

Let's Discover

GRAMMAR

1



Kells
EDUCATION

Teacher's Guide

Let's Discover

GRAMMAR

1

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Let's Discover Grammar 1



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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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2nd TRIMESTER

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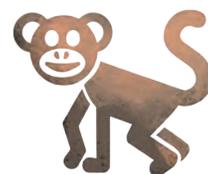
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3rd TRIMESTER

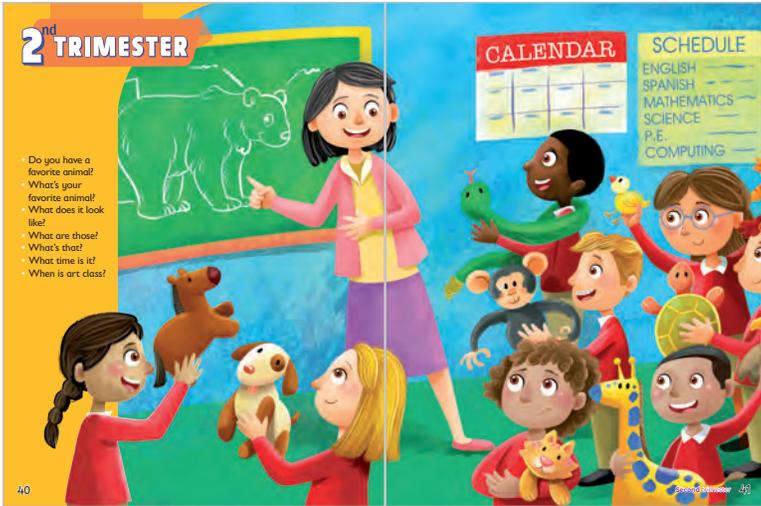
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This is your book

Structure of the Trimesters



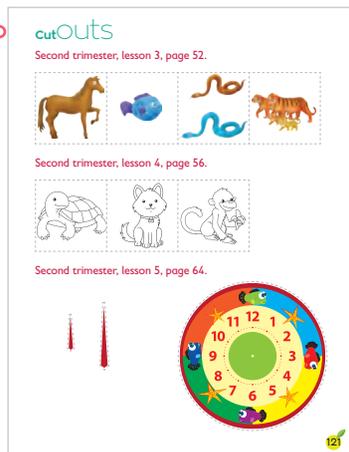
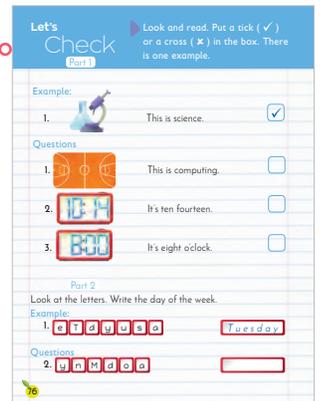
There are six or seven lessons per trimester.

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 in the Student's Book

Let's Talk About School Schedule

Lesson 7

Let's remember!

1 Repeat the days of the week.

Days of the week

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2 Complete the words with the missing letters.

M nd y Fr da

3 Read.

Subjects

Spanish English arts science computing P.E. (Physical Education) math

4 Draw the subjects in your notebook.

70

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.

Let's read!

Read and repeat.

zero 0 four 4 eight 8
 one 1 five 5 nine 9
 two 2 six 6 ten 10
 three 3 seven 7 eleven 11
 twelve 12

Look at the clock. Repeat.

Excuse me, what time is it?
 It's three o'clock.
 Thanks.

Excuse me, what time is it?
 It's ten o'clock.
 Thanks.

Let's practice!

Match the sentences to the pictures.

a. It's five o'clock.	b. It's seven o'clock.	c. It's nine o'clock.	d. It's eleven o'clock.

63

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

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

Let's write!

Trace the sentence with the correct time.

It's one o'clock.
 It's eleven o'clock.
 It's five o'clock.
 It's three o'clock.
 It's eight o'clock.
 It's six o'clock.
 It's eleven o'clock.
 It's twelve o'clock.
 It's five o'clock.
 It's twelve o'clock.

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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.



1st TRIMESTER

- Hello! How are you?
- How old are you?
- Can I borrow your eraser?
- What are two classroom rules?
- Can you swim?



CAFETERIA



Let's Talk About Greetings, Farewells and names

Lesson 1

1 Look and repeat.



Good morning!



See you next Monday!

2 Look at the picture, match a greeting or a farewell.

Goodbye!

Hello!

Good morning!

See you next Monday!

See you tomorrow!



Good morning!



Hello!

Goodbye/See you tomorrow!

See you next Monday!

3 Look and repeat.



Let's practice!

4 Complete the sentences.

- Hello! I'm Bill.
- What's your name? My is Tony.
- Are Bill and Sue? Yes, they .
- Are you Sam? Yes, I .
- Is she Jill? No, not.



5 Complete the conversation. Use the following names: Ann and Tony, Sue and Bill. Answers may vary.



Hello! I'm Tony/I'm Ann . What's your name?

My name is Ann/My name is Tony.



Are they Sue and Bill?

Yes, they are/No, they're not.



6 Draw yourself with a classmate.

7 Write a conversation.
Free answers.

Blank area for writing a conversation, consisting of ten horizontal light blue lines.



8 Write complete ideas. There is one example.

Show students how to write the ideas on the board. First have them trace the names. Then, have them trace the sentence starters and complete.

• Bill.

• He's Bill.

• your name

• I'm

• Lucy

• She's

• Pat

• He's

• Sam and Pat

• They're

Let's remember!

Let's Talk About Numbers

Lesson 2

1 Look and repeat.

zero 0
one 1
two 2
three 3

Numbers
four 4
five 5
six 6
seven 7

eight 8
nine 9
ten 10



I'm six.



I'm one.



I'm five.

2 Look at the pictures and answer the question.
How old are you?



I'm seven.



I'm six.



I'm three.

3 Look and repeat.

Let's see!

Can you open the door?



Yes.

Yes.

Good morning. My name is Sue.

Can you repeat that, please?



My name is Sue.



Can I go to the restroom?



Let's practice!

4 Circle the correct option.



Good morning. My name is Ann.
Can you door/repeat that, please?
My name is Ann.

Can you open the door/restroom?
Yes.

Can I go to the door/restroom?
Yes.



5 Cut the ideas on page 117, order the conversations.



Good morning. My name is Bill.

Can you repeat that, please?

My name is Bill.

Can you open the door?

Yes.

Can I go to the restroom?

Yes.

6 Complete the conversations. Practice with a partner.



Hello! My name is Jill .

Can you repeat that, please?

Jill.



Goodbye!

Goodbye!



Can I go to the restroom?

Yes.

7 Trace and answer the phrases.

Let's
write!

Can you repeat that,
please?



Can I go to the
restroom?



Can you open the door?



Let's Talk About Classroom Objects and Useful Expressions

Lesson 3

1 Look and repeat.

Objects in class



pencil



eraser



glue stick



green colored pencil



sharpener



scissors

2 Complete the questions.

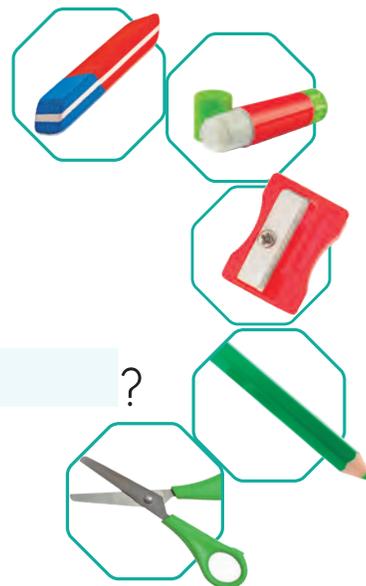
a. Can I borrow your **eraser** ?

b. Can I borrow your **glue stick** ?

c. Can I borrow your **sharpener** ?

d. Can I borrow your **green colored pencil** ?

e. Can I borrow your **scissors** ?



3 Read and repeat.

Let's see!

What's the word for *lápiz* in English?



Give me the pencil, please.

Here you are.



Is this your sharpener?



Is this your pencil?

Yes, it's mine.



4 Match the columns.

Let's practice!



What's the word for *manzana* in English?

Give me the sharpener, please.

Is this your pencil?

5 Complete the conversations. Answers may vary.

a. What's the word for _____ in English?

_____.

b. Give me the _____, please.

Here you are.

c. Is this your _____ ?

Yes, it's mine.

Is this your _____ ?

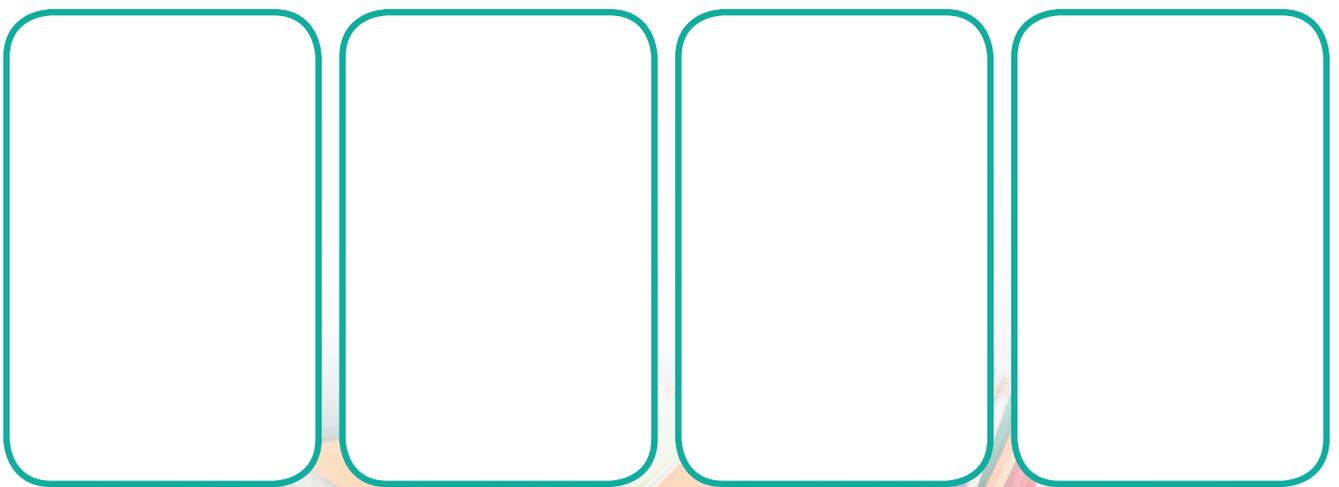
No, it's not.

d. Can I _____ ?

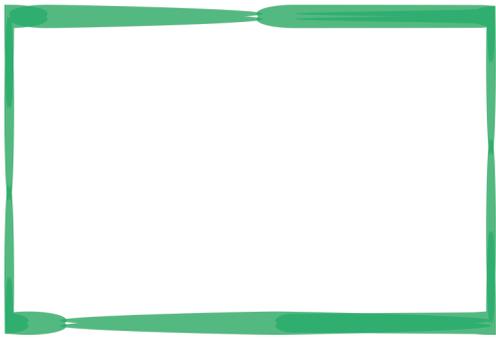
Yes, _____.



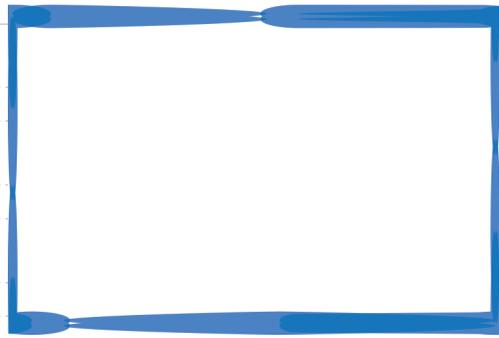
6 Color and cut the pictures on page 117 paste them below. Practice the questions with a classmate.



7 Draw and color the objects. Write the words.



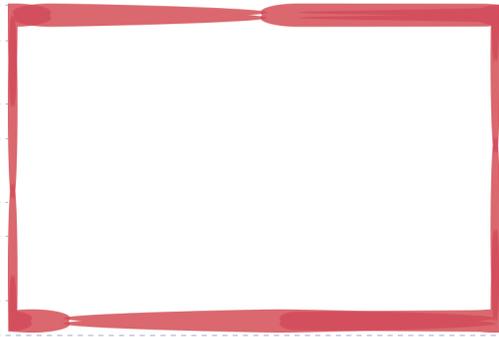
pencil



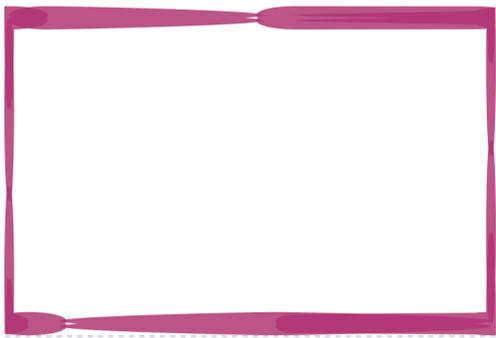
eraser



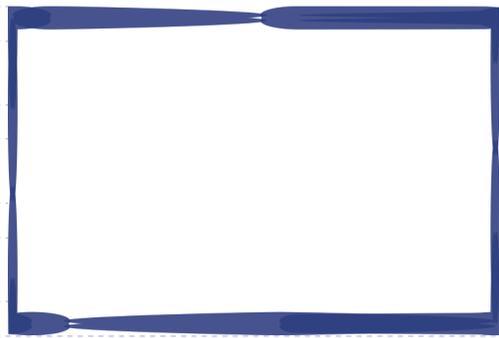
scissors



glue stick



sharpener



colored pencil

Let's Talk About Classroom Language and Rules

Lesson 4



1 Repeat and mime the actions several times.

Actions in class

write



read



paint



keep quiet

sit down



stand up



point to



pay attention

2 Play Simon Says.

3 Look and repeat.



Respect your teacher.



Respect your classmates.



Keep toys at home.



Keep your place neat.



Throw the trash away.

Take care of your table and chair.



Let's practice!

4 Organize the words to write the classroom rules.

CLASSROOM RULES

1. teacher/your/Respect
Respect your teacher.
2. your/Respect/classmates
Respect your classmates.
3. home/at/Keep/your/toys
Keep your toys at home.



5 Draw each classroom rule.

Classroom Rules

Respect your teacher.

Respect your classmates.

Keep your toys at home.

Throw the trash away.

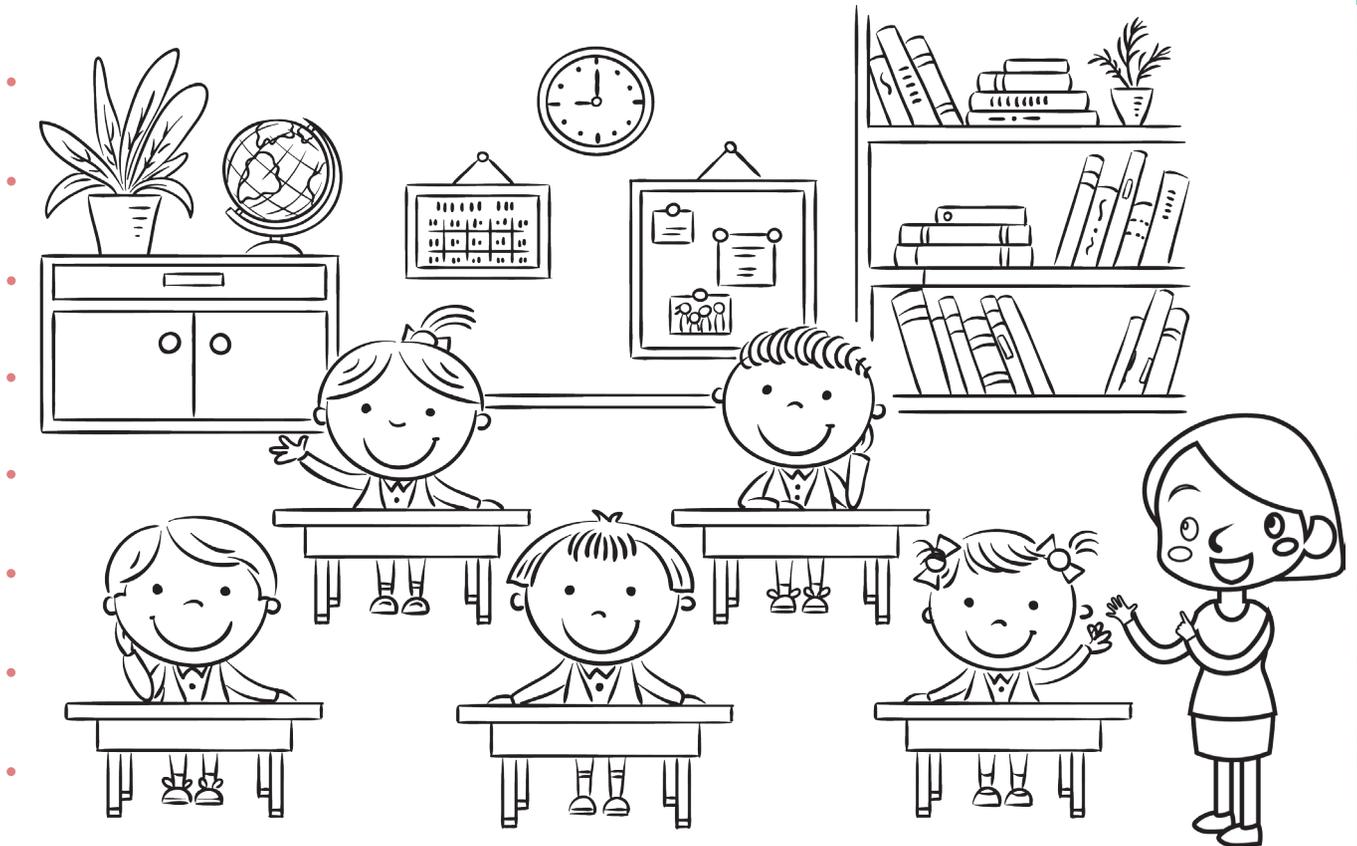
Take care of your table and chair.

6 Go to page 117. Color and cut the pictures. Make a Pictionary.

7 Trace the phrases. Color the picture.

Let's
write!

- *Respect your teacher.*
- *Respect your classmates.*
- *Keep toys at home.*
- *Take care of your table and chair.*
- *Keep your place neat.*
- *Throw the trash away.*

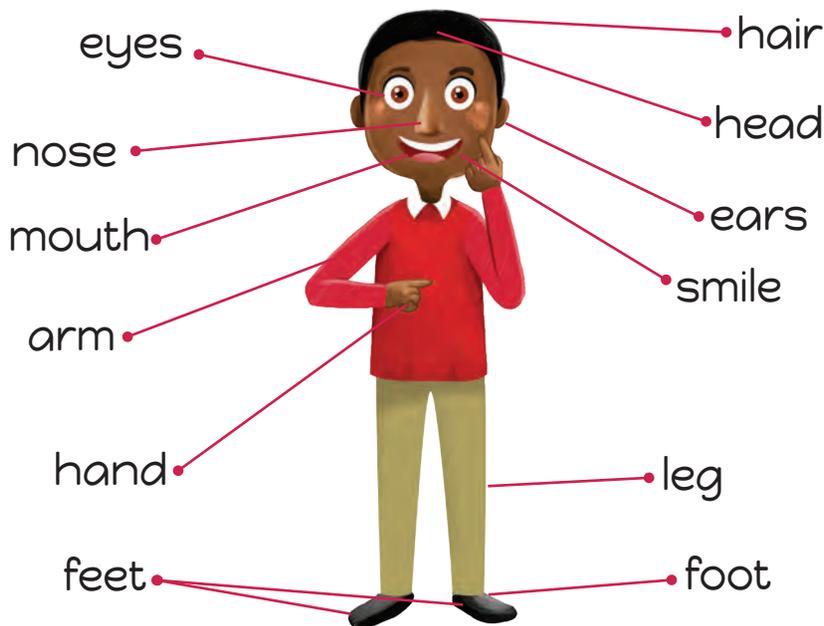


Let's Talk About Body Parts and Personal Information

Lesson 5

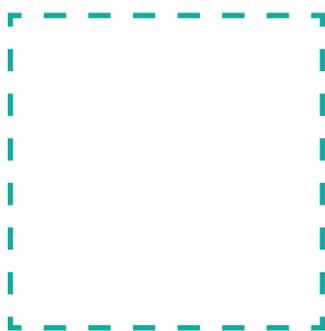


1 Point to your body parts. Repeat.



2 Cut the body parts on page 119. Paste two of them where they belong. Then practice with the other pictures.

It's a/an...



Make them see that singular parts belong to the left whereas plural parts belong to the right.

They're...



Where's your (mouth)?

It's right here!

Where are your (eyes)?

They're here!

3 Look and practice.

Age and personal information



A - What's your name?

B - My name's Sam.

A - What's your last name?

B - My last name's Taylor.

A - How old are you?

B - I'm six.

A - What's your name?

B - My name's Lucy.

A - What's your last name?

B - My last name's Robins.

A - How old are you?

B - I'm seven.



4 Complete the identity card with Pat's information.



A - What's your name?

B - My name's **Pat**.

A - What's your last name?

B - My last name's **Allen**.

A - How old are you?

B - I'm **seven**.

5 Complete the identity card. Draw your partner's face. Free answers.



A - What's your name?

B - My name's _____.

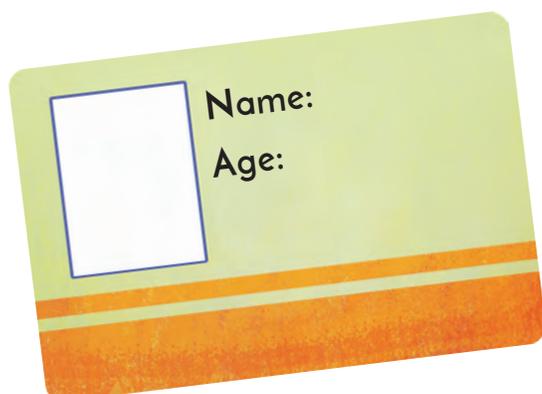
A - What's your last name?

B - My last name's _____.

A - How old are you?

B - I'm _____.

6 Make your ID. Free answers.



A - What's your name?

B - **My name's** _____.

A - What's your last name?

B - **My last name's** _____.

A - How old are you?

B - I'm _____.

7 Complete the identity cards with your first name, last name and age.

My name's

Name:

Age:

My last name's

I'm

Name:

Age:

Let's Talk About Games and Abilities

Lesson 6



1 Ask and answer.

What's your favorite game? I like to play (top).

video games

soccer

basketball

volleyball

baseball

yo-yo

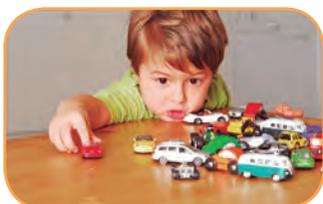


Favorite games



dolls

hide and seek



cars



enchanted



top



marbles

2 Cut the tokens on page 119. Listen to your teacher and place the token on the correct picture.

Tell the names of the actions above, students have to cover with the tokens the actions you mention.



Students play lotto.

3 Look and practice.

Abilities



swim



ride a bike



run



do martial arts



A - Can you swim?

B - Yes, I can swim. / No, I can't swim.



A - Can you ride a bike?

B - No, I can't. / Yes, I can.



A - Can you run?

B - Yes, I can. / No, I can't.

Let's practice!

4 Color the correct answer according to the picture.



Can you ride a bike?

Yes, I can.

No, I can't.



Can you swim?

Yes, I can.

No, I can't.

5 Cut out the activities on page 119 and paste them to complete the questions. Color your answer.



Can you swim ?

Yes, I can.

No, I can't.



Can you ride a bike ?

Yes, I can.

No, I can't.



Can you do martial arts ?

Yes, I can.

No, I can't.

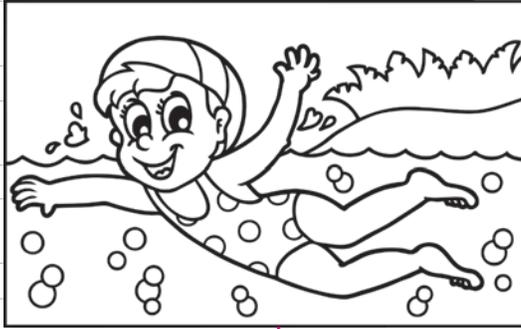
6 Complete the questions and make a survey. Write your classmates' answers.

Question	Classmate 1	Classmate 2
Can you <u>free answer</u> ?		
Can you <u>free answer</u> ?		
Can <u>free answer</u> ?		
<u>free answer</u> ?		

7 Trace the letters, match the pictures and color them.



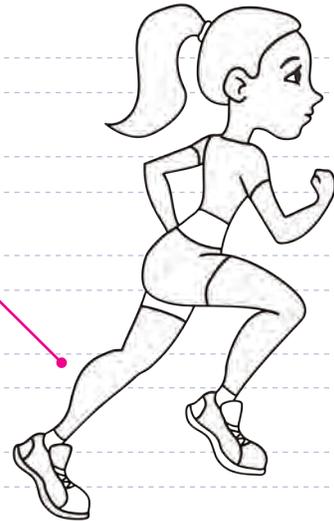
Play basketball



Run

Swim

Play soccer



Play marbles

▶ Put the sheet of paper on the floor. Complete the cards from the next page.

1 point

2 points

3 points

Choose a card, say the expression correctly and throw a paper ball to see the number of points you get.

<p>Hello _____!</p> 	<p>Can you repeat that please _____?</p> 	<p>I'm <u>seven</u>.</p> 
<p>Can I go to the <u>restroom</u>, please?</p> 	<p><u>Respect</u> your classmates.</p> 	<p>What's the <u>word</u> for lápiz in English _____?</p> 
<p>Keep your place <u>neat</u>.</p> 	<p>Throw away the <u>trash</u>.</p> 	<p>Keep <u>quiet</u>.</p> 
<p><u>Give</u> me the pencil, please _____.</p> 	<p><u>Write</u> _____.</p> 	<p>Can you <u>open</u> the door?</p> 
<p><u>Good</u> by _____!</p> 	<p>My name is... <u>answers vary.</u></p> 	<p><u>Read</u> _____.</p> 
<p><u>Point</u> to...</p> 	<p><u>Pay</u> attention.</p> 	<p>Sit <u>down</u>.</p> 

Let's Check

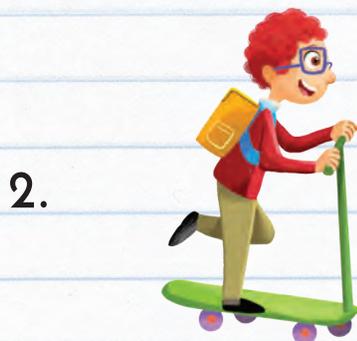
Part 1

Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

Examples:



Good bye!



Pay attention.



I'm six.



Can you repeat that, please?



Can I borrow your eraser please?



▶ Look at the pictures. Look at the letters.
Write the missing letters.

1.  glue st *ick* c i k

2.  sh *arpe* ner r p a e

3.  sc *isso* rs s i o s



Read this. Choose a word from the box. Write the correct word next to numbers 1 - 4. There is one example.

Example:

Can you *repeat* that please?

Questions

What's your (1) *name* ?

Can I go to the (2) *restroom*, please?

What's the (3) *word* for lápiz in English?

Can I (4) *borrow* your sharpener please?



2nd TRIMESTER

- Do you have a favorite animal?
- What's your favorite animal?
- What does it look like?
- What are those?
- What's that?
- What time is it?
- When is art class?



CALENDAR

SCHEDULE

ENGLISH _____
SPANISH _____
MATHEMATICS _____
SCIENCE _____
P.E. _____
COMPUTING _____



Let's remember!

Let's Talk About your Favorite Animals

Lesson 1

1 Look and repeat.



2 Look and practice.

What's that? I think it's a monkey.



3 Look and practice.



Sparky

What's your favorite animal?

I like dogs.

Do you have a dog?

Yes, I do.

What's its name?

His name's Sparky.



Nemo

What's your favorite animal?

I like fish.

Do you have a fish?

Yes, I do.

What's its name?

Its name's Nemo.

4 Complete the conversations.



Coco

What's your favorite _____ animal?

I like birds _____.

Do you have a bird?

Yes, I do.

What's its name?

His name's Coco.



Jess

What's your favorite animal?

I like cats.

Do you have a cat?

Yes, I do.

What's its name?

Her name's Jess.

5 Name the animals. Complete the conversations.



Name:

What's your favorite animal?

I like tortoises.

Do you have a tortoise?

Yes, I do.

What's its name?

Its name is (free answer).



Name:

What's your favorite animal?

I like horses.

Do you have a horse?

Yes, I do.

What's its name?

Its name is (free answer).

6 Draw your favorite animal. Write the conversation.

Name:

What's your favorite animal?

I like (free answers).

Do you have a (free answer)?

Yes, I do. / No, I don't.

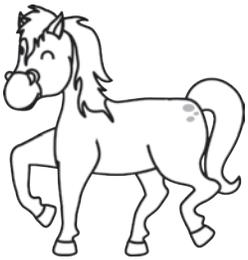
What's its name?

Its name is (free answer).

7 Trace the sentences with the correct name.
Color the animal.



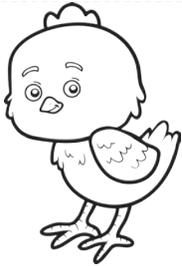
Its name is tiger.
Its name is horse.



I have a horse.
I have a monkey.



I like chicken.
I like giraffes.



I have a chick.
I have a snake.



I like monkeys.
I like tortoises.

Let's Describe Animals

Lesson 2



1 Look and repeat.



purple



gray



white



green



violet



orange and black



red



blue



yellow



brown



black



pink



beige

What's that?

It's a fish.

What color is it?

It's orange.



What's that?

It's a cat.

What color is it?

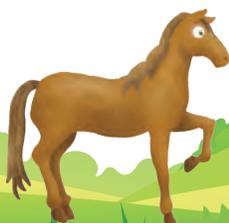
It's gray.



2 Look and practice.

What's that?

What color is it?



Let's see!

3 Look at some animals' characteristics.



4 Look and practice.

Let's practice!



What's that?

It's a monkey.

What does it look like?

It's big.

What's that?

It's a snake.

What does it look like?

It's long.



5 Complete.



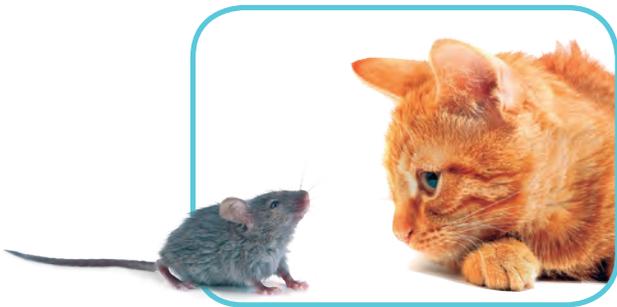
What's that?

It's a cat.

What does it look like?

It's small/clean.

6 Choose one animal.



7 Complete the conversations.

a. What's that? It's a (dog) .

What does it look like? free answer .

b. What's that? That's a cat .

What does it look like? It's free answer .

8 Complete the conversations.

What's that? free answer .

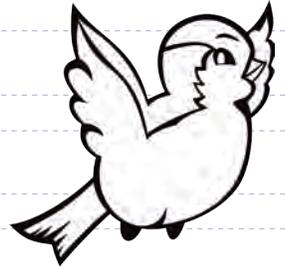
What does it look like? free answer .

What color is it? free answer .

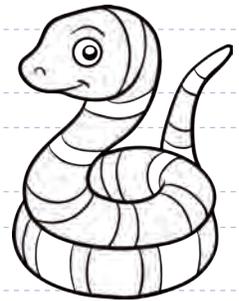
9 Trace the letters and color the animals.
What color is it?



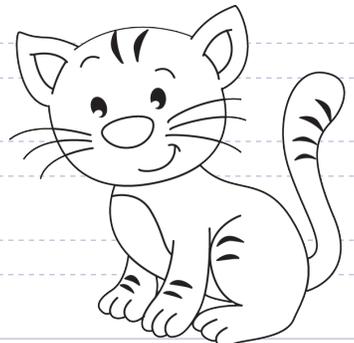
It's gray.



It's pink.



It's beige.



It's black.

Let's Talk About One or More Animals

Lesson 3



1 Look and repeat.



2 Practice.



What are those?
They're chickens.



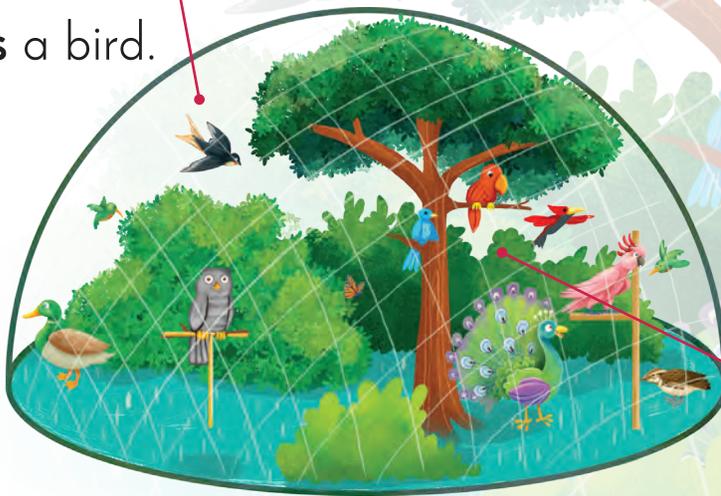
What are those?
They're tigers.



3 Look and practice.

What's that?

It's a bird.



What are those?
They're birds.

4 Complete.

Let's practice!



What's that?

It's a cat.

What are those?

They're cats.



What's that?

It's a monkey.

What are those?

They're monkeys.



5 Go to page 121. Cut out the animals and paste them on the squares.

What's that?

free answer

What are those?

free answer

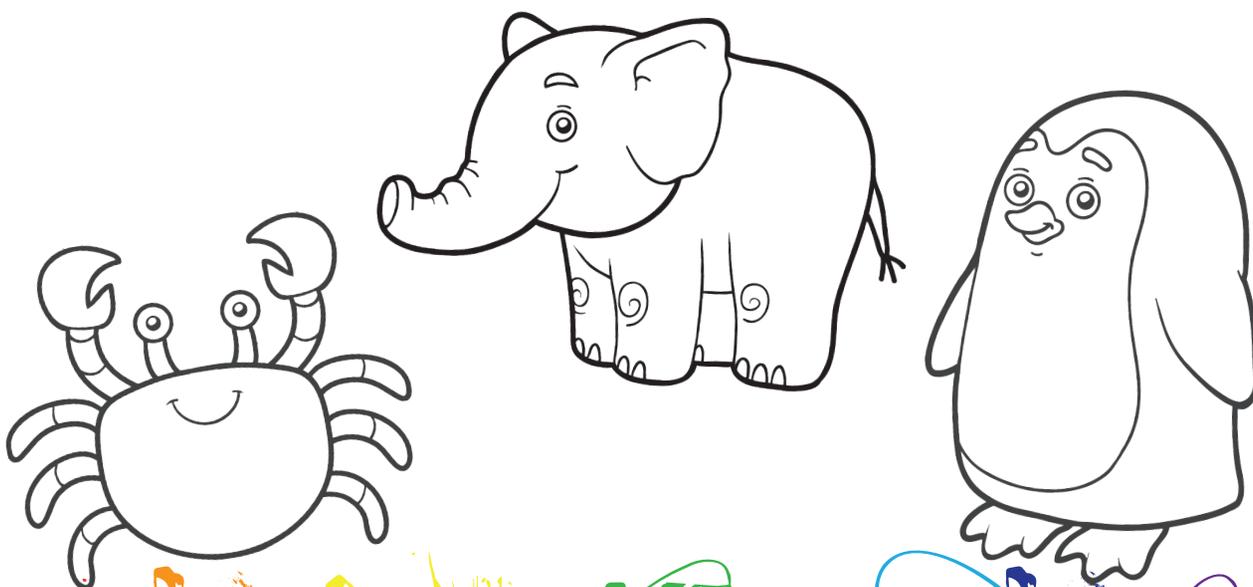
What's that?

free answer

What are those?

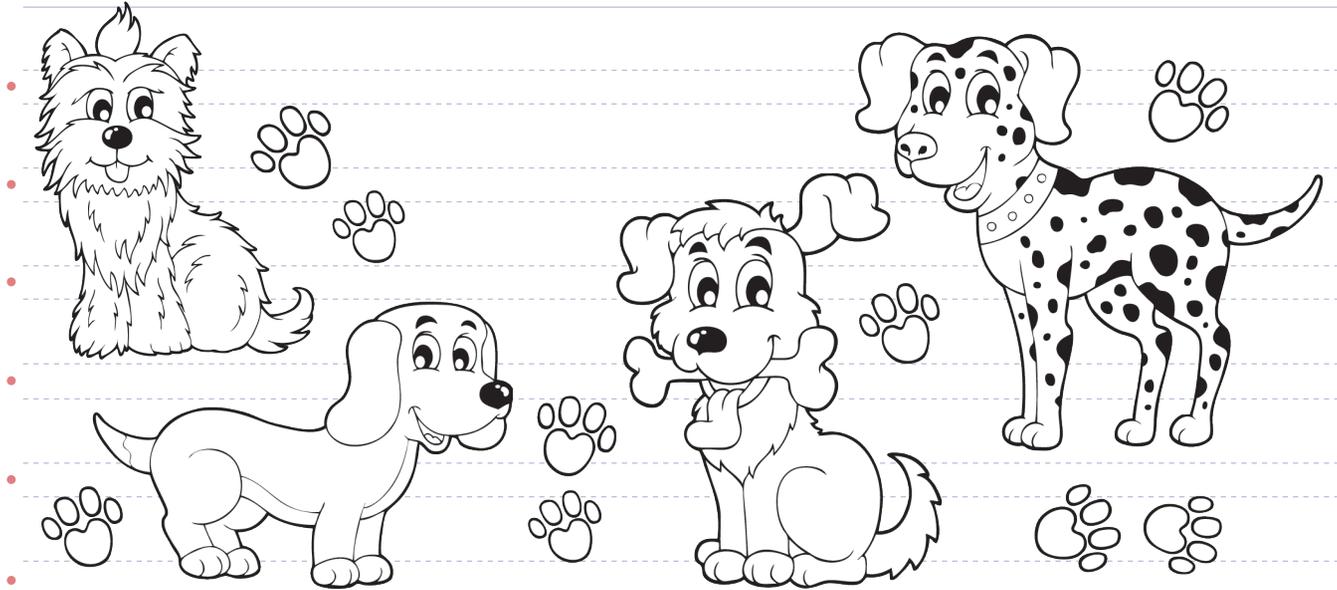
free answer

6 Color the animals. Practice the conversations.

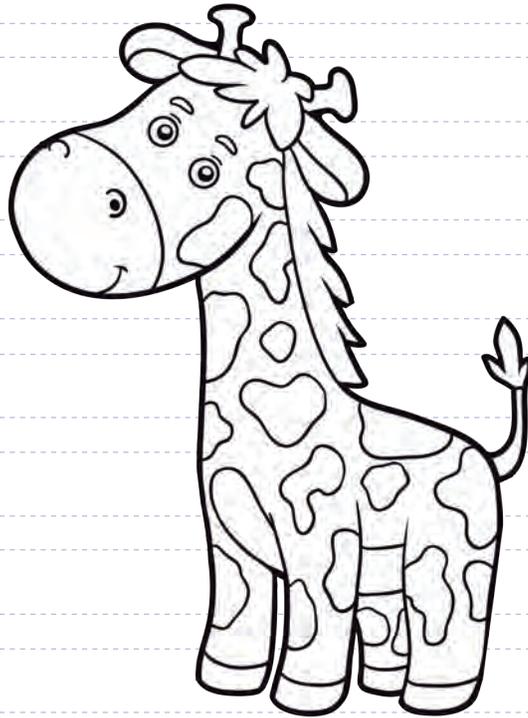


7 Trace the letters. Color the animals.

Let's
write!



What are those? They're dogs.



What's that? It's a giraffe.

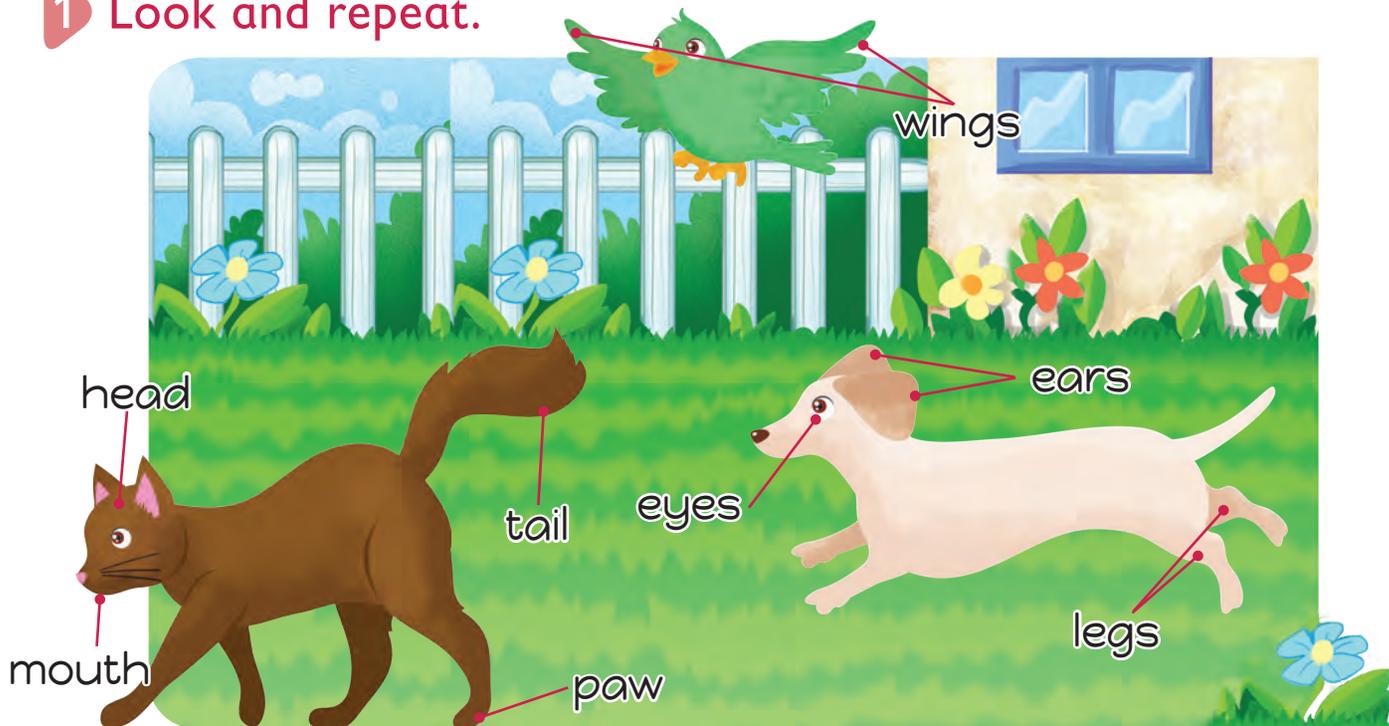
Let's remember!

Let's Talk About Parts of Animals

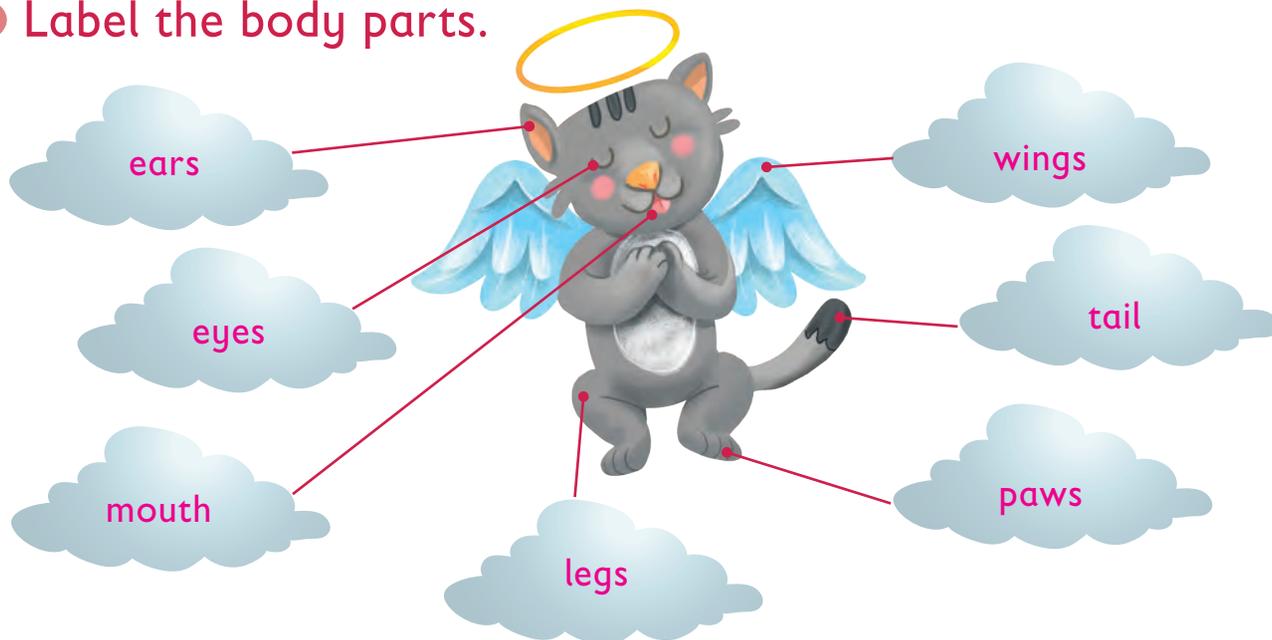
Lesson 4



1 Look and repeat.



2 Label the body parts.



3 Look and practice.

This is *Bruce*. He's my dog.

What **are these**?

They're his ears.

What's **this**?

It's his nose.

What's **this**?

It's his tail.

What **are these**?

They're his legs.



This is *Pelusa*. She is my cat.

What's **this**?

It's her nose.

What **are these**?

They're her paws.

What are these?

They're her ears.

What's **this**?

It's her tail.



4 Look and complete.

This is *Don*. He's my dog.

What's this?

It's his nose.

What are these?

They're his legs.



5 Choose three body parts.

Draw an arrow \longrightarrow to point them. Answer the questions.

What's this?

Free answer.

What are these?

Free answer.



What's this?

Free answer.

6 Go to page 121.

- Adopt an animal.
- Cut it out.
- Color it.
- Ask and answer questions.

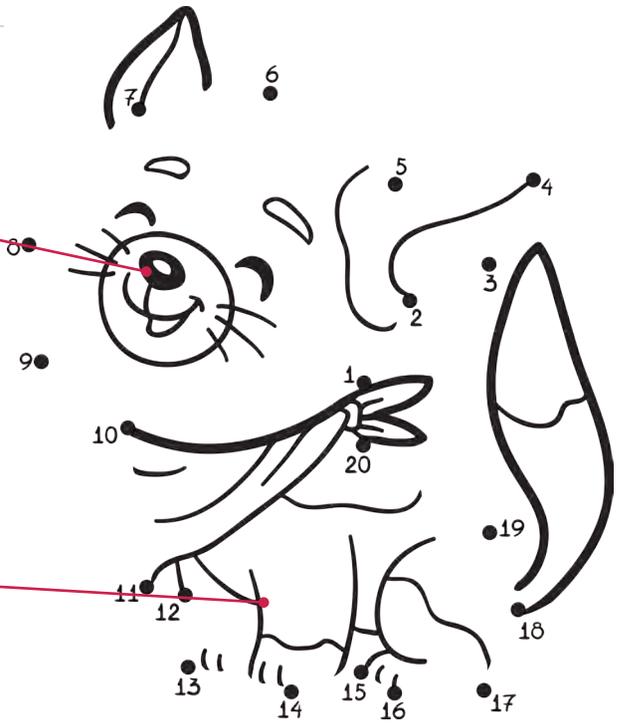
7 Join the dots. Color the animal and trace the letters.

• *What's this?*

• *It's her nose.*

• *What are these?*

• *They're her legs.*

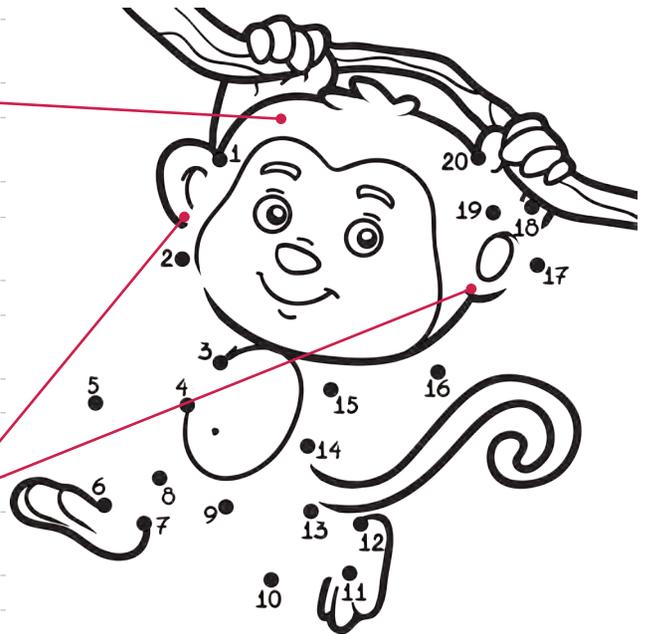


• *What's this?*

• *It's his head.*

• *What are these?*

• *They're his ears.*

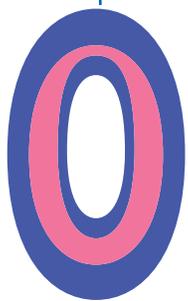


Let's Play

▶ Follow the lines to match the animal with its question number. Answer the questions in the next page.



BUTCH



zero



one



two



three



four



five

▶ Read the questions and underline the correct answer. Look at the example.

Example:

0

zero

What's that?

a) Those are birds.

b) That's a bird.



1

one

What's your favorite animal?

a) I like snakes.

b) I like a snake.

2

two

What's his name?

a) That's a dog.

b) His name is Butch.

3

three

What are those?

a) That's a bird.

b) They're birds.

4

four

What's this?

a) This is a mouth.

b) It's a tail.

5

five

What color is it?

a) It's pink.

b) It's yellow.

Let's Check

Part 1

Look and read. Write yes or no.

5 questions



Ava



Benito
and
Rufo



Toby



Maximus

Example:

What color is the bird? It's green.

Yes

Questions

1. What does the dog look like?

It's big.

yes

2. What color is the snake?

It's blue.

yes

3. What's the bird's name?

It's Toby.

no

4. What does the snake look like?

It's long.

yes

5. What does the cat look like?

It's tall.

no

Look at the picture and read the question.
Write one-word answers.

5 questions

Example:

What are these?

They're wings.



Questions

1. What's this?

It's a tail.



2. What are those?

They're monkeys/eyes.



3. What color is the fish?

It's pink.



4. What's that?

It's a tortoise.



5. What's your favorite animal?

I like cats.



Let's Talk About Parts of the Day

Lesson 5



1 Look and practice.

Parts of the day

Greetings

in the afternoon

at night

good afternoon

good night



in the morning

in the evening

good morning

good evening

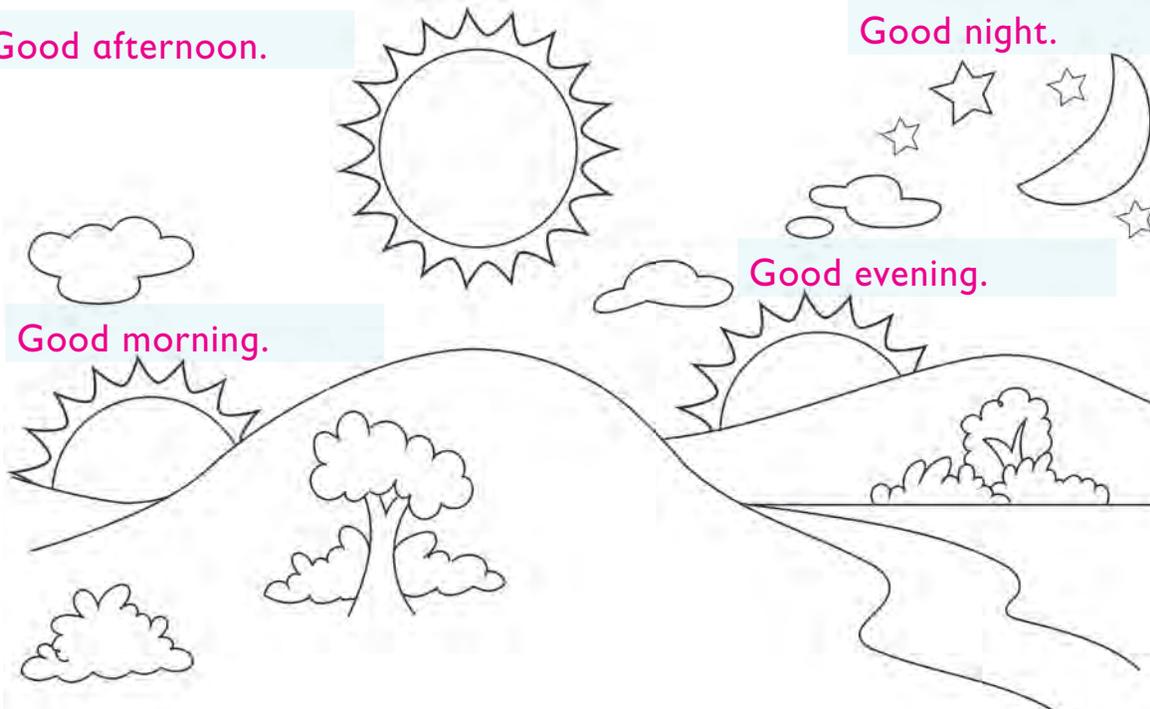
2 Color the picture. Write the greetings.

Good afternoon.

Good night.

Good morning.

Good evening.



3 Read and repeat.

zero 0

one 1

two 2

three 3

four 4

five 5

six 6

seven 7

eight 8

nine 9

ten 10

eleven 11

twelve 12

4 Look at the clock. Repeat.



Excuse me, what time is it?

It's three o'clock.

Thanks.



Excuse me, what time is it?

It's ten o'clock.

Thanks.

Let's practice!

5 Match the sentences to the pictures.

a. It's five o'clock.

b. It's seven o'clock.

c. It's nine o'clock.

d. It's eleven o'clock.

6 Write the time in the clocks.



Excuse me, what time is it?
It's **free answer** .
Thanks.



Excuse me, what time is it?
It's **free answer** .
Thanks.



Excuse me, what time is it?
It's **free answer** .
Thanks.

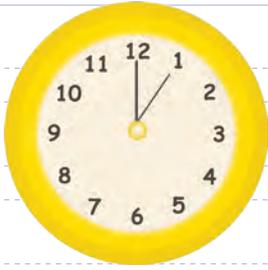
7 Write the answers to the questions in exercise 6.

8 Go to page 121.

- Cut out the clock hands and the clock.
- Place them on the clock.
- Practice the conversation to tell the time.

9 Trace the sentence with the correct time.

Let's
write!



It's one o'clock.

It's eleven o'clock.



It's five o'clock.

It's three o'clock.



It's eight o'clock.

It's six o'clock.



It's eleven o'clock.

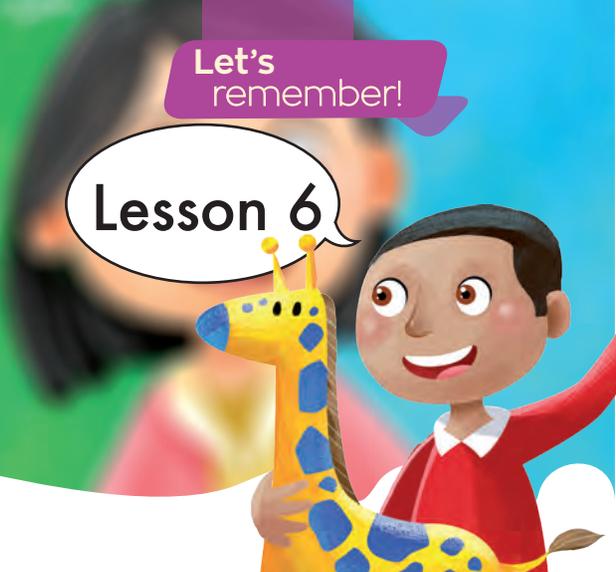
It's twelve o'clock.



It's five o'clock.

It's twelve o'clock.

Let's Tell the Time



1 Count.

1 one
 2 two
 3 three
 4 four
 5 five
 6 six
 7 seven
 8 eight

9 nine
 10 ten
 11 eleven
 12 twelve
 13 thirteen
 14 fourteen
 15 fifteen
 16 sixteen

17 seventeen
 18 eighteen
 19 nineteen
 20 twenty
 30 thirty
 40 forty
 50 fifty
 60 sixty

21 twenty-one
 37 thirty-seven
 49 forty-nine
 52 fifty-two

2 Match the columns.

a. 

b. 

c. 

d. 

e. 

thirty-five

twenty-six

fifty-eight

fifteen

forty-two

3 Look and practice.

Excuse me,
what time is it?

It's eight
twenty-five.

8:25



Thanks.

Excuse me,
what time is it?

It's eleven
forty-five.

11:45



Thanks.

Let's practice!

4 Complete.

2:16



Excuse me, what time is it?

It's two sixteen.

Thanks.

What time is it?

It's nine thirty-seven.

Thanks.

9:37



5:54



What time is it?

It's five fifty-four.

Thanks.

5 Look at the watch and complete the conversation.



Excuse me, what time is it?

It's ten fourteen.

Thanks.



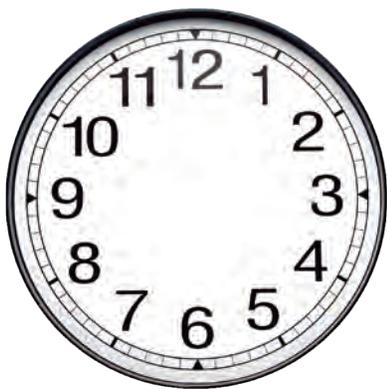
Excuse me, what time is it?

It's eight o' clock.

Thanks.



6 Write the time and the conversations.



Excuse me, what time is it?

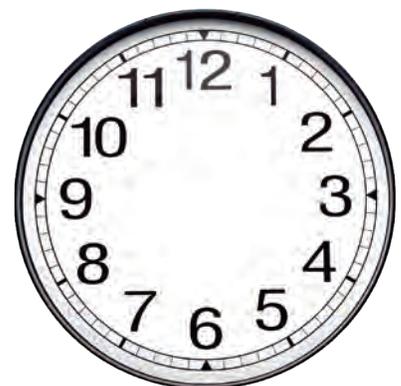
Free answer.

Thanks.

Excuse me, what time is it?

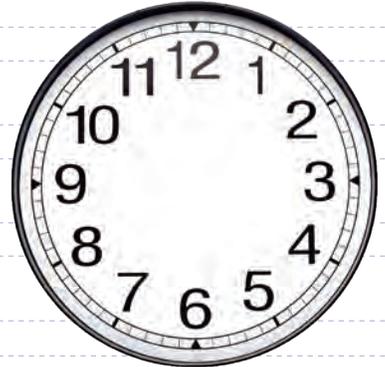
Free answer.

Thanks.

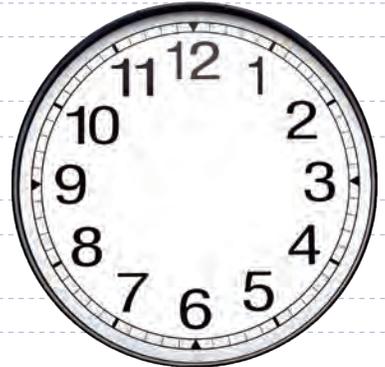


7 Trace the sentences and write the time in the clock.

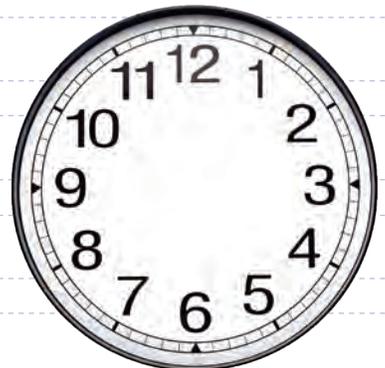
• *It's three forty-five.*



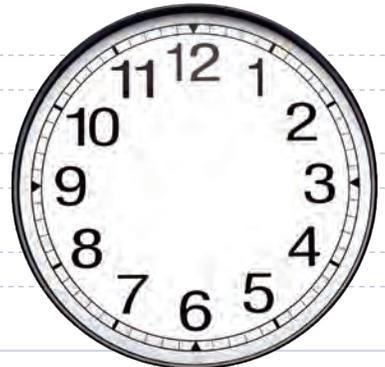
• *It's twelve thirty-five.*



• *It's four fifty-five.*



• *It's eight twenty.*



Let's Talk About School Schedule

Lesson 7



1 Repeat the days of the week.

Days of the week



2 Complete the words with the missing letters.

M o n d a y

Fr i d a y

3 Read.

Subjects



Spanish
English



arts



computing



science



math

P.E. (Physical
Education)



4 Draw the subjects in your notebook.

5 Look at the picture. Practice.

Tuesday 7:30



When do we have art class?

On Tuesday.

What time is art class?

At seven thirty.

Wednesday 9:00

When do we have P.E. class?

On Wednesday.

What time is P.E. class?

At nine o'clock.



Let's practice!

6 Complete the conversation.

Friday 11:30

When do we have math class?On .

What time is math class?

At .When do we have computing class?On .

What time is computing class?

At .

Monday 10:00



Thursday 8:15

When do we have English class?On .

What time is English class?

At .

7 Complete the conversations. Use the information in the schedule. Free answers.

Monday	Tuesday	Wednesday	Thursday	Friday
Arts 8:00	Math 9:20	Computing 10:15	P.E. 1:45	English 11:30
Spanish 12:35		Science 12:00		



When do we have _____ class?
 On _____.
 What time is _____ class?
 At _____.



When do we have _____ class?
 On _____.
 What time is _____ class?
 At _____.

8 Make your schedule and practice the conversation.

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject					
Time					

- 9 Write complete ideas about your schedule.
There is one example.

• P.E. is on Monday at ten o'clock.

• a. Mathematics

• b. English

• c. Spanish

• d. Arts

• e. Science

Let's Play

▶ Choose seven spaces. Write your questions.



▶ Play with a partner.



Let's Check

Part 1

Look and read. Put a tick (✓) or a cross (✗) in the box. There is one example.

Example:

1.

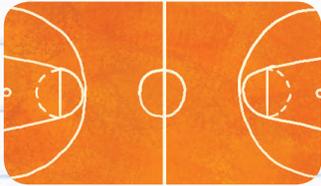


This is science.



Questions

1.



This is computing.



2.



It's ten fourteen.



3.



It's eight o'clock.



Part 2

Look at the letters. Write the day of the week.

Example:

1.

e T d y u s a

Tuesday

Questions

2.

y n M d o a

Monday

3. a F d r y i

Friday

4. h T d y u s a r

Thursday

Part 3

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

Monday	Tuesday	Wednesday	Thursday	Friday
Arts 8:00	Math 9:20	Computing 10:15	P.E. 1:45	English 11:30
Spanish 12:35		Science 12:00		

Examples:

Math is at nine-twenty.

yes

P.E. is at one-forty.

no

Questions

1. English is at eleven-forty.

no

2. Computing is at ten-eleven.

no

3. Arts is at eight o'clock.

yes

4. Spanish is at twelve thirty-five.

yes

3rd TRIMESTER

- When is Halloween?
- What clothes do you like to wear?
- Do you have a green shirt?
- What is the cyclist wearing?
- What does a doctor do?
- Where do doctors work?
- What's your favorite animal?





HOSPITAL

**AUTO
REPAIR
SHOP**

POLICE STATION

Let's Talk About Celebrations and Events of the Year

Lesson 1



1 Match the month with the celebration.

Months and Celebrations



New Year's Eve



Valentine's day



spring



children's day



father's day

January

February

March

April



vacations

May

June



mother's day

July

August



back to school

September

October

November

December



independence day



Halloween



the day of the dead



Christmas

2 Practice.

When is mother's day?

It's in May.

What happens in May?

We celebrate mother's day.

When do we celebrate mother's day?

In May. Have students practice the conversations orally with all the celebrations.



Let's practice!

3 Complete the conversations.

a. What happens in

November?

We celebrate

the day of the dead.



b. When do we celebrate

Children's day?

In April.



c. When is Halloween?

It's in October.



d. When is Christmas?

It's in December.



4 Go to page 123. Cut out the celebrations. Complete the questions.



What happens in (free answer)?

We celebrate (free answer).

Blank light blue bar for writing an answer.



When free answer?

We free answer.

Blank light blue bar for writing an answer.



When free answer?

We free answer.

Blank light blue bar for writing an answer.



When free answer?

We free answer.

Blank light blue bar for writing an answer.

5 Go to page 123.

- Cut out the circles.
- Draw a celebration in the green circle.
- Write a month in the blue circle.
- Paste them on a pencil.
- Practice the conversations with different classmates.

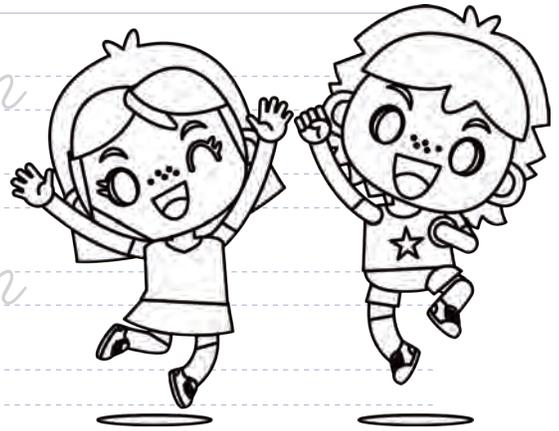


6 Color the pictures and trace the sentences.

Let's
write!

• Children's day is in
• April.

• Children's day is in
• April.



• We celebrate Halloween
• in October.

• We celebrate Halloween
• in October.



• We have vacations in
• July.

• We have vacations in
• July.



• We celebrate mother's
• day in May.

• We celebrate mother's
• day in May.



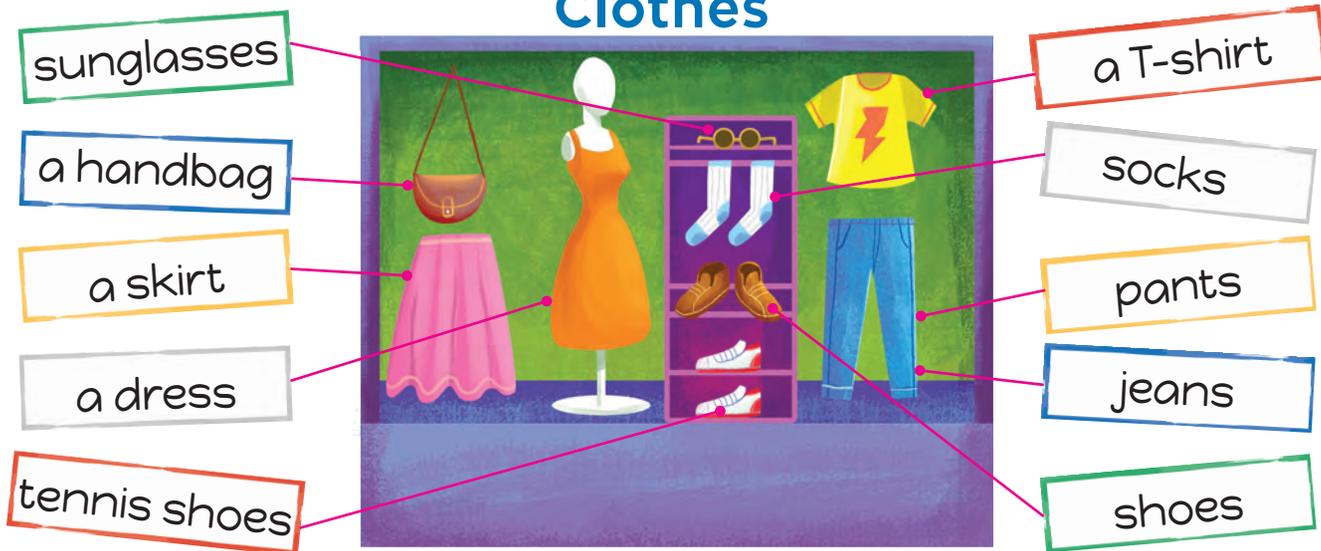
Let's Talk About your Favorite Clothes

Lesson 2



1 Look and repeat. Match the objects and their names. Point to the objects and tell their names.

Clothes



2 Circle the correct word.

jeans
shoes

socks
a skirt



jeans
a dress

socks
a skirt

a handbag
tennis shoes

pants
shoes



a T-shirt
sunglasses

shoes
a skirt

jeans
a dress

a handbag
a skirt



a T-shirt
a dress

socks
a skirt

3 Read and point to the clothes.



What clothes **do you like to wear?**
I like to wear a skirt and a T-shirt.



What clothes **do you like to wear?**
I like to wear a dress and shoes.



What clothes **do you like to wear?**
I like to wear jeans and tennis shoes.

Let's practice!

4 Complete the conversation.

Look at the example.

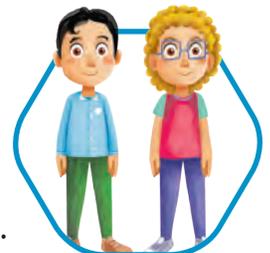
What clothes do you like to wear?
I like to wear a dress and shoes.



What **clothes** do you like to wear?
I like to wear a skirt and shoes.



What clothes **do you like** to wear?
I like to wear jeans and a T-shirt.



5 Go to page 125. Cut and dress the child. Answer the questions.

What clothes does he like to wear?

He likes to wear (free answer).

What clothes do you like to wear?

I like to wear (free answer).

6 Make a survey! Ask 2 classmates. Draw their answers.

What clothes do you like to wear?

I like to wear...

Classmate 1

Classmate 2

7 Color the pictures and trace the letters.

Let's
write!

What clothes do you like to wear?



I like to wear jeans.

I like to wear jeans.



I like to wear tennis shoes.

I like to wear tennis shoes.



I like to wear a T-shirt.

I like to wear a T-shirt.

Let's Describe Clothes You Have

Lesson 3

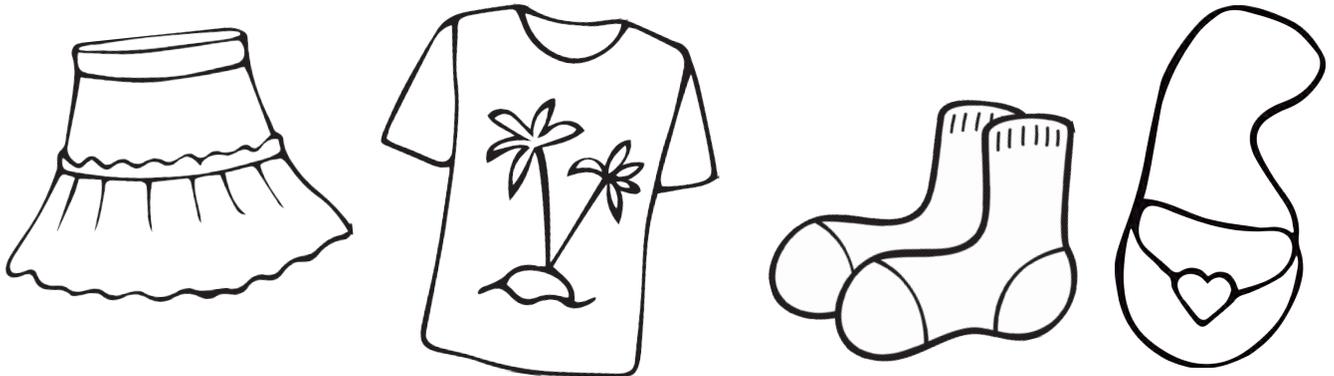


1 Look and repeat.

Colors



2 Read and color.



A pink skirt.

An orange T-shirt.

Brown socks.

A green handbag.

3 Read and point to the clothes.

Do you have a yellow T-shirt?

Yes, I have one.



Do you have a brown T-shirt?

No, I don't have any. I have a green shirt.

Let's practice!

4 Choose an option according to the pictures.

Do you have a red dress?

No, I don't have

a red dress.



Do you have blue jeans?

Yes, I have blue jeans.

Do you have a black T-shirt?

No, I don't have

a black T-shirt.



5 Complete the conversation.



Sue - Do you have a **free answer** T-shirt?

Tony - **Free answer.**

Sue - Do you have **free answer** shoes?

Jill - **Free answer**

Tony - **Do you have** a brown skirt?

Sue - Yes, I have a brown skirt.

6 Draw your favorite clothes and complete the conversation.

Do you have **free answer?**

Free answer.

Do you **free answer?**

Free answer.

Free answer?

Free answer.



7 Trace the ideas and color the clothes.

Let's
write!

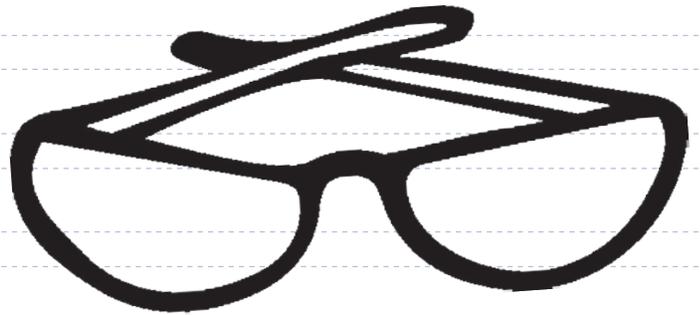
• I have blue tennis
shoes.

• I have blue tennis
shoes.



• I have yellow
sunglasses.

• I have yellow
sunglasses.



• I have brown
jeans.

• I have brown
jeans.



Let's Play

▶ Play with a classmate.

FINISH

35

When do we have Spanish class?

34



25



26

What time is English class?

27

When is Mother's Day?



24

When do we have Math class?



What happens in September?

23

22



13



14

When do we have English class?

15



12



11



10

What time is Arts class?

START

2

When is Christmas?



3

▶ Answer the questions.

33

What happens
in January?



32

31



28



29

30

What time is Math
class?

21

What time
is P.E.
class?



20

19



16

17



18



9

When is the day
of the dead?

8



7



4



5

What
happens in
April?

6



Let's Check

Part 1

Look at the picture and read the question. Write one-word answers.

5 questions

Example:

What clothes do you like to wear?

I like to wear purple pants



Questions

1. What clothes do you like to wear?

I like to wear a green T-shirt



2. Can you swim?

Yes, I can.



3. Where's your nose?

It's right here!



4. What's your favorite activity?

I like to play yo-yo.



5. What do you like to wear?

I like to wear my blue dress

▶ Look and read. Write yes or no.

Part 2

5 questions

Examples:

What's your favorite activity?

I like to play baseball.

yes



What's your favorite activity?

I like to play volleyball.

no



Questions

6. Do you have a green dress?

Yes, I have a green dress.

yes



7. Can you ride a bike?

Yes, I can.

yes



8. What's your favorite game?

I like to play hide and seek.

yes



9. What's your last name?

My last name's Lee.

yes



10. What clothes do you like to wear?

I like to wear a black skirt.

no



Let's Talk About Occupations and Clothes People Wear for Work

Lesson 4



1 Practice.

What's **his** occupation?

He's a doctor.



What's **her** occupation?

She's a doctor.



Occupations



a doctor



a teacher



an electrician



an assistant



an mechanic



a hairstylist



a plumber



a salesperson



a bricklayer



a policeman

2 Go to page 125. Cut out the cards. Take one and imitate the occupation. Make your partner guess. Then practice the questions.

3 Complete the names of clothes.



Let's see!

4 Read and point to the clothes.

What's she wearing?

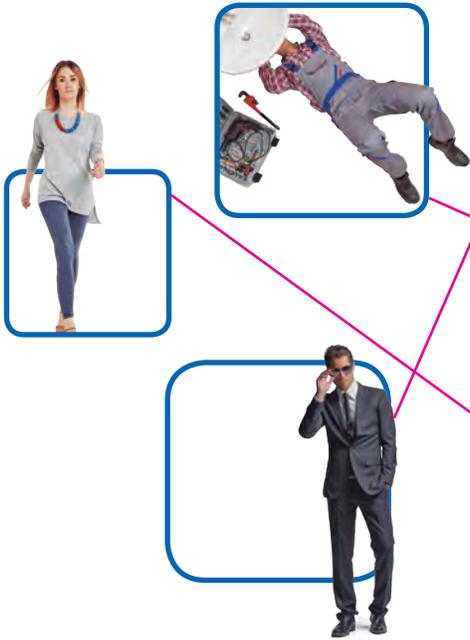
She's wearing a doctor's coat.

What's he wearing?

He's wearing overalls.



5 Fill-in the blanks, read the text and match the description to the picture.



What's **he** wearing?

He's wearing a suit, a tie and shoes.

What's **he** wearing?

He's wearing overalls, a shirt and shoes.

What's **she** wearing?

She's wearing pants and shoes.

6 Choose two pictures.



7 Complete the conversations.

8 Ask and answer your questions with a partner.

What's she wearing?

She's wearing (free answers).

What's he wearing?

He's wearing (free answers).

9 Trace the letters. Color the pictures and read.

• He's a doctor. He's
• wearing a doctor's coat.
• He's a doctor. He's
• wearing a doctor's coat.



• He's a bricklayer.
• He's wearing overalls.
• He's a bricklayer.
• He's wearing overalls.



• She's a hairstylist.
• She's wearing pants.
• She's a hairstylist.
• She's wearing pants.



Let's Talk About Tools People Use for Work

Lesson 5



1 Look and read. Example: Doctors use a stethoscope.

Tools for work



a stethoscope



a marker

chalk



a wrench



scissors



a pair of pliers



a whistle



a mason's trowel



a computer



a calculator



a screwdriver

2 Read and draw the correct tool.

Example:

I'm a doctor.



a. I'm a

mechanic.



b. I'm a

policeman.



c. I'm a

bricklayer.



3 Look and practice.

What **does she use**
for work?

She **uses** scissors.



What **does he use**
for work?

He **uses** a calculator.

What **does he**
use for work?

He **uses** a whistle.



What **does she use**
for work?

She **uses** a screwdriver.

Have students practice previous information.

Let's practice!

4 Complete.

In some cases, the person may vary.

a. What **does he** use for work?

He **uses** a screwdriver.



b. What **does she** use for work?

She **uses** chalk.



c. What **does she** use for work?

She **uses** a mason's trowel.



d. What **does he** use for work?

He **uses** a wrench.



e. What **does she** use for work?

She **uses** a stethoscope.



- 5 Go to page 125. Cut out the cards.
Form sentences and draw the idea.



- 6 Draw a tool. Complete the conversation.



What's his occupation?

Free answers.

What's he wearing?

Free answers.

What does he use?

Free answers.

Students have to ask and answer the questions with a partner.

- 7 Go to page 127. Cut out the cards, mix them up and play memory game. When you get a pair, complete and answer the question.

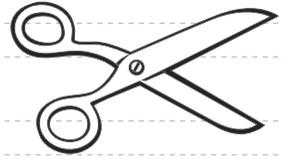


8 Trace the ideas. Color the pictures.

Let's
write!

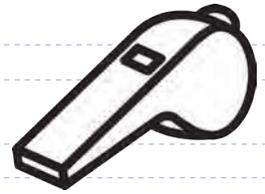
• Hairstylists use scissors.

• Hairstylists use scissors.



• Policemen use a whistle.

• Policemen use a whistle.



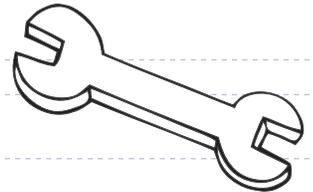
• Accountants use a calculator.

• Accountants use a calculator.



• Mechanics use wrenches.

• Mechanics use wrenches.



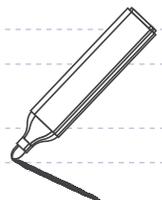
• Teachers use chalk.

• Teachers use chalk.



• My teacher uses markers.

• My teacher uses markers.



Let's Talk About What People Do at Work

Lesson 6



1 Look and repeat.



checking a patient



teaching

changing a pipe



guiding traffic



cutting hair

writing e-mails



changing an electric outlet

selling stuff



building a house

fixing a car



2 Match the activities.

a. checking

b. cutting

c. guiding

d. changing

e. selling

f. building

• traffic

• hair

• an electric outlet

• a house

• a patient

• stuff

3 Look and repeat.



What's she **doing**?
She's **changing** a pipe.



What's he **doing**?
He's **fixing** a car.

Let's practice!

4 Complete.



a. What's he **doing**?
He's **guiding** traffic.



b. **What's** he doing?
He's **building** a house.



c. What's she **doing**?
She's **selling** stuff.



d. What's **she** doing?
She's **writing** e-mails.



e. **What's** she doing?
She's **teaching**.

5 Choose a picture. Practice with a partner.

What is he doing?

What is she doing?



6 Draw the answer to the questions. Practice with a partner. Free answers.

What's his occupation?

What does he use for work?

What's he wearing?

What's he doing?

7 Trace the letters and color the pictures.

Let's
write!

• He's a mechanic. He uses a
• wrench for work. He's fixing a
• car.

• He's a mechanic. He uses a
• wrench for work. He's fixing a
• car.



• He's a hairstylist. He's using
• scissors. He's cutting hair.

• He's a hairstylist. He's using
• scissors. He's cutting hair.



Let's Build Places Where People Work

Lesson 7



1 Look at the places. Repeat.



2 Complete the words. Match.

P o l i c e s t a t i o n

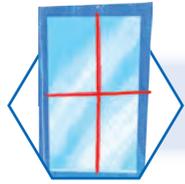
H a i r s a l o n

H o s p i t a l

A u t o r e p a i r s h o p

3 Look at the actions and repeat.

Cut paper to cover the sides of the boxes.



Draw windows and doors.

Name your building.



Glue the boxes to the construction paper.



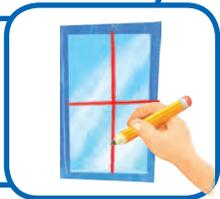
Draw streets to complete your city.



4 Look at the pictures. Copy the correct action.



a. Cut paper to cover the sides of the boxes.



b. Draw windows and doors.



c. Name your building.



d. Glue the boxes to the construction paper.



e. Draw streets to complete your city.

5 Get the materials.

Materials

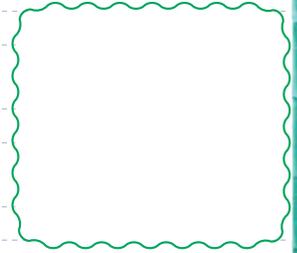


6 Build your city and make an exhibit.

7 Draw the steps. Trace the sentences.

Let's
write!

• Cut paper to cover the
sides of the boxes.



• Cut paper to cover the
sides of the boxes.

• Draw windows and doors.



• Draw windows and doors.

• Name your building.



• Name your building.

• Glue the boxes to the
construction paper.



• Glue the boxes to the
construction paper.

• Draw streets to complete
your city.



• Draw streets to complete
your city.

Let's Play

▶ Match the pictures with the cards.
Example:



He's guiding the traffic.

He uses a whistle for work.



She's wearing a doctor coat.

She uses a whistle for work.

He's building a house.

She's cutting hair.

She's wearing overalls.

She uses a stethoscope.

He's wearing jeans.

She's writing e-mails.

He uses scissors.

She's wearing a blue shirt and a vest.

She's guiding the traffic.

She uses pliers.

Let's Check

Part 1

Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

5 questions

Examples:



She's wearing a doctor coat.



She's checking a patient.



Questions

1.



He's a bricklayer.



2.



She uses a screwdriver.



3.



He's wearing overalls.



4.



She's fixing a sink.



5.



He uses a mason's trowel.



Read the following. Choose a word from the box. Write the correct word next to numbers 1 – 4. There is one example.

Part 2

3 questions

hairstylist cutting uses wearing



He's Tom. He's a *hairstylist*. He's (1).
wearing jeans. He (2). *uses*
scissors. He's (3). *cutting* hair.

Part 3

2 questions

Look at the picture and read the questions.
Write one-word answers.



Example:

0. What does he use for work? A *wrench*.

Questions

1. What's his occupation? He's a *mechanic*.

2. What's he doing? He's *fixing* a car.



cutouts

First trimester, lesson 2, page 18.

Good morning. My name is Bill.

Can you open the door?

My name is Bill.

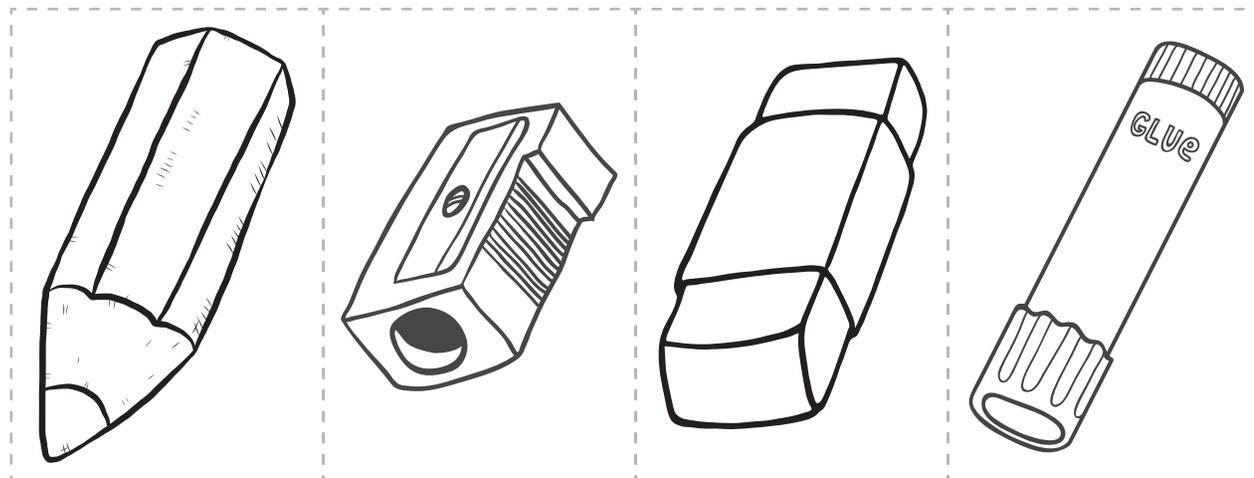
Can you repeat that, please?

Yes.

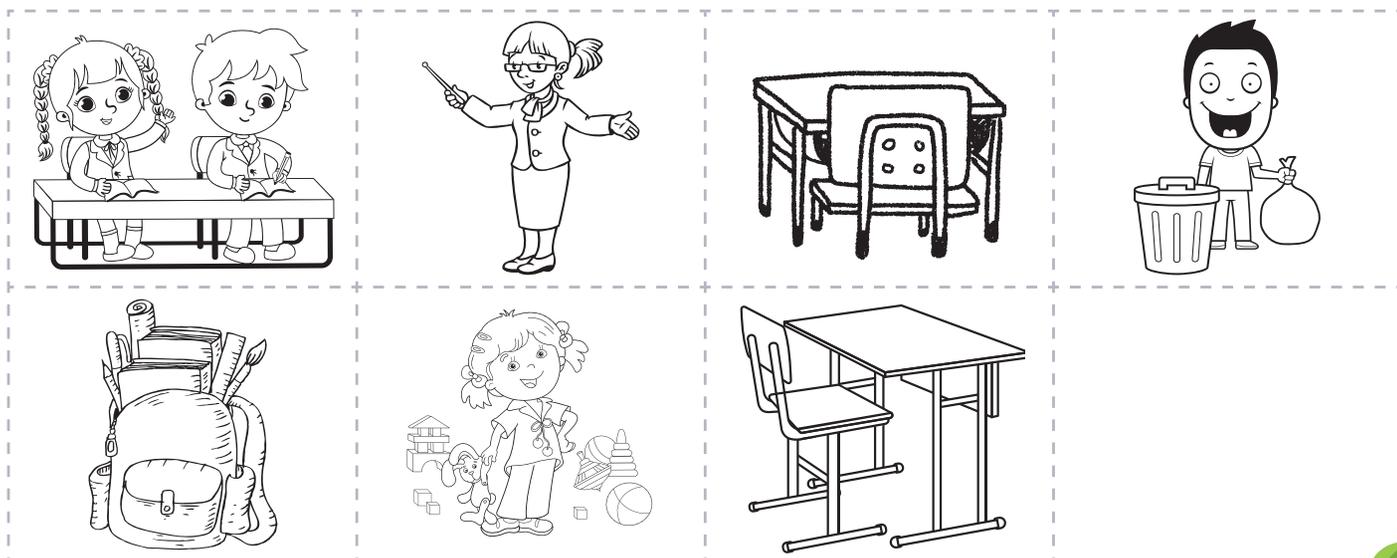
Can I go to the restroom?

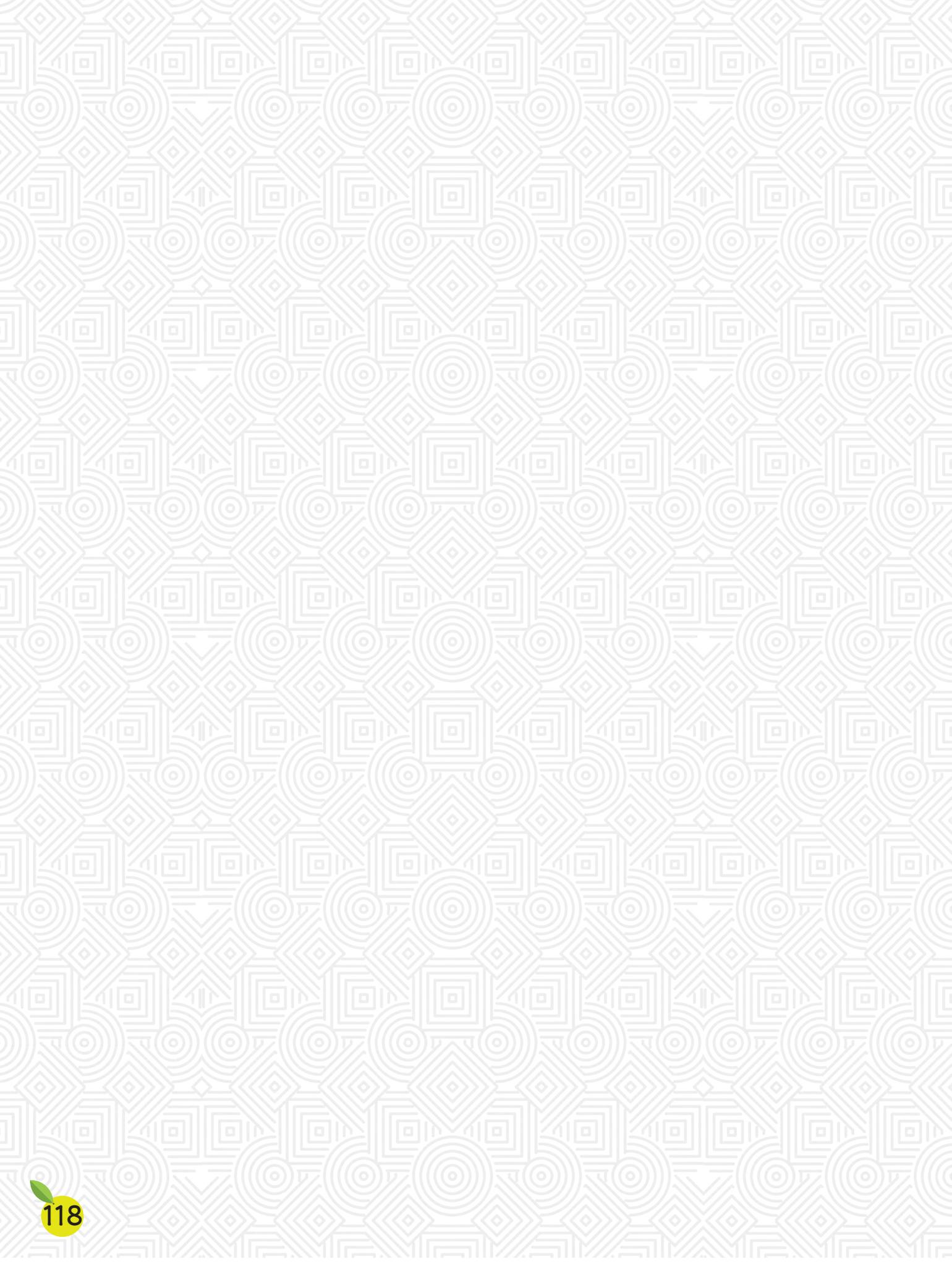
Yes.

First trimester, lesson 3, page 22.



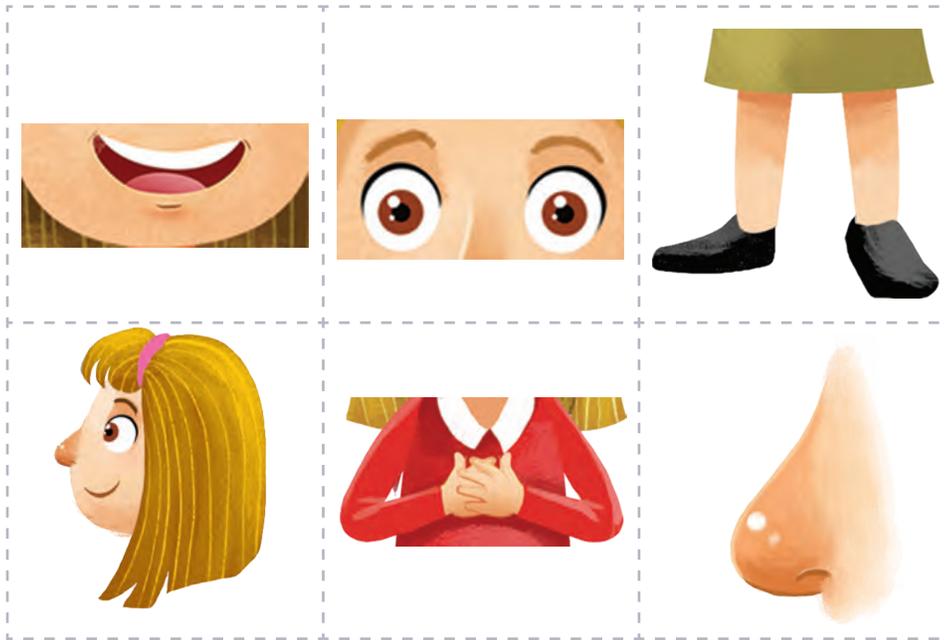
First trimester, lesson 4, page 26.



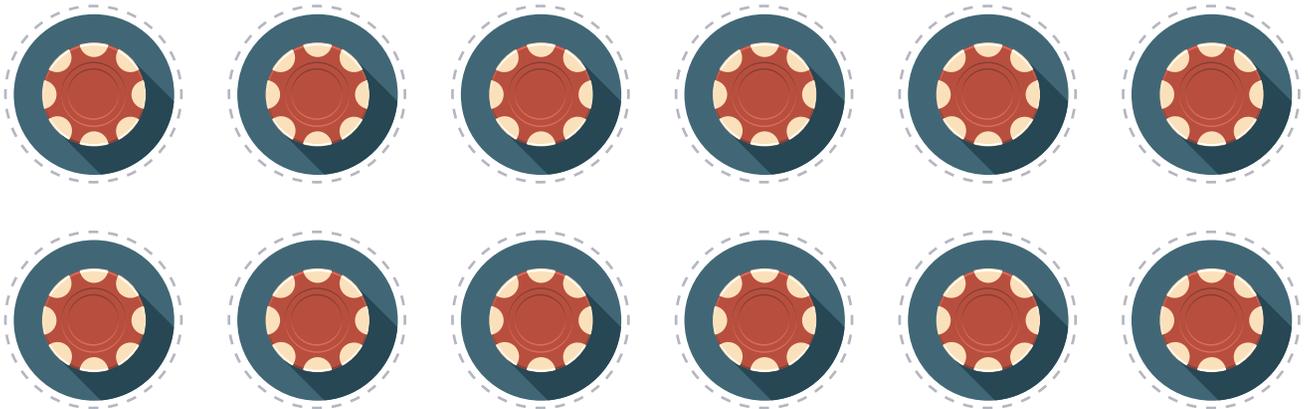


cutouts

First trimester, lesson 5, page 28.



First trimester, lesson 6, page 32.



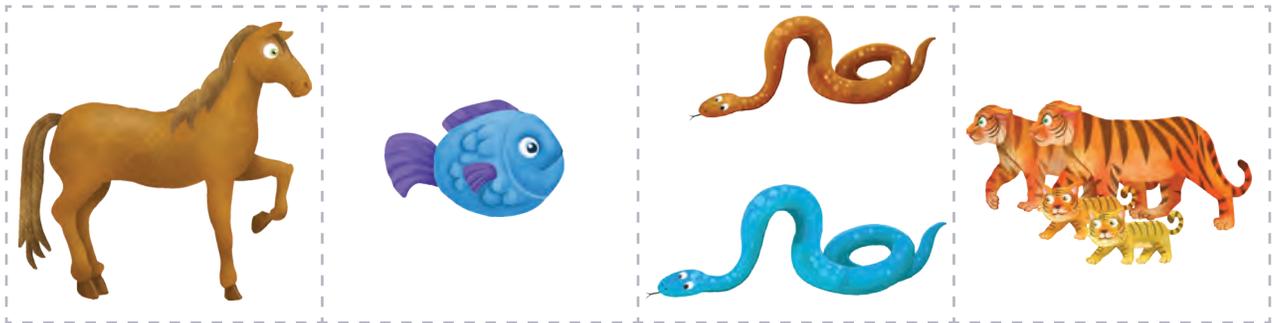
First trimester, lesson 6, page 34.

swim
ride a bike
do martial arts

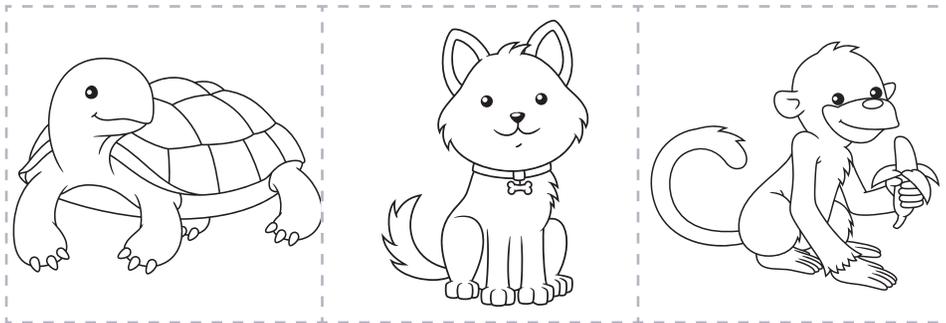


cutouts

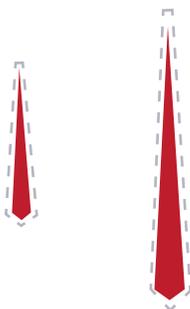
Second trimester, lesson 3, page 52.



Second trimester, lesson 4, page 56.



Second trimester, lesson 5, page 64.



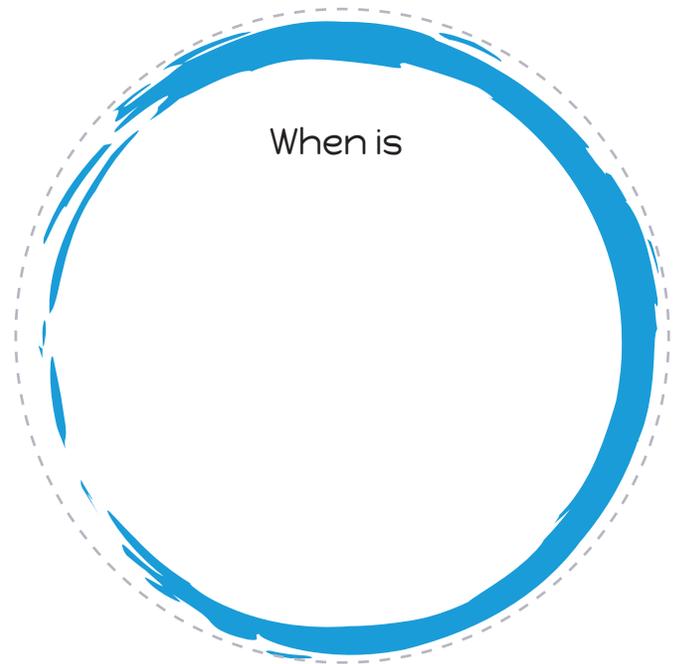


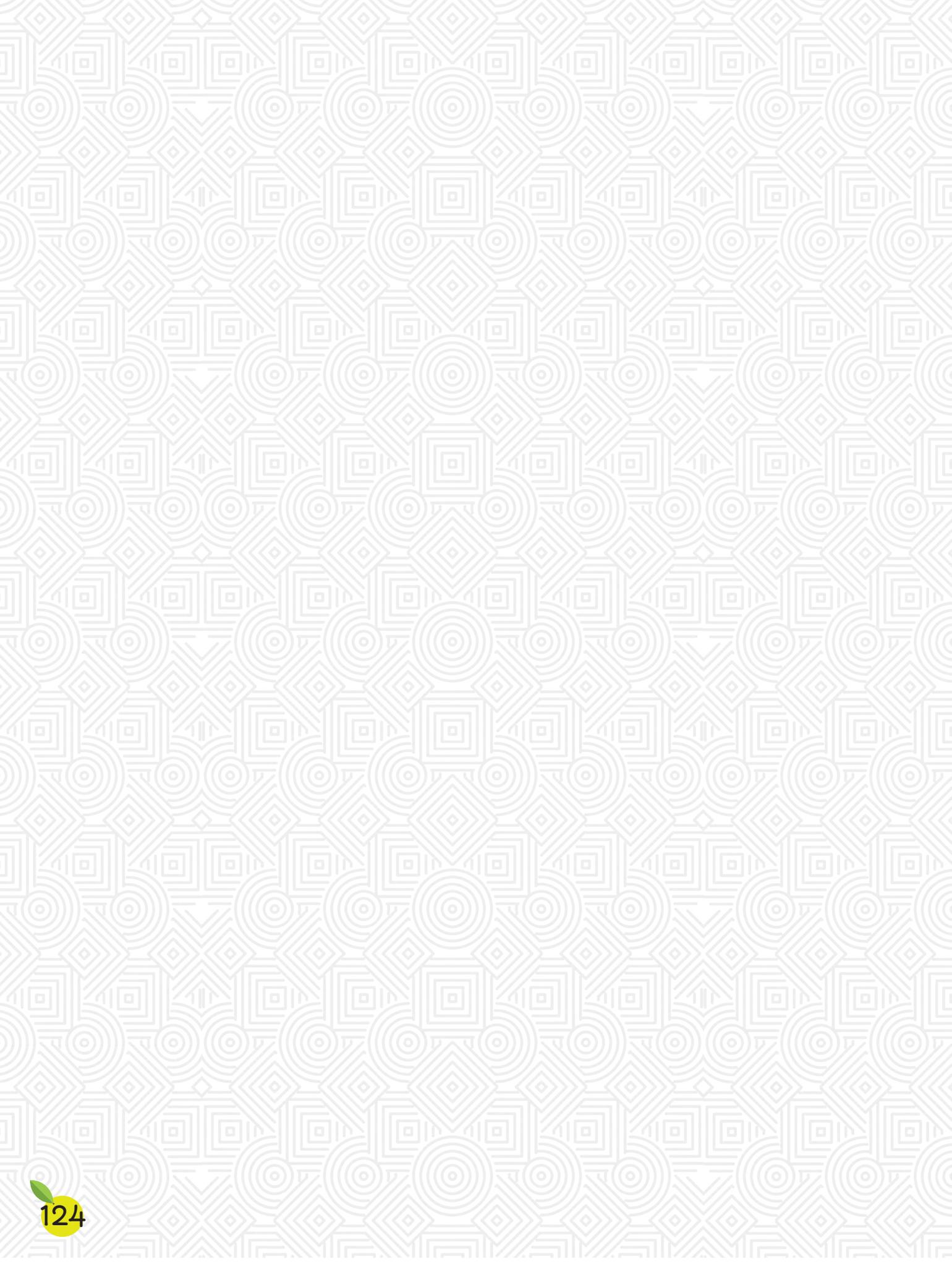
cutouts

Third trimester lesson 1 page 82.



Third trimester lesson 1 page 82.





cutouts

Third trimester, lesson 2, page 86.

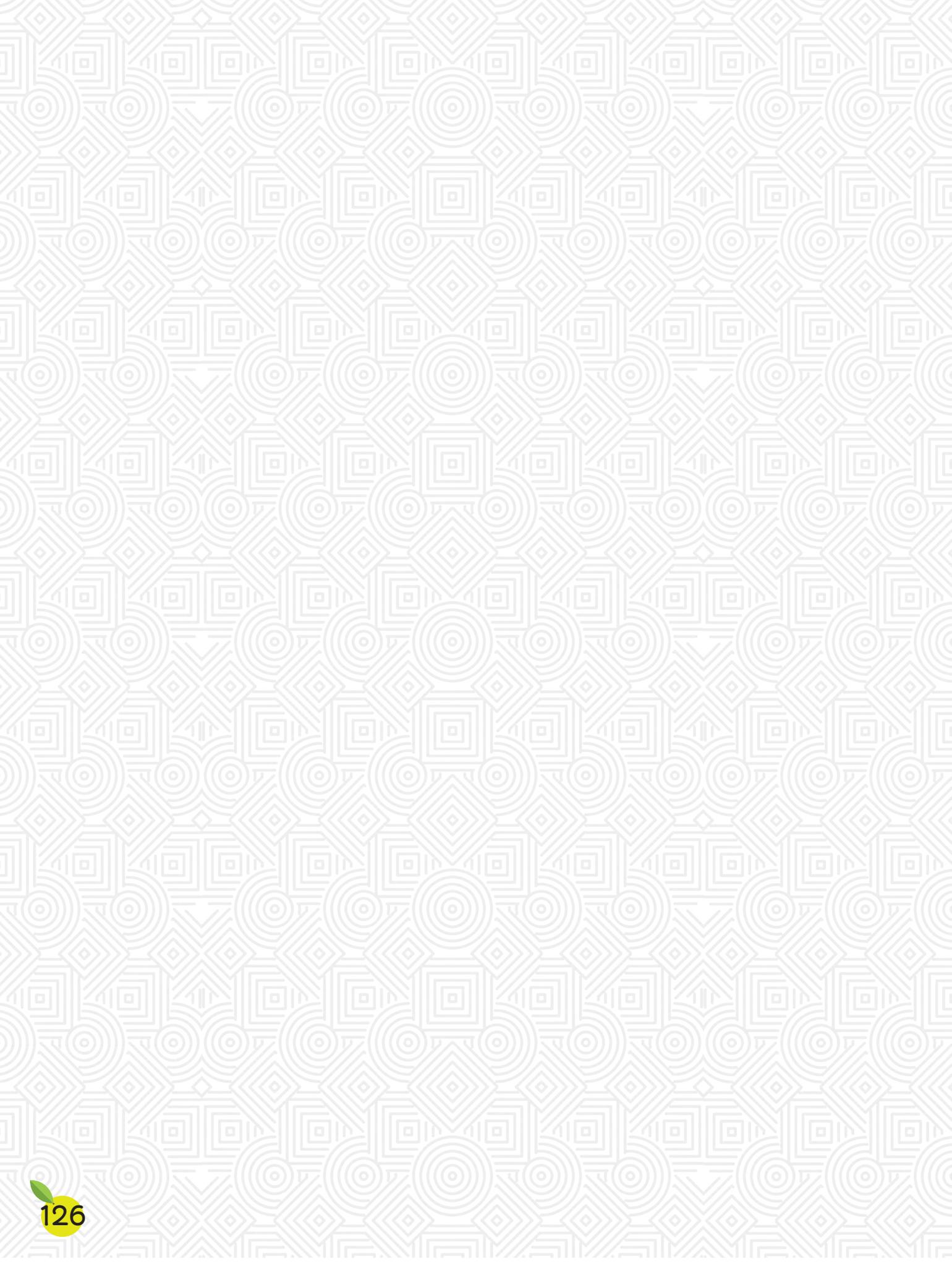


Third trimester, lesson 4, page 96.



Third trimester, lesson 5, page 102.

using	a pair of pliers	He's
a marker	He's	a computer
She's	using	using
She's	a whistle	using



cutouts

Third trimester, lesson 5, page 102.



Where are your eyes?
They're here!



Where are your eyes?
They're here!



What clothes do you like to wear?
I like to wear jeans.



What clothes do you like to wear?
I like to wear jeans.



What's your favorite activity? I like to play yo-yo.



What's your favorite activity? I like to play yo-yo.



Can you swim?



Can you swim?



Can you ride a bike?



Can you ride a bike?



What's your last name?



What's your last name?



What clothes do you like to wear?
I like to wear shoes.



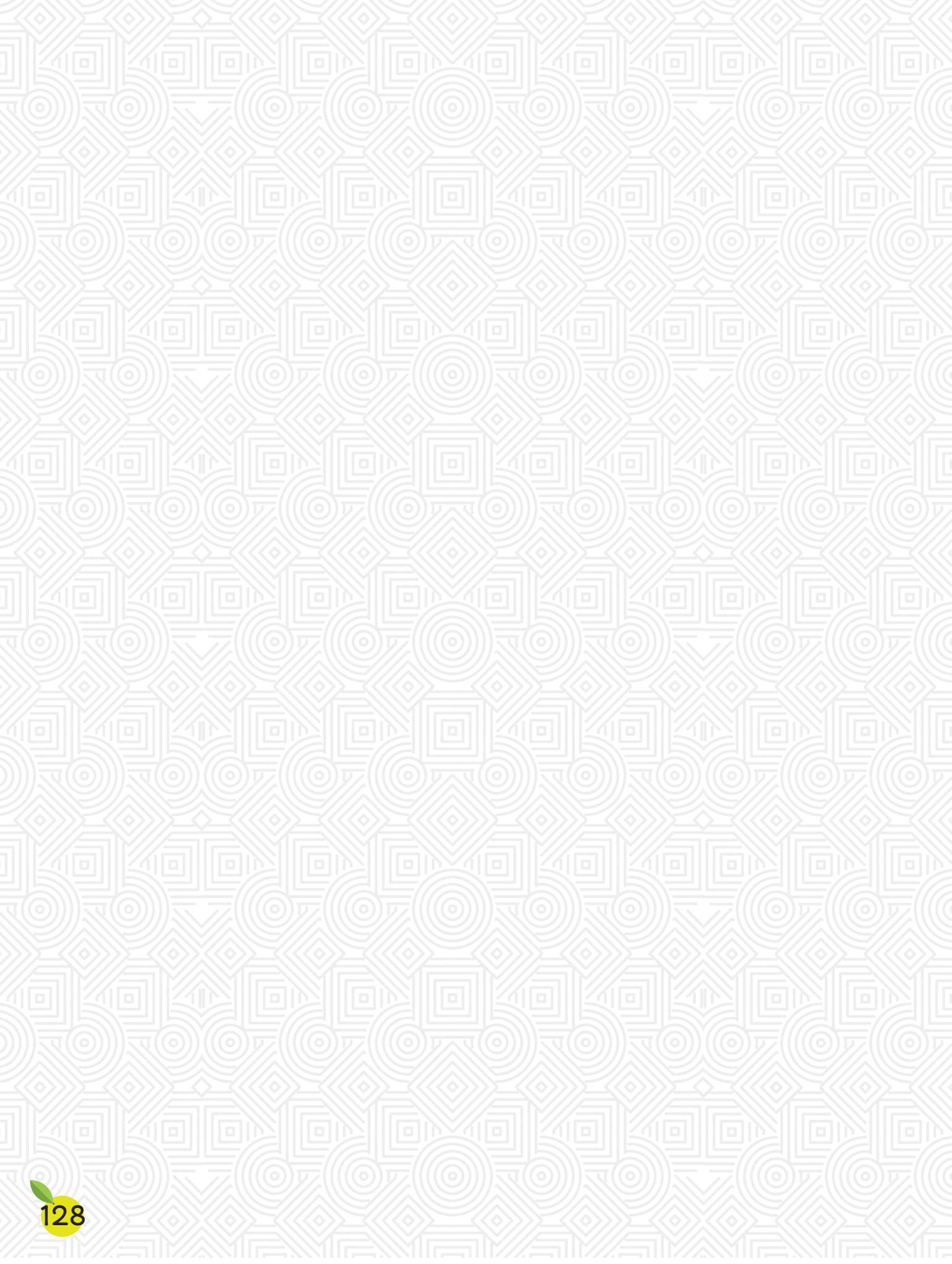
What clothes do you like to wear?
I like to wear shoes.



Do you have a yellow T-shirt?



Do you have a yellow T-shirt?



Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Saying hello, goodbye, Introducing people	Greetings and farewells	Verb to be in affirmative, negative and interrogative forms
	2	Requesting objects, counting objects	Numbers from 0 to 10, school objects, school signs	Verb to be, commands, requests: accepting and refusing
	3	Communicating in class with teacher and partners	Classroom objects	Classroom language: requests, accepting and refusing
	4	Expressing rules	Actions in class, rules in class	Affirmative and negative commands
	5	Locating body parts, giving personal information	Body parts, personal information	Verb to be, information questions: what's your, how old
	6	Talking about favorite games and abilities	Toys, abilities, sports, collocations with play	What's your favorite...?

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Talking about your favorite animals	Domestic animals	What's your favorite...? I like... Verb have in simple present tense Possessive adjectives: its
	2	Describing animals	Colors, animals	Simple present to describe animals: What's that? It's... What color is it? It's... What does it look like? It's...
	3	Talking about one or more animals	Animals in singular and plural form	Demonstratives that / those, affirmative and interrogative forms
	4	Describing body parts of animals	Body parts of animals	Demonstratives this/these, affirmative and interrogative forms, possessive adjectives her, his
	5	Telling time: hours	Parts of the day, greetings, numbers from one to twelve	Verb to be to tell the time
	6	Telling time: specific timing	Numbers from one to sixty	Verb to be to tell the time
	7	Identifying days of the week and school schedule	Days of the week, school subjects	When, What time + verb to be, simple present

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Identifying celebrations and events of the year	Months of the year, celebrations	Simple present to talk about celebrations: When, what happens
	2	Listing clothing preferences	Clothes	Simple present to describe preferences: affirmative, negative, interrogative form
	3	Describing clothes	Clothes, colors	Have in simple present: affirmative, negative, interrogative form
	4	Naming occupations and clothes people wear	Clothes for work, occupations and jobs	Possessive adjectives, present continuous to describe what people are wearing
	5	Naming tools people use at work	Occupations and jobs, common tools	Present continuous to describe what people are using for work
	6	Naming actions people do at work	Occupations and jobs, common actions	Present continuous to describe what people are doing at work
	7	Naming places in a city	Common places in town	Commands to build up a project

Classroom Discipline with



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.

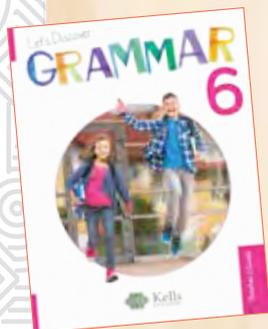
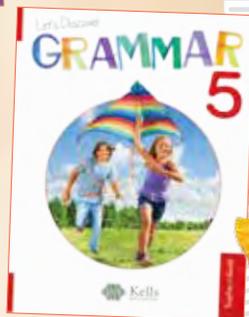
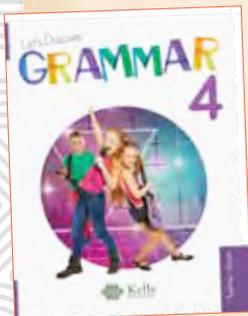
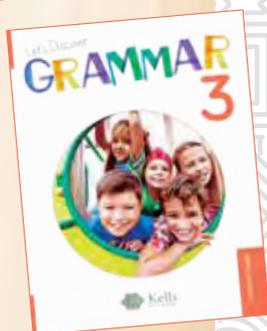
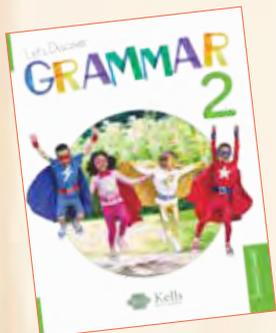
Salad: Game in which two students are given the same vocabulary item. For example, play videogames, play soccer, etc. When you say a complete idea using the vocabulary item they've got, they have to stand up and change seats. When you say, Let's eat salad! Everybody has to stand up and sit on a different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



FALTA ISBN