extremely important due to the different materials and substances in this place. You mustn't touch equipment or chemicals without specific instructions. In gym class, running, throwing balls and even physical contact are allowed. You really don't have to worry about hitting something or someone. Can you imagine playing soccer in the classroom? Impossible, right? That is because everyone's safety would be at risk. As you can see, it is all about being safe.



Track 35

sports stand spoon study school student smart strategy



Track 36

Ten people were injured in a car accident this morning. Authorities in the area report that the accident occurred when one of the cars ran through a crossing signal and hit another one. At least four people had to be hospitalized. "Witnesses say the car did not even slow down."



Track 37

- 1. I didn't like responsibilities and even advice from my parents bothered me.
- 2. One of the rules I didn't agree with at all was wearing a jacket after 6 pm.
- 3. I'm at home, taking care of my sick son that didn't want to wear a jacket.



Track 38

will water waste while warm



Track 39

Safety rules in case of earthquake.

Are you aware of all the things you have to do in case of an earthquake?

During an earthquake you must: Keep calm.

- Take cover next to a sturdy table or other piece of furniture or drop under, and hold on to a desk or table. If you are outside you must:
- Move away from buildings and wires. If you're inside you have to:
- Stay away from glass or loose hanging objects.



Track 40

Fridriksson: It is a very good idea, Professor,

to study this unusual volcano. You will make many interesting observations there. But tell me, how will you cross the Snaefells peninsula?

Lindenbrock: We will cross by sea.

Fridriksson: But we don't have a small

boat. You will have to go by land, following the coast. It will take longer, but it will be more

interesting.

Lindenbrock: Good. I will need a guide.

I have one; his name is Hans. He's Fridriksson:

reliable and intelligent.

Lindenbrock: When will I see him? **Fridriksson:** He will be here tomorrow.

Lindenbrock: Tomorrow then. And in one week,

we will be in the center of the

Farth



Track 41

- A: I was talking to my friend the other day and he said he thinks keyboards will become obsolete
- **B:** What does obsolete mean?
- A: It means we won't use keyboards in the future.
- B: Oh? What will we use?
- A: We will use voice recognition to send emails, send text messages and work on the computer.
- B: Oh, that's cool.
- A: We probably won't use paper in future either. We might not use department stores either. We will do all of our shopping online.
- **B:** What about cars? Will we use car?
- A: Yes, I hope so. I want to learn to drive and get my own car!



Track 42

- I will drink water every day.
- I will drink drink soda three times a day.

- I will apply sunscreen before I go outdoors on bright sunny days.
- I will never go out in the sun.
- I will play a sport.
- I will always wear a helmet when bicycling.
- I will wear my seat belt every time I get in a car.
- I will be nice to other kids.
- I will never give out personal information on the Internet.
- I will send my photo to anyone who wants it on the Internet.



Next year, in 2015, I will be thirteen. I'll be in secondary school. I want to take guitar lessons. I will be better at volleyball. I hope to win a math competition. The year after next, in 2016, I'll be fourteen. My volleyball team will win the cup.

I'll write a song.

In 5 years, in 2019, I'll be 18 years old and I'll go to university. I'll still live with my parents. I hope to study engineering.

In 10 years, in 2024, I'll be 22 years old. I'll travel the world for a year. I'll go to Thailand and Singapore. I'll visit my uncle in Paris. I'll play the guitar very well.

When I'm 30 years old I'll be married. I'll work in a company as an engineer. I'll have two children. I'll live near my parents.



Track 44

Palmistry or palm reading is a popular way to read your future. The lines on your palm will tell you how many children you will have and when you will travel.

The Celtic priests, the Druids, predicted the future using apple peel. They peeled the skin in one long piece and then had the person who wanted to know who they would marry throw the peel over their shoulder. They read the form of the peel as a letter and that letter represented the name of the person the questioner would marry.

The Zodiac is another way to divine future paths. The Zodiac takes your date of birth and matches it to the stars under which you were born. The Zodiac and the movement of the stars give you clues about the future.



Track 45

- A: What are you going to do this weekend?
- B: I'm going to sleep in until 9 a.m. on Saturday. Then I'm going to go out for breakfast with my dad at the Breakfast Barn. After that, I'm going to go the hairdresser and then I'm going to go shopping for a new shirt. Lisa invited me to her party at the Club House so I'm going to go to her party on Saturday afternoon.
- A: How about Sunday?
- B: I'm going to help my mom around the house and then I'm going to do my homework. I'm going to go to the movies on Sunday evening with my best friend. Oh, and I'm going to read a book.

How about you? What are you going to do this weekend?



Track 46

Dear Fred.

I'm going to go to Mexico City this weekend and I don't have much money, so I'm going to do as many free activities as I can.

I'm going to go to Chapultepec Park and then, I'm going to visit the pyramids on Sunday. I'm going to walk around the 'Centro Historico' and go to the Zoo.

I'm planning to have a look around the markets. I'm going to walk around the UNAM campus. I'm looking forward to going to the National Art Museum, which is free on Sunday and I'm also going to go to The National Palace.

Love, Chris



Track 47

going to gonna want to wanna have to hafta



Tomorrow we are leaving at 1 p.m. We are arriving tomorrow evening.

On Friday we are touring the Museum of Modern

On Saturday we are visiting the Statue of Liberty. Saturday evening we are going to a show on Broadway.

Then, on Sunday we are seeing the Yankees play baseball



Track 49

Paul: Hi, Linda. Linda: Hi. Paul.

Paul: What did you have for lunch?

Linda: Oh, I had the most delicious quesadillas.

Paul: Really?

Linda: Yes, they were filled with chicken and they were fried. Yummy!

Paul: You shouldn't eat fried food. It isn't healthy.

Linda: Oh, once in a while is OK.

Paul: Are guesadillas your favorite food? **Linda:** No, my favorite food is definitely pizza. Pizza is really tasty. I like it with salami and anchovies. Pizza is originally Italian food but now it's everywhere.

Paul: Oh... (groan)

Linda: How about you, Paul. What's your favorite food?

Paul: I like salad because it's healthy, tasty and fresh



Track 50

You need:

1 liter of milk

250 grams of sugar

8 eggs

4 egg yolks

1/4 cup of sugar to make the caramel

- Put the milk and the sugar in a saucepan over very low heat and mix until the sugar dissolves
- Put the 8 eggs and 4 egg yolks in a bowl and beat. Then add slowly to the milk.
- In another saucepan heat the sugar. Stir it constantly until it turns to caramel. Don't let it burn. Put a little sugar in the bottom of 12 molds and allow it to cool.
- Fill each mold with the milk mixture.
- Put the molds in a pan with hot water and put the pan in the oven.
- Cook the flans for 30 to 40 minutes at 200 degrees C.
- Take them out of the oven. Let them cool and then, put them in the refrigerator.



- A: Have you ever eaten any weird food?
- **B:** Yes, When I was in Cambodia, I ate fried tarantulas.
- A: That sounds gross.
- **B:** I know it does, but actually, if you don't think about it too much, it tastes excellent.
- A: Oh, not for me.
- B: Have you ever eaten any weird food?
- **A:** I haven't but I have heard of some...like big tuna eyes in Japan and grasshoppers in Mexico.



Track 52

- 1. Have you ever eaten any weird food?
- 2. Have you heard of any weird food?
- 3. Have you drunk anything strange?
- 4. What weird food do you want to try?



Track 53

- 1. If you go to Australia, they might serve you Pavlova for dessert.
- 2. If you go to Lebanon they might serve you baklava for dessert
- **3.** If you go to Belgium, they might serve you Belgian waffles for dessert.
- **4.** If you go to France, they might serve you crepes for dessert.



Track 54

If you want to be healthy, eat lots of fruit and vegetables. Think of fruit and vegetables, cereal, breads and potatoes as the base of your pyramid. Milk, cheese and yoghurt are also part of a balanced diet. If you care about your body eat meat in moderation. Chicken and fish are a good source of protein. If you care about your body, eat fewer chocolate bars, cakes and sweets. Try to stay away from sodas. Maybe drink them only on special occasions.



Track 55

- **A:** What are you doing? Why are you looking at the packets?
- **B:** Well, the labels on the food packaging tell you a lot about the ingredients.

- A: Right...and?
- **B:** Well, I am trying to be careful about the amount of calories I eat, so I am trying to choose the best energy bar.
- A: What are calories?
- **B:** A calorie is a measure of energy. We need about 2000 calories a day to have enough energy to do our daily activities. We get energy from what we eat. If we eat more calories than we need, then the body stores the extra energy as fat. You can see that this energy bar has 170 calories per serving and this one has 100 calories per serving. Look this one has more sugar than this one.
- **A:** OK. So, the food labels tell you about calories, fat, salt and sugar in processed food
- **B:** That's right! If you want to be careful about what you eat, you should read the labels. If you want to lose weight, you should eat fewer calories. If you want to be healthy you should eat less salt.
- **A:** If you want a good snack, you should choose an apple and leave that energy bar behind!



Track 56

- A: My uncle has a dairy farm.
- B: He must be rich!
- **A:** Well, he works really hard. First they milk the cows twice a day and collect the milk.
- **B:** What happens if they don't milk the cows twice a day?
- **A:** If they don't milk the cows twice a day, the cows get sick. Then, they send the milk to the treatment plant.
- **B:** What happens if they don't treat the milk?
- **A:** Then we get sick. The treatment kills any harmful bacterial. Then they make cheese and they sell the cheese.
- **B:** What if there is too much cheese to sell?
- A: Then the price goes down.
- B: What if there is not enough cheese to sell?
- A: Then the price goes up.
- B: Huh?



Track 57

Dear Abby,

I am worried about my friend. She is underweight and I never see her eat. She is often cold. She wants to do exercise all the time. She says she is unhappy with her body. What should I do if I think my friend has a problem? What should I do if she gets mad at me for trying to help?

From, Worried Dear Worried.

If you think your friend is in trouble, then she probably is. Trust your instinct and talk to an adult about it. Your friend might need counseling, treatment or even hospitalization. She might be mad at you for trying to help now, but later she will thank you for being a good friend. Listen to her but don't hesitate to tell an adult.



This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

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