

Let's Discover

# GRAMMAR

# 3



**Kells**  
EDUCATION

Teacher's Guide



Let's Discover

# GRAMMAR

# 3

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*Let's Discover Grammar 3*



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Átomo 24

Parque Industrial Naucalpan

Naucalpan Estado de México, C.P. 53489

ISBN: 978-

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First published in 2018

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Printed in Mexico

## Presentation

Spanish speakers have specific problems to learn English that we address in this series in order to help them master English in the easiest, most realistic terms.

*Let's Discover Grammar* is a **Support Grammar Notebook** especially designed for Mexican K1 to K6 students. It both addresses students' needs to apply for an International or National English Certificate and improve English grammar and vocabulary knowledge defined in the Common European Framework. *Let's Discover Grammar* is designed to enhance the official 40-week school curriculum pace and program.

It addresses content in a constructivist approach. Every lesson starts with every day vocabulary, and review of previous content. Once students can handle vocabulary items, it moves forward to master grammar in mechanical practice, semi controlled practice and finally concept application in every day life contexts. To round it up, all lessons end in a calligraphy, productive practice in which students will gradually develop writing skills.

It also contains games and assessments in order to evaluate students' information handling process.



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# This is your book

## Structure of the Trimesters



There are six or seven lessons per trimester.

There are one or two games per trimester.



Every lesson is to be covered in two weeks, one fifty-minute lesson per week.

There are one or two assessments per trimester.



There are cutouts to help students comprehend and master specific vocabulary items.





## Features of the Lessons

Let's Talk About  
**Everyday Wishes and Needs** Lesson 4

Let's remember!

Label the pictures.  
**Needs and obligations**

sleep, do homework, take some rest, take a shower, eat, study for exams, play with my friends, do housework, drink water, clean my room, do my best, talk to my family

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**Let's remember!** It addresses vocabulary and previous information recycling.

**Let's write!** It helps to improve student's calligraphy with productive and challenging writing drills to gradually build writing skills.

Look. Compare the zoo animals.

Hungry - Hungrier	Loud - louder	Tired - more tired
Thirsty - Thirstier	Quiet - quieter	Which animal is more tired, the horse or the kitten?
Which animal is hungrier, the lion or the monkey?	Strong - stronger	Weak - weaker
Thin - thinner	Small - smaller	Which animal is larger, the dolphin or the frog?
The lion is hungrier than the monkey.	Large - larger	The dolphin is larger than the frog.
Which animal is larger, the dolphin or the frog?	Tall - taller	
	Short - shorter	

Complete the next statements with the correct comparative form as in the example.

a. Hippos are larger than (large) lizards.

b. The kangaroo is \_\_\_\_\_ (strong) the frog.

c. Dogs are \_\_\_\_\_ (thirsty) snakes.

d. Pandas aren't \_\_\_\_\_ (small) monkeys.

e. Is the horse \_\_\_\_\_ (tired) the cow?

f. Which animal is \_\_\_\_\_ (loud), the dog or the kitten?

g. Tigers aren't \_\_\_\_\_ (tall) giraffes.

h. Are dolphins \_\_\_\_\_ (large) sharks?

47

**Let's see!** It focuses students' attention on the new grammatical items.

**Let's practice!** It has mechanical, semi-mechanical and free practice exercises.

Trace the paragraph. Write a similar paragraph about your favorite animal.

*Dolphins are my favorite animals. They're beautiful and smart. They live on the sea and they eat small fish. They've got a fin and two flippers. They can swim and jump very well. I love them!*

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# Didactic Suggestions

## General Suggestions

### Language in class

English can only be understood when fully spoken in class. Do not hesitate to address your students completely in English; your body language and flashcards can clearly explain everything.

### Eliciting

Eliciting means asking questions to students to guide them understand grammar topics. It is crucial to ask: *What is similar in these examples? What do you see that is repetitive? What are we expressing (this) or (that)?* In the case your group is weak, it is mandatory to make two option questions in order to help them analyze the grammatical items.

### Grammar strategies

The best grammar strategy is to focus on form in the first drill and focus on communication in the last one. That is, take the time to check the first exercise thoroughly in order to guarantee all students can use the grammatical structure correctly. If they can answer the exercise easily, they can move forward. In case they've gotten a problem, it is better to repeat the explanation and provide with more examples.

### Pace

One lesson is to be studied in two weeks, that is, two pages in a fifty-minute lesson per week.

### Let's remember!

The objective of this section is to present the new vocabulary items used with previous grammatical knowledge for students to recycle information while identifying object-word relation. The more you ask them to repeat information, draw it, play and use it, the easier it will be for students to remember it.

### Let's see!

The objective of this section is that students notice how the grammar topic expresses the function being used. Every grammar presentation requires of six basic steps:

Show two examples. Ask questions like: *What do you see similar in these two sentences?*

If students cannot provide with an answer, help them with yes-no questions, like; *Do we speak of one or two things?*

Write key words on the board, underline or highlight words you need them to recall.

Write other two examples using the new vocabulary items and emphasize how the new grammar topic works. Write the beginning of other two examples, and ask students to create the rest.





Call for two complete examples and have students write them on the board. Call for more complete examples, but do not write them on the board.



**Let's practice!**

The objective of this section is that students start from the easiest, to the most challenging exercises.

The first exercise is the one that will indicate if you can move forward or you have to go back to the section *let's see!* in order to explain the grammar structure thoroughly.

The second exercise can only be completed if you show them what to do. Do one example on the board, so that students clearly see what to do.

The final exercise is a task in which students will apply the grammar and vocabulary items to talk about their own environment and life.

**Let's write!**

The objective of the section is to help students' improve their handwriting. Nowadays it is very common to find illegible handwriting, which means students have not fully practiced it, but at the same time, they will also be asked to produce simple texts at first, organize language and finally write down paragraphs.

**Let's Check**

The objective is to evaluate how well they can handle content. The evaluations have a similar format to international certifications test; you can assign them for homework or devote allocated time in order to fully check students' outcome.

**Let's Play**

The objective of the games is to reinforce previous knowledge. Sometimes, the game recycles information from two or three weeks ago, but it is to enhance language items domain. Make sure students play in pairs or trios the most, fairly and constantly check what they are doing.

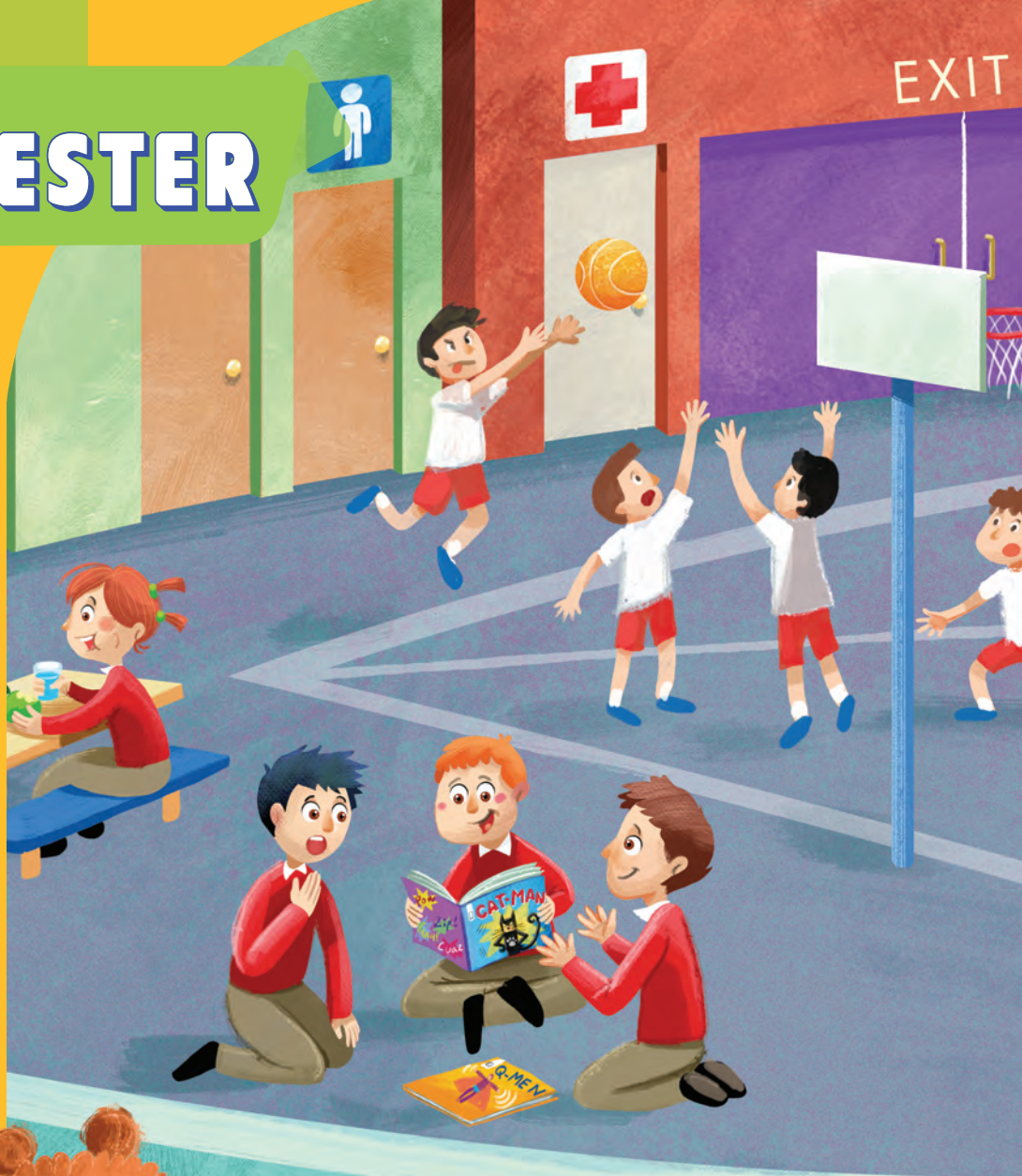
**cutouts**

The objective of having cutouts is helping students remember specific and core vocabulary items. It is important that teachers allocate time to exploit them thoroughly.



# 1<sup>st</sup> TRIMESTER

- What will you study more, English or math?
- What final grade do you hope to get?
- What's your favorite cartoon?
- What's the sign to find the restrooms?
- What's your favorite food?
- What's your favorite toy?



Welcome to  
3<sup>rd</sup> Grade



Let's remember!

# Let's Talk About Subjects and Future

## Lesson 1



1 Write the name of the subject on the line under each picture.

### School subjects

science P.E. (physical education) math/mathematics computing, spanish emotional development english

math



Spanish



science



computing



emotional development

P.E.

English

2 Practice similar conversations with your favorite subjects.

Examples:

*What's your favorite subject? My favorite subject is math. It's not difficult. / It's easy. / It's interesting.* (Have students mingle around and ask 5 classmates.)

Classmate	Favorite subject

## 3 Look and practice.

## Affirmative form

I  
You  
He  
She  
It  
We  
They  
You

**will study** hard...

I  
You  
He  
She  
It  
We  
They  
You

**'ll study** hard...

## Negative form

I  
You  
He  
She  
It  
We  
They  
You

**will not play** in class.

I  
You  
He  
She  
It  
We  
They  
You

**won't play** in class.

(Ask students some quick questions at random so they come up with short answers: yes, I will. No, I won't. DO NOT EXPLAIN THE QUESTION FORM YET.)

Let's practice!

## 4 Complete the sentences in affirmative or negative form.

- a. Pat **won't**  come late to class next Monday. (-)
- b. He **'ll**  do his Spanish homework tomorrow. (+)
- c. Daisy **will**  participate in her math class today. (+)
- d. She **won't**  eat in geography class. (-)
- e. Fred and Jack **won't**  push their classmates in P.E. class. (-)



5 Look at the pictures and write sentences in affirmative or negative form. Look at the examples. Answers may vary.



Examples: *I think Lily will pay attention to class today* or  
*I think she won't do bad things.*

- a.
- b.
- c.
- d.

(Encourage students to use verbs from the previous exercise or others they can come up with.)

6 Draw four classmates and make sentences about them, do not write their names. (Free answers.)

(When students are done, have them work in pairs so they read to each other their ideas and the other one guesses who his partner is talking about by using: Do you mean Sam?).



7 Trace and write true sentences about you.

• What's your favorite subject? I like  
• English.

•

•

• My favorite subject is English because  
• my class is fun.

•

•

• I'll participate in class today because  
• it's easy!

•

•

• I won't be absent to any classes  
• because I love my class.

•

•

# Let's Talk About your Expectations at School

## Lesson 2



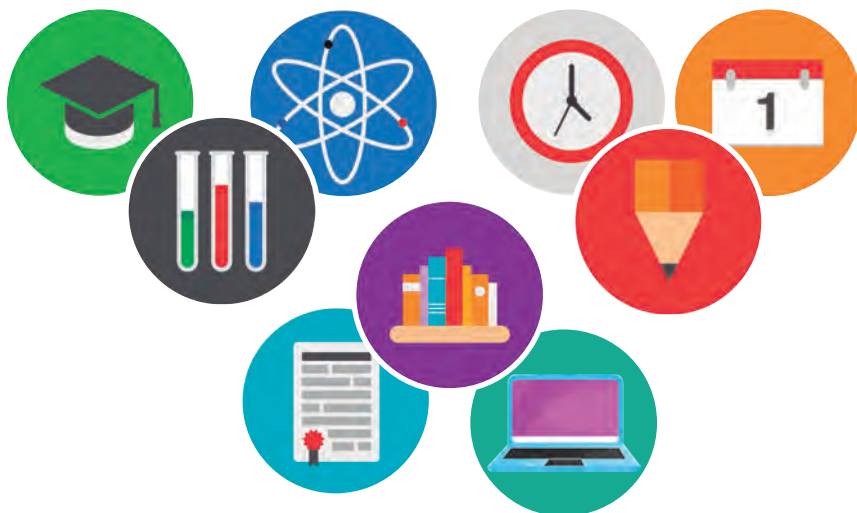
1 Look. What's the problem with the subjects?

Ask students what the problem is with the subjects below so they see the spelling is incomplete. Make them know vowels are missing and pass some of them to the front to write the complete words.

### School subjects



science, P.E (physicl educatin),  
mth/mathmtcs, cmputng,  
Spansh, emtnal developmnt,  
geogrph and English.



2 Write the name of the subject next to its definition.

a. In this subject you learn how not to be sad and how to be happy. **Emotional development.**

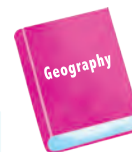
b. Here everybody runs and jumps to the teacher's instructions. **Physical Education.**

c. The teacher shows the location of different countries. **Geography.**

d. Students make some experiments and get conclusions. **Science.**

e. You learn how to communicate with North American people. **English.**

f. The teacher says and corrects how you write and speak. **Spanish.**



Have students work in small groups so they read the definition or the name of the subject and the others guess either the subject or say the definition.

g. Software like Word, Excel, and Power Point are studied.

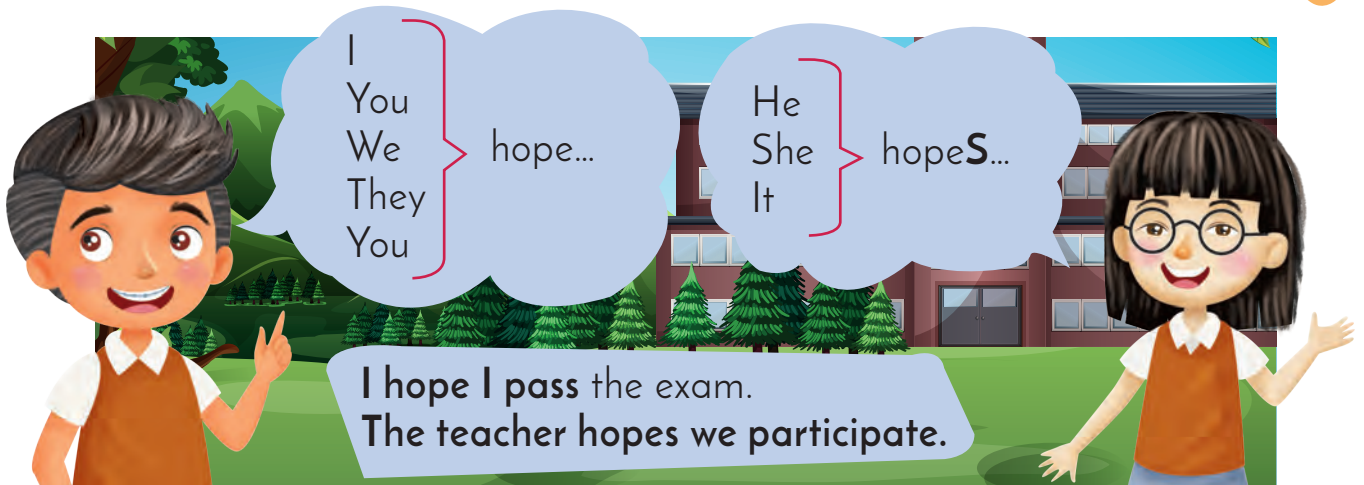
Computing.

h. There are numbers, problems and geometrical shapes.

Math.

3 Notice how to express *expectations*.

Let's see!



Let's practice!

4 Unscramble the words to form sentences.

Example:

*hope/ easy/ We/ today./ is/ class/ English/*

*We hope English class is easy today.*

a. exam/ I/ there isn't/ hope/ tomorrow./ a geography

I hope there isn't a geography exam tomorrow.

b. interesting./ Fred/ the next science/ is/ hopes/ class

Fred hopes the next science class is interesting.

c. Daisy/ Spanish/ next/ hopes/ exam/ easy./ is

Daisy hopes next Spanish exam is easy.



d. Jane and Fred/ the teacher/ hope/ doesn't/ give/ homework./

much *Jane and Fred hope the teacher doesn't give homework.*

e. hopes/ the answers/ Jim/ he/ to the exam/ remembers/

tomorrow. *Jim hopes he remembers the answers to the exam tomorrow.*

f. the teacher/ Lily and May/ doesn't get/ hope/ angry/

next class. *Lily and May hope the teacher doesn't get angry next class.*



If the class is weak, cue them.

5 Write sentences based on the information in brackets. There is one example.

May *hopes she gets a 10* in the exam. (she gets)

a. She *hopes the exam* isn't difficult (the exam).

b. They *hope the class* is nice (the class).

c. He *hopes the teacher* isn't angry (the teacher).

d. I *hope the exercise* is easy (the exercise).

e. He *hopes his mom* makes hamburgers (his mom).



Have students work in pairs and later compare their ideas with other classmates.

6 Go to page 117. Cut out the class icons and complete your own course schedule.

Monday	Tuesday	Wednesday	Thursday	Friday

7 Trace and copy the sentences. Then, make similar sentences true for you.

• I hope I pass my exams.

• My mother hopes I learn a lot.

• We hope the school bus isn't late.

• My teacher hopes I pay attention  
in class.

# Let's Talk About Likes and Preferences

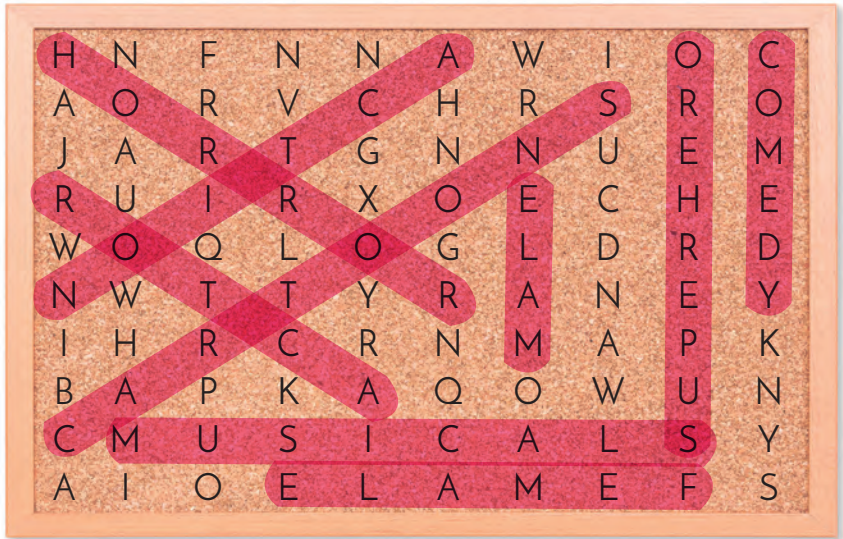
Let's remember!

## Lesson 3



1 Look at the words. Can you name an example of each one?

### The Movies



ACTOR

MALE

SUPER  
HERO

MUSICALS

ACTION

COMEDY

CARTOONS

FEMALE

HORROR

Have children work in small groups having a short contest.

2 Find the words about movies and TV shows in the word puzzle.

3 Look how we express *likes* and *preferences*.

Let's see!



**I, you, we, they**

A - **Do** you like cartoons?

B - Yes, I like them.

I think they are funny.

C - Not really, I think they are boring.



**He, she, it**

A - **Does** Peter like cartoons?

B - Yes, he likes them.

He thinks they are funny.

C - Not really, he thinks they are boring.

4 Complete the following questions with **do** or **does** and the answers with the correct verb form.

Have students go to page 117. Cutout the movie icons and paste them on cards. They have to mingle and ask if they like that type of movie or not.

a. A - Do you like musicals? (like)

B - Yes, I like them. I love *High School Musical*. (like / love)

b. A - Does May like horror movies? (like)

B - Not really, she thinks they are scary. (think)

c. A - Do Lily and Jim like action movies? (like)

B - No, they don't. They prefer horror movies. (prefer)

Emphasize the use of third person in auxiliaries and affirmatives clauses without deeply explaining.

5 Look at the pictures and write the type of movies they are (musical, action, cartoons, horror or comedy) and write if you like them or not and why. Free answers.



horror



action



musical



comedy



cartoons

**Example:** *I like action movies, I think they are great. Or I don't like action movies, I think they are boring.*

a.

Two horizontal light blue bars for writing answers to question a.

b.

Two horizontal light blue bars for writing answers to question b.

c.

d.

e.

6 Write about two kinds of movies one of your classmates likes and two movies he/ she doesn't like and why.

Example: *Jane likes cartoons, she thinks they are great. Or  
Jane doesn't like horror movies, she thinks they are awful.*

Free answers.

a.

b.

c.

d.





7 Copy the questions and give complete answers.  
There is one example.

- Do you like action movies?
- Do you like action movies?
- Yes, I like action movies They're fun.
- Do you like horror movies?

• Does your best friend like cartoons?

• Does your mother like musicals?

• Does your father like action movies?

# Let's Talk About Commands to Describe Street Signs

## Lesson 4

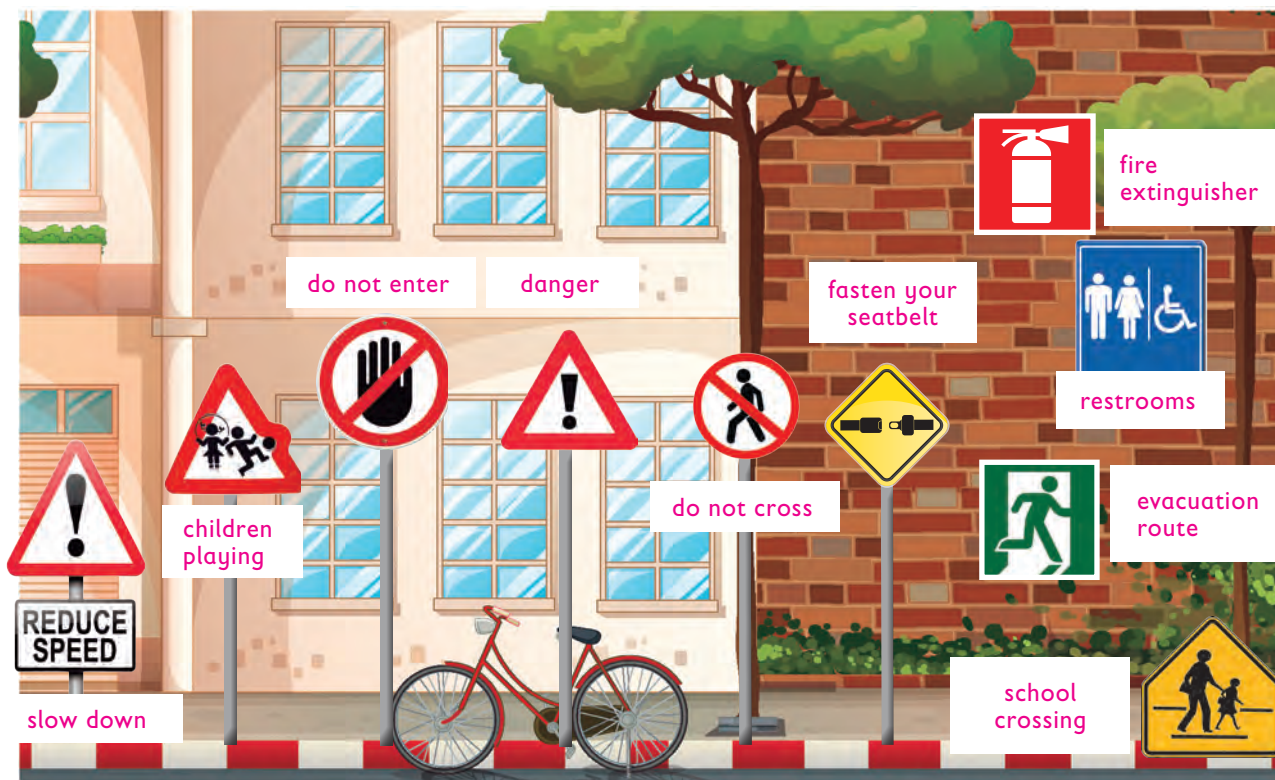


1 Can you say what each sign means?

Before having children do the exercise, ask them what each sign means in their mother tongue, if trouble, help them out by eliciting meaning.

DONOTENTERSLOWDOWNSCHOOLCROSSINGDANGERRESTROOMSFIRE  
EXTINGUISHERCHILDRENPLAYINGFASTEN  
YOURSEATBELTDONOTCROSSEVACUATIONROUTE

### Signs



Go to page 119, have students cutout the signs and ask: What does it mean? It means you...

2 Find the names of the signs in the blue wave and write them under the picture.

3 Look at how we express *commands or rules*.

## Commands or rules

Affirmative form  
**Drive** slowly.  
**Be** careful.



Negative form  
**Don't drive** fast.  
**Don't shout**.



Let's practice!

4 Complete the following ideas with the correct option.


Slow down./ Do not enter./ Use the fire extinguisher./ Go to the restroom./ Fasten your seatbelt./ Do not park on the school crossing./ Do not walk on the lawn.


- Do not park on the school crossing** \_\_\_\_\_ ; students need it to cross the street.
- Go to the restroom** \_\_\_\_\_ when you drink a lot of water and it is urgent.
- Do not walk on the lawn** \_\_\_\_\_ , use the walking path.
- Do not enter** \_\_\_\_\_ , students are taking an exam.
- Fasten your seatbelt** \_\_\_\_\_ , the bus is running.
- Slow down** \_\_\_\_\_ , we cannot run in the corridor.
- Use the fire extinguisher** \_\_\_\_\_ , when there is fire.





Have students work in pairs, one student mimes one of the previous commands and the other says the sentence.


5 Write rules where you can see the following signs.

a.  Stop.

b.  Fire extinguisher.

c.  Fasten your seatbelt.

d.  Cross on the lines.

e.  Reduce your speed.

Encourage students to say their answers with: *You can see sign 1 at school.*

6 Walk around your school, find and draw 4 signs you see.


Have students do it in trios or small groups.

7 Trace and copy the school rules.

• Do not go to the restroom without permission.

•

•

• Use the school crossing.

•

• Respect your partners in P.E.

•

• Respect your teacher and classmates at all times.

•

•

• Use the restroom properly.

•

• Pay attention in class.

•

# Let's Talk About your Birthday

## Lesson 5



1 What food do you like to eat in a birthday party? Make a list.

### Food for a party



ceshee fegnris

cheese fingers



cnday

candy



ckae

cake



jlery

jelly



slaad

salad



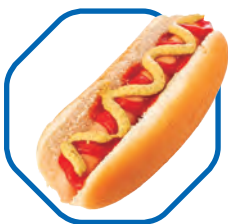
iee cearm

ice cream



sguseaas

sausages



hto dgo

hot dog



ciphs

chips



tocas

tacos



hurbmeagr

hamburger

2 Look at the pictures and unscramble the letters. The first and last letters are OK.

If the class is weak, spell the answers and have some students write them on the board. Afterwards, have students ask each other: Do you like \_\_\_\_\_?

3 Notice how we talk about *birthdays*.

A - **When** is your birthday?

B - It's **in** December.

B - It's **on** December 19<sup>th</sup>.

B - It's **on the 19<sup>th</sup>** of December.



4 Write the numbers in the correct place, from 1 to 31.

st		nd		rd		th	
1	first	2	second	3	third	4	fourth
21	twenty-first	22	twenty-second	23	twenty-third	5	fifth
31	thirty-first					6	sixth
						7	seventh
						8	eighth
						9	ninth
						10	tenth
						11	eleventh
						12	twelfth
						13	thirteenth
						14	fourteenth
						15	fifteenth
						16	sixteenth
						17	seventeenth
						18	eighteenth
						19	nineteenth
						20	twentieth
						24	twenty-fourth
						25	twenty-fifth
						26	twenty-sixth
						27	twenty-seventh
						28	twenty-eighth
						29	twenty-ninth
						30	thirtieth



5 Complete the following conversations and practice with a partner.

a. A - When's your birthday ?

B - It's in June. How about you? When is your birthday?

A - It's on the 5<sup>th</sup> of May.

b. A - When's your mother's birthday?

B - It's on August 23<sup>rd</sup>. She hopes there are delicious tacos for her party.

c. A - Is your birthday in November?

B - No, it's not. It's in September.

6 Answer and draw the following questions:

When is your birthday?

What will you eat?

What presents do you hope to get?

For the second question, remind students of the section "Let's remember"; for the last question, remind them of the verb *Hope*.

7 Find out when your classmates birthdays are:

A - Is your birthday in (June)? B - Yes, it is./ No, it's not.

If not, ask:

A - So, when is it? B - It's (Free answers).

Now ask:

A - Will you have tacos, hamburgers on that day?

B - Yes, I will./ No, I won't.

If not, ask:

A - So, what will you have? B - I'll have (Free answers).





8 Trace and copy the questions. Then, answer them.

Let's  
write!

When is your birthday?

When is your mother's birthday?

When is your best friend's birthday?

Do you usually have tacos on your birthday?

Do you like cheese fingers?

# Let's Talk About your Wishes for your Next Birthday

## Lesson 6



1 The names of the toys are backwards, find them and write them under the correct picture.

kcirt elzzup wasgij  
eebsirf skcolb  
esroh gnikor  
pot etik  
epor gnippiks tobor  
ebuc s'kibuR



Have some students write the words on the board so that everybody sees the correct spelling; if you have a low level class, spell them yourself.)

2 Ask and answer.

What's your favorite toy? Why is that?

3 Notice how we talk about *wishes*.

What would (you) like for your next birthday party?

I  
You  
He  
She  
It  
We  
They  
You

would like  
I'd like...



Let's practice!

4 Complete the questions and write the correct letter in the parenthesis.

1. What **would** you like to eat on your birthday? ( C )
2. Would Fred **like** a Rubik's cube as a present? ( D )
3. What presents would **you** like to get? ( B )
4. Would Jane like **to** get a Frisbee or a top? ( A )

- A. She'd like the top.
- B. I'd like a kite and a skipping rope.
- C. I'd like hamburgers and ice cream.
- D. Not really, he'd like a Frisbee.



Have students practice questions and answers.  
Have students go to page 119 and cutout the square. Follow the instructions to build an origami penguin.

5 Look at the pictures and write what they would like for their next birthdays.

Daisy

Pat and Jim

Fred

a.

b.

a.

b.

a.

b.



6 Draw what you and your friend would like for your next birthdays.

my friend

me

Happy Birthday

7 Trace the sentences. Then, write the answers to the questions or the questions to the answers. There are two examples.

• What would you like to eat on your birthday?

• I'd like to eat enchiladas and cake.

• I'd like a big birthday cake.

• What would you like for your birthday?

• What presents would you like to get?

• I would like to get a jigsaw puzzle.

• My best friend would like to get a bike.

• Would your brother like to have a birthday party?

# Let's Play

▶ Roll a dice, answer your partner's question and move your token 3 traffic lights.



The first person to get to school wins.



(Form 6 teams, use the die to see who starts. Afterwards turns might go round right or left. Show them some vocabulary from the unit and if they can identify it, ask them a question such as: Will you...? Do you like...? What's your favorite...? What do you hope for tomorrow?)

# Let's Check

▶ Look and read. Write yes, or no.

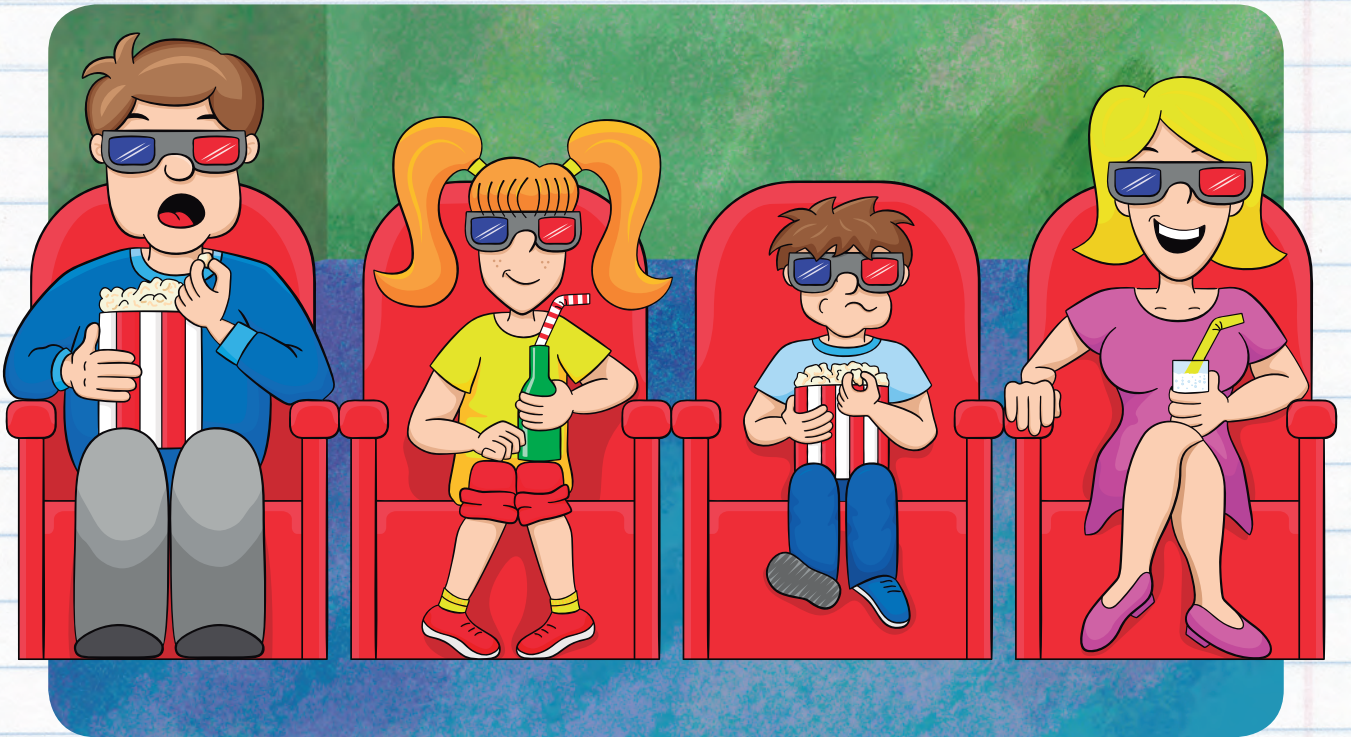
## Part 1

5 questions

### Examples

They are a family. **Yes**

They are at home. **No**



### Questions

1. They are at the movie theater. **Yes**
2. Mom and the girl like the movie. **Yes**
3. The boy loves the movie. **No**
4. Dad is scared. **No**
5. The girl eats popcorn. **No**



Read the text. Choose the right words and write them on the lines.

Part 2

5 questions



Tomorrow is back to school day, Kids *hope* \* they have fun in all of their classes. Their teacher (1) *will* have different activities for them. They (2) *won't* study mathematics the first day, they (3) *will* study geography. They (4) *hope* they don't use the fire extinguisher. Children (5) *won't* do bad things in the restrooms.

\*Example:                      *will*                                      *won't*                                      *hope*

Options

- |                 |              |             |
|-----------------|--------------|-------------|
| 1. <u>will</u>  | hope         | won't       |
| 2. hope         | <u>won't</u> | will        |
| 3. won't        | <u>will</u>  | hope        |
| 4. will         | won't        | <u>hope</u> |
| 5. <u>won't</u> | hope         | will        |

# 2<sup>nd</sup> TRIMESTER

- What's your favorite animal?
- Which animal is more beautiful, a tiger or a lion?
- Where do lions live?
- Can lions swim?
- Can you dance?
- What did you do on your last birthday?
- What present did you get on your last birthday?





# Let's Talk About Your Favorite Animals

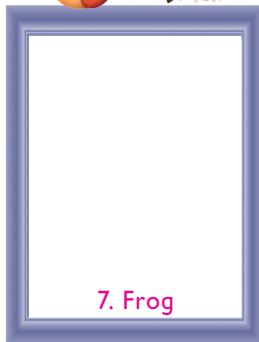
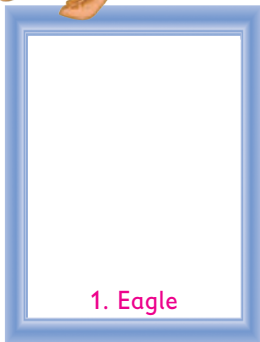
## Lesson 1



1 Number the animals in the picture. Draw the 5 missing animals.

### Animals

1. eagle, 2. kangaroo, 3. zebra, 4. panda, 5. mouse/mice,
6. parrot, 7. frog, 8. lion, 9. elephant, 10. whale, 11. sheep,
12. dolphin, 13. bat, 14. kitten, 15. shark, 16. bear.



2 Answer the questions.

What's your favorite animal? Why is that?

3 Look and practice how to talk about *your favorite animals*.

**I, you, we, they**

A - What's your favorite animal?

B - **I like** monkeys. **Do you like** monkeys?

A - Yes, **I do**. **I love** them.

A - No, **I don't**. **I prefer** lions.



Have students practice the conversations above.

**He, she, it**

A - What's Lily's favorite animal?

B - **She likes** monkeys. **Does Fred like** monkeys?

A - Yes, **He does**. **He loves** them.

A - No, **he doesn't**. **He prefers** lions.



4 Put the conversations in the correct order.

Let's practice!

a.

Peter - I like pandas. Do you like pandas?

Pat - Yes, I do. I love them too much.

May - What's your favorite animal?



b.

Jim - Does Jane like kangaroos?

Jim - Yes, I do.

Daisy - No, she doesn't. She prefers zebras. Do you like zebras?



May - What's your favorite animal?

Peter - I like pandas. Do you like pandas?

Pat - Yes, I do. I love them too much.

Jim - Does Jane like kangaroos?

Daisy - No, she doesn't. She prefers zebras. Do you like zebras?

Jim - Yes, I do.



c.

Daisy - Yes, I do. I love them.

Pat - No, I don't. I prefer whales. Do you like whales?

Daisy - Mary likes sharks. Do you like sharks?



Daisy - Mary likes sharks.

Do you like sharks?

Pat - No, I don't. I prefer whales.

Do you like whales?



Daisy - Yes, I do. I love them.

5 Look at the picture. Write similar conversations.

a.

Two light blue horizontal lines for writing.

b.

Two light blue horizontal lines for writing.

c.

Two light blue horizontal lines for writing.

d.

Two light blue horizontal lines for writing.

e.

Two light blue horizontal lines for writing.



Free answers. However, guide them with the animals and the identity of characters there. Have them work in small teams.

6 Go to page 121. Cut out your favorite animal and paste it here. Tell a story about it.



A yellow rectangular area with a paperclip icon at the top and four horizontal green lines for writing a story.

Encourage them to use: You like lions, right? The other answers: Yes, I do. No, I don't. Students switch roles.

7 Trace and copy the questions, then write complete answers.

• What's your favorite animal?

•

•

• My favorite animal is the lion.

•

•

• Do you like whales?

•

•

• Do you like elephants?

•

•

• Does your best friend like monkeys?

•

•

•

# Let's Describe Animals

## Lesson 2



1 Complete the ideas with the adjectives.

### Describing animals

large

tired

hungry

tall

loud

weak

small

thirsty

short

thin

quiet

strong

The cat is

tired

The elephant is

large

, it

The dog is

isn't small

thin

The giraffe isn't short ;

it's tall.

Mice aren't

loud

they're

quiet

The lion is strong

it isn't weak.

The crocodile isn't

thirsty





it's hungry

If the class is weak, revise the vocabulary in their mother tongue.

2 Go to page 121. Cut out the animals and build a zoo in your notebook. Describe the animals.












3 Look. Compare the zoo animals.

Comparative adjectives		
Hungry - <b>Hungrier</b>	Loud - <b>louder</b>	Tired - <b>more</b> tired
Thirsty - <b>Thirstier</b>	Quiet - <b>quieter</b>	A - Which animal is <b>more</b> tired, the horse or the kitten?
A - Which animal is <b>hungrier</b> , the lion or the monkey?	Strong - <b>stronger</b>	B - The horse is <b>more</b> tired <b>than</b> the kitten.
B - The lion is <b>hungrier than</b> the monkey.	Weak - <b>weaker</b>	
	 Thin - <b>thinner</b>	 A - Which animal is <b>larger</b> , the dolphin or the frog? B - The dolphin is <b>larger than</b> the frog.
Small - <b>smaller</b>		
Large - <b>larger</b>		
Tall - <b>taller</b>		
 	Short - <b>shorter</b>	

4 Complete the next statements with the correct comparative form as in the example.

Let's practice!

- a. Hippos are *larger than* (large) lizards. 
- b. The kangaroo is *stronger than* (strong) the frog. 
- c. Dogs are *thirstier than* (thirsty) snakes. 
- d. Pandas aren't *smaller than* (small) monkeys. 
- e. Is the horse *more tired than* (tired) the cow? 
- f. Which animal is *louder* (loud), the dog or the kitten? 
- g. Tigers aren't *taller than* (tall) giraffes.  
- h. Are dolphins *larger than* (large) sharks? 

5 Look at the picture and answer the questions. Answers may vary.



Have the activity done in small groups to have mini debates.

a. Which animal is stronger, the panda or the pig?

b. Which animal is more tired, the cow or the crocodile?

c. Which animal is taller, the monkey or the camel?

d. Which animal is hungrier, the cat or the zebra?

e. Which animal is louder, the dog or the parrot?

f. Which animal is larger, the bull or the rhino?

g. Which animal is weaker, the duck or the snake?

6 Look at the picture above and compare the animals.

Free answers

a.

b.

c.

d.

7 Trace, copy and answers the questions.

• Is the monkey thinner than the giraffe?

•

•

•

• Is the zebra larger than the bear?

•

•

• Is the tiger hungrier than the parrot?

•

•

• Which animal is larger, the fox or the cat?

•

•

# Let's Talk About Animals

## Lesson 3



1 Look at the vocabulary in the first column and write it in the correct section. You can use your dictionary.

### Animals' food and habitat

savannah,  
rainforest,  
prey, forest,  
lake, grass, sea,  
meat,  
fruit, river,  
leaf, island,  
mountain,  
leaves, jungle,  
plants.

#### Food



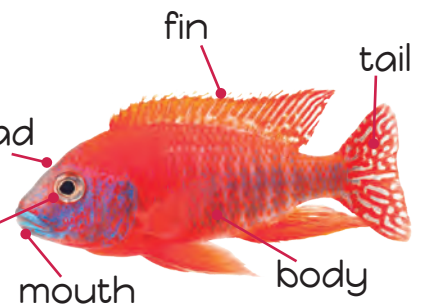
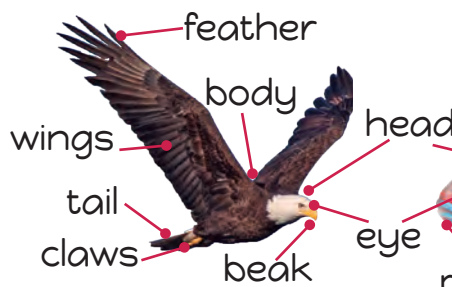
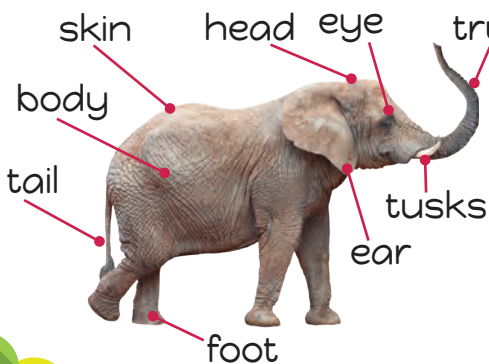
- grass
- fruit
- leaf
- leaves
- meat
- prey
- plants

#### Habitat



- savannah
- rainforest
- forest
- lake
- sea
- river
- island
- mountain
- jungle

### Animals' body parts



2 Answer the questions. Share with a partner.

Which animals eat grass?  
Which animals live in the savannah?  
Which animals have got a tail?



Let's see!

3 Change the underlined words in activity 2. Practice.

4 Look at the questions. Practice.

A - What do monkeys **look like**?  
B - They've got a long tail, brown fur and small eyes.



A - Do lions **eat** grass?  
B - No, they don't.  
A - What do lions **eat**?  
B - They eat meat.



A - Do lions **live** in the jungle?  
B - No, they don't.  
A - Where do lions **live**?  
B - They live in the savannah.



5 Complete the conversations with the correct verb: eat, live, look like, have got.

Let's practice!

A - Do sharks **live** \_\_\_\_\_ in rivers?  
B - No, they don't. They **live** \_\_\_\_\_ in the sea and they **eat** \_\_\_\_\_ meat.  
A - What do eagles **look like** \_\_\_\_\_ ?  
B - They **'ve got** \_\_\_\_\_ big wings, claws and a beak.  
A - Do zebras **eat** \_\_\_\_\_ meat?  
B - No, they don't. They **eat** \_\_\_\_\_ grass.  
They **live** \_\_\_\_\_ in the savannah.



6 Draw animals that correspond to the words. Free answers.



Meat



Grass



Jungle



Sea



7 Choose an animal, 4 classmates have to ask you questions to find out its name. Tick write their questions ✓ who guesses and cross ✗ who doesn't. Free answers.

a.

b.

c.

d.



8 Go to page 121. Cut out the animals and draw their environment and food in your notebook.

9 Trace, copy and answer the questions.

What do kangaroos look like?

.

.

Do kangaroos eat grass?

.

.

Where do kangaroos live?

.

.

What do giraffes look like?

.

.

What do giraffes eat?

.

.

.

# Let's Talk About Animals' Abilities

## Lesson 4



1 Write the correct verbs for the pictures.

### Actions

bark

meow

run

roar

walk

hunt

swim

swing

fly

fly

swing

run

hunt

roar

walk

bark

meow

swim

2 Practice.

If the class is weak, help them by spelling either the first letter or as much as necessary.

Examples:

*Do lions run? Yes, they do.*

*Do lions swing? Not really!*



3 Look and repeat.

Abilities

A - Can cheetahs run?

B - Yes, they can, they can run very fast.



A - Can a bear bark?

B - No, it can't, but it can roar!



4 Complete the conversations with *can* or *can't* as in the examples.

Let's practice!

A - Can monkeys swim?

B - No, they can't, but they can swing on the trees.



A - Can sheep fly?

B - No, they can't. Birds can fly.



A - Can kangaroos walk?

B - No, they can't, but they can jump high.



A - Can a bat fly?

B - Yes, it can, it can fly up high.



Have students practice the conversation and have a few go to the front to perform.

5 Go to page 123. Cut out a mask and tell what that animal can or can't do.

6 Write what the animals can and can't do. Answers may vary.



7 Have students work in small groups.  
Write sentences about what animals can or can't do. Tell your partner. Check his sentences.



a.

b.

c.



a.

b.

c.

8 Trace the paragraph. Write a similar paragraph about your favorite animal.



Dolphins are my favorite animals. They're beautiful and smart. They live in the sea and they eat small fish. They've got a fin and two flippers. They can swim and jump very well. I love them!

# Let's Play

▶ Roll a dice. Take the paper and guess the name of the animal.



▶ If correct, advance. If not, stay.



21

22

23



11

10

9

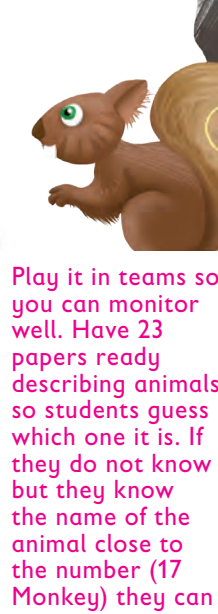
8

7

6

5

4



Play it in teams so you can monitor well. Have 23 papers ready describing animals so students guess which one it is. If they do not know but they know the name of the animal close to the number (17 Monkey) they can stay.

# Let's Check

Read the story. Choose a word from the box. Write the correct number.

## Part 1

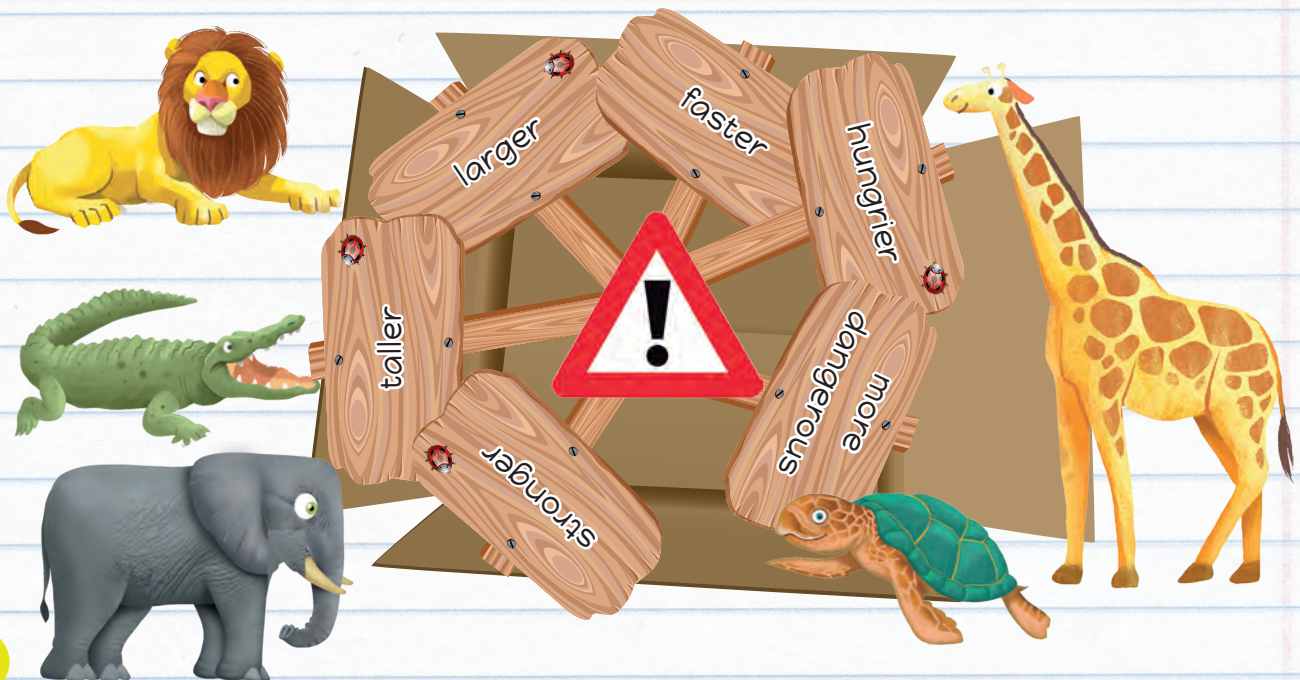
### 5 questions

Jim and Jane want to go to the zoo. At the zoo you can see a lot of animals. Some animals are (0) **stronger** than others. **(Example.)**

There are giraffes, they are (1) **taller** than monkeys but monkeys are (2) **faster**. They climb a tree in 5 seconds.

Crocodiles are large, but elephants are (3) **larger**. They are more than 3000 kg! But crocodiles are (4) **hungrier** than elephants, they eat a lot of meat.

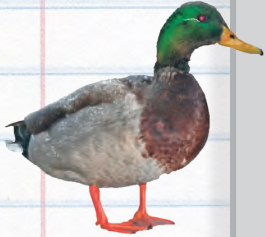
Animals are dangerous. Jim and Jane are afraid of tigers because they are (5) **more dangerous** than other animals.



Look and read. Write *yes* or *no*.

Part 2

5 questions



Examples:

A duck can jump up high.

No

A duck can swim.

Yes

Questions

1. A goat can swim in the river.

No

2. A horse can run very slow.

No

3. Snakes can move really fast.

Yes

4. Frogs can jump and swim.

Yes

5. Cows can hunt.

No



# Let's Talk About Artistic Abilities

## Lesson 5



1 Match the pictures to the correct verbs.

### Artistic activities

sculpt

design a building

dance

play a musical instrument

sing

draw and paint

act

write poems

Have students use different colors to match them.

2 Practice.

Example:

*Can you act? Yes, I can. I love it! / No, I can't. That's not my thing!*



3 Look and practice.

Artistic abilities

A - **Can you play** a musical instrument?

A - What **can you do**?

A - Yes, **I can**.



B - Well, that's not my thing but **I can sing**.

B - I **can write** poems.

**Can you write** poems?



Let's practice!

4 Unscramble the words.

Peter - the piano,/ you/ Jim?/  
Can/ play

Jim - my thing./ not/ That's/  
Can you do it?

Peter - can./ love it./ Yes,/ I/ I

Peter - Can you play the piano, Jim?

Jim - That's not my thing.

Can you do it?

Peter - Yes, I can. I love it.



May - Lily?/ you/ can/  
What/ do,

Lily - act?/ act./ Can/ can/  
I/ you

May - the/ I/ play/ violin./  
can

May - What can you do, Lily?

Lily - I can act. Can you act?

May - No, I can't. I can play the violin.



Make sure students see the importance punctuation has for this exercise.

5 Look at the picture. Write what 5 children can do and write if you can do it or not. Tell your partner. There is one example.



a. *Jane can play the flute, that's not my thing but I can play guitar.*

b.

c.

d.

e.

6 Work in teams and choose an origami animal that you can make. Give instructions to the class.

First,

Then,

Later,

Finally,



7 Now, see who can do it or not and say:  
*You can do it. / That's not your thing.*

You can find easy origami in 4 steps at: <http://www.origami-instructions.com>

8 Look at the paragraph about Jane and her friend.  
Write 2 similar paragraphs about you and a classmate.

*I can't play the violin, that's not my thing, but I can sing. My friend Krys can draw and paint very well. She's an artist! My friend David can act and dance very well. He loves it!*

a.

b.

# Let's Talk About Birthday Parties

## Lesson 6



- 1 Listen to your teacher's dictation and write the action in the correct space.

### Birthday party activities



While dictating, mime the activities so students find it easy.

- 2 Practice.

*What do you like to do in a party?*

*I like to play with my friends and break the piñata.*

3 Notice how to use *verbs in past*.

I, you, he, she, it, we, they

What **did** you **do** on your last birthday?

I **broke** a piñata and **played** with friends.



Prior to moving on, have students practice the affirmative, negative and interrogative forms separately.

Simple past verbs

Match the correct verb forms.

cut	had
sing	saw
break	ate
play	cut
have	broke
see	sang
eat	played

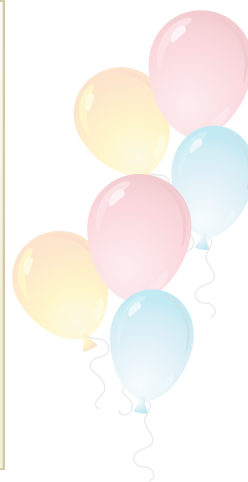
Let's practice!

4 Complete the sentences with the correct verb form in brackets.

- a. We **had** (have) a great party yesterday.
- b. Jim **sang** (sing) "happy birthday".
- c. Fred **ate** (eat) a lot of snacks.
- d. Jane **ate** (eat) chocolate cake.
- e. Pat and Daisy **broke** (break) the piñata.
- f. They **broke** (break) it fast.
- g. What did Jim **do** (do) on his birthday?
- h. Peter **cut** (cut) the cake.
- i. May **played** (play) with her friends.
- j. Fred **saw** (see) a show.



5 Look at the picture and write 3 things the children did and 3 they didn't do on Lily's birthday party. Free answers.



- a.
- b.
- c.
- d.
- e.
- f.

6 Draw what you did on your last birthday party.



7 Explain to your classmates what you did by using: First of all, later, after that, and finally.

Students show the drawings to each other and using their own ideas, ask: did you \_\_\_\_\_ on your last birthday?

8 Copy the questions and answer them.

• What did you do on your last  
• birthday?

•

•

•

• What did your best friend do on  
• his/her last birthday?

•

•

•

• What did your mom do on her last  
• birthday?

•

•

•

•

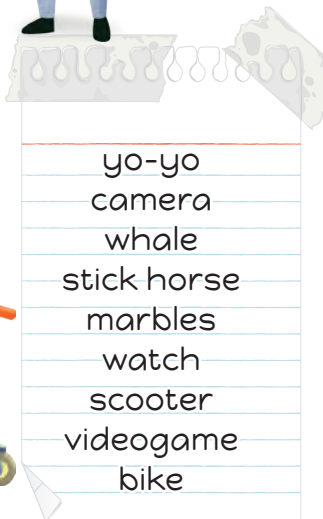
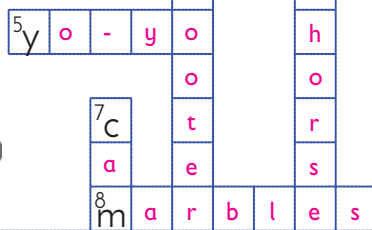
# Let's Talk About Your Last Birthday Party

## Lesson 7



1 Write the correct name of the toy.

### Presents



### Across

6 v i d e o g a m e  
7 c a m e r a  
8 m a r b l e s  
9 w a t c h

### Down

1 w h a l e  
2 s t i c k  
3 b i k e  
4 s c o o t e r  
5 y o - y o

- You move your legs fast to go fast. **Bike.**
- It is small, you throw it and it comes back. **Yo-yo.**
- It is played in a computer. **Videogame.**
- They are little rounded crystal objects. **Marbles.**
- It tells you the time. **Watch.**

- It is a toy animal that lives in the ocean. **Whale.**
- This is the head of an animal with a long object. **Stick horse.**
- You use one foot and it has two wheels. **Scooter.**
- You can take photos with it. **Camera.**

Have students ask each other if they would like to get any of these presents for their next birthday.

2 Practice with a partner.

*Did you get a camera for your last birthday? Yes, I did. / No, I didn't.*



3 Practice.



**I, you, we, they**  
 A - **Did you get** a nice present for your birthday?  
 B - Yes, **I did**. I got a PS4.  
 B - No, **I didn't**, but I got a great birthday party!



**He, she, it**  
 A - **Did your best friend have** a nice birthday party?  
 B - Yes, **she did**. She had a great party.  
 B - No, **she didn't**.

Let's practice!

4 Complete the next conversations with **did** or **didn't**.

a.

A - **Did** you get a yo-yo on your birthday?  
 B - Yes, I **did**, it was a premiere yo-yo.



b.

A - **Did** Mary have a chocolate cake on her birthday?  
 B - No, she **didn't**. She had a vanilla cake.



c.

A - **Did** your mother give you a robot on your birthday?  
 B - Yes, she **did**. It was a big robot.

d.

A - **Did** your parents ever cancel your birthday party?  
 B - No, they **didn't**.

Have students work in pairs the conversations above, students are to work with 4 different classmates.

5 Write the following verb under the correct picture. (blew, broke, ate, had, sang.)



had

chocolate cake



sang

happy birthday



broke

a piñata



ate

in a restaurant



blew

out candles

6 Now write what your friends and family did and didn't do on your birthday parties.

a. (+) I

(-) I

b. (+) My parents

(-) They

c. (+) My friend

(-) He/ She

d. (+) My family and I

(-) We

7 Share your information with your classmates and ask them:  
*Did you (have chocolate cake)? Yes, I did. / No, I didn't.*

8 Trace, copy and answer the questions.

• Did you have a big birthday party  
last time?

•

•

•

• Did your mother cook a special  
dish?

•

•

•

• Did you get a scooter?

•

•

• Did you break a piñata?

•

•

# Let's Play

▶ You will need 18 tokens.

broke a piñata



got a bike



cut a birthday cake



had a contest  
got a robot  
had a birthday party



sang a song

skipped the rope

played in the playground

Flip a coin, say the activity in the picture in past, and put one of your tokens if it is correct.

got a jigsaw puzzle



saw a show



got a Frisbee



played with a stick horse  
ate a hamburger  
played marbles



Make sure the sentences are previously written on the board. They are to play in teams of 4, 2 players and 2 referees to see the answers are correct; provide them with the charts in red.



rode a rocking horse

blew out candles in a cake

flew a kite

# Let's Check

Look and read. Choose the correct words and write them on the lines. There is one example.

## Part 1

5 questions



### Example:

Twist it to match the colors. *Rubik's cube*

### Questions

1. Throw it fast so it goes around a lot.
2. Run or have a lot of air to play with it.
3. If you do it faster, it is difficult.
4. Create little houses or even cars.
5. It has 6 wheels and transports things.

- Top.
- Kite.
- Skipping rope.
- Blocks.
- Truck.

Read the text and choose the best answer.

Part 2

5 questions

Example:

*Teacher* - How are you today, kids?

*Kids* - **A.** Yes, I do.

**B.** Fine, thank you.

**C.** No, I didn't.

*Teacher* - May, did you get a lot of presents?

*May* - **A.** No, I don't.

**B.** Yes, my friends and family gave me presents.

**C.** I broke a piñata.

Questions

*Fred* - May, what did you do on your birthday?

*May* - **A.** No, I don't.

**B.** Yes, I did.

**C.** I cut my cake and ate snacks.

*Teacher* - Kids, what would you like for your next birthday?

*Kids* - **A.** My brother.

**B.** Yes, we do.

**C.** A bike, a camera, and a big cake.

*Jim* - What's the best present you got on your last birthday?

*Lily* - **A.** A bike, I loved it.

**B.** I like tacos.

**C.** Yes, I have.

*Lily* - When is your birthday, Jim?

*Jim* - **A.** I love parties.

**B.** It's on the 5<sup>th</sup> of June.

**C.** No, it is not.



# 3<sup>rd</sup> TRIMESTER



- What kind of music do you like?
- Would you like to play the piano?
- Do you like painting?
- What chores do you have at home?
- What would you like to do after class?
- Do you ever lend your toys?
- Have you ever borrowed any toys?





# Let's Talk About Music Preferences

## Lesson 1



- 1 Write the correct vowels (a, e, i, o, u) to complete the types of music.

### Music styles



### Describing music

Fun / Boring



Nice / Horrible

- 2 Answer the questions. There are two examples.

What's your favorite kind of music?

*I like rock.*

Why is that? *It's nice and fun!*

What do you think of salsa?

*I don't like it.*

How come? *I think it's boring!*

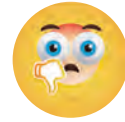
- 3 Go to page 125. Cut out the emoticons and tell your opinion about all types of music. Make a graph.

Have students make a graph by pasting their emoticons on the board in order to find the favorite and the hated type of music.

4 Read and underline the words that express likes or dislikes.



A - What kind of music **do** you like?



**Positive**

- B - I **like** pop. Mary **loves** rock.
- C - I **love** rock, too.
- D - I **don't mind** rock, but I prefer pop.



**Negative**

- E - I **can't stand** banda and Jim **dislikes** salsa.
- F - Yes, I **really don't like** salsa.

A - Why is that? / How come?

- B - I think it's nice.
- C - I think it's fun!

- E - I think it's horrible.
- F - I think it's boring.

5 Write the verbs in the correct space.

I can't stand.../ I love.../ I dislike.../ I don't mind.../ I like...

+++ I love

+++ I don't mind

--- I can't stand

++ I like

++ I dislike

Have students practice the conversations above.

Let's practice!

6 Complete the conversations with the missing words.

Daisy - I **like** (++) pop music. I have 1000 songs on my iPod.

Pat - I prefer rock, but I'm ok with pop, I **don't mind** (+-). What kind of music do you like, Jane?

Jane - Mmm, I **can't stand** (---) rancheras. My father **loves** (+++) them but I think they're horrible. I **like** (++) classical music.



7 Read the comment and write either a positive or negative phrase, and the type of music. There is one example. (Free answers.)

a. I always listen to Beethoven.

*I love classical music.*

b. I never go to concerts. They're very noisy.

c. My friends and I usually dance at parties.

d. My sister doesn't like Folk music.

e. Fred never participates in dances at school.

f. I think *Vicente Fernandez*' music is good.

g. I want to go to a Lady Gaga concert.



8 Write the name of 4 classmates and if they like or not different types of music. See the example.

Example: *I think Ivan dislikes rock music.*

a.

b.

c.

d.



9 Now, ask them and put a tick if you are right or cross if you are wrong.

10 Trace, copy and answer the questions.

Let's  
write!

What kind of music do you like?

.

.

Do you like classical music?

.

.

Does your best friend like salsa  
music?

.

.

.

Do you like pop music?

.

.

.

.

# Let's Talk About your Artistic Wishes

## Lesson 2



1 Read the text and fill in the gaps.

### Musical instruments

sax, bass, keyboard, guitar, cello, drums, piano, violin

### Fred's band

Fred has a band. There are 6 members and they are his friends. Jim plays the



guitar

and the



bass

. He's very good at

playing in their concerts. Peter and Lily sing but he also plays the



piano

in some songs and she plays the



sax

Jane plays the



violin,

, and the



cello

Finally, Peter plays the



drums

but there is a big

problem because nobody plays the



keyboard

2 Ask and answer the question. Change the underlined word. Practice.

Can you play cello? Yes, I can. / No, I can't.

3 Read and practice.

Wishes



- A - Can you play the piano?  
 B - No, I can't. I **would like to** play it.  
**Would you like to** play a musical instrument?  
 B - **Yes, I'd love to** play the cello.  
**Would you like to** play it?  
 A - **Not really.** I would like to play the sax.



Have students analyze what "it" refers to when used after the verb

Let's practice!

4 Cross out the **incorrect** option.



- Peter* - Would you like play/ to play the drums, Lily?  
*Lily* - Not/ No really. I'd love/ I love to play the bass. My father has one. Would/ Do you like to play it?  
*Peter* - Yes, I'd love to/ love, but I can't. Would you/ I like to play the guitar, Jane?  
*Jane* - Yes/ No, I'd love to. I'd love to play/ played the violin, too. It sounds nice. My mother would like/ likes to play the drums.



5 Read the comments the kids say and look at the picture. Write the musical instruments you think they would or wouldn't like to play. There is one example. (Free answers. Monitor so as to see they use the right subject pronouns.)

a. Paul loves classical music.

*He'd like to play the violin or cello.*

b. Jane doesn't like jazz music.

\_\_\_\_\_

c. Sally and Lily like rock music.

\_\_\_\_\_

d. Jim likes salsa music.

\_\_\_\_\_

e. Daisy's father never listens to Mozart.

\_\_\_\_\_

f. I can't stand rock music.

\_\_\_\_\_



6 Write about 3 musical instruments you'd like to play and 3 you wouldn't like to play.

a. \_\_\_\_\_

d. \_\_\_\_\_

b. \_\_\_\_\_

e. \_\_\_\_\_

c. \_\_\_\_\_

f. \_\_\_\_\_





- 7 Read and trace the sentences. Write true sentences.  
There are 2 examples.

- Would you like to play the piano?  
• Oh, yes. Actually, I play it.  
• I'd love to play the sax.  
• I don't like the sax. I think it's boring.  
• Would you like to play the guitar?  
•  
•  
• What musical instrument would your best friend like to play?  
•  
•  
•  
• Fred would like to play the violin.  
•  
•

# Let's Talk About Masterworks

## Lesson 3



1 Look at the names of different artworks. They are in the incorrect place and written backwards. Write them correctly under the appropriate picture.

### Pieces of artwork

levon		ertuplucs	
Sculpture		Novel	
		meop	
		Ballet	
		gnitniap	
eivom		Poem	
		tellab	
		Movie	
cisum fo eceip			
Painting			

2 What words describe art? Check ✓ the words.

- |            |                                     |           |                                     |           |                                     |          |                                     |
|------------|-------------------------------------|-----------|-------------------------------------|-----------|-------------------------------------|----------|-------------------------------------|
| nice       | <input checked="" type="checkbox"/> | fun       | <input checked="" type="checkbox"/> | crazy     | <input checked="" type="checkbox"/> | cozy     | <input type="checkbox"/>            |
| impressive | <input checked="" type="checkbox"/> | thin      | <input type="checkbox"/>            | beautiful | <input checked="" type="checkbox"/> | awesome  | <input checked="" type="checkbox"/> |
| delicious  | <input type="checkbox"/>            | wonderful | <input checked="" type="checkbox"/> | short     | <input type="checkbox"/>            | exciting | <input checked="" type="checkbox"/> |
| boring     | <input checked="" type="checkbox"/> | horrible  | <input checked="" type="checkbox"/> | good      | <input checked="" type="checkbox"/> | tall     | <input type="checkbox"/>            |

Let's see!

### 3 Look and practice.

## Comparatives

Which movie is **more impressive**, *Star Wars* or *Batman*?  
 I think *Star Wars* is **more impressive than** *Batman*.  
 I think *Batman* is **more fun** than *Star Wars*.  
 I think *Star Wars* is **better** than *Batman*.



Have students practice after pointing out the use of "than" and "the".

## Superlatives

*Star Wars* is **the most exciting** movie.  
 No, I think *Batman* is **the most amazing** movie.  
 Mmm, *Ironman* is **the most amazing** movie. It's the **best!**



Let's practice!

### 4 Write either the comparative or superlative form of the adjectives in brackets.

*Jim* - Is painting 1 **more beautiful** (beautiful) than painting 2?

*May* - Yes, I think so.

*Fred* - Mmm, painting 3 is the **most beautiful** (beautiful) one.

*Sally* - The girl 2 is the **most active** (active) dancer.

*Pat* - Mm, the girl number 3 is **more active** (active) than the girl number 2.

*Peter* - No, the girl number 1 is the **best** (good).

*Lily* - Which movie is **more exciting** (exciting)?

*Fred* - I think number 1 is the **most interesting** (interesting).

*Jane* - Yes, but number 2 is the **most romantic** (romantic).



5 Look at the pictures and write similar conversations.

Have them work in teams so you can check them all.



1



2



3

a. *Daisy* - \_\_\_\_\_

*Peter* - \_\_\_\_\_

*May* - \_\_\_\_\_

b. *Fred* - \_\_\_\_\_

*May* - \_\_\_\_\_

*Jim* - \_\_\_\_\_



c. *Lily* - \_\_\_\_\_

*Pat* - \_\_\_\_\_

*Jim* - \_\_\_\_\_



6 Draw or write what the square says and compare it with your classmates.

Draw a painting

Write the name of a movie

Write the name of a song

Draw a sculpture

7 Go to page 125. Cut out your favorite landmark. Explain why it's your favorite.

8 Trace, copy and answer the questions about the pictures.

Free answers.



Is the Thinker more famous than the Statue of David?



Is ballet more interesting than a movie?



What's the most beautiful painting?



# Let's Play

▶ Work with 2 classmates, find 5 differences and circle them.



Play it in trios or pairs to see who finds more differences. Next page is to have a second round. Ask students to tell the differences they find. Example: The second lion's got.../there's a...

▶ Now, find 8 differences and circle them.



# Let's Check

## Part 1

Look at the pictures and read the sentences below. Choose the correct option and write it on the line. There is one example.

### 5 questions Landmarks

The Statue of Liberty

The Great Wall of China

The Eiffel Tower

The Sydney Opera House

The Taj Mahal

The Egyptian Pyramids

#### Example:

It's the most important statue in New York.

*The Statue of Liberty*

#### Sentences:

1. It's more admired than other mausoleums. *The Taj Mahal.*
2. They are the most amazing buildings in Egypt. *The Pyramids.*
3. It's the most impressive construction in China. *The Great Wall.*
4. One of the most beautiful buildings in Sydney. *The Opera House.*
5. People visit it in the most romantic city. *The Eiffel Tower.*



Read the questions and choose the best answer.

## Part 2

### 5 questions

#### Example:

*Pat* - Would you like to play the violin, Daisy?

*Daisy* - **A.** Yes, I do.                      **B.** Yes, I would.                      **C.** No, I didn't.

#### Questions

*Jane* - What kind of music do you like, Fred?

*Fred* - **A.** No, I don't.                      **B.** Yes, I did.                      **C.** I love classical music.

*Jim* - What musical instrument would you like to play?

*Lily* - **A.** I can play the bass.                      **B.** I'd love to play the cello.                      **C.** Yes, I would.

*May* - Jim, can you play the piano?

*Jim* - **A.** No, I don't.                      **B.** No, I wouldn't.                      **C.** Not really.

*Fred* - Would you like to play the sax?

*May* - **A.** My friend.                      **B.** Yes, we do.                      **C.** Yes, I'd love it.

*Lily* - What kind of music do you dislike, Peter?

*Peter* - **A.** I can't stand rock.                      **B.** I like folk music.                      **C.** I love salsa.



# Let's Talk About Everyday wishes and Needs

## Lesson 4



1 Label the pictures.

### Needs and obligations

sleep, do homework, take some rest, take a shower, eat, study for exams, play with my friends, do housework, drink water, clean my room, do my best, talk to my family



Take some rest.



Study for exams.



Do housework.



Play with my friends.



Drink water.



Talk to my family.



Clean my room.



Do my best.



Do homework.



Take a shower.



Eat.



Sleep.

2 Now write the verbs into the correct category.

Obligations	Needs
• study for exams	• take some rest
• do housework	• play with my friends
• clean my room	• drink water
• do my best	• talk to my family
• do homework	• take a shower
	• eat
	• sleep



Let's see!

3 Look and practice.

Obligations

A - What **do** you **have to** do?  
 B - I **have to** do homework.  
 A - What **does** May **have to** do?  
 B - She **has to** do homework too.



Needs

A - **Do** you and Jack **need to** eat?  
 B - No. I **need to** drink some water and Jack **needs** to sleep.  
 A - **Does** he **need to** study for exams?  
 B - Yes, he does.



4 Complete the next conversations with the correct form of **have to** or **need to**.

Let's practice!

a.

Jane - I **need to**

drink water.

I ran a lot.

Fred - Yes, and then we

**have to**

do our homework.



b.

Jim - My mother

**needs to**

sleep.

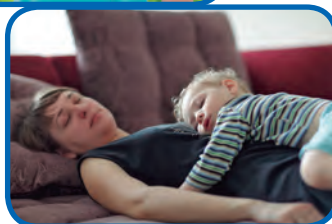
She is very tired.

Daisy - Well, you

**have to**

help

her with the housework.



c.

Peter - What does your sister

have to

do today?

May - She has to

study for her exams.



d.

Pat - Do you need to

take a rest?

Lily - No, I need to

talk to my family, but first

I need to eat.

Have students practice the conversations and later act them out to see how much they remember.

5 Look at the pictures and write 3 things the boy or girl have to do and 3 things they need to do. Free answers.

a.

b.

c.

d.

e.

f.



6 Write 4 things that you would like to do but first you need to do.

Example: *I would like to play video games, but first I have to do my homework.*

a.

b.

c.

d.

Encourage students to use have and need to.

7 Trace, copy and answer the questions.

• Do you need to do your homework?

•

•

• Do we have to do homework?

•

•

• Do you have to study for exams?

•

•

• Do you need to go to the park?

•

•

• Would you like to watch TV?

•

•

•

# Let's Talk About Wishes

## Lesson 5



1 Complete the name of the actions.

### Wishes



danc e



jum p



s ki p the r op e



r u n



c ollec t t oy s



s lid e



w al k



s win g



p la y h id e



p ain t

and s ee k

p icture s



s in g



p la y  
soccer



d ra w

p icture s



p la y

b owl in g



p la y

b asketbal l

2 Answer the questions.

Do you like to (play soccer)? Yes, I love it! / Not really. I prefer to skip the rope.

Would you like to play soccer right now? Yes, I would! / No thanks.

3 Go to page 127. Cut out the cards and play memory.

Have students ask each other if they like to do any of the activities above.

4 Look and practice.

Wishes

A - Where **would you like to go** tomorrow?

B - I'd like to go to the park.

A - What **would you like to do** there?

B - I'd like to play football and run.



Let's practice!

5 Put the conversations in the correct order.

Jim - Yes, I'd like to have fun in the park.

Peter - Where would you like to go this weekend?

Lily - Home? No, I'd like to go to the park and swing.

Fred - I'd like to go home and paint pictures.

Peter - Where would you like to go this weekend?

Fred - I'd like to go home and paint pictures.

Lily - Home? No, I'd like to go to the park and swing.

Jim - Yes, I'd like to have fun in the park.



Peter - No, I'd like to play hide and seek. How about you, Daisy?

Peter - Fine, let's go.

Jane - Ok, let's play.

Jane - Would you like to play bowling today?

Daisy - I'd like to play basketball.

Jane - Would you like to play bowling today?

Peter - No, I'd like to play hide and seek. How about you, Daisy?

Daisy - I'd like to play basketball.

Jane - Ok, let's play.

Peter - Fine, let's go.



Have students practice the conversations above.

6 Look at the picture and write where the children would like to go today and what they would like to do. *Answers may vary.*

a.

Three horizontal light blue lines for writing.



b.

Three horizontal light blue lines for writing.



c.

Three horizontal light blue lines for writing.



d.

Three horizontal light blue lines for writing.



7 Work in trios. Tell what the kids in the picture would like to do and where they would like to go. Mention if you would like to do that too.

*Free answers.*





8 Trace the story. Write a similar paragraph about you.

I have to study for exams and  
do housework, but I'd like to go to  
the beach today. I'd like to swim  
with dolphins and walk around the  
beach. After that, I'd like to play  
videogames and have my best friend  
come to play.

# Let's Talk About Borrowing School Stuff

## Lesson 6



1 Find the names of the objects in the word puzzle.

### Objects at school



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

2 Ask your classmates and change roles.

A - What have you got in your bag?

B - I've got a/ an..., there's a/an..., there are 3...

A - Have you got an extra pen?

B - Yes, I've got one. / No, I haven't got any.

Have some students report to review the third person of singular form. That is, for example: Gloria says she's got two pencils, three notebooks, two books, etc.

3 Ask your classmates.



A - **Can I borrow** your scissors, please?  
 B - Sure, here they are. / Sorry, I'm using **them**.



A - **Can I borrow** your sharpener, please?  
 B - Sorry, I'm using it. / Sorry, I don't have one.



Let's practice!

4 Complete the sentences in affirmative or negative form.

Pat - your/ we/ pen?/ Hello,/ borrow/ can/  
 Lily - it./ I'm/ Sorry,/ using/  
 Pat - pencil?/ Ok,/ borrow/ can/ I/ your/  
 Lily - / Sure,/ here.



Pat - Hello, can we borrow your pen?  
 Lily - Sorry, I'm using it.  
 Pat - Ok, can I borrow your pencil?  
 Lily - Sure, here.

Jim - dictionaries./ I've/ two/ got  
 Mary - one/ ?/ borrow/ I/ Can/  
 Jim - in my/ Yes,/ it's/ bag./



Jim - I've got two dictionaries.  
 Mary - Can I borrow one?  
 Jim - Yes, it's in my bag.

Peter - Jane?/ borrow/ Can/ scissors,/ I/ your/  
 Jane - haven't / I'm/ scissors./ sorry./ got any/ I/



Peter - Can I borrow your scissors, Jane?  
 Jane - I'm sorry. I haven't got any scissors.

Make students notice the absence of "please" its importance and have them practice the conversations.

5 Write the missing word and answer the questions with personal information.

Question: Can I  borrow your notebook, please?

Answer: .



Question: Can I  borrow your sharpener, please?

Answer: .

**Question:** Can I borrow your science book, please?

**Answer:** \_\_\_\_\_



Have students practice the mini conversations.

**Question:** Can I borrow your pencil and pen, please?

**Answer:** \_\_\_\_\_



**6** Work in teams of 4 and choose 1 school item. You have 2 minutes to see how many you can borrow. There will be two rounds. Ask:

*Can I borrow your (scissors)?*

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

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

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

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

Number: \_\_\_\_\_

Number: \_\_\_\_\_

Number: \_\_\_\_\_

Number: \_\_\_\_\_



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

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

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

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

Number: \_\_\_\_\_

Number: \_\_\_\_\_

Number: \_\_\_\_\_

Number: \_\_\_\_\_

Students write their names into the square they choose and the rest writes the number of items borrowed.

7 Trace and copy the questions, then answer them.

Have you got a pencil?

What have you got in your bag?

Can we borrow your notebook?

Have you got a sharpener?

Can I borrow your pen, teacher?

# Let's Talk About Lending School Stuff

## Lesson 7



1 Match the school items to the correct pictures.

### School supplies

a. colored markers

b. glue stick

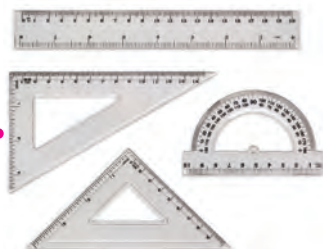
c. corrector pen

d. sheets of paper

e. set squares

f. protractor

g. compass for circles



Have students use different colors to match them.

2 Ask the questions. Substitute the underlined expression.

A - Have you got a compass for circles?

B - Yes, I've got one. / No, I haven't got any.

A - Can I borrow it?

B - Sure. Here you are. / Sorry, I'm using it.

3 Look and practice.

A - Can you lend me your science books, please?

B - Sure, here you are.

Sure, there you go.

Sure, here.

Sorry, I'm using them.



Let's practice!

4 Look at the previous lesson and complete the conversations with borrow or lend.

Fred - Can you lend me your protractor, please?

Sally - Sure, You can borrow it

Fred - Thank you!



Jim - Can I borrow your colored pencils?

Lily - Sorry, I'm using them, but I can lend you my markers.



Peter - I don't have a compass for circles. Can I

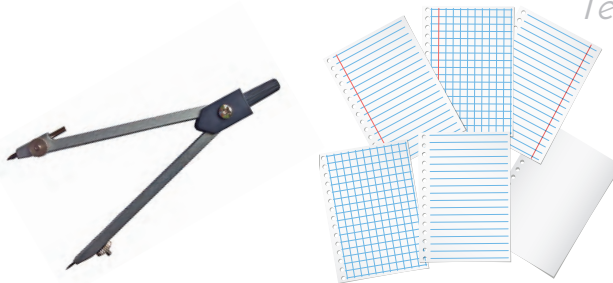
borrow yours?

Jane - Sorry, I haven't got any.

Daisy - We can borrow sheets from the teacher.

Pat - Teacher, can you lend us some sheets of paper?

Teacher - Here you are.



Jack - We need set squares. Can Fred lend us his set?

Daisy - No, he's using them.



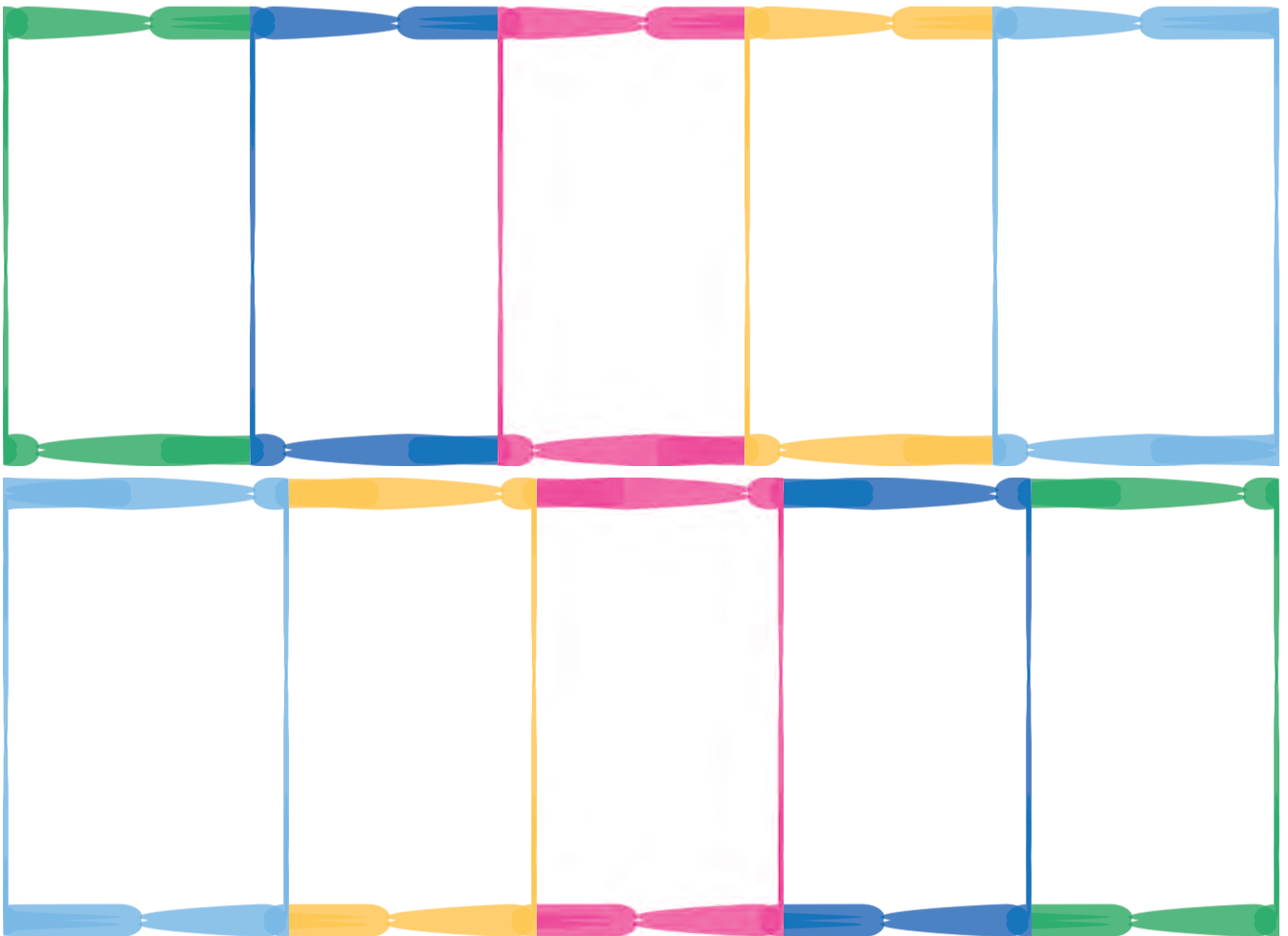
Make sure students see the importance punctuation and object pronouns have in this exercise.

5 Look into your school bag. Write questions to *borrow* or *lend* objects.  
Free answers.

- a.
- b.
- c.
- d.
- e.
- f.



6 Work in teams of five students. Draw 2 school items. Now, 4 students choose 2 items in secret and the other student asks twice to see the items he can borrow or lend. There are 5 rounds.



Model the activity so students see how to do it.



7 Trace, copy and answer the questions.

• Can you lend me your colored  
• pencils?  
•  
•  
•

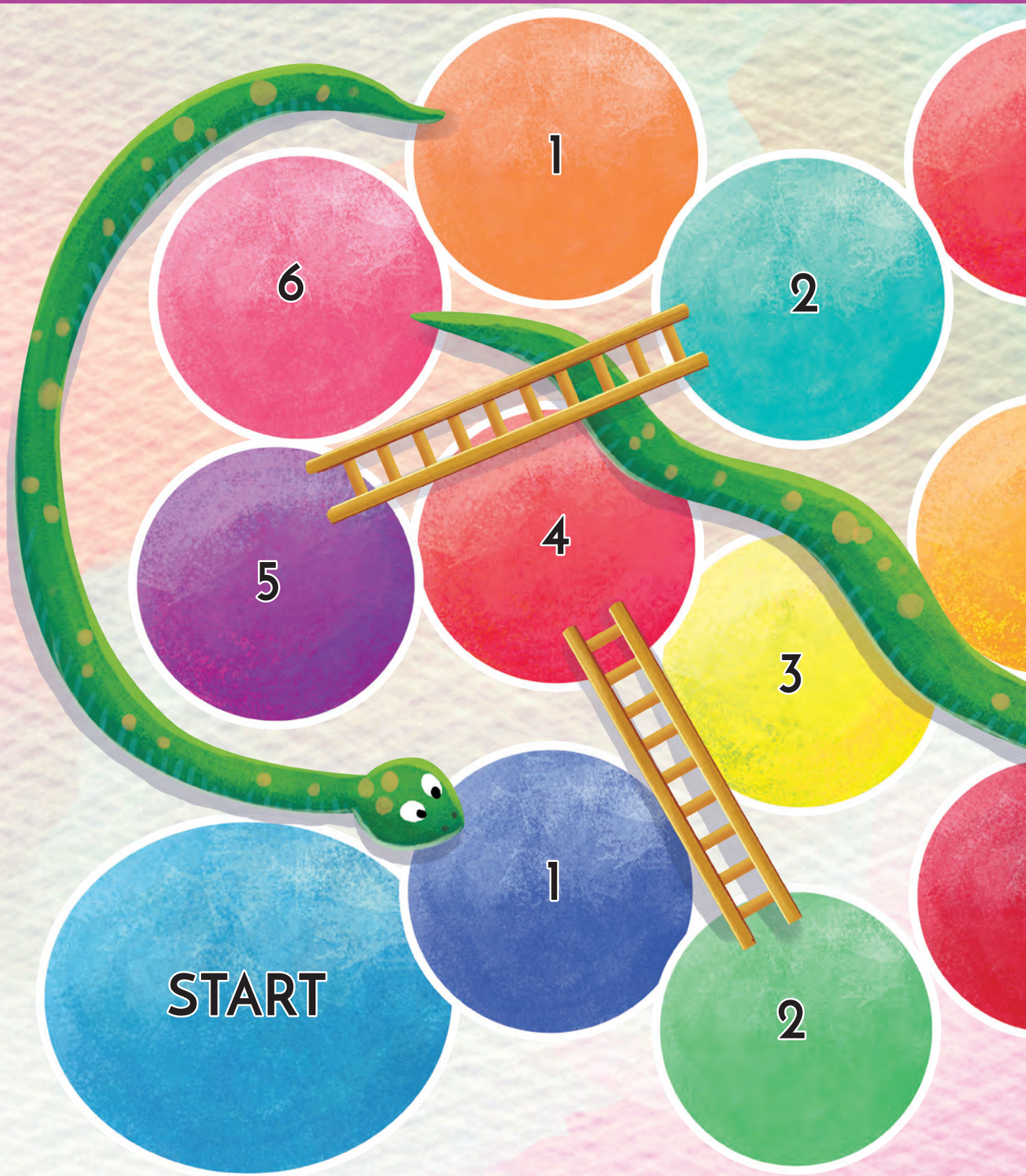
• Can I borrow your setsquares?  
•  
•

• Can you lend me your glue stick?  
•  
•

• Can I borrow your eraser?  
•  
•  
•  
•

# Let's Play

▶ Roll a dice, take the paper and make a statement. If correct, move on. If not, stay. Be careful with the snakes.



**START**

1

6

2

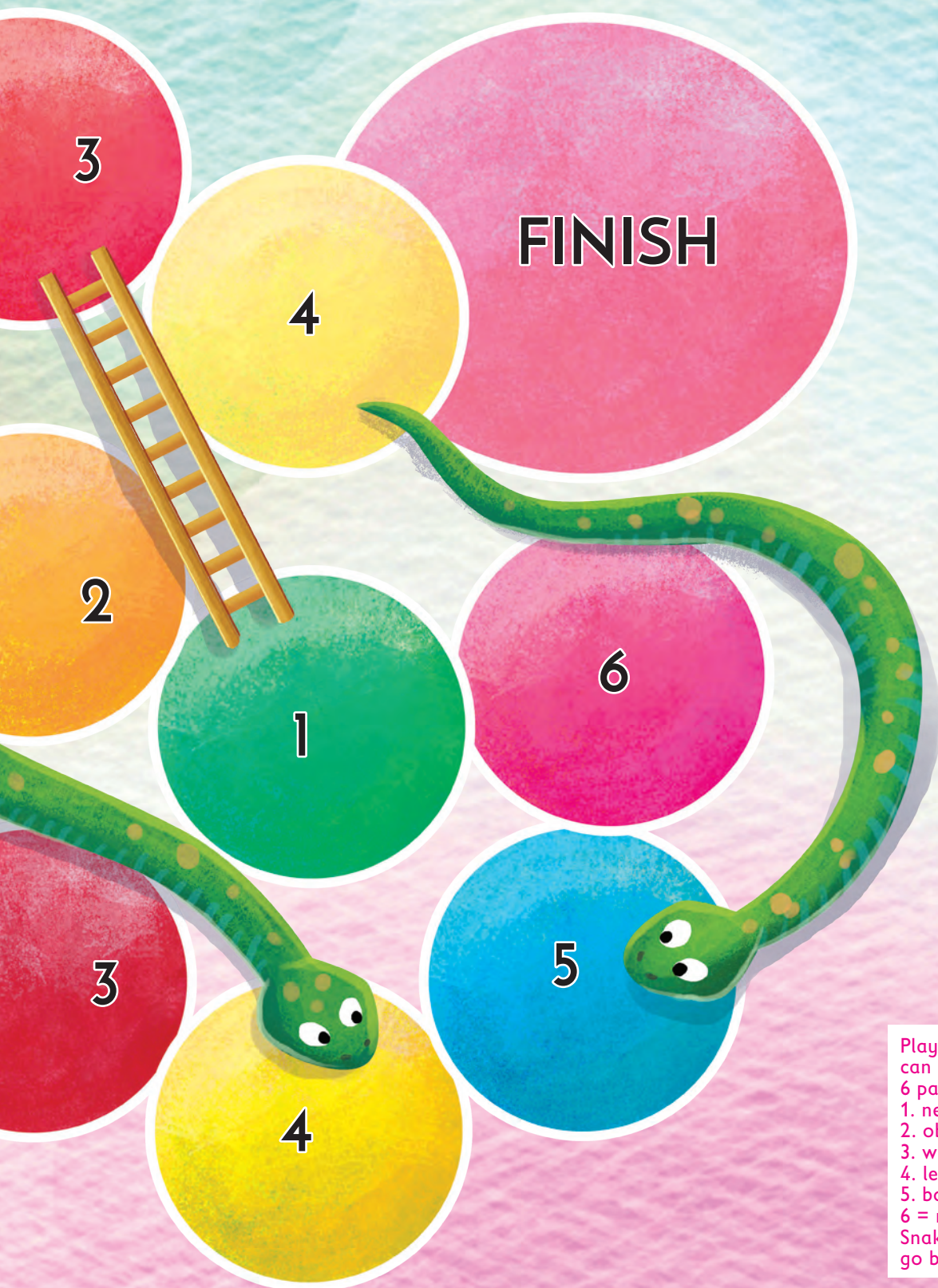
5

4

3

1

2



Play it in teams so you can monitor well. Have 6 papers ready writing:  
1. needs,  
2. obligations,  
3. wishes,  
4. lend,  
5. borrow,  
6 = move 6 spaces.  
Snakes can make them go back.

# Let's Check

▶ Look and read. Write **yes**, or **no**.

## Part 1

5 questions



### Examples:

There is a boy and a girl. **Yes**

They wish for money. **No**

### Questions

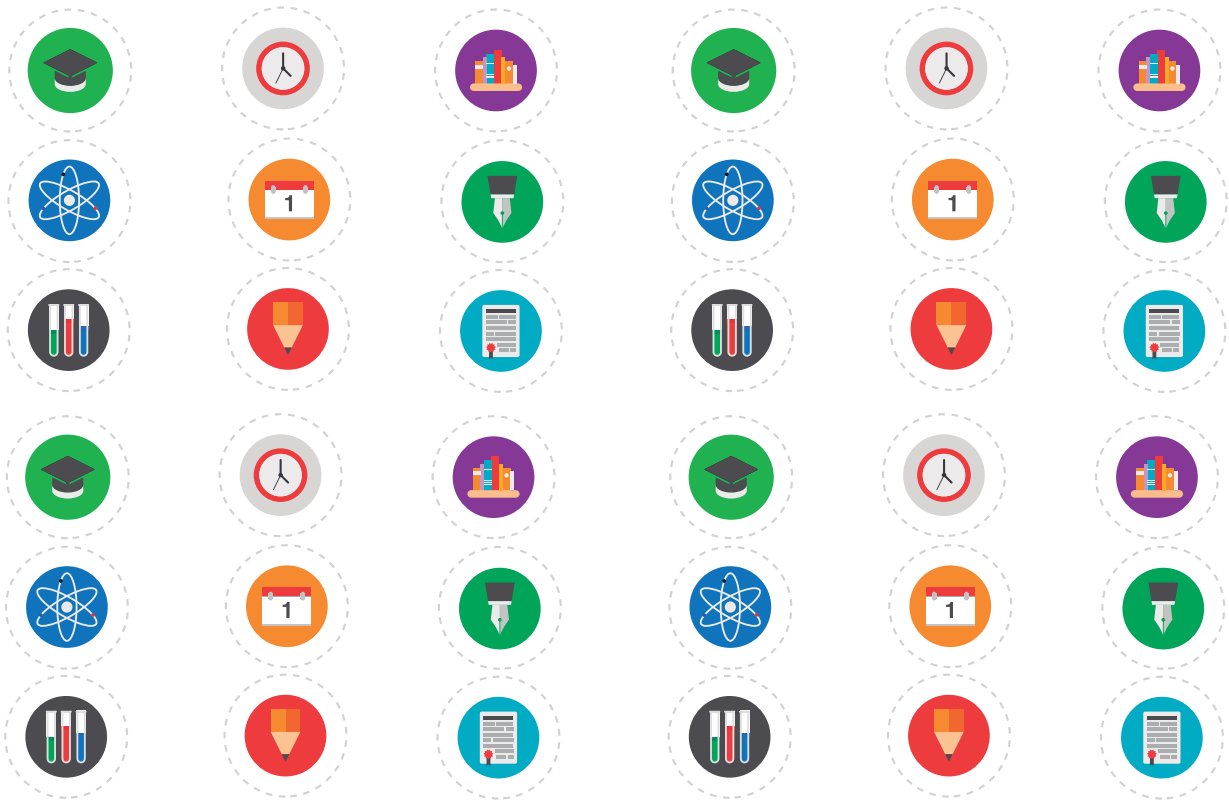
- a. They would like a teddy bear. **Yes**
- b. There are 3 gadgets in the picture. **Yes**
- c. The kids have a mobile phone. **No**
- d. The kids are happy about their presents. **Yes**
- e. There are 4 presents. **Yes**





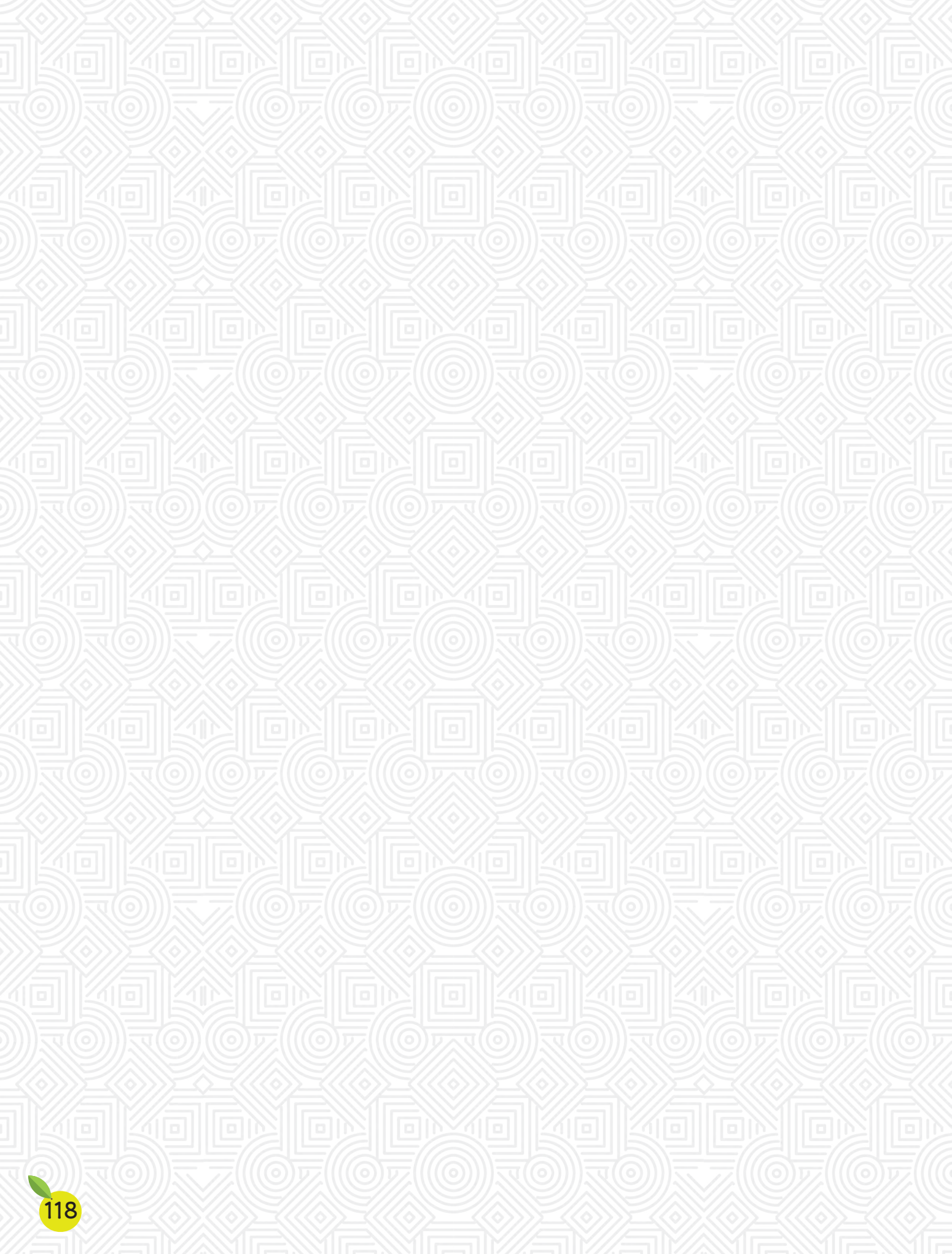
# cutouts

First trimester, lesson 2, page 18.



First trimester, lesson 3, page 21.





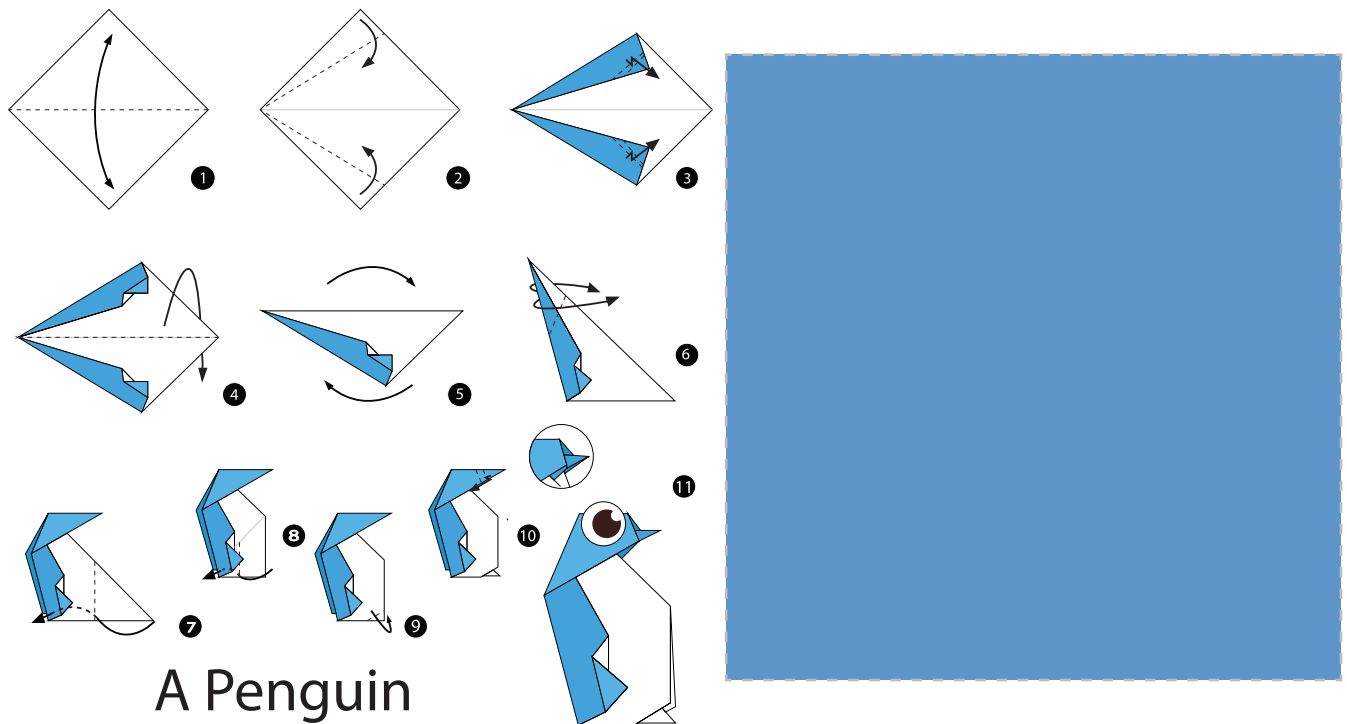


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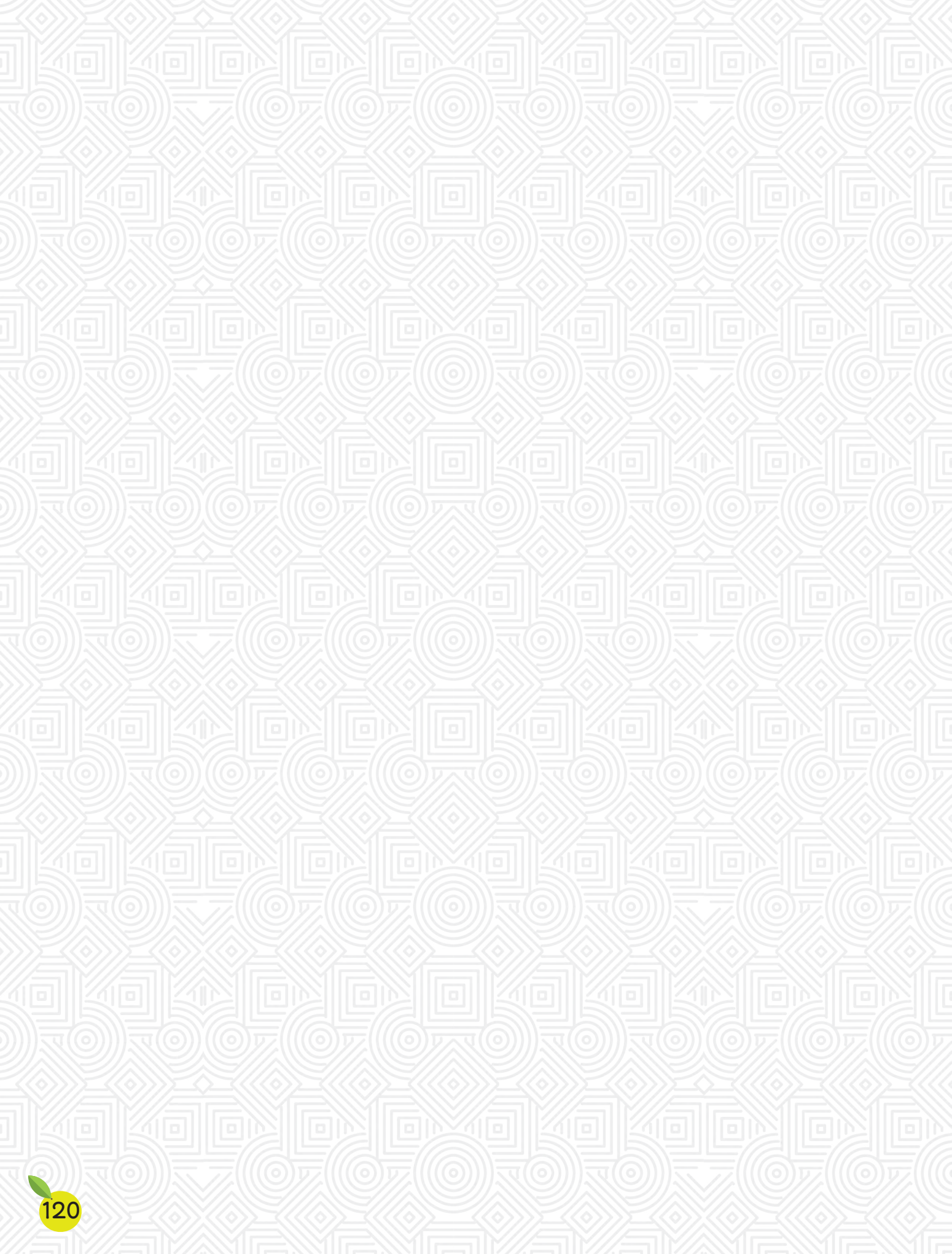
First trimester, lesson 4, page 24.



First trimester, lesson 6, page 33.



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Second trimester, lesson 1, page 44.

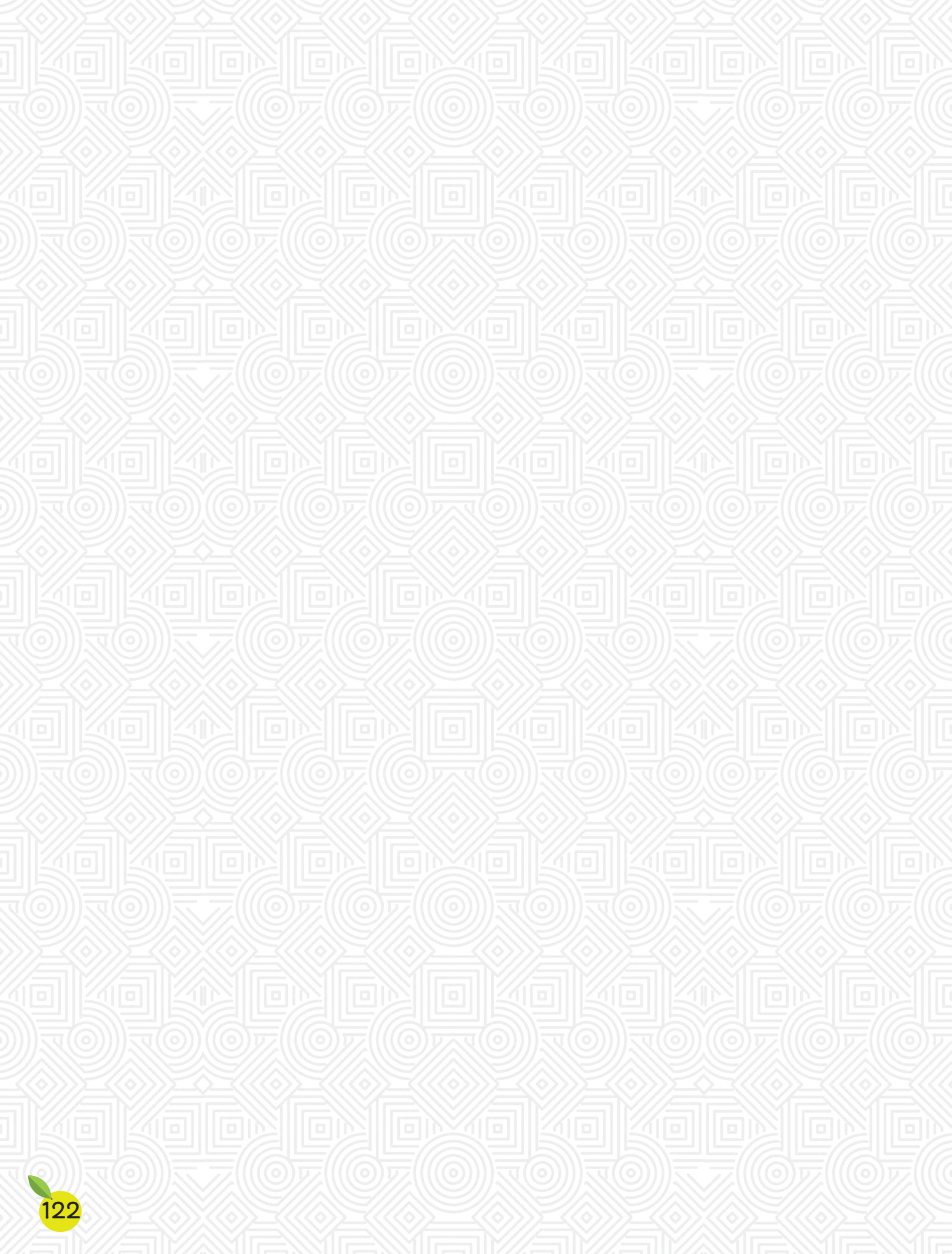


Second trimester, lesson 2, page 46.



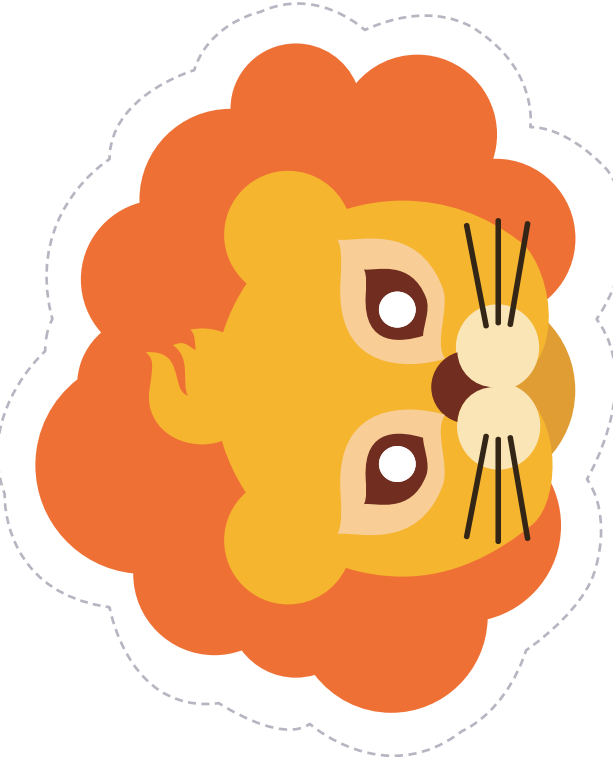
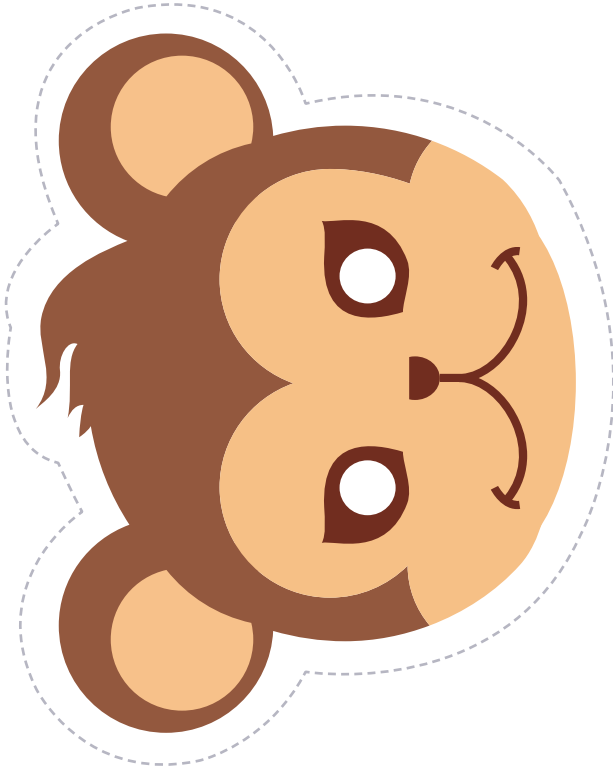
Second trimester, page 52.

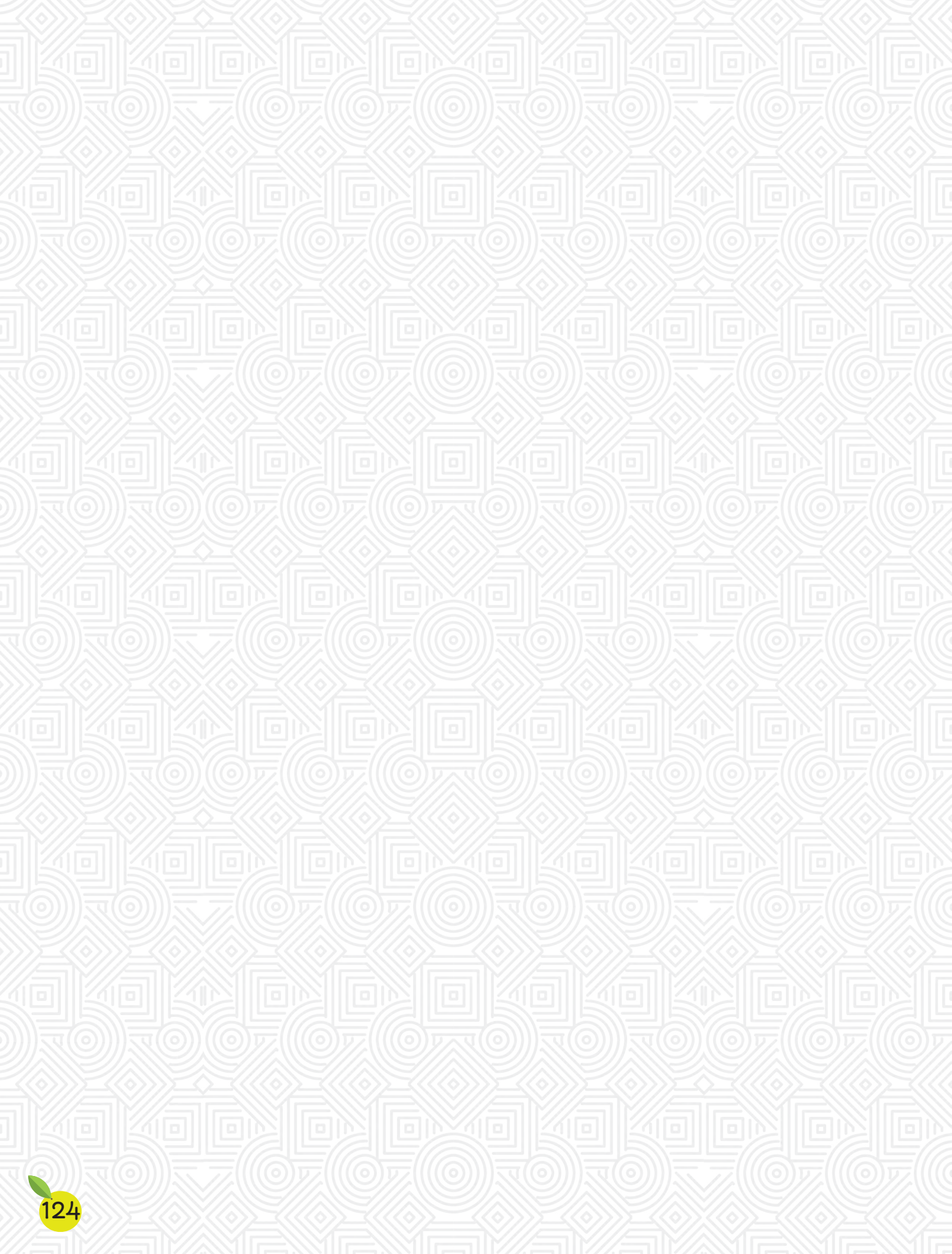




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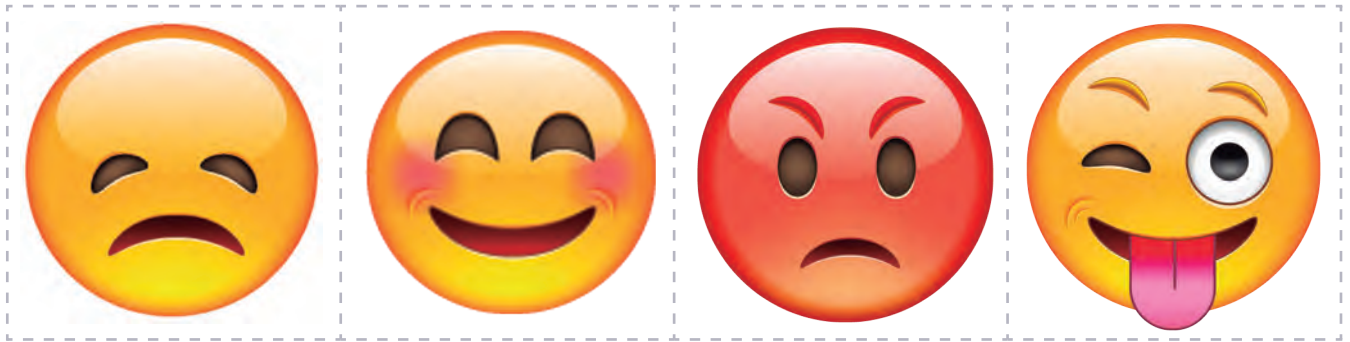
Second trimester, lesson 4, page 55.





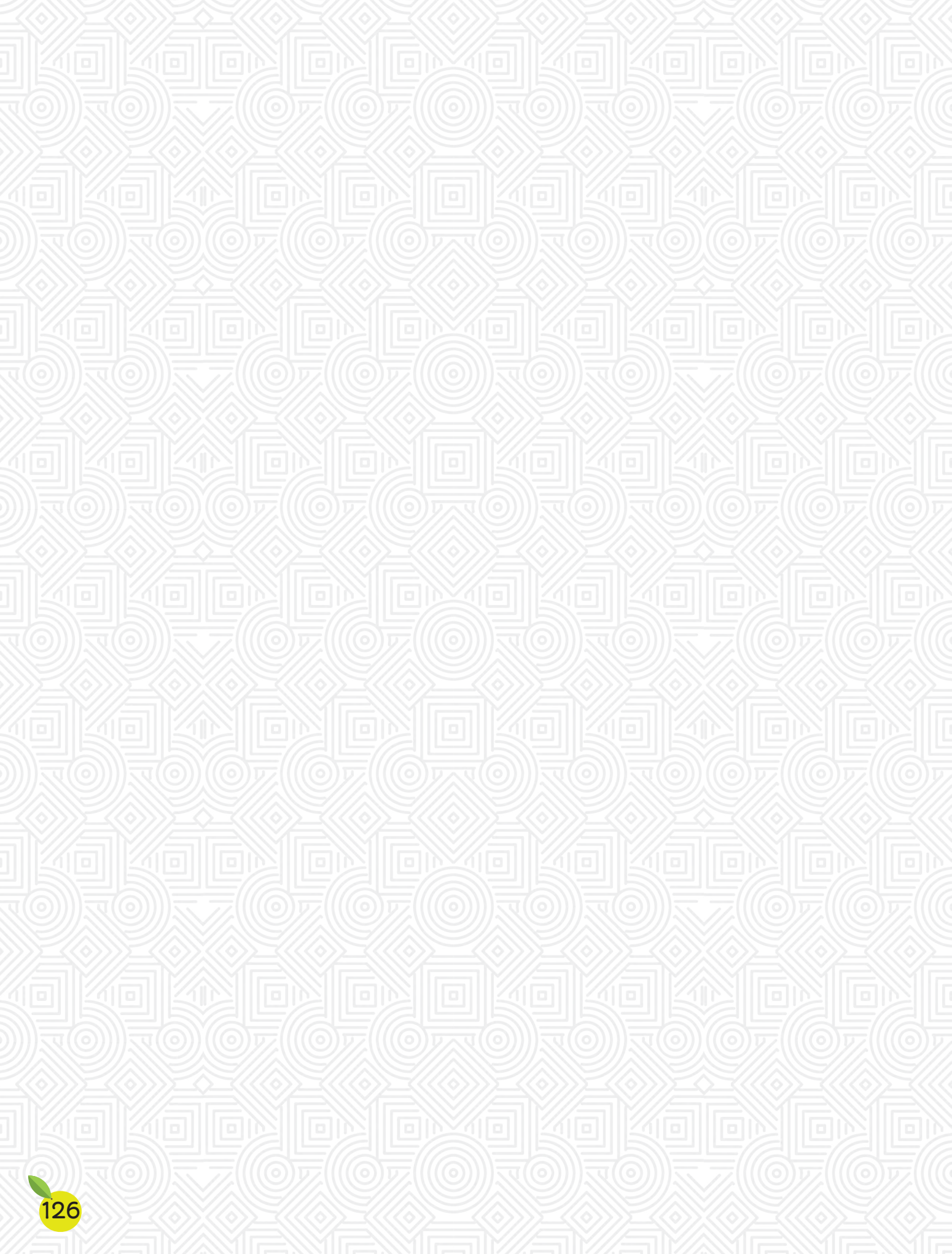
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Third trimester, lesson 1, page 80.



Third trimester, lesson 3, page 90.







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Third trimester, lesson 5, page 100.



dance



jump



skip the rope



run



collect toys



slide



walk



swing



play hide & seek



paint pictures



sing



play soccer



draw



play bowling



play basketball



dance



jump



skip the rope



run



collect toys



slide



walk



swing



play hide & seek



paint pictures



sing



play soccer



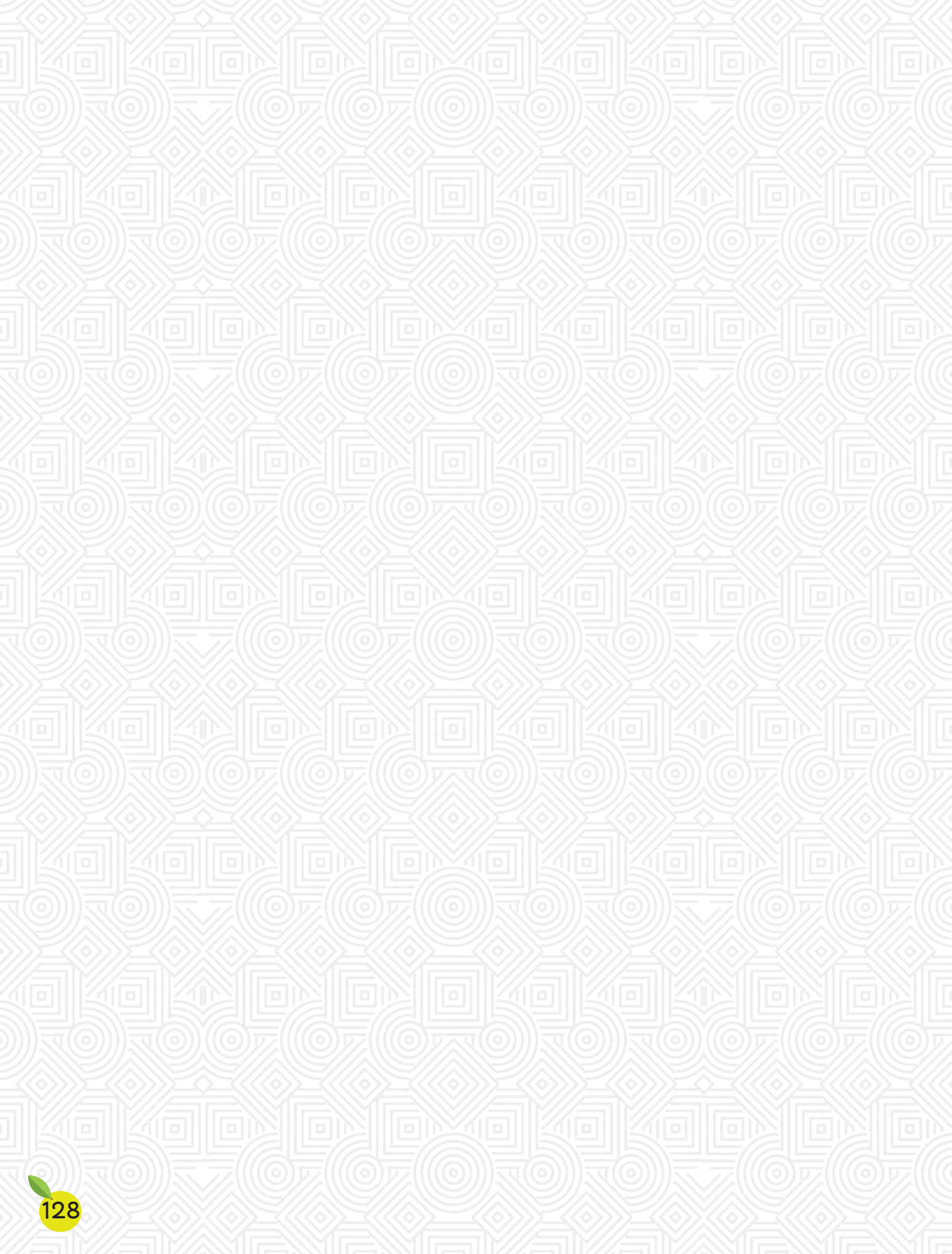
draw



play bowling



play basketball



Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Expressing future actions	School subjects, actions at school	Simple future, affirmative and negative statements
	2	Expressing expectations	School subjects, actions at school	Hope and simple present tense
	3	Expressing likes and preferences	Movie types and movie related vocabulary	Verb like in affirmative, negative and interrogative forms
	4	Describing street signs	Street signs	Commands in affirmative and negative forms
	5	Talking about birthdays, saying dates	Days of the month, prepositions of time, food for a party	When, prepositions of time on, in
	6	Expressing wishes	Toys, games	Would like with verbs and nouns

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Expressing preferences about animals	Animals	Verb like in affirmative, negative and interrogative forms, object pronouns
	2	Describing and comparing animals	Adjectives to describe animals	Comparative form with short and long adjectives
	3	Describing animals' features, food, and habitat	Animals' food, habitat, and features	Look like, simple present in the plural, third person form in affirmative, negative and interrogative forms
	4	Describing animals' abilities	Actions animals do	Can in affirmative, negative and interrogative forms
	5	Describing artistic abilities	Artistic actions	Can in affirmative, negative and interrogative forms
	6	Describing birthday parties	Actions at birthday parties	Simple past in affirmative form with regular and irregular verbs
	7	Narrating past birthday parties	Common birthday presents, actions at birthday parties	Simple past in affirmative, negative and interrogative forms

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Describing music	Music styles, adjectives to describe music, verbs to describe preferences	Positive and negative preferences with different degree
	2	Naming artistic wishes	Musical instruments	Would like to talk about wishes in affirmative, negative and interrogative forms
	3	Describing masterworks	Pieces of artwork, adjectives to describe art	Comparative and superlative forms with short and long adjectives
	4	Describing everyday wishes and needs	Verbs that name needs and obligations	Have to, need to in affirmative, negative and interrogative forms
	5	Describing everyday wishes	Games, sports, artistic activities	Would like to talk about wishes in affirmative, negative and interrogative forms (Review)
	6	Borrowing school stuff	Objects at school	Borrow and objects or object pronouns in question form and common responses
	7	Lending school stuff	School supplies	Have got and lend with common responses, borrow and objects or object pronouns

# Classroom Discipline with

## Let's Discover GRAMMAR

### School community framework and behavior regulation in the classroom for primary level.

Discipline is a *behavior* created day after day. Therefore, it is mandatory to keep a behavior agreement in the classroom since the very first day of class. Such standards may vary according to the school regulations but there are some aspects that are mandatory to keep discipline during class:

1. Respect the teacher and classmates at all times.
2. Respect the school facilities and school objects.
3. Follow the teacher's instructions.
4. Stay along with the group at all times.
5. Take only school objects to class.
6. Respect all classmates' school objects.
7. Tell the truth at all times.

These rules should be informed to parents since the very first day of class or earlier by delivering a copy of such agreement and keeping a signed register of parents having accepted it prior to starting the class; if it weren't possible since the very first week of class.

Such rules should be kept visible all along the school year with clear images depicting each rule in *affirmative* form (For some strange reason, children do not process the word NO). The behavior agreement is to be checked every class before starting to work; reminding children what is expected from them to give them security. Plainly, if you take it seriously, they will take it seriously too.

In case any of the rules is broken, the process to follow is:

1. Talk to the student, personally. Explain the broken rule by asking questions. For example: *What does the behavior agreement say about classmates? What did you do?* Once the student recognizes he broke the rule, make a verbal agreement with the student and pay close attention to his behavior for the rest of the day.

2. The very same day the student broke the rule, talk to the parent or tutor and demand that he/she talk to him at home. Make the parent or tutor sign a paper where they accept talking to the student and look for a solution to the problem.
3. In case the student misbehaves again, make an appointment with the parent and school coordinator, showing the letter you collected first and ask what happened and why the behavior has not been corrected. Allow the parent or tutor to explain his reasons and make a new compromise letter in the presence of the coordinator.
4. In case the student misbehaves again, make a new appointment with the parent, school coordinator, and director showing the letter you collected first and ask what happened and why the behavior has not been corrected. Allow the parent or tutor to explain his reasons and make a new compromise letter in the presence of the coordinator and director.

The behavior agreement works only if it is followed thoroughly. Parents should be informed before hand of the agreement. Corrective actions should be taken immediately after the problem emerges and all evidences of agreements with the parents or tutors should be kept safe as evidence. To follow the procedure in time and form will help to keep discipline in the classroom. Remember being congruent, fair and consistent to apply the behavior agreement to have a successful class.

# Delivering content with

## Let's Discover GRAMMAR



When a teacher becomes a facilitator, it means he should help students learn the class content *easily* and *Let's Discover Grammar* has very specific steps to do help teachers become successful facilitators. Remember that *Let's Discover Grammar* is a support grammar notebook to enhance vocabulary and grammar items mastery. Therefore, every lesson is designed to cover one fifty-minute session per week but it is the teacher the person who will ultimately decide how often the notebook is to be used.

1. Have students check the vocabulary items in the section **Let's remember!**. Then, have students repeat the vocabulary (they will only be able to recognize, pronounce and use vocabulary they are familiar with as well as use grammar concepts if they have some vocabulary items to create ideas) Show the pictures along with the words. Show what to do with one example and let students do the rest by themselves. **Elicit** answers and play a game with them *without using the book*. You might want to play **tic-tac-toe**, domino, or **salad**, to name a few.

2. Explain what to do and show one example on the board. Have students solve the second exercise in the vocabulary section *by themselves*. Again, elicit answers and have students practice the lexicon *in context*. Vocabulary will only be **meaningful** when used in context. Have students practice the vocabulary *with books closed*. (Whenever you close books, you force students to remember information they have just used).

3. Remind students of the vocabulary items they studied in the section *Let's Remember*. Have students

write them on the board. Make sure students can clearly identify the vocabulary when you say it, point it or write it before moving on the following section. If students lack comprehension, they will not be able to use the grammar item successfully. It's a really good idea to make your own flashcards; paste them on the board and get students to write the word or phrase next to the picture. Then, play with the vocabulary at least once before moving on to the section **Let's see!**. You might want to play **salad**, **TPR** activities when possible or any other game that involves physical movement.

4. Write two brief, clear examples using the grammar item and vocabulary studied in the section *Let's remember* on the board. Ask students: *What do you see that is similar in these examples?* If students cannot answer, make two-option questions, for example: *Is the word ... similar to the word...?* Underline with different colors such similarities and write on top of the examples the **function** of the grammar item. (It is written in the instructions of the section *Let's see*).

Write other two examples with other lexicon from the section *Let's remember*. Then, write only two words for other two examples and elicit the rest of the examples. Finally elicit two complete examples on the board. Have students write them completely. For a thorough approach with students over 10 years old (for younger students, it will never help you to get them to copy a word), have students copy everything in their notebooks as you advance in the grammar presentation.

5. Move around the classroom and elicit three to five more oral examples. Remember to keep the vocabulary of the lesson on the board. Students will only produce complete ideas if they have enough vocabulary items to do so. Then, move on the section **Let's practice!**. Explain what to do and **model** with the first exercise. Elicit for the second answer and then let students answer the exercise by themselves. Remember to monitor your class at all times during your session. Monitoring means checking they are on task or have no trouble answering. The first exercise main objective is to use the grammar item **mechanically**. If students find it hard to answer; repeat step four. If they can answer it quickly, elicit answers playing **hot potato**.

6. The second exercise in the section *Let's practice* is designed to start developing fluency. It is important to explain and model what to do using the vocabulary items that should be displayed on the board. Remember, if students lack vocabulary, they will not produce a single sentence by themselves. Copy the exercise on the board and elicit answers. Have students complete the sentences on the board. The more students use the board, the more they are in the center of the class.

7. The third exercise in the section *Let's Practice* is designed to get students to **apply** the grammar item. Without application, there is no meaningful learning. Explain and model what to do with two to three examples, until you see students are able to give examples. Then, **allocate** enough time for students to complete the task. Elicit answers.

8. Before moving on to the section **Let's write!**, play again with students using at the same time, the vocabulary and grammar items of the lessons *along with* previous vocabulary and grammar items. It's a good idea to ask for different materials to play different characters so that students feel they are a different person. It is amazing how much students change when they are given a different identity. Then, have students do the task in the section *let's write*. For a different approach, you might want to get students to do it for homework.

9. As for the section **Let's Play** Just remember that all games are to be meaningful and have the objective to get students to say complete ideas **intertwining** previous knowledge with new vocabulary and grammar items.

10. Section **Let's Check** Is designed to get students to practice the grammar and vocabulary items just like they will use them in any international assessment instrument. Make sure you set up the classroom in rows, ask students to keep all of their stuff away and just leave a pencil and eraser on their seats. Allocate one minute per question. Check answers immediately and you might want to use such score to help you round up students' general outcome for the evaluation period.





## Glossary

The following items are explained with their pedagogic meaning.

**Allocate:** Give time.

**Apply:** Use along with previous knowledge.

**Elicit:** Ask students to give information.

**Hot potato:** Game in which students pass on a small ball and count or say a chant. When the counting or chant ends, the person holding the ball has to give an answer.

**Intertwining:** Connecting.

**Meaningful:** Relevant, useful.

**Mechanical:** Repetition of grammar and vocabulary items in automatic.

**Model:** Show students what to do.

**Salad:** Game in which two students are given the same vocabulary item. For example, play videogames, play soccer, etc. When you say a complete idea using the vocabulary item they've got, they have to stand up and change seats. When you say, Let's eat salad! Everybody has to stand up and sit on a different place.

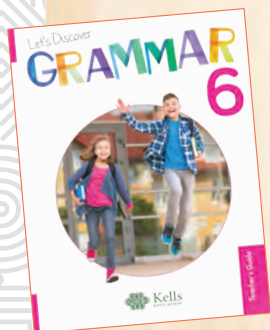
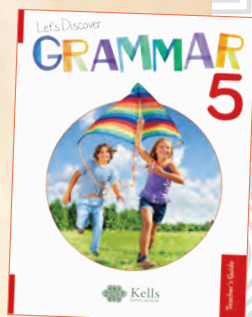
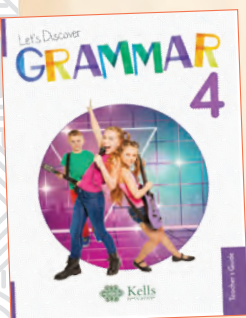
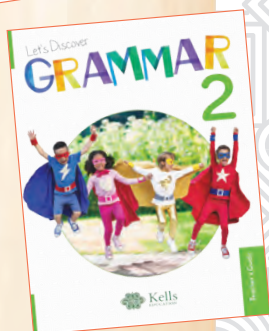
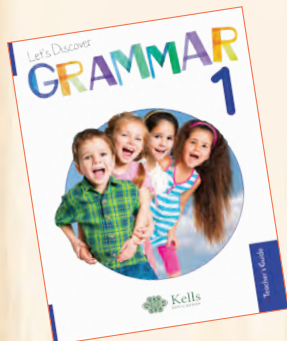
**Tic-tac-toe:** Game in which you make a grid with nine spaces on the board. Set one vocabulary item per cell and organize two teams. Teams have to choose a cell and give a complete sentence using the vocabulary item you set there.

**TPR:** Total Physical Response. It was a method that used physical drills to activate students' mnemonic abilities.





# Let's Discover GRAMMAR



Let's Discover **GRAMMAR** is a cutting-edge new series that offers a competence-development approach to teaching and learning American English grammar. Students will be able to easily handle concepts amid a friendly design and comprehensive content for every day interaction. Especially designed for Spanish speakers, targeting at their very specific needs with a thorough series of practical drills that lead from mechanization to application of both, vocabulary and grammar concepts from level A1 up to B1 according to the CEFR. That makes **Let's Discover Grammar** the best companion to boost performance in International Young Learners Certifications.



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