

Let's Discover

GRAMMAR

6



Kells
EDUCATION

Teacher's Guide

Let's Discover

GRAMMAR

6

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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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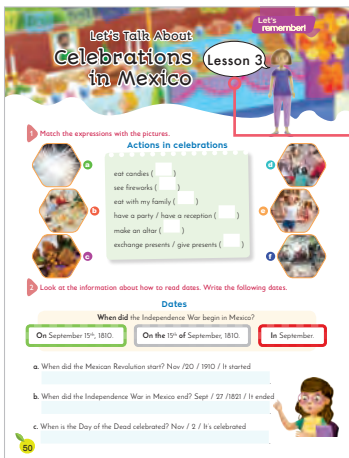
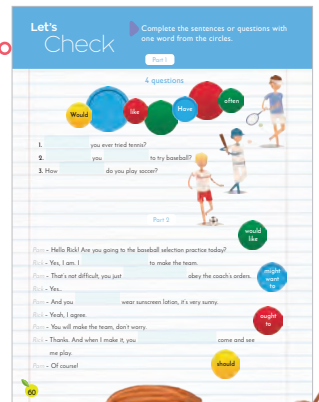
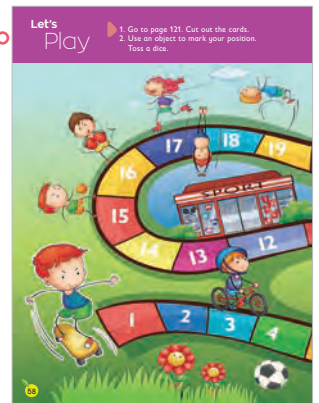
This is your book

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 **Sports** **Lesson 2** **Let's remember!**

Safety Regulations in a Stadium

Look at the pictures. Write the actions in the correct space.

Safety recommendations

1. Watch out for flying objects.
2. Check the stadium map to look for emergency exits.
3. Be careful to go after foul balls or objects.
4. Check the weather forecast to dress appropriately.
5. Drink water.
6. Wear sunscreen.

Complete the ideas with the correct safety recommendation.

- a. It's highly recommendable to _____ to stay hydrated.
- b. It's dangerous not to _____ if you are under the sun.
- c. It's advisable to _____ because many people do not understand they can hurt other people.
- d. It's mandatory to _____ because many people want to catch them.
- e. It's advisable to _____ to dress appropriately.
- f. It's recommendable to _____ in order to look for emergency exits.

46

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.

Notice how to describe festivals and celebrations.

Let's see!

A - What's a common American tradition in autumn?
B - There's the most important family tradition of the year. It's called Thanksgiving.

A - What do you exactly celebrate?
B - We thank God for his blessings.

A - How is it celebrated?
B - There's a family dinner, with special food like pumpkin pie, corn and turkey.

A - When is it celebrated?
B - It's celebrated on the fourth Thursday of November.

A - Why is it so important?
B - Because it's the only event celebrated all across the country.

Complete the conversations. Underline the correct options.

Let's practice!

A - (What's / Where's) a common tradition in India in spring?
B - There's a nice festival. It's called The Festival of Colors.

A - What (do / does / are) you exactly do?
B - There's a bonfire and food stands to get some snacks.

A - (Where / Why / When) is it celebrated?
B - It's celebrated around March 21st.

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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 about the Day of the Dead. In your notebook, write a similar paragraph about another Mexican celebration.

Let's write!

The Day of the Dead is my favorite celebration of the year. It is celebrated on November 2nd. People usually make an altar for their dead and eat pan de muerto with chocolate. The altar has special food, sugar marigolds or flower of the dead, pictures of the dead and other decorations. I love it because my family and I spend time together making it.

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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.

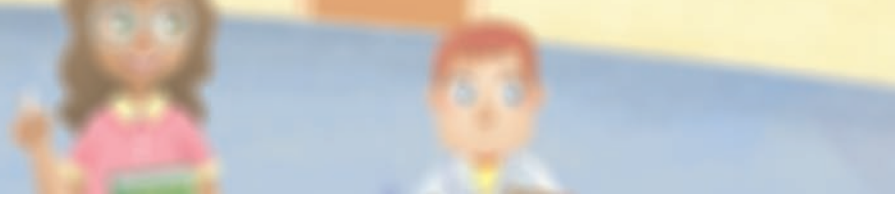
Let's remember!

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

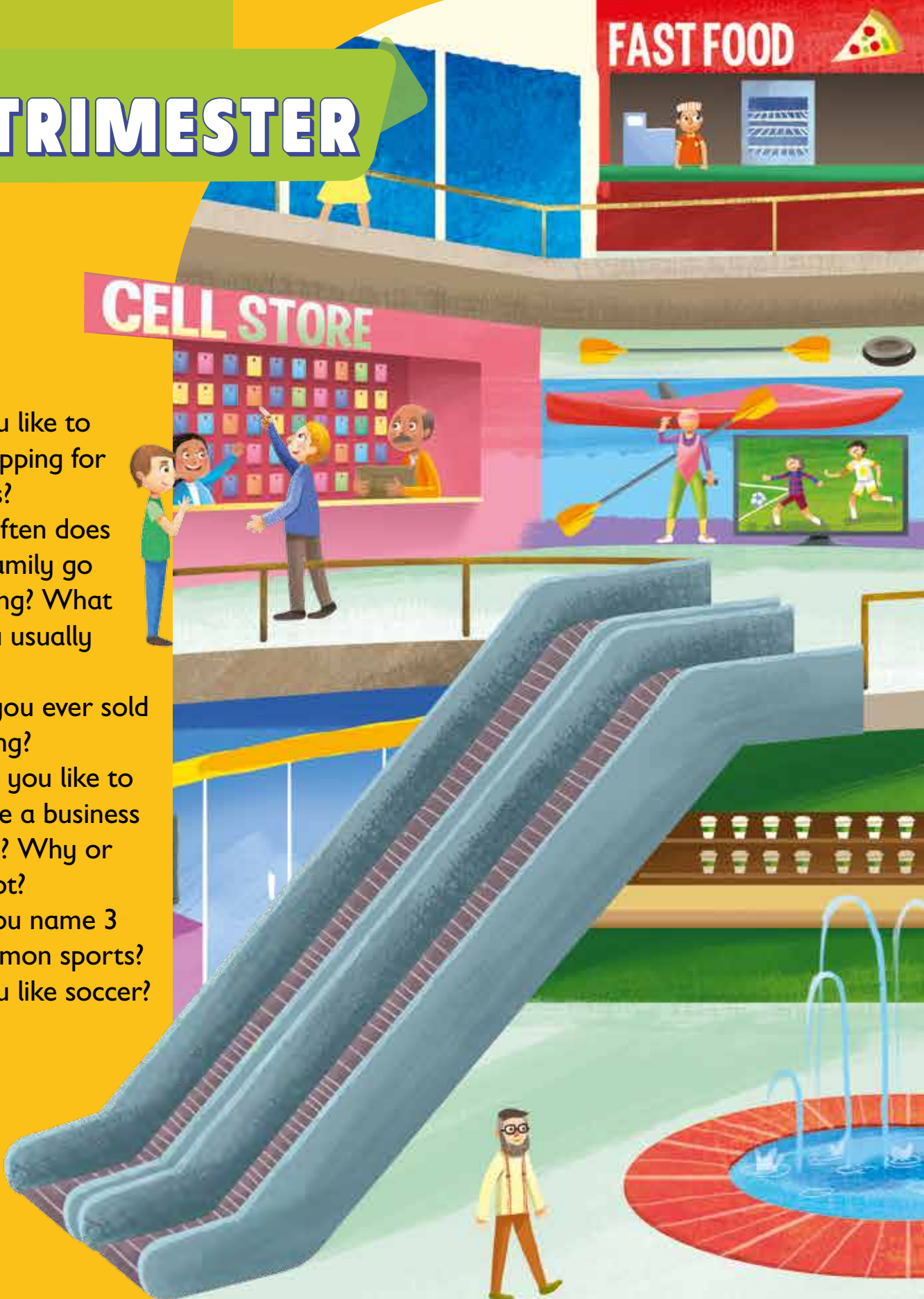
The objective of the games is to reinforce previous knowledge. Sometimes, the game recycles information from two or three weeks ago, but it is to enhance language items domain. Make sure students play in pairs or trios the most, fairly and constantly check what they are doing.

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

- Do you like to go shopping for clothes?
- How often does your family go shopping? What do you usually shop?
- Have you ever sold anything?
- Would you like to become a business person? Why or why not?
- Can you name 3 uncommon sports?
- Do you like soccer?





SPORTS

★ **Cafe** ★

KELLSMART

Let's Go Shopping for Clothes

Lesson 1



1 Order the letters correctly.

Sizes

xtear eglar

egral

mmueid

mlals



Styles

elbanoishfa

malfor

ssccail

sotypr

evingat



Saying prices

\$12.50

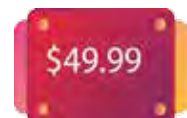
Step 1:
Say the whole number before the decimal point first, eg. twelve

Step 2:
Don't say the decimal point.

Step 3:
Say the whole number after the decimal point, eg. fifty

"Twelve fifty"

2 Write the prices in the following tags.



four ninety-nine

twenty six cents

one ninety-nine

forty nine ninety-nine

3 Notice how to *shop for clothes*.

- I need a sweater. Which one should I get? • You should get this (one).
 What color do you like? • You might want to get this (one).
 What style do you like? • I love...
 What size are you? • I prefer...
 How much is it? • I'm...
 Why don't you get this one? • That's...
 • I don't know, why?
 • Because it's...



4 Use the questions above to complete the following conversation.

Let's practice!

Emma - I **need** some sneakers. **Which** ones should I get?

Daisy - **What** size are you?

Emma - I'm size twenty-five.

Daisy - What **color** do you like?

Emma - My favorite is blue.

Daisy - You **should** get these dark blue ones. What **style** do you like?

Emma - Classic and formal.

Daisy - Look, you **might** want to get this grey and black ones.

Emma - I **don't** know...

Daisy - Why?

Emma - I don't **like** grey, I like red ones.

Daisy - Ok. Here are some other ones.

Emma - Great! How **much** are they?

Daisy - They are seven hundred pesos.



5 Complete the dialogue with your own ideas. Practice the conversation.

Answers may vary.

You - I need a [] . Which one should I get?

Your friend - What color do you like?

You - I [] [] .

Your friend - What size are you?

You - I'm [] .

Your friend - What style do you like?

You - I like [] clothing.

Your friend - Why don't you get this one?

You - I don't know...

Your friend - Why?

You - Because it's [] .

Your friend - You should get this [] , or perhaps,
you might want to get this [] one.

You - How much is it?

Your friend - That's [] .



6 Select a clothing item and create a dialogue. Present it in front of the class with a partner. Free answers.



A large sheet of lined paper with horizontal blue lines and a folded bottom corner, intended for writing a dialogue.

7 Draw some clothes you like and describe them, include color and style. There is one example.



a. *This is a vintage outfit.
There is a striped, white blouse, white pants and sunglasses.*



b.



c.

Let's Go Shopping for Groceries

















Lesson 2



1 Read the different kind of groceries you might get at a supermarket.



2 Write the name and price of the products. The prices are expressed in dollars.

							
\$2.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$2.00	\$2.00
							
\$2.00	\$1.00	black bread, one dollar		milk, two dollars			
							
\$3.00	\$1.00	bread, one dollar		croissant, one dollar			
		cookies, two dollars		apple, two dollars			
\$3.00	\$3.00	pasta/spaghetti, one dollar		pretzel, one dollar			
		instant soup, two dollars		ice lolly , two dollars			
\$2.00	\$2.00	yoghurt, three dollars		cookie, one dollar			
		shrimps, three dollars		candy, one dollar			
		eggs, two dollars					

3 Remember how to ask for *quantity*.

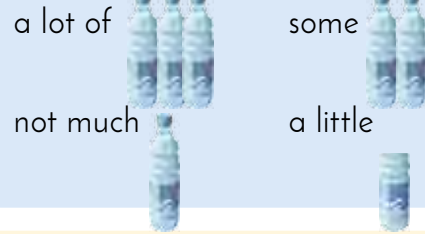
Countable

How many **cupcakes** did you buy?



Uncountable

How much **water** do you drink?



Martha - How much **sugar** do you need?

Katy - I need **some sugar**.

Martha - How many **eggs** do you need?

Katy - I need **a lot of eggs**.

Martha - The cookies are ready!

Katy - I want **a lot of cookies** and a glass of milk. Milk makes me sick, but I like it!



4 Complete the sentences using the words in the glass.

Use every phrase only once.

- We are going to have a party. We need **a lot of sodas**.
- My mother cooked **some spaghetti** for her Italian friends.
- I didn't drink **much water** when I was a baby. I drank milk.
- All my friends will make **a lot of mango water** for the soccer players to drink.
- My teacher brought **some vegetables** because this is the "Healthy Food Week".
- How many oranges** do you need for the orange juice?
- I don't eat **many apples**; I don't like fruit.
- How much water** have you drunk today?

Let's practice!



5 Complete the sentences below, select the food and use the quantifier given in parenthesis. Free answers, just make sure the determiners correspond to the food students choose.



- a. I eat _____ . (a lot of)
- b. My mother gives me _____ (some) every morning for my breakfast.
- c. _____ can my friends and I take? (How many)
- d. Young kids can't drink _____ . (much)
- e. My grandmother will bake _____ (a lot of) for the party!

6 Find out about 3 of your friends' favorite food and the quantities they eat of each one; complete the chart.



Friend 1:

Favorite food	Quantities



Friend 2:

Favorite food	Quantities



Friend 3:

Favorite food	Quantities

7 Draw groceries you've got at home. Describe things you've got and specify the quantity. Look at the example.



In the refrigerator, there are a lot of eggs, a little butter, there's some milk, there's a lot of meat, some juice and ketchup.



Let's Sell Stuff

Lesson 3



1 Look at some stuff you can sell. Write specific words for each category. This is a review. Students will fill out with words they remember.

video games



clothes and shoes





toys

snacks



pastry



drinks



2 Find the words in the word puzzle.

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



3 Look how to bargain.

William - I want to sell my video games console.

Do you want it?

Robert - How much is it?

William - It's \$100.00 dollars.

Robert - That's kind of expensive. I'll give you \$70.00.

William - You must be kidding...! Give me \$95.00.

Robert - I'll give you \$75.00.

William - Let's say \$85.00, that's my final offer.

Robert - Ok. I'll take it.



Let's practice!

4 Complete the dialogue. Use the words in the box.

board games

give you

'll give

want

be kidding

much

\$25.00

You - I want to sell my board games .

I want to buy a camera.

Your friend - How much are they?

You - They're \$25.00 , the 4 of them.

Your friend - I'll give you \$10.00.

You - You must be kidding !

Give me \$20.00.

Your friend - I'll give you \$18.00.

You - Ok. Do you have the money now?

Your friend - I'll tell my mom.



- 5 Your best friend wants to sell some old stuff to buy some new video games, bargain with her.



- 6 You need money to buy a present for your best friend's birthday, bargain with a partner. Create a dialogue and don't forget to include prices. Free answers.

You - _____

Your friend - _____

You - _____

Your friend - _____

You - _____

Your friend - _____

You - _____

Your friend - _____

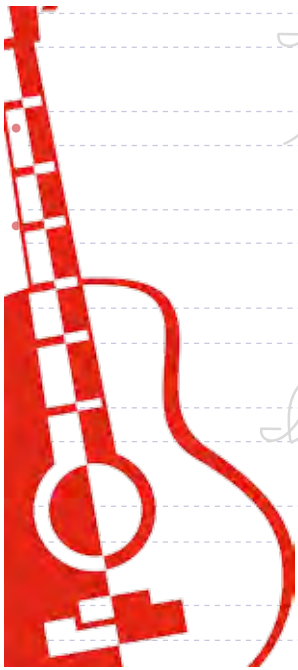
You - _____

Your friend - _____

You - _____

Your friend - _____

7 Look at the ad to sell a guitar. Trace the letters. Create your own ad, draw it and describe what you want to sell. Follow the example.



I sell my Gibson Guitar
because of an emergency!
Great state!

Awesome acoustic!

It's your chance to get
a great deal!

Information: Ullith David
at 1234-5678

Your add:

Let's See

How to Start your Own Business

Lesson 4



1 Study the definitions of the following business expressions.

a. Decide on the product to sell.
Select a merchandise to sell.

b. Check the market.
Study or investigate the possible places to sell a product.

c. Find an opportunity.
Encounter a good chance and place to sell a product.

d. Design your product.
Create merchandise.

e. Build It.
Fabricate a product.

f. Test it.
Prove a product to see if it is good or not.

g. Design a marketing campaign.
Make publicity for a product.

h. Sell it.
Commercialize a product.

i. Check opinions.
Ask people if they like a product or not.

j. Improve it.
Make a product better.

k. Invest your profits.
Put the money you obtained in a bank.

2 Complete the sentences with the correct step to create your own business.

- a. My friend **found an opportunity to sell** her cookies in her neighborhood.
- b. All my teachers say that we need to **decide on a product to sell** for our project.
- c. Before we sell our product we should **check the market** where we are planning to sell our product.
- d. The steps for a new product are 3; first is to **design a product**, **to build it**, and finally to **test it**.
- e. We ought to **design a good marketing campaign** to sell a lot of our product.
- f. We need to **check the opinion** from the people that bought our product.
- g. At the end we might want to **invest our profits**.
- h. We need to **sell it** at an inexpensive price.
- i. If people don't like our product we need to **improve it**.



3 Remember how to talk about *conditions and results*. Look at the chart and conversation.

Condition

The result is...

If you want to sell many cakes,

you need a good marketing campaign.
check your clients opinions.
sell them at a great, competitive price.



Helen - Thanks Mom and Dad for helping us with our project, we need to design, build and test a product, if we want to get an A in our final grades.

Mom - Don't worry guys! **if you make a good marketing campaign, the rest is easy.**

Michael - Yes, but I think that is difficult.

Dad - Not at all! The secret is that **if you want to sell a lot, decide on a product you love.**

Helen - Of course, for example: we love toys, we need to create one and sell it.

Dad - But don't forget to sell them, **if you have an opportunity, use it!** For example, at a market or a store. **And check opinions from the clients if you want to have the best product.** If you need to improve it, consider all the opinions, and...

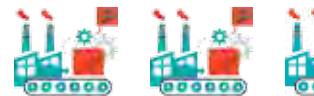
Helen - Dad, it's just a project, we are not professional sellers!

4 Work in pairs. Match the columns correctly.

Let's practice!

- a. If you want to have a good business,
- b. If you work hard,
- c. If you design a good product,
- d. If you have a good idea of a product,
- e. If you invest your profits,
- f. If you don't check the market,
- g. If you find a good opportunity,
- h. If you decide on a product to sell,
- i. If you test your product,
- j. If people don't like something,

- (j) improve your product.
- (h) build it and sell it.
- (a) work hard.
- (c) people are happy with the product.
- (b) you have good results.
- (i) the product is a success.
- (e) you make your money grow.
- (f) you won't know what people need.
- (d) sell your product.
- (g) create something nice.



5 Imagine you want to sell cupcakes in the cafeteria of your school, complete the ideas.

Answers may vary.

a. If my grandmother bakes the cupcakes,

b. If I sell a lot of cupcakes,

c. If the cupcakes are a big success,

d. If I bake the cupcakes,

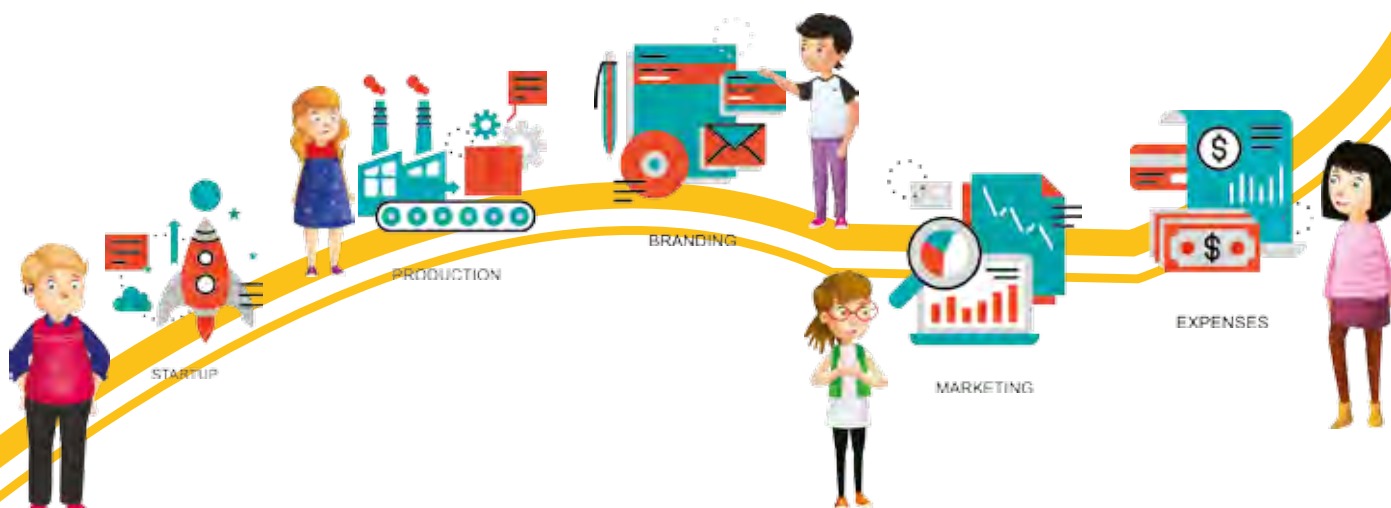
e. If my friends don't buy my cupcakes,

f. If I don't sell any cupcake,

g. If the cupcakes are cheap,



6 Follow the steps and design, build and test a product; then, create a marketing campaign and sell the product in your classroom.



7 Go back to the beginning of the lesson. Copy the steps to build your own business.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

Let's Talk About Sports

Lesson 5



1 Look at the sports. Choose five sports that are interesting for you. Explain why you think they're interesting.

Sports



diving



wrestling



fencing



skiing



cycling



swimming



tennis



hockey



weightlifting



rowing



karate



gymnastics



archery

2 Work in pairs. Act the sport, and your partner has to guess which sport that is.

3 Complete Ben's brother story, use the frequency phrases.

a week twice times a day every every week every once in
every weekend other day morning

This is my brother Patrick, he is a football player for his university. He practices every day. Every morning he wakes up early, he prepares a big lunch because he has to eat 4 times a day . He is very healthy and drinks sodas only every once in a while, and never eats fast food. His coach told him that he has to go swimming twice a week and do gymnastics once a week . He has many friends and gets together with them every weekend ; he is a good brother. We go together to the park every other day and he teaches me how to play football.

4 Notice how to ask about *experiences, frequency and desires*.



Harry - Ben's brother, Patrick, is really cool.

Michael - Yes he is, and he plays football for his university.

Harry - **Have you ever tried** football?

Michael - No I have never tried it.

Harry - What do you practice?

Michael - I practice Karate.

Harry - **How often do you practice?**

Michael - I practice twice a week. **Would you like to try doing karate?**

Harry - No way! It's too aggressive for me. **I'd like to practice** gymnastics.



Ask and answer about an experience in life

Have you ever tried...(sport)....? No, I've never tried it. / Yes, I have.

Has Harry every tried doing karate? No, it's too aggressive for him. / Yes, he has.

Ask and answer about the frequency of an activity

How often do you practice... (sport)....? I practice... (sport)... (frequency phrase).

Ask and answer about desires

Would you like to try... (sport)? Sure. It sounds like fun! / No way! It's too aggressive for me!

5 Circle the correct option in each case.

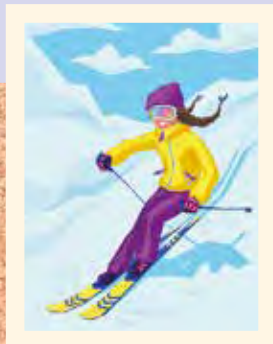
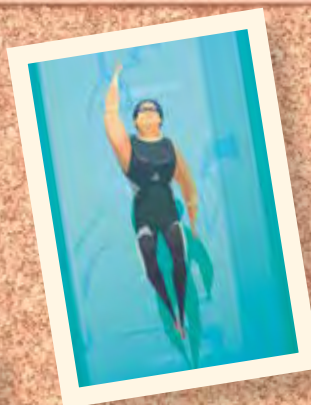
a

A - Have you (ever / never) tried swimming?

B - Yes, I have. I love it!

A - (How often / What) do you practice?

B - I practice twice a week.



b

A - (Have / Has) you ever tried skiing?

B - No, I haven't.

A - (Do / Would) you like to try it?

B - Not really. I don't like to feel cold.

c.

A - Has (you / **he**) ever ridden a bike?

B - Yes, he has.

A - How often (do / **does**) he ride a bike?

B - Every day.



d.

A - Has (**she** / they) ever done fencing?

B - Yes, she has.

A - How often (do / **does**) she practice?

B - Every day. She's the national champion!

6 Use the illustration below to ask and answer with your own information.



SPORT

a. Have you ever tried **sport** ? **Answers may vary**

b. **Would** you like to try **sport** ? **Answers may vary**

c. **How** often do you practice **sport** ? **Answers may vary**

d. **Have** you ever tried **sport** ? **Answers may vary**

7 Now, select two sports from the picture above and create a dialogue. Make sure to use: "Have you..., Would you..., How often do you...? Then role-play the dialogue in front of the class.

- 8 Trace the paragraph about Sophia. Then, in your notebook write 2 more similar paragraphs, one about William and the other one about you.



Sophia
Practiced for 5
years, 2 hours
every day.
Loves it because
it implies physical
and mind control.

Sophia: Fencer

She's the national fencing
champion. She has practiced
for 5 years; 2 hours every
day because she loves it.

She thinks it's a wonderful
sport that involves physical
and mind control. She
will participate in a
tournament in 2 weeks
and she says she's ready to
win.



William
Practiced for 2 years,
one hour every day
Loves it because it's
fun.
Not interested in
competitions.

Let's remember!

Let's Narrate a Soccer Game

Lesson 6



1 Go to page 117 and label the actions correctly.

Actions in soccer Students only need to cut the tags. The pics are references.



2 Go to page 117. Label the players and positions according to the descriptions you will find.

Positions in soccer



- 3 Read how the famous soccer expert Jose Ramon Hernandez narrates the world cup final game.



"...Mionel Bessi sends the ball forwards with an overhead kick, the midfielder traps the ball **but** he kicks an opposite midfielder **and** gets a foul... The opposite team gets a push pass and Christiani Romaldi takes the ball, the backers try to stop him, **but** he keeps the ball up to the goal box...! He kicks **and** boots the ball right into the goal net...! **But** wait...! Ochoa stops the shot...! He stopped it! He stopped it! Awesome...!"

- 4 Complete the game narrative with Jose Ramon Hernandez in the second half of the game. Use the words in the box.

Let's practice!



"The **striker** passes the ball to the **midfielder**, the midfielder **traps** the ball, runs, passes the backer, he gets to the **goal box**.

The **goalkeeper** gets ready to catch the ball. The midfielder aims to the goal net and fails! The goalkeeper holds the ball and sends it to the winger. The winger **passes** the ball to the midfielder, runs to the opposite goal line, runs and with an incredible **kick**, he **boots** the ball into the goal net! Goal!



5 Work with a partner. Use the vocabulary in activities 1 and 2 to complete the narration of the soccer game.



Answers may vary.

“...The _____ overhead kick, the _____ but _____ .
 The team _____ the ball. Now the _____ .
 The goalkeeper fails! It is a _____ . But wait! The referee says that it is a
 _____ ! No...!”

6 Draw four scenes of a soccer game. Then, write the narration of the game you drew.

1

2

3

4

7 Look at the soccer game comic strips. Trace and complete the narration of the game.



• "The _____ takes the
 • ball, the _____ but
 • _____!
 • The team _____ the
 • ball. Now the _____
 • and the goalkeeper fails! It is a
 • _____ . But wait! The
 • referee says that it is a _____!
 • Unbelievable!

Let's Play

- a. Use a token to mark your position (a paper clip, an eraser, a pen cap).
- b. Toss the dice.
- c. Go to page 119 and cut out the question cards. Read the question that corresponds.



▶ If your answer is correct, you move the number of spaces the dice marked, if your answer is incorrect you miss your turn and you will need to wait for the next round.



Let's Check

Complete with much / no / a little / some / one / many. There is one example.

Part 1

4 questions

Example:

0. How much lettuce is there? There's *a little*.

Questions

1. How *much* milk do you have?

I have *a little / some* milk.

2. How *many* oranges do you have?

I have *one*.



Part 2

3 questions

Rearrange the words to form complete, logic ideas. There is one example.

Example:

0. Water / boils / heat / to 100 degrees / it / if / you.

Water boils if you heat it to 100 degrees.

Questions

1. my daughter / eats / too much chocolate, / she / gets / sick. / When /

When my daughter eats too much chocolate, she gets sick.

2. get / eat too / people / much, / When / they / fat. /

When people eat too much, they get fat.

3. are not / children / do not / well, / When / they / healthy. / eat /

When children do not eat well, they are not healthy.

Complete the conversation with one word in each space.

Part 3

10 questions



Emma - I (1) **need** some boots. (2) **Which** ones should I get?

Katy - (3) **What** size are you?

Emma - I'm size twenty-two.

Katy - What (4) **color** do you like?

Emma - My favorite is pink.

Katy - You (5) **should** get those brown boots. What clothing (6) **style** do you like?

Emma - Classic and formal.

Katy - Look, you (7) **might** want to get these black boots.

Emma - I (8) **don't** know...

Katy - Why?

Emma - I don't (9) **like** black or brown, I like pink.

Katy - Look! There's a pink pair.

Emma - Wow! How (10) **much** are they?

Katy - They are three hundred pesos.

2nd TRIMESTER

- What's "safety gear"?
- Have you ever been to a stadium?
- Which Mexican celebrations do you know?
- Do you know any international tradition? Which one?
- Are you familiar with any festival around the world?
- Are you celebrating a special date this year?
- What's a risky situation?





SPORTS

Let's See Safety Gear and Recommendations for Soccer Players

Lesson 1



1 Look at the vocabulary and describe it with at least 2 characteristics.

Soccer gear

Example.

There are white and red shorts.

There's a red and yellow team shirt.



team shirt

shorts

shin guard

sock

goalkeeper's gloves

soccer ball

soccer shoes

interchangeable studs



2 Read the descriptions and write the correct term.

a. They're objects to protect your shins. **shin guards**

b. It has the color and name of your team. **team shirt**

c. They're the lower clothing item for players. **shorts**

d. They're under the soccer shoes, necessary to avoid slipping. **interchangeable studs**



e. They help the goalkeeper grab the ball. **goalkeeper's gloves**.

f. They're the special shoes soccer players wear. **soccer shoes**.

g. It's the specific ball used in soccer. **soccer ball**.



Let's
see!

3 Notice how to give different *kinds of recommendations*.



You **might want to wear** double socks (it's optional).

You **should drink** water to stay hydrated (it's good for you).

You **ought to wear** shin guards (it's necessary).

4 Complete the recommendations that the coach told the team during the half-time.

Let's
practice!

- a. You **ought to** _____ wear the official jersey with the colors of the team. (necessary)
- b. You **might want to** _____ drink water now. (optional)
- c. William, you **should** _____ get new goalkeeper's gloves, those are kind of broken. (good)
- d. All players **ought to** _____ wear shin guards all the match. Do not remove them. (necessary)
- e. You **should** _____ wash your soccer socks, they are stinky! (good)
- f. You **ought to** _____ keep your soccer shoes in good condition. (necessary)



5 The coach is giving some recommendations to the team. Use the words to write complete ideas.



- a. _____ (drink water).
- b. _____ (play clean).
- c. _____ (wear shin guards).
- d. _____ (buy new gloves).
- e. _____ (wash your soccer uniform).

6 Work with a partner. Imagine you're a jogger coach. Write 5 recommendations you think are important. Free answers.



a. _____

b. _____

c. _____

d. _____

e. _____

7 Write some recommendations you think are important for cycling and swimming. Use the list of actions to help you with vocabulary. There is one example.



- stay hydrated,
- wear a helmet,
- wear gloves and glasses,
- wear reflective and
- colorful clothes, check
- the air in the tires and
- preferably wear shorts.

a. *You might want to take a bottle of water to stay hydrated.*

b. _____

c. _____



- wear a swimming cap,
- wear goggles,
- cover your ears,
- work on your kick,
- warm up before
- entering to the pool.

a. *You ought to wear a swimming cap.*

b. _____

c. _____

Let's Talk About Safety Regulations in a Stadium

Lesson 2



1 Look at the pictures. Write the actions in the correct space.

Safety recommendations

1. Watch out for flying objects.
2. Check the stadium map to look for emergency exits.
3. Be careful to go after foul balls or objects.
4. Check the weather forecast to dress appropriately.
5. Drink water.
6. Wear sunscreen.



2 Complete the ideas with the correct safety recommendation.

- a. It's highly recommendable to **drink water** to stay hydrated.
- b. It's dangerous not to **wear sunscreen** if you are under the sun.
- c. It's advisable to **watch out for flying objects** because many people do not understand they can hurt other people.
- d. It's mandatory to **be careful to go after foul balls or objects** because many people want to catch them.
- e. It's advisable to **check the weather forecast** to dress appropriately.
- f. It's recommendable to **check the stadium's map** in order to look for emergency exits.

3 Notice how to talk about *regulations*.

The important thing is to make students aware of the use of *it's + adjective + (not) to + verb*. Make them see it.

It's **important to drink** water (in order) to stay hydrated.

It's **advisable not to go** after foul balls.

It's **dangerous not to watch out** for flying objects.

Let's
practice!

4 Complete the recommendations that are given at a concert.

- a. It's **important to wear** _____ a cap and raincoat in rainy season (important/wear).
- b. It's **necessary to watch out** _____ for flying objects (necessary/watchout).
- c. It's **recommendable to be** _____ on time (recommendable/be).
- d. It's **mandatory not to bring** _____ any kind of weapon (mandatory/not/bring).
- e. It's **good to have** _____ your ticket in your hand when accessing (good/have).
- f. It's **important to avoid** _____ pushing other people (important/avoid).



5 Write more recommendations according to the signs and pictures.

If your class is weak, help them with the meaning of the signs.



a. It's recommendable

b. It's dangerous



c. It's risky

d. It's important



6 Work in trios. You are in charge of the security during the soccer tournament in your school. Write the regulations that the spectators ought to obey during the matches and draw the signs of each recommendation you give. Follow the examples in activity 5.

Sign	Description

7 Trace the regulations for international exams. Then, write the regulations in your house.

- It's advisable to take two pencils and one eraser to the exam.
- It's important not to take electronic devices with you.
- It's mandatory to keep quiet all along the exam.
- It's recommendable to concentrate during the exam.

Let's Talk About Celebrations in Mexico

Lesson 3



1 Match the expressions with the pictures.

Actions in celebrations



a

eat candies (e)



d

see fireworks (a)



b

eat with my family (b)



e

have a party / have a reception (f)



c

make an altar (c)



f

exchange presents / give presents (d)

2 Look at the information about how to read dates. Write the following dates.
Remind students of the months of the year.

Dates

When did the Independence War begin in Mexico?

On September 15th, 1810.

On the 15th of September, 1810.

In September.

Answers may vary.

a. When did the Mexican Revolution start? Nov / 20 / 1910 / It started

b. When did the Independence War in Mexico end? Sept / 27 / 1821 / It ended

c. When is the Day of the Dead celebrated? Nov / 2 / It's celebrated



3 Notice how to ask about *celebrations*.

What's a famous celebration in Mexico?
The Day of the Dead.

When is the Day of the Dead celebrated?
It's celebrated on November the second.

How is it celebrated? People usually make an altar for their dead and eat *pan de muerto* with chocolate.

Where is it celebrated? It's celebrated at home.



Let's practice!

4 Complete the questions and answers about other common celebrations in Mexico.



- Mother's day
- May 10th
- eat with the family
- give presents
- have a meal at home or with a special meal at a restaurant

A - What's a famous celebration in Mexico?

B - Mother's day

A - When is mother's day celebrated?

B - It's celebrated on May 10th.

A - How is it celebrated?

B - People usually give presents to their mothers.

A - Where is it celebrated?

B - People usually have a meal at home or with a special meal at a restaurant

A - What's another famous celebration in Mexico?

B - Independence day

A - When is Independence day celebrated?

B - It's celebrated on September 15th

A - How is it celebrated?

B - People usually have a special Mexican dinner

A - Where is it celebrated?

B - It's celebrated at home, main square or restaurants



- Independence day
- September 15th
- special Mexican dinner at home, main square or restaurants

5 Ask and answer questions about other celebrations in Mexico.
Answers may vary.

A - When are piñatas broken? ?



a. piñatas

B -



b. cinco de mayo

A - How do you celebrate cinco de mayo? ?

B -

A - Free answers. ?



c. children's day

B -

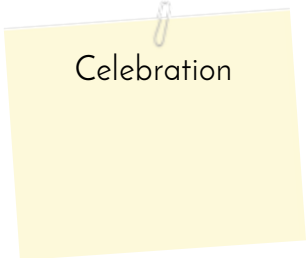


d. Halloween

A - Free answers. ?

B -

6 Select another Mexican celebration. Ask and answer questions about it.
Free answers.



Questions and answers

A - ?

B -

A - ?

B -

A - ?

B -

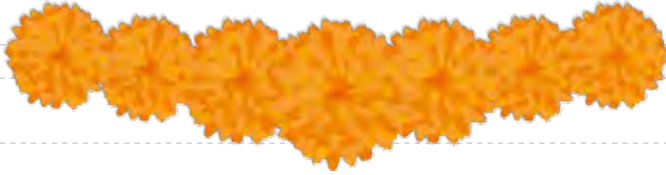
A - ?

B -



- 7 Trace the paragraph about the Day of the Dead. In your notebook, write a similar paragraph about another Mexican celebration.

The Day of
the Dead



The Day of the Dead is my favorite celebration of the year. It is celebrated on November 2nd. People usually make an altar for their dead and eat pan de muerto with chocolate. The altar has special food, Aztec marigolds or flower of the dead, pictures of the dead and other decorations. I love it because my family and I spend time together making it.

Let's Talk About Traditional Food Around the World

Lesson 4



- 1 Match the food with the nationality.
Help students with the uncommon dishes. Provide hints so that they can tell the nationality.

Traditional food



a. Wiennerschnitzel



b. fish and chips



c. sushi



d. kebabs



e. feijoada



f. sandwich



g. couscous



h. sweet and sour pork



i. spaghetti



j. enchiladas



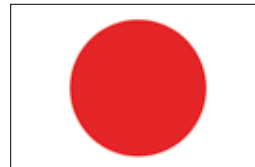
(d) Turkish



(j) Mexican



(a) Austrian



(c) Japanese



(i) Italian



(f) American



(g) Moroccan



(b) English



(e) Brazilian



(h) Chinese

- 2 Ask and answer the following questions about the food above.

A - *What's that?*

B - *It's couscous.*

A - *Where is it from?*

B - *It's Moroccan.*



3 Notice how to ask for *information about traditional food*.



couscous

- A - What's couscous?
 B - It's a traditional Moroccan dish.
 A - What's **it made of**?
 B - **It's made of** vegetables, lamb and durum wheat.
 A - When **is it eaten**?
 B - **It's eaten** for lunch on Fridays.
 A - Where **is it** usually **eaten**?
 B - **It's eaten** at home or in restaurants.

- A - What are enchiladas?
 B - They're a traditional Mexican dish.
 A - What **are they made of**?
 B - **They're made of** sauce, tortilla, and chicken.
 A - When **are they eaten**?
 B - **They're eaten** for lunch or dinner.
 A - Where **are they** usually **eaten**?
 B - **They're eaten** at home or in restaurants.



enchiladas

Let's practice!

4 Complete the conversations with the correct words according to the questions in activity 3.



wiener schnitzel
Austrian dish

- A - What's **wiener schnitzel** ?
 B - It's a **traditional Austrian** dish.
 A - What's it made of?
 B - **It's made of** meat, crumbs of bread and salad.
 A - **When is it eaten** ?
 B - **It's eaten** everyday, for lunch or dinner.
 A - Where **is it** usually eaten?
 B - **It's eaten** at home or in restaurants.



sandwich
American dish

- A - What's a **sandwich** ?
 B - It's a **traditional American** dish.
 A - What's it made of?
 B - **It's made of** bread, ham, and other ingredients.
 A - **When is it eaten** ?
 B - **It's eaten** everyday, for lunch or dinner.
 A - Where **is it** usually eaten?
 B - **It's eaten** at home or in restaurants.

5 Complete the conversation as necessary.



Pozole
Mexican dish

- A - What's pozole ?
 B - It's a traditional Mexican dish.
 A - What's it made of?
 B - It's made of ...
 A - When is it eaten ?
 B - It's eaten for lunch or dinner.
 A - Where is it usually eaten?
 B - It's eaten at home or restaurants .

- A - What are tacos al pastor ?
 B - They're a traditional Mexican dish.
 A - What are they made of?
 B - They are made of meat, chilli, spices and tortillas.
 A - When are they eaten?
 B - They're eaten ...<<free answer>>
 A - Where are they usually eaten?
 B - They're usually eaten at restaurants .



Tacos al pastor
Mexican dish

6 Choose a dish you like from the Street Food Festival. Write all the questions and answers about that dish.



- A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .

7 Trace the text about *tacos al pastor*. Write a similar text about your favorite dish.



Tacos al pastor

I think they are people's favorite snack. They are tacos filled with grilled, marinated meat with some spices, pineapple and chilli. They're usually eaten in restaurants. People eat them specially for dinner.

Let's Play

1. Go to page 121. Cut out the cards.
2. Use an object to mark your position.
Toss a dice.



3. Answer the question. If your answer is correct, move the number of spaces marked in the dice. If your answer is incorrect, you miss your turn and wait for the next round.

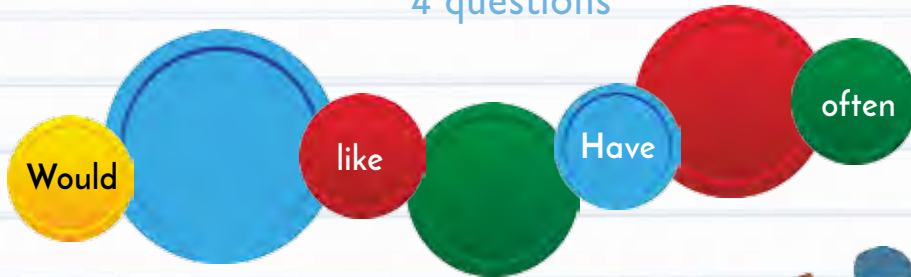


Let's Check

Complete the sentences or questions with one word from the circles.

Part 1

4 questions



1. **Have** you ever tried tennis?
2. **Would** you **like** to try baseball?
3. How **often** do you play soccer?



Part 2

Pam - Hello Rick! Are you going to the baseball selection practice today?

Rick - Yes, I am. I **would like** to make the team.

Pam - That's not difficult, you just **ought to** obey the coach's orders.

Rick - Yes...

Pam - And you **should** wear sunscreen lotion, it's very sunny.

Rick - Yeah, I agree.

Pam - You will make the team, don't worry.

Rick - Thanks. And when I make it, you **might want to** come and see me play.

Pam - Of course!

would like

might want to

ought to

should

Look, read and write **yes** or **no**. There is one example.

Part 3

4 questions

0. You should stop when you see this signal. **No**



1. You ought to wear shin guards when playing soccer. **Yes**



2. You ought to respect the referee's decisions. **Yes**



3. The Day of the Dead is celebrated in Mexico. **Yes**



4. Independence day in Mexico is celebrated on the 4th of July. **No**

Let's Talk About Festivals Around the World

Lesson 5



1 Look at the objects and complete the ideas below with the correct word or phrase.



- a. At Christmas, most people eat a **special dinner**.
- b. In Halloween I like to wear a **costume**.
- c. On September sixteenth the Mexican army throws a **parade**.
- d. I don't like **serpentine**, I think it's just a waste of paper!

2 Look at the vocabulary about the seasons of the year. Practice the questions and answers.

Autumn / Fall
September - December



Winter
December - March

Spring
March - June



Summer
June - September

A - *What's a common tradition in Spring?*

B - *Small children have a spring festival, they wear costumes or go in a parade.*

3 Notice how to describe *festivals and celebrations*.

A - **What's** a common American tradition in autumn?

B - There's the most important family tradition of the year. It's called *Thanksgiving*.

A - **What do** you exactly **celebrate**?

B - We thank God for his blessings.

A - **How is it celebrated**?

B - There's a family dinner, with special food like pumpkin pie, corn and turkey.

A - **When is it celebrated**?

B - It's celebrated on the fourth Thursday of November.

A - **Why is it so important**?

B - Because it's the only event celebrated all across the country.



Let's practice!

4 Complete the conversations. Underline the correct options.

A - (What's / Where's) a common tradition in India in spring?

B - There's a nice festival. It's called The Festival of Colors.

A - What (do / does / are) you exactly do?

B - There's a bonfire and food stands to get some snacks.

A - (Where / Why / When) is it celebrated?

B - It's celebrated around March 21st.



5 Complete the conversation with the information about Bonfires of Saint John.



June
People make a
bonfire and jump
over it
There are fireworks
There are fish dishes

A - There's _____ a festival in Spain called the Bonfires of Saint John.

B - When is it celebrated _____ ?

A - It's celebrated in June _____ .

B - What do _____ people do?

A - People _____ make a bonfire and jump over it.

B - That sounds like fun.

A - And there are _____ fireworks.

B - Do people eat _____ something special?

A - There are _____ fish dishes.

B - That's nice. What time is it celebrated?

A - It's at night, and it's very fun.

6 Read about the White Night Festival in Saint Petersburg Russia. Make questions about it and ask them to a partner.

The White Night Festival is an annual international arts festival during the season of the midnight sun. It consists of a series of classical ballet, opera and music events and includes performances by Russian dancers, singers, musicians and actors, as well as famous international guest stars. The Scarlet Sails celebration is the culmination of the White Nights season, the largest public event anywhere in Russia with the annual estimated attendance about 1 million people, most of whom are students from thousands of both local and international schools and colleges.



a. _____ ?

b. _____ ?

c. _____ ?

- 7 Trace the information about the New Year in China. Then, in your notebook write a similar paragraph about a tradition you know.



- The spring festival in China is the
- biggest celebration there. It begins on
- the Chinese New Year's Eve up to
- the Lantern festival, 15 days after.
- You can see parades with dragons,
- fireworks, symbolic dressing, flowers
- and it ends with lanterns.
- It's the most important and largest
- celebration.

Let's Talk About Special Celebrations

Lesson 6



1 Look at the special celebrations. Write the objects under the correct pictures. In your notebook, write actions people do in those celebrations.

Special celebrations

wedding gown cap gathering cake presents party
reception special dress gown bouquet bride groom

Sweet 16th birthday

Birthday



presents

cake

party



special dress

reception

Graduation



cap

gown

reception

Wedding



wedding gown

bouquet

bride

groom

reception

Retirement



gathering

party

This is a review. Students have to say the actions. If you have a weak class, help them out.

2 Write the activities people did at special celebrations. All the actions are in simple past.

a. In my cousin's sweet 16th party last month we **ate cake**. I don't really like parties.

b. My father graduated when he was 25 and he **got a diploma** in journalism. He loves to write!

c. My aunt got married and we went to a reception. We **had a special dinner** with soup, meat and delicious cake. She **exchanged vows** with her groom. They enjoyed seeing all the family together.

d. My grandpa has just retired. He organized a gathering and he **talked to his friends** about his grandchildren. He can't stand working anymore!

e. My birthday was 2 months ago. I **had fun** with my friends. I wanted to be with my best friend.

3 Notice how to talk about preferences, likes and dislikes.

Make students see the first 3 forms can be used either with infinitive or gerund, but not the ones below.

I love to go to parties.

I like to dance.

I don't like to wear formal clothes.

I'd like to have a nice party.
would = 'd

~~I can't stand to listen to banda music. Wrong!~~

~~I enjoy to eat cake. Wrong!~~

~~I don't mind to go to parties. Wrong!~~



I love going to parties.

I like dancing.

I don't like wearing formal clothing.

~~I'd like having a nice party. Wrong!~~

I can't stand listening to banda music.

I enjoy eating cake.

I don't mind going to parties.

Let's practice!

4 Complete the questions with the correct form of the verb.

- How would you like to celebrate (celebrate) your next birthday party?
- Do you enjoy listening (listen) to pop music?
- Do you like to go to parties?
- What do you like to wear when you go to a party?
- What's something you can't stand doing (do) on your birthday?

5 Ask a partner the questions in activity 4. Write the answers he/she gives.

Free answers.

- _____ ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?

6 Write one sentence about what you like or don't like about special events.



wear formal clothes

a.

b.



spend time with friends



eat cake

c.

d.



dance

7 Change your sentences in activity 6 into questions. Ask and answer your questions with a partner.

a.

?

b.

?

c.

?

d.

?

- 8 Trace the paragraph about Emily. Then, in your notebook write a similar paragraph about your preferences in special celebrations.

I'm not really a party person. I don't mind going to parties. When there's a party, I enjoy the cake and the food. Maybe I talk to people. Last month I had my birthday party. My friends and I had a wonderful time together. My sister's graduation will be next month. She has already gotten her cap and gown and we will go to a reception. I don't want to go because I have to wear a formal dress, but my mom has told me I have to.

Let's Talk About Risky Situations

Let's
remember!

Lesson 7



- 1 Look at these situations. Write the name of the situation according to the definition.

Risky situations

In the case of body piercing and tattooing, tell students to look at the list on the following page.



- a. Destructive actions with the intention to injure other people, physically or emotionally.

Bullying.

- b. Illness characterized by excessive intake of alcoholic drinks. **Alcoholism.**

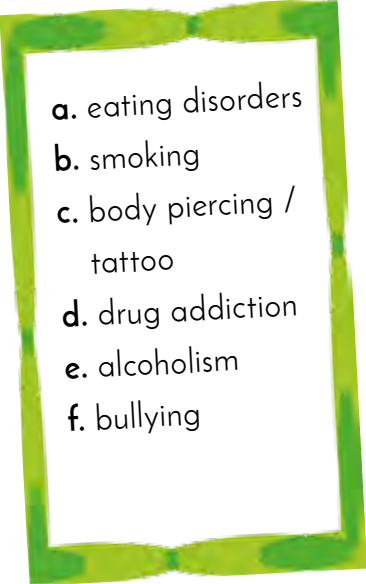
- c. Illness characterized by excessive intake of psychotropic substances. **Drug addiction.**

- d. A type of mutilation with ink or perforations. **Body piercing / tattoo.**

- e. Tobacco consumption. **Smoking.**

- f. Illnesses characterized by insufficient or excessive food intake. **Eating disorders.**

2 Match the risky situation with the problem it causes.

- 
- a. eating disorders
 - b. smoking
 - c. body piercing / tattoo
 - d. drug addiction
 - e. alcoholism
 - f. bullying

- (f) It mainly causes social problems, leading to loneliness.
- (d) It may infect blood with viruses as hepatitis B, hepatitis C or HIV.
- (b) It can cause cancer in different parts of the body like the lung, mouth, throat, stomach.
- (g) It affects self-esteem, self-image and socialization.
- (e) It causes changes on how the brain works and therefore, it changes behavior.
- (a) It is a mental disorder that mainly affects self-esteem, self- image and can even lead to starvation or overweight.

3 Notice how to ask for information about risky situations.

Questions

- What's a common risk for teenagers?
- Why is that?
- How can you prevent developing an addiction?
- Who can help you prevent developing an addiction?

Answers

- Doing drugs.
- Because they destroy lives.
- You *have to* understand how addictions start.
- Your family *can help* you.

Let's see!

4 Complete the questions and answers about risky situations for teenagers by underlining the correct answer.

- a. What is a (rare / common) risky situation for (adults / teenagers) ?
- b. Teenagers (have to / has to) talk to an (adult / a teen) they trust.
- c. False friends (can / do) offer drugs or other dangerous things.
- d. How (cannot / can) you (prevent / attract) addictions?
- e. (Do / Doing) the right things is a (good / bad) idea.
- f. You (might want to / might not want to) know the consequences of eating disorders.
- g. Violence (can / cannot) be prevented.
- h. Body piercing and body tattooing (don't have to / have to) be made on underage teenagers.
- i. (Smoke / Smoking) (is / isn't) an addiction, too.



Let's practice!

5 Look at the pictures and answer the questions given. Use *might want to, should, ought to, have to, or can*. Free answers.

a. How can you prevent drug addictions?

b. Who can probably offer you drugs for free?



c. How can you prevent eating disorders?

d. Who can help you prevent eating disorders?

e. How can you prevent violence?

f. What's the risk when you don't say anything about it?



6 You are in charge of a campaign to fight back risky situations. Choose one and give information about it.



7 Copy the paragraph about alcoholism. Then, choose another risky situation and in your notebook write a similar paragraph about it.

Alcoholism

Alcoholism is a disease, an illness that affects not only the alcoholic, but also his family. It mainly causes social problems. The best way to prevent this illness is through information, your family and avoiding offers from "friends" who say there's no harm. Remember it's easy to fall and really hard or impossible to recover.

Let's Play

▶ Work in pairs. Cut out the character you like on page 117. Each player rolls the dice in turn. On their turns, the players move their game pieces along the path according to the number

Example: (yesterday) *I forgot my lunch yesterday.*

**S
T
A
R
T**
Parade

There is

Costumes

Annual



Balloon

There are

Celebrate

go ahead 1 spaces

When



Halloween

go back 1 spaces

There is

Where

of spaces indicated by the dice. Players then use the word on the space that they land on to create a sentence. No player is allowed to repeat a sentence that has already been said. The game continues until one or all players reach the 'Finish' space.

What

go ahead 2 spaces

Mole

Japan



special food

Thanksgiving

Piñata

How

lose a turn



Decorations

May fifth

go back two spaces

There are

FINISH

Let's Check

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

Part 1

4 questions



There is

there are

September

festival

celebrations



Oktoberfest is a 16 - 18 day (0) *festival* which is celebrated each year in Munich, Germany.

Starting from late (1) *September* to the first weekend of October, it is one of the most famous events in Germany and the world's largest fair, (2) *there are* more than 5 million people attending every year. (3) *There is* delicious food at the festival.

The Oktoberfest is an important part of the Bavarian culture. Other cities across the world also organize similar (4) *celebrations*.

Underline the best name for the article.

- a) The Festival of October
- b) The Oktoberfest in Germany
- c) The Bavarian Cultural Festival
- d) The Largest Festival

Look at the picture and write **yes** or **no**. There is one example.

Part 2

5 questions



Example:

People are dancing.

No

Questions

1. It's an Indonesian altar for the dead.

No

2. There are decorations of skulls.

Yes

3. There are aztec marygolds.

Yes

4. There's food for the dead.

Yes

5. There are pictures of the dead.

Yes

3rd TRIMESTER

- What's a good piece of advice to avoid risky situations?
- What's a healthy habit?
- Have you ever thought about your personal life plan?
- What's a trade?
- What's the difference between a trade and a profession?
- What kind of job is interesting for you?
- How do you see yourself in 10 years?





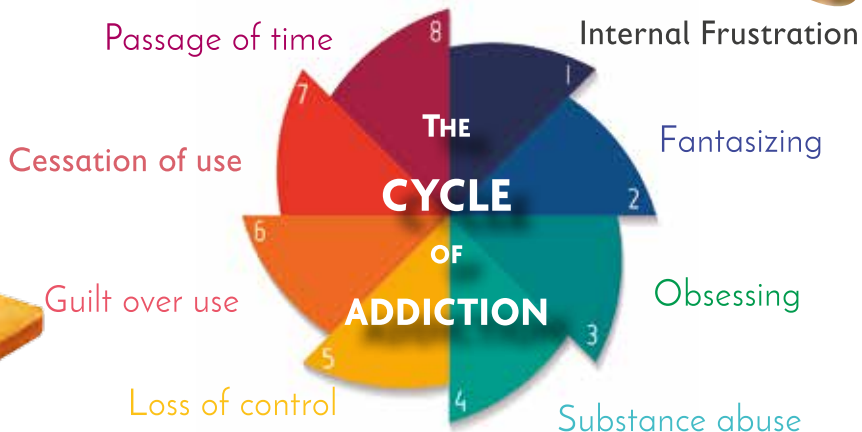
Let's Talk About Actions to Prevent Risky Situations

Lesson 1



1 Read the diagram.

Have students form small groups. On a cardboard make them illustrate the cycle of addictions. Display them on the classroom.



2 Use the steps in activity 1 to complete the sentences.

- A person feels bad because he does something very much. **Guilt over use.**
- When a person stops doing something. **Cessation of use.**
- When a person uses something many times. **Substance abuse.**
- When the person doesn't do something for a period of time. **Passage of time.**
- When a person cannot stop doing something. **Loss of control.**
- When a person repeats an action over and over again. **Obsessing.**
- A person that imagines actions or things. **Fantasizing.**
- A boy or girl that feels bad about his or her life. **Internal frustration.**
- A series of actions. **Cycle.**

3 Look at the cycle of addiction in section Let's remember! Now order the actions of the cycle of addiction.

Internal frustration **1**

Cessation of use **7**

Obsessing **3**

Loss of control **5**

Fantasizing **2**

Guilt over use **6**

Substance abuse **4**

Passage of time **8**

4 Notice how to talk about *causes* and *effects*.

Cause



"Cause is the reason why something happens. Effect is what happens".



Effect

If a close friend has a drug or alcohol abuse problem, you may want to get him help now.

If you have a problem, you'd better look for help.

If you don't take care of yourself, you will get in trouble easily.

Effect

Cause

You should practice healthier living habits if you feel you are in trouble.

You will get in trouble easily if you don't take care of yourself.

Get students brainstorm addictions. Write them on the board. Arrange them in groups of 3 and have them write a dialogue using one of the addictions mentioned along with the target grammar.

Let's practice!

5 In the following dialogue of some students who are preparing a lecture on prevention of risky situations underline the causes with green and the results with pink. No answers are shown because of the colors use.

Alex - We need to prepare a lecture on addiction prevention, what can we say? Any ideas?

Dan - I think it's important to mention that when you have an addiction, you may want to talk to an adult you trust.

Sam - And let's not forget to mention that people feel frustrated when their life is not what they expected to be.

Anna - We need to say that people feel happy if they get what they expect from life.

Kim - We need to include more ideas!

Tony - In my opinion we need to say that if a person has a problem, he needs to identify how the problem started.

Bill - The problem really starts when the person tries substances for the first time!

May - Right! You should keep away from that if you want to be okay.

Nick - Sure, remember that when people have information, they have the power to decide.

6 Complete the sentences with the best advice to fight back risky situations.
Free answers, but respecting the cause-effect relation.



- a. If you feel depressed, _____
- b. When people accept they have a problem, _____
- c. When someone tells you alcohol is not dangerous, _____

7 Complete the ideas with information you know on how to prevent all kinds of addictions.
Free answers, but remember that students need to give complete, conditional sentences.

- a. If you understand how alcohol and drug addiction starts, possible answer: you will be ready and avoid starting it.
- b. If people abuse an addictive controlled medication and seek out intoxication every time he uses it, possible answer: he needs to get help immediately.
- c. If people have a drug or alcohol abuse problem, possible answer: they have to talk to an adult they trust.
- d. If you avoid temptations and peer pressure, possible answer: you won't have problems.
- e. If people find the support they need, possible answer: they can find a solution to their addiction.
- f. If you practice healthy living habits, possible answer: you will have a good life.

8 Analyze the picture and write ideas on causes and effects of social networking addiction.

- a. _____
- b. _____
- c. _____



9 Trace the paragraph about video games addiction. In your notebook, write about another addiction you think is common and should be prevented.

• Video games addiction
• It's easy to think addictions
• are restricted to hard drugs
• or cigarette, but what about TV
• addiction, food addiction or
• video games addiction? They are all
• addictions in the end and should be
• under control. If you want to be
• healthy, it's better to stop video
• gaming 3 hours in a row! It's
• ok to play if you don't stop doing
• homework or doing your house chores.
• Remember, as long as you don't spend
• all afternoon playing video games,
• you'll do fine.



Let's Talk About Healthy Habits

Lesson 2



1 Look at the vocabulary and say causes and effects. There is one example.

If you want to feel great, do exercise regularly.

Healthy habits

do exercise



eat healthy snacks



say no to addictions



eat well



drink water



eat more vegetables



do meditation



say no to oil



watch TV for one hour or less



cut out on sugar

2 Write the words on the left in the correct blank spaces.

basketball

sodas

amaranth

potato chips

glass

video games

apples

fish

relaxing

smoking

swim

chocolate

- People that do exercise can play **basketball** or **swim**.
- Say no to addictions, for example; **alcoholic drinks** and **smoking**.
- When people cut out on sugar in drinks and foods, they shouldn't eat chocolate or drink sodas.
- If you want to eat healthy, include **nuts** and **amaranth** in your lunch.
- Some of the actions you do in meditation are **breathing** and **relaxating**.

- nuts
- hamburguer
- liter
- series
- lettuce
- pasta
- breathing
- video games

- f. When you say no to oil, you stop eating **potato chips** or **hamburgers**.
- g. Drink water, one **liter** or 4 **glasses**.
- h. Play **video games** or watch your favorite **series** for only one hour or less.
- i. Eat well and balanced, for example **fish** and **pasta**.
- j. Make sure you eat fruit and vegetables like **apples** and **lettuce**.

Let's see!

3 Remember how to talk about *recommendations*.

It's a good idea
It's the correct action
It's recommendable

should

People should eat lots of vegetables.
You should say no to drugs.
We should always eat healthy snacks.

It's not a good idea
It's not the correct action
It's not recommendable

shouldn't / should not

You shouldn't smoke.
People shouldn't eat greasy food.
We shouldn't watch TV for a long time.

4 Complete the sentences with *should* / *shouldn't* according to the idea.

Let's practice!

- a. People **should** drink water every day.
- b. You **shouldn't** eat too much food with sugar.
- c. I **should** change my eating habits.
- d. We **should** have a healthy lunch.
- e. My sister eats a lot of potato chips. She **shouldn't** eat greasy food.
- f. We **shouldn't** watch more than 3 hours of TV.
- g. People **should** avoid addictions.
- h. I **shouldn't** play video games for much time.
- i. People **should** do exercise every day.
- j. You **shouldn't** stress; you'd better do exercise to avoid stress.

5 Read the problems and give recommendations using **should** or **shouldn't** and a logical action.

a. I never do exercise.

Possible answer: You should play basketball / you shouldn't be sedentary.

b. My brother watches TV for 5 or more hours.

Possible answer: He should stop watching TV / he shouldn't watch too much TV.

c. My best friend eats a lot of chocolate.

Possible answer: He should eat fruit instead / he shouldn't eat a lot of chocolate.

d. A friend offered me a cigarette.

Possible answer: You should say no / you shouldn't accept.

e. I don't like vegetables.

Possible answer: I should try other veggies / I shouldn't avoid eating vegetables.

f. My father is really stressed.

Possible answer: He should do yoga / he shouldn't work much.

g. We don't drink water.

Possible answer: We should start drinking a little water / we shouldn't have sodas at hand.

h. My sister drinks 3 sodas every day.

Possible answer: She should drink water instead / she shouldn't drink a lot of soda.

6 Look at the different problems. Give recommendations. Free answers.



a.



b.

7 Trace the problem and solution this student has. In your notebook, write a similar paragraph about a problem you have.



Dear Ms. Heart;
My name is Takayuki
Hito. I have problems with my
sister. We don't get along and my
parents are angry with me because
I'm older than her. What shall
I do?

Dear Takayuki:
Problems with siblings are common.
You should talk to your parents and
your sister to say exactly what
bothers you. You should ask for a
fair treatment and listen to your
sister too, there's no better way to fix
things than talking. Good luck.

Let's Talk About a Healthy, Personal Life Plan

Lesson 3



1 Read the descriptions and write the concept that corresponds.

Common life goals



cut down on processed food

don't skip meals

always drink water



get enough sleep



love yourself

don't overeat



eradicate negative people

eat organic food

have regular, personal hygiene

- Get enough rest. **Get enough sleep**
- Most nutritional value is lost in the making of these foods and the added preservatives are bad for our health. **Cut down on processed food**
- How much do you love yourself on a scale of 1-10? Why? How can you love yourself more starting today? **Love yourself**
- You don't need toxic people in your life. If you feel that a friend is overly critical or negative, let him/her go. **Eradicate negative people**
- Don't feel obligated to eat just because there's still food on the plate. **Don't overeat**
- Organic foods are produced without synthetic fertilizers such as pesticides and chemical fertilizers. **Prefer organic foods**
- That way, you can replenish your fluids whenever you want to. **Always carry a water bottle**
- Good hygiene makes you more attractive and it helps you stay healthy. **Have personal hygiene**
- This balances out your energy distribution throughout the day. **Don't skip meals**



2 Notice how to *directly report* what other person said.

You asking

William

What would you like to improve in your life? **I'd like to have** a better diet.
 What do you **need to do** in order to do better in P.E. (Physical Education)?
I need to train every day.
 What do you **have to do** to get a neat bedroom? **I have to clean** it.
 What do you **want to do** this afternoon? **I want to play** video games!



Directly reporting what

William said

What would **William like to improve** in his life?
He'd like to have a better diet.
 What **does he need to do** in order to do better in P.E. (Physical Education)? **He needs to train** every day.
 What **does he have to do** to get a neat bedroom?
He has to clean it.
 What **does he want to do** this afternoon? He **wants to play** video games.

3 Complete the direct report of questions and answers about Harry and Katy. There is one example.

Let's practice!

David
 do better at school
 study every day
 do homework
 watch TV



A - What **would David like to improve** in his life?
 B - He'd like to do better at school.
 A - What **does he need to do** in order to do better at school?
 B - He needs to study every day.
 A - What **does he have to do** this afternoon?
 B - He **has to do** homework.
 A - What **does he want to do** today?
 B - He **wants to watch** TV.

A - What **would Harry like to improve** in his life?
 B - He'd like to do better at school.
 A - What **does he need to do** in order to do better at school?
 B - He **needs to do homework** every day.
 A - What **does he have to do** this afternoon?
 B - He **has to take** tae kwon do classes.
 A - What **does he want to do** today?
 B - He **wants to play** with his friends.



Harry
 do better at school
 do homework
 take tae kwon do classes
 play with his friends



Katy
 have more friends
 talk to her classmates
 take piano lessons
 go to Helen's birthday party

A - What **would Katy like to improve** in her life?

B - She'd like to do have more friends.

A - What **does she need to do** in order to have more friends?

B - She **needs to talk to** her classmates.

A - What **does she have to do** this afternoon?

B - She **has to take** piano lessons.

A - What **does she want to do** today?

B - She **wants to go to** Helen's birthday party.

4 Ask a partner the questions below. Write his/her answers.

a. What would you like to improve in your life?

b. What do you need to do in order to do better in _____ ?

c. What do you have to do later in the afternoon?

d. What do you want to do this afternoon?

5 Now, directly report your questions and answers. Free answers.

a. _____ ?

b. _____ ?

c. _____ ?

d. _____ ?

6 Trace the paragraph about Robert. Then, draw and write a similar paragraph about you.



I'd like to participate in the
Swimming City Championship, but I
have to do all my homework and
I have to study for exams today;
I want to go to the swimming pool,
but that will be tomorrow, after I
finish my homework.

Let's Play

▶ Play in pairs. Go to pages 123 and 125. Cut out one of the question cards, A or B and the superhero chips. Cover all the pictures in A or B with chips. Players take turns looking

If students coincide in the cell "dawn", they create their own question.

Student A



under 2 of the chips at the same time. If the pictures match, the players ask and answer a question. If the answer is correct, the player keeps the chips. The player with the most chips at the end wins!

Student B



Let's Check

▶ Read. Choose one phrase from the boxes. Write the correct word next to numbers 1 – 4. There is one example.

Part 1

4 questions



do meditation

watch TV

cut out on

do exercise

say no

It's important to stay healthy. Some health experts say people should

(0) *do exercise* regularly. If you want to keep fit and healthy,

(1) *cut out on* sugar in food and drinks and (2) *say no* to oil.

Stress is something that affects lots of people in the cities. It's recommendable to

(3) *do meditation* regularly too, and (4) *watch TV* for one

hour or less because most TV shows are violent and not suitable to watch.

Look and write **yes** or **no**. There is one example.

Part 2

7 questions



Example:

0. You should learn to relax.

Yes

Questions

1. You should eat fruits and vegetables.

Yes

2. You shouldn't do exercise.

No

3. You should drink 2 liters of water per day.

Yes

4. You shouldn't go to bed early.

No

5. You shouldn't eat whole grains.

No

6. You should have red meat.

No

7. You shouldn't breath fresh air.

No

Let's Talk About Trades and Professions

Lesson 4



1 Complete the sentences with a word from the vocabulary, in singular or plural form.

Trades

plumber hairdresser bricklayer mechanic
 electrician mason police officer cook

- Plumbers repair water pipes.
- Mechanics fix cars.
- An electrician fixes wiring and electric outlets.
- A cook prepares food in a restaurant.
- Hairdressers cut or dye hair.
- Bricklayers and masons build houses or buildings.
- Police offers help to control traffic.



2 Look at these professions. Write the words under the correct picture.

Professions

graphic designer
 engineer
 lawyer
 teacher
 psychologist
 biologist
 doctor
 vet
 accountant



doctor



teacher



psychologist



biologist



graphic designer



vet



engineer



lawyer



accountant

Ask students to identify the difference between trades and professions by making questions like: what's the difference between an electrician and an engineer? People with trades do not study in the university whereas a doctor for instance, has a professional degree.

3 Remember how to ask *information questions about past habits*.

Emma - What **did you do for a living**, grandpa?

Grandpa - I **used to be** an electrician.

Emma - What **did you usually do**?

Grandpa - I **would fix** electrical outlets or install electric wiring in a house and stuff like that.

Emma - Where did you work?

Grandpa - I **used to work** in my own workshop.

Emma - When did you start working?

Grandpa - I started when I was a teenager, just like you!
Well, I was an apprentice.

Emma - Wow!



4 Complete the questions and answers. Use the conversation above between Emma and his grandpa as a model.

Let's practice!

a.

Michael - What **did you do for a living** _____, grandpa?

Grandpa - I **used to be** _____ a plumber.

Michael - What **did you usually do** _____?

Grandpa - I **would fix** _____ water pipes or install
boilers and stuff.

Michael - Where did you work?

Grandpa - I **used to work** _____ in my

b. _____ clients' houses.

Helen - What **did you do for a living** _____, grandma?

Grandma - I **used to be** _____ a hairdresser.

Helen - Where did you work?

Grandma - I **used to work** _____ in a hair salon 2 blocks
away from home.

Helen - When did you start working?

Grandma - I **started** _____ working when I was 18 years old.



5 Look at the pictures. Write 2 questions about each grandpa or grandma. Answers may vary.



Robert - What _____ ?

Grandma - I used to _____ .

Robert - What _____ exactly?

Grandma - I would _____ .

Robert - When _____ ?

Grandma - I started _____ .

Daisy - What _____ ?

Grandpa - I used to _____ .

Daisy - What _____ ?

Grandpa - I would _____ .

Daisy - Where _____ ?

Grandpa - I _____ .



Katy - What _____ ?

Grandpa - I used to _____ .

Katy - What _____ exactly?

Grandpa - I would _____ .

Katy - Where _____ ?

Grandpa - I _____ .

6 Interview your grandma or grandpa. Write his/her answers.

Large red-bordered box for writing answers.



7 Trace the paragraph about Emma's grandfather. Then, draw your grandma or grandpa and write a similar paragraph about him/her.



• Mr. Richardson used to be
• an electrician. He would
• fix electrical outlets or
• install electric wiring in a house
• and stuff like that. He used to work
• in his own workshop and he started
• working when he was a teenager, just
• like Emma! He was an apprentice.

• Your grandpa/grandma



Let's Find Out Information About Different Occupations

Lesson 5



1 Write the words that correspond to each occupation in the correct space. Some words may be repeated. As for the school degrees, just write the number.

Places

kitchen office workshop hospital court telecommuting hospital house company constructions restaurants cafe

Actions






help patients fix water pipes build houses make tax returns fix teeth make food make books look nice listen to patients solve divorces cure pets






School Degrees

(1) No diploma required
(2) Diploma
(3) Bachelor's degree
(4) Master's degree
(5) Ph.D.

Salaries

* low
** basic
*** regular
**** high
+ or more

Occupation					
Place	kitchen / café / restaurant/	office	office / company	office	constructions
Action	make food	fix teeth	make tax returns	cure pets	build houses
School Degree	1	3 - 4	3 - 4	3 - 4	3 - 5
Salary	* +	*** +	*** +	*** +	**** +

Occupation					
Place	office / telecommuting / company	office / company	office / hospital / houses	office / court / company	houses / company
Action	make books look nice	listen to patients	help patients	solve divorces	fix water pipes
School Degree	3	3 - 5	2	3 - 4	1
Salary	** +	** +	* +	*** +	* +

2 Notice how to ask questions about occupations.

Questions

Answers

- What does (an accountant) do? _____ • That person makes tax returns.
 Where does (an accountant) work? _____ • In a company or his own office.
 What degree do you need? _____ • You need a professional diploma.
 How well paid are accountants? _____ • It depends. Accountants get a regular salary or more.

3 Complete the blanks about other occupations using the information in activity 1.

Let's practice!

a.

A - What **does an engineer do** _____ ?

B - An engineer builds houses.

A - What **degree do you need** _____ ?

B - You need a professional or master's degree.

A - Where **does an engineer work** _____ ?

B - In a construction site.

A - How **well paid are engineers** _____ ?

B - Engineers are well paid.

c.

A - What **does a graphic designer do** _____ ?

B - That person **makes books** _____ look nice.

A - What degree **do you need** _____ ?

B - You **need** _____ a professional or master's degree.

A - Where **does a graphic designer work** _____ ?

B - There are many options, in offices, telecommuting or in a company.

A - How **well paid are** _____ graphic designers?

B - Graphic designers get a basic salary.



b.

A - What **does a nurse do** _____ ?

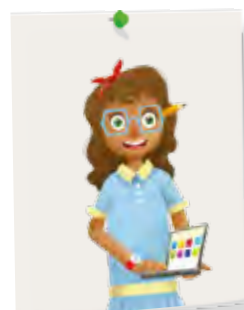
B - A nurse helps patients.

A - What **degree do you need** _____ ?

B - You need a diploma.

A - How **well paid are nurses** _____ ?

B - Nurses get a low salary.



4 Look at the occupations. Write complete questions and answers.

A - What does a cook do ?

B - He makes food .

A - What degree do you need ?

B - You don't need a diploma .

A - Where does a cook work ?

B - In kitchens, restaurants or cafes .

A - How well paid are cooks ?

B - Cooks get a low salary .

A - What does a dentist do ?

B - He fixes teeth .

A - What degree do you need ?

B - You need a professional or master's degree .

A - Where does a dentist work ?

B - In an office .

A - How well paid are dentists ?

B - Dentists get a regular or high salary .

A - What does a lawyer do ?

B - He solves divorces .

A - What degree do you need ?

B - You need need a professional or master's degree .

A - Where does a lawyer work ?

B - In an office, court or company .

A - How well paid are lawyers ?

B - Lawyers get a regular or high salary .



5 Do research about your dreamed job. Draw it and write questions and answers about it.

A - _____ ?

B - _____ .

A - _____ ?

B - _____ .

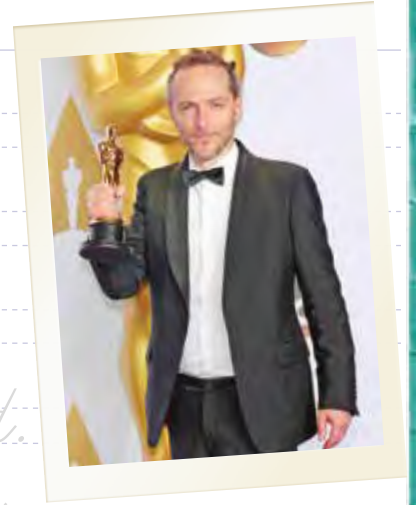
A - _____ ?

B - _____ .

A - _____ ?

B - _____ .

6 Trace the text about Emmanuel Lubeski. Then, in your notebook write a similar paragraph about an interesting person for you. Paste his/her picture too.



• Emmanuel Lubeski is a
• Mexican photographer. He's
• one of the most respected
• photographers in the world.
• He is the only photographer
• in the history of the American
• Academy of Cinematography to
• win three consecutive Oscars for
• best photography. He studied history
• and cinematography at UNAM, in
• Mexico City. He works around the
• world and he loves his job.

•

•

•

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Let's Choose Careers











Lesson 6



1 Look at the best-paid careers in Mexico in 2016. Match the field with the career. For some fields there are 2 answers.

Best-paid careers in Mexico

actuarial historian archeologist transport engineer statistician extraction engineer
 biologist atmospheric chemist architect civil engineer doctor
 chemical engineer urbanist mining engineer mathematician biochemical engineer

Finance, banking and insurance	Chemistry	Transport engineering	Mining and extraction engineering	Statistics
				
actuarian mathematician	biochemical engineer	transport engineer	extraction & mining engineer	statistician
Medicine	History and archeology	Earth and atmosphere sciences	Architecture and urbanism	Construction
				
doctor / chemical engineer	historian / archeologist	atmospheric chemist / biologist	architect / urbanist	civil engineer

2 Ask and answer the questions. Change the underlined parts.

Possible reasons: I like it. / It sounds interesting. / I like to (explain your reasons).

A - *What would you like to study?*

A - *Why is that?*

B - *I'd like to study chemistry.*

B - *I like to do experiments.*



3 Look how to make questions about *predictions*.

- A - What will you study?
 B - I'll study history of art.
 A - Where will you study?
 B - I'll study in Universidad de Salamanca, Spain.
 A - How long will you study?
 B - I'll study for 4 years.
 A - What will you do once you finish?
 B - I'll look for a job.



4 Choose the word that best completes the question or the answer.

Let's practice!

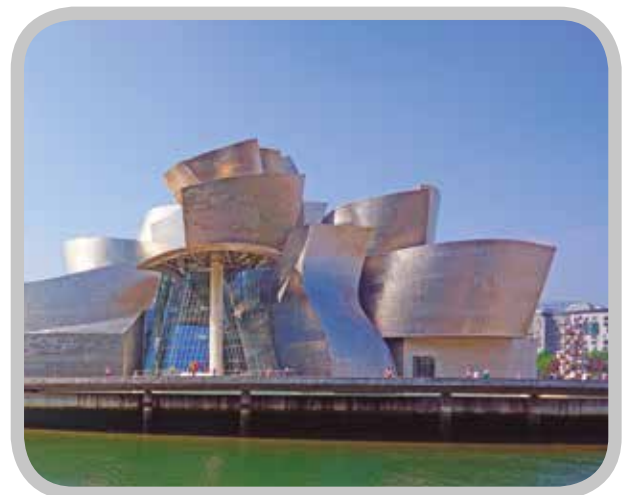


a.

- A - What (will / do) you study?
 B - I'll study transport engineering.
 A - Where will you (study/studies)?
 B - I'll study in UCLA.
 A - (How old/ How long) will you study?
 B - I'll study for 4 years.
 A - What (will you do / do you do) once you finish?
 B - I'll look for a job.

b.

- A - What (will / do) you study?
 B - I'll study architecture.
 A - Where will you (study/studies)?
 B - I'll study in Harvard.
 A - (How old/ How long) will you study?
 B - I'll study for 5 years.
 A - What (will you do / do you do) once you finish?
 B - I'll do a master's degree.



5 Work with a partner. Ask and answer questions about the occupations. There is one example.



A - What will you study?
 B - I'll study extraction engineering.
 A - Where will you study?
 B - I'll study in a public university.
 A - How long will you study?
 B - I'll study for 5 years.



extraction engineering
major: 5 years

A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .



medicine
major: 5 years

A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .

civil engineering
major: 5 years



A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .



statistics
major: 4 years

A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .
 A - _____ ?
 B - _____ .

earth science
major: 4 years



6 Think of your dream occupation. Investigate where you can study or train for it and how long it will take you to get that job. Ask and answer questions with a partner.

7 Trace Harry's predictions about his future career. Then, write your predictions about your future career.

Harry I really like drawing

and creating things.



I think I'll study
architecture in Stanford
for 4 years. Then,



I'll continue doing a

masters' degree. Once I finish, I'll
look for a job and later on, I'll
work hard to open my own office.

Your dream job

Let's Make a Life Plan

Lesson 7



1 Look at life goals and write the phrases in the correct spaces.

Common life goals

open your own business

get a good job

graduate

buy a place to live

travel abroad

retire

get married

have a baby



graduate



get a good job



buy a place to live



get married



have a baby



travel abroad



retire



open your own business

2 Complete the blank spaces with the correct action in past tense.

I want to follow my mother's life plan. She first **graduated** from school and **got** a good job. Later, she **traveled** abroad every year to know her favorite places. She came back to work and **opened** her own business. She **got** married with my father. Sometime later, they **bought** a place to live. She **had** me and now that I'm going to the university, she says she will retire.



- 3 Notice how to talk about the *future*.
Make students see the hints that indicate the precise kind of future they need to use.

Affirmative form

- Predictions or promises ————— • *I think I'll enroll* in chemical engineering. (I predict)
 Fixed plans or intentions ————— • *I'm going to enroll* in the best university. (It's my intention)
 Plans with specific place or time ————— • *I'm enrolling* in UCLA. (It's a plan with a specific place)
 Schedules ————— • *I enroll* at 10:00 tomorrow. (I mention the specific time)

Go little by little. First help them see the differences in the affirmative form, then you can move on to the question form.

- A - What **will you study**?
 B - **I'll study** history of art.
 A - Where **will you study**?
 B - **I'll study** in Universidad de Salamanca, Spain.
 A - How long **are you going to spend in the university**?
 B - **I'm going to be there** for 4 years.
 A - What **are you doing** once you finish?
 B - I think **I'll look for** a job.



Let's practice!

- 4 Complete the sentences with the correct form of the verb.
For some ideas, there are 2 or more correct answers.

- a. Frank thinks he **will get** (get) a place to live next year.
 b. Ralph promised he **will travel** (travel) abroad before he's 30.
 c. Mary and her boyfriend are very happy. They **are going to get** (get) married soon.
 d. We **are traveling / travel** (travel) next Wednesday at 9:00 am.
 e. John **is having/has** (have) a class at 5:00 pm.
 f. I think I **'ll have** (have) kids until I'm over 30.
 g. I have plans. I **'m going to graduate** (graduate) when I'm 23 years old.



Make students see the hints that indicate the precise kind of future they need to use.

5 Now, look at the hints and complete the questions and answers. There is one example.

a. William's got a plan to study accounting.

A - What is William *going to study* _____ ?

B - He' *s going to study* _____ accounting.



b. Monica is pregnant. She's having a baby girl.

A - When *is* Monica *having* _____ her baby?

B - She' *s having* _____ her baby in 3 weeks.

c. Michael promised he will graduate.

A - When will Michael *graduate* _____ ?

B - He *will graduate* _____ in 2 years.



d. Robert's got a plan to open his own business.

A - What *is* William *going to* _____ do?

B - He' *s going to open* _____ his own business.

6 Now, think about your life plan and complete.

a. I promise I _____

b. I think I _____

c. I'm going _____

d. I'm _____



7 Trace Emma's thoughts about her life plan. Then, in your notebook write a similar paragraph about you.

• I know I'm very young but I
• have to think about my life plan.
• I think I'll study a major. I like
• drawing and I'll study architecture.
• I don't think I'll get married, I
• prefer to travel. I'm going to go to
• Japan, Austria and Italy. I'm not
• going to open my own business, it's
• too much stress but I promise I'll
• work hard to pay for a good car
• and I'll buy a nice place to live.



Let's Play

▶ Instructions. You will need a dice and a token. Go to page 127. Cut out the question cards. Toss the dice and answer the question that corresponds to the number you are in. If your answer is correct, move the number of spaces the dice marked. The



“x” squares make you miss a turn and you will need to wait for the next round, the “five dice” lets you advance for 5 spaces, and the “end of the arrow” makes you return or move forward to the point of it, if your answer is incorrect you stay where you are and wait for the next round.



Let's Check

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

Part 1

5 questions

assistant police officer
engineer hairdresser doctor marine biologist

0. I wear a uniform.

I do surgeries.

I work in a hospital.

I make sick people feel better.

doctor



3. I work in an office.

I make phone calls.

I send e-mails.

I make appointments.

assistant



1. I work with scissors.

I work in a beauty salon.

I wash, dry and brush hair.

I cut hair.

hairstylist



4. I like the ocean.

I work with animals.

I swim and dive to study animals.

I preserve and study fish.

marine biologist



2. I work outdoors.

I work with blueprints.

I wear a helmet.

I build houses.

civil engineer



5. I wear a uniform.

I have a gun.

I help to keep order in the street.

I catch thieves.

police officer



Sue is talking to her sister Nancy. What does her sister Nancy say? Read the conversation and choose the best answer. Write a letter (A – G) for each answer. There is one extra answer. Look at the example.

Part 2

5 questions

Sue - Nancy, mom told me you are working. Do you like it?

Nancy - (**E**) *Yes I really like my new job.*

1. Sue - What do you do?

Nancy - (**C**)

2. Sue - Who answers the telephone?

Nancy - (**G**)

3. Sue - How many days do you work a week?

Nancy - (**A**)

4. Sue - What do you love doing at your office?

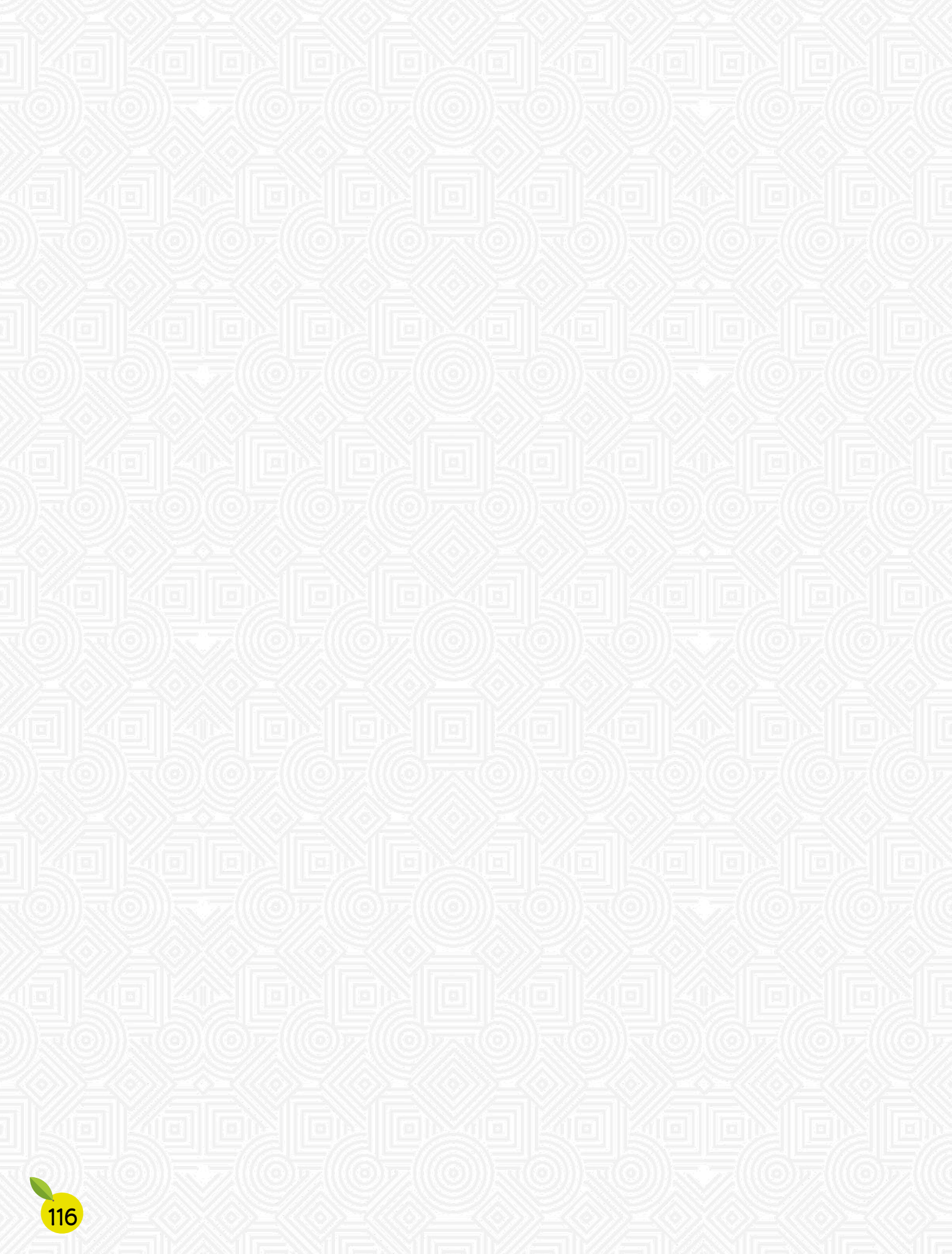
Nancy - (**F**)

5. Sue - If you have a chance, will you invite me to your office?

Nancy - (**B**)

- A. I work five days a week.
- B. Sure, I will invite you there.
- C. I am an assistant.
- D. I don't work.
- E. Yes, I really like my new job. (example)
- F. I love working with the computer.
- G. I answer the telephone.





cutouts

First trimester, lesson 6, page 32.



First trimester, lesson 6, page 32.

PEOPLE IN SOCCER

Midfielder = Position of a player in the center of the field.

Backer = Defense position.

Opposite = Attacker position.

Winger = Offence position that plays on the left or the right.

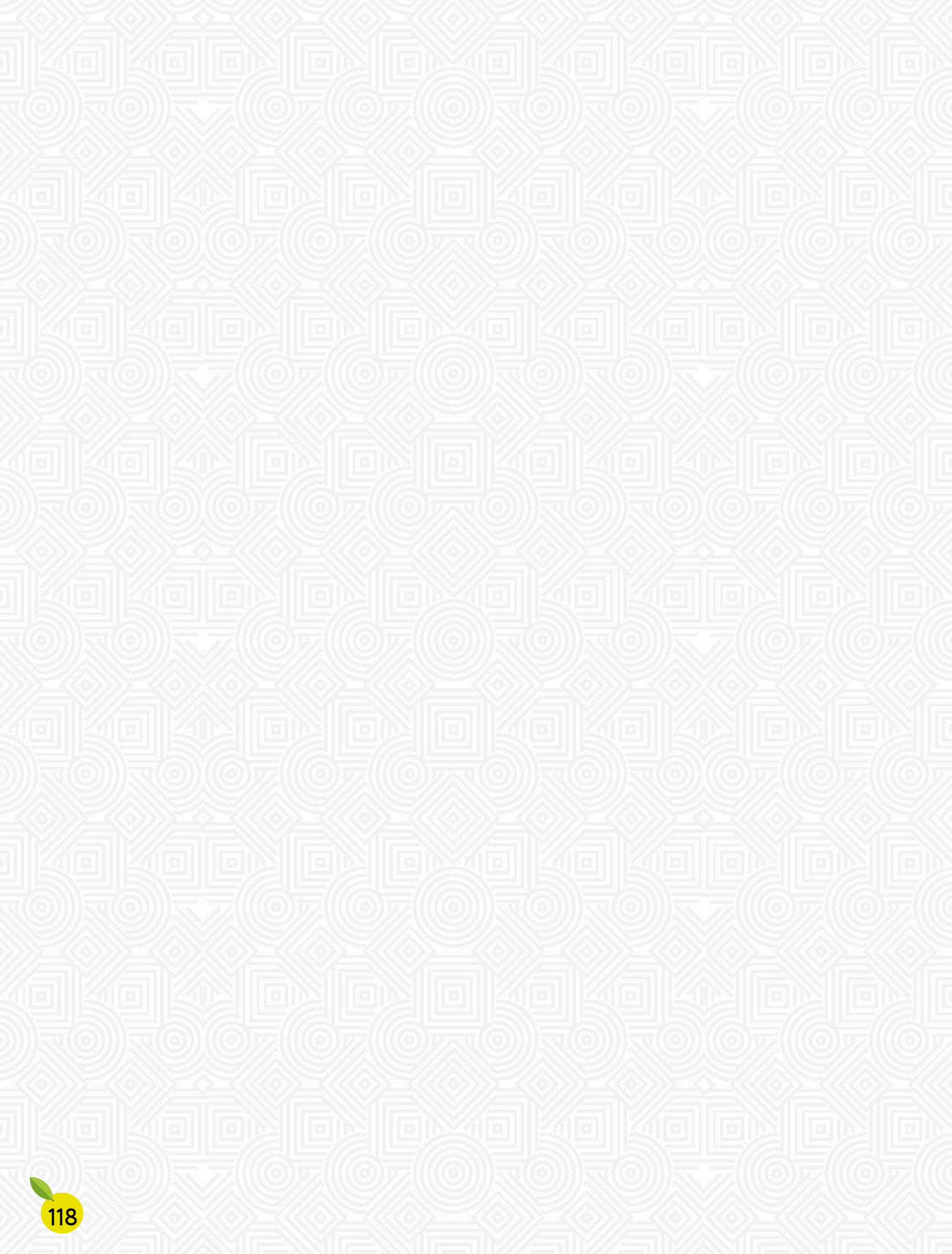
Goalkeeper = Goalie, keeper, or goaltender position to avoid a goal is scored.

Goal box = The most dangerous area to score.

Corner arc = The corner of the field.

Second trimester, Let's Play, page 74.

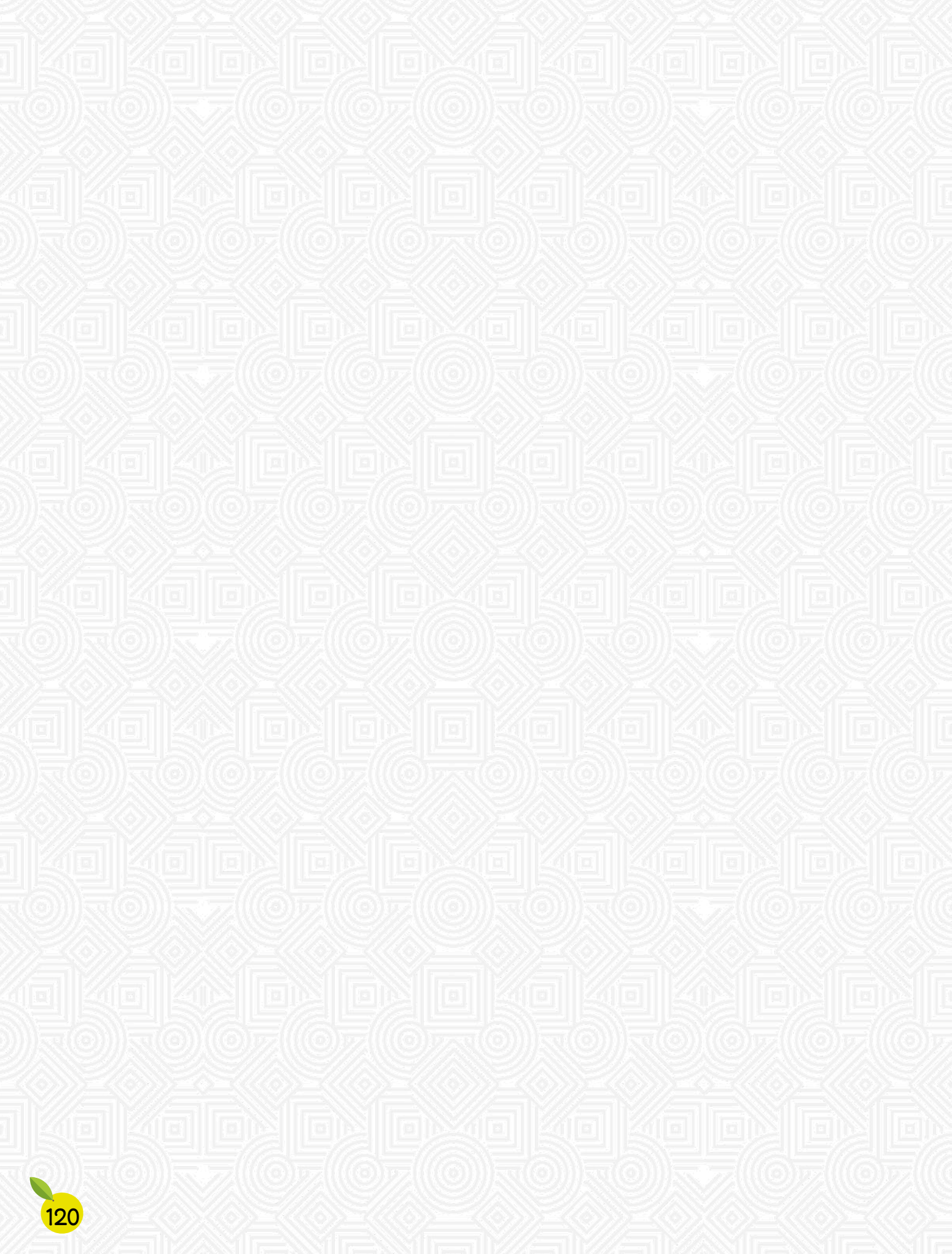




cutouts

First trimester, Let's Play, pages 36 and 37.

1. What are the 4 clothing sizes? Small, medium, large, extra large.	2. Mention 2 clothing styles. Vintage, fashionable, classic, formal, sports.	3. How do you read 9, 999? Nine thousand, nine hundred and ninety nine.
4. Complete: Why _____ you get a sports sweater? don't	5. A suit and tie is _____ clothing style. formal	6. What clothing style do you like? I like (vintage, fashionable, etc.)
7. Complete: How _____ apples do you need? many	8. Complete: I drink 2 liters of water every day. That's _____ of water! a lot	9. Ask your friend what his/her favorite clothing style is. What's your favorite clothing style?
10. Complete: You _____ sell cookies to get some money. should	11. Complete: If you want to have a lot of money... invest your profits.	12. What clothing style do you dislike? I don't like (vintage, fashionable, etc.)
13. How do you read \$79.99? seventy nine, ninety-nine.	14. Complete: You _____ get the blue blouse. should	15. Ask your partner what size he/she is. What size are you?
16. Complete: I don't eat _____ fruit. I don't like it. much	17. My mother prepares _____ salad every day. a lot/some/a little/	18. Complete: if you improve your product... people will buy it.
19. Why _____ you sell cakes and cookies? don't	20. Complete: you _____ to drink lactose free milk. ought	21. Complete: if your product is a success... Possible answer: you will make a lot of money.
22. Complete: You _____ want to buy the green dress. might	23. Complete: if you design a good product... people will buy it.	24. What price is this \$98.30? Ninety-eight thirty.
25. Complete: How many _____ do you eat a day? (any countable noun)	26. Complete: You'd _____ drink 4 glasses of water a day. better	27. Read the price: \$101.25 A hundred and one twenty-five.
28. What size are you? I'm (small, medium, large, extra large).	29. Complete: You _____ want to sell lemonade. might	30. Ask your partner what his/her favorite food is. What's your favorite food?



cutouts

Second trimester, Let's Play, pages 58 and 59.

1. Complete the question: Have you ever tried...?
swimming, hockey, weightlifting,
rowing, karate, gymnastics, etc...

2. What's the word for the action of hitting the ball with the foot?
Kick.

3. Answer the question: Would you like to try diving?
Answers may vary.

4. When you go under the sun you... wear sunscreen
ought to / should

5. What's the word for the position of a player in the center of the field?
Midfielder.

6. Complete the question: How... do you practice cycling?
often

7. Answer the question: Would you like to try rowing?
Answers may vary.

8. What's the word for the corner of the field?
Corner arc.

9. Answer the question: What should soccer players wear on their feet?
Soccer shoes.

10. Mention a safety recommendation for a soccer player.
Answers may vary.

11. Answer the question: How often do you practice swimming?
Answers may vary.

12. Complete the question: You... wear a cap when you go to a match.
might want to/ should

13. Answer the question: What's the offence position that plays on the left or the right?
Winger.

14. Mention a recommendation you should follow when going to a match in a stadium.
Answers may vary.

15. What are the objects that protect the frontal part of the legs of soccer players?
Shin wards.

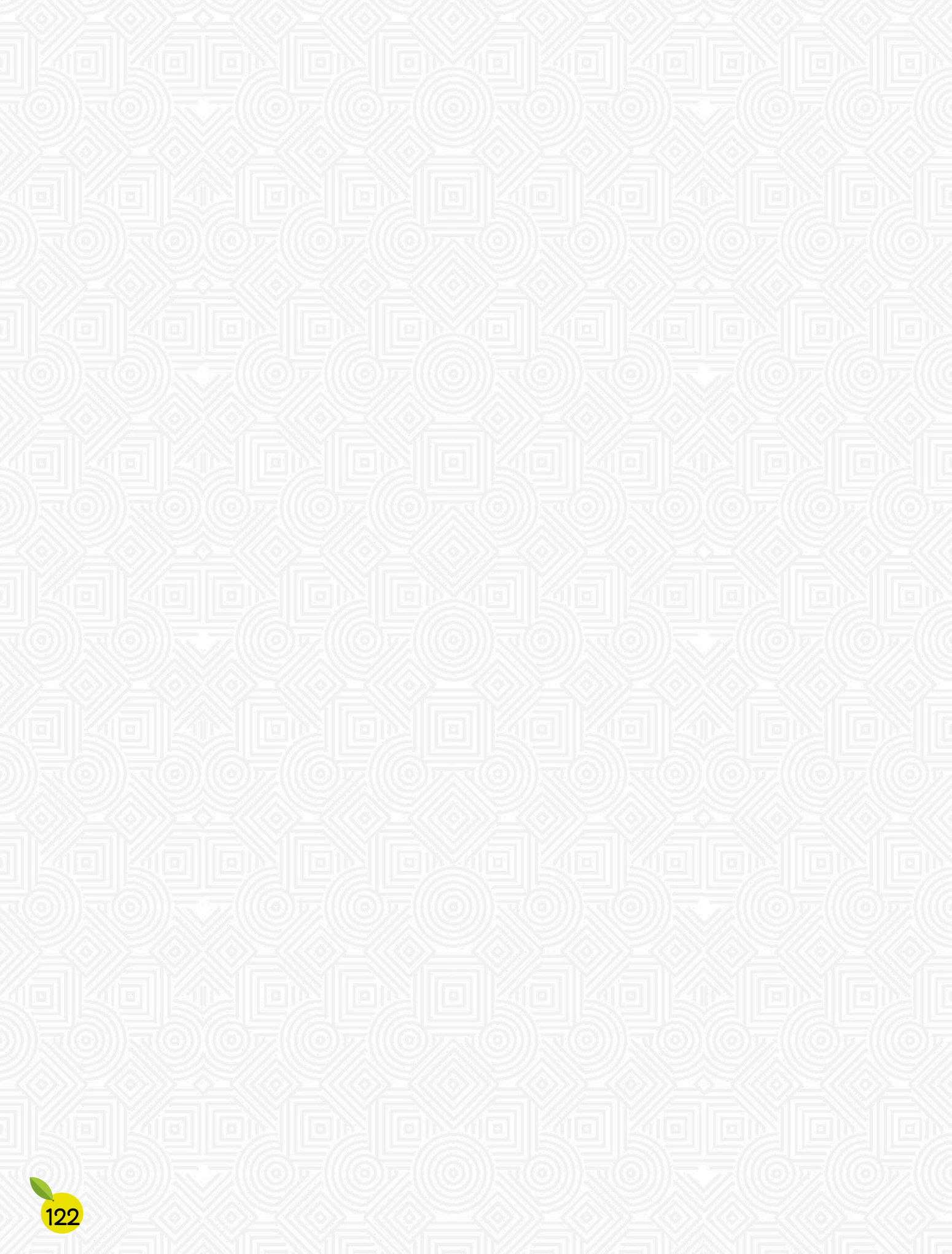
16. Answer the question: Have you ever tried karate?
Answers may vary.

17. Answer the question: What's other word for goalie?
Goalkeeper.

18. Complete the idea: A goalie... wear goalie gloves.
Ought to / should

19. Mention a safety recommendation for a soccer player.
Answers may vary.

20. Answer the question: What's a scissors kick?
Overhead kick.



cutouts

Third trimester, Let's Play, pages 92 and 93.

Student A

Bottle of water: What is a common risk for teenagers?

Strong arm: Teenagers have to talk to an adult they trust. True or False?

Rope: How can you prevent addictions?

Green tea: False friends can offer you drugs or other substances. True or False?

Bicycle: Who can prevent violence at schools?

Sneakers: Mention 3 trades.

Salad: Cigarettes are a drug too. True or False?

Broccoli: If you have a problem...

Steak: People feel guilty when...

Fish: If you feel you lose control...

Artichoke: You might want to seek for help when...

Wheat: If you don't avoid peer pressure...

Jumping ball: You can find a solution to your addiction when...

Weights: Mention three kinds of addictions.

Balance: Should people eat a lot of vegetables every day?

Student B

Bottle of water: People shouldn't love themselves. True or false?

Strong arm: Mention a healthy snack.

Rope: Why should people watch their diet?

Green tea: Who should help you do a healthy plan?

Bicycle: You should watch TV 3 or more hours. True or false?

Sneakers: Mention 3 things that help you stay healthy.

Salad: What 2 actions should you do to be in good physical condition?

Broccoli: When should you skip meals?

Steak: How often should you brush your teeth?

Fish: What should you drink?

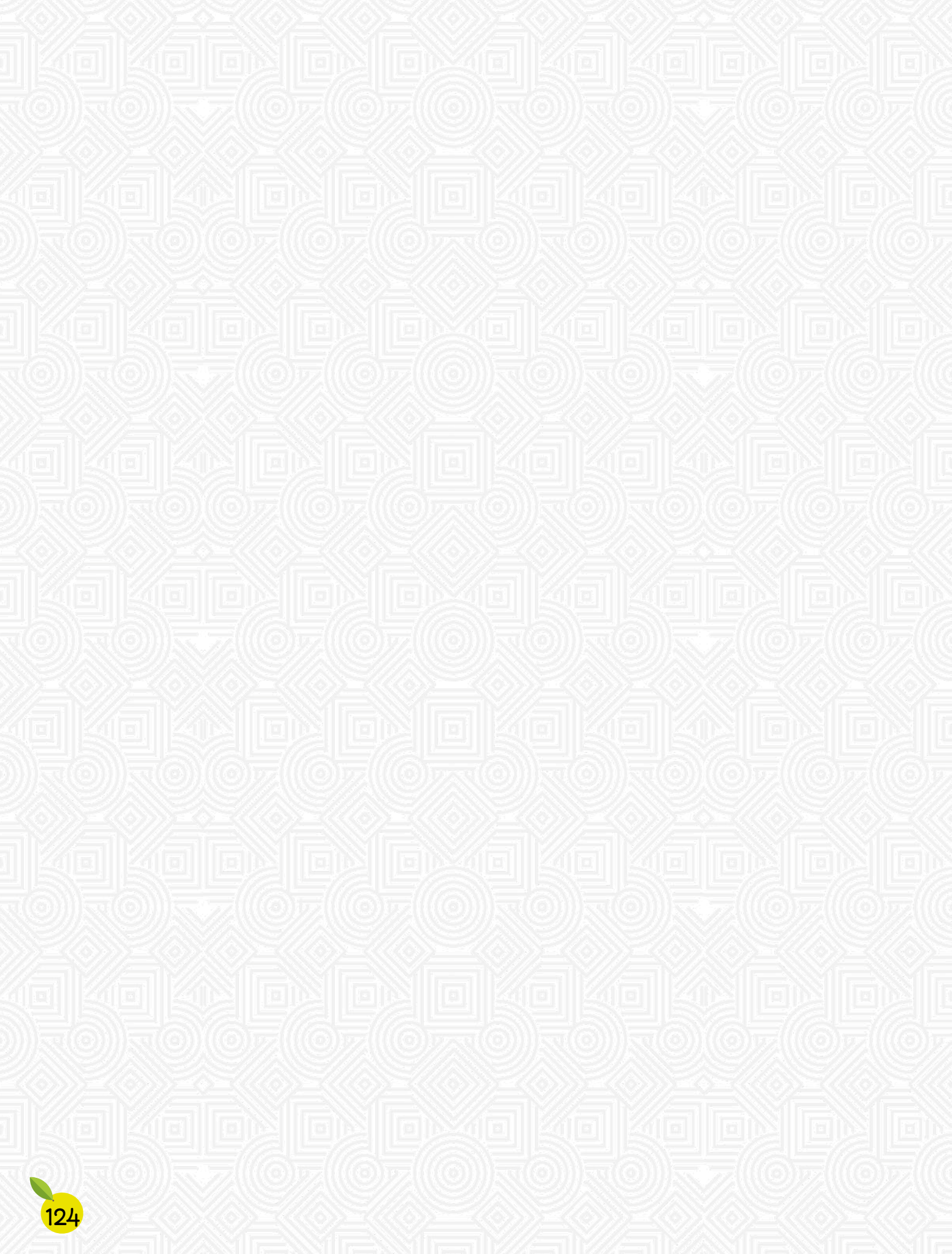
Artichoke: When should you exercise?

Wheat: Who should help you when you have an addiction?

Jumping ball: Should you take a shower every day?

Weights: Mention 3 kinds of healthy food.

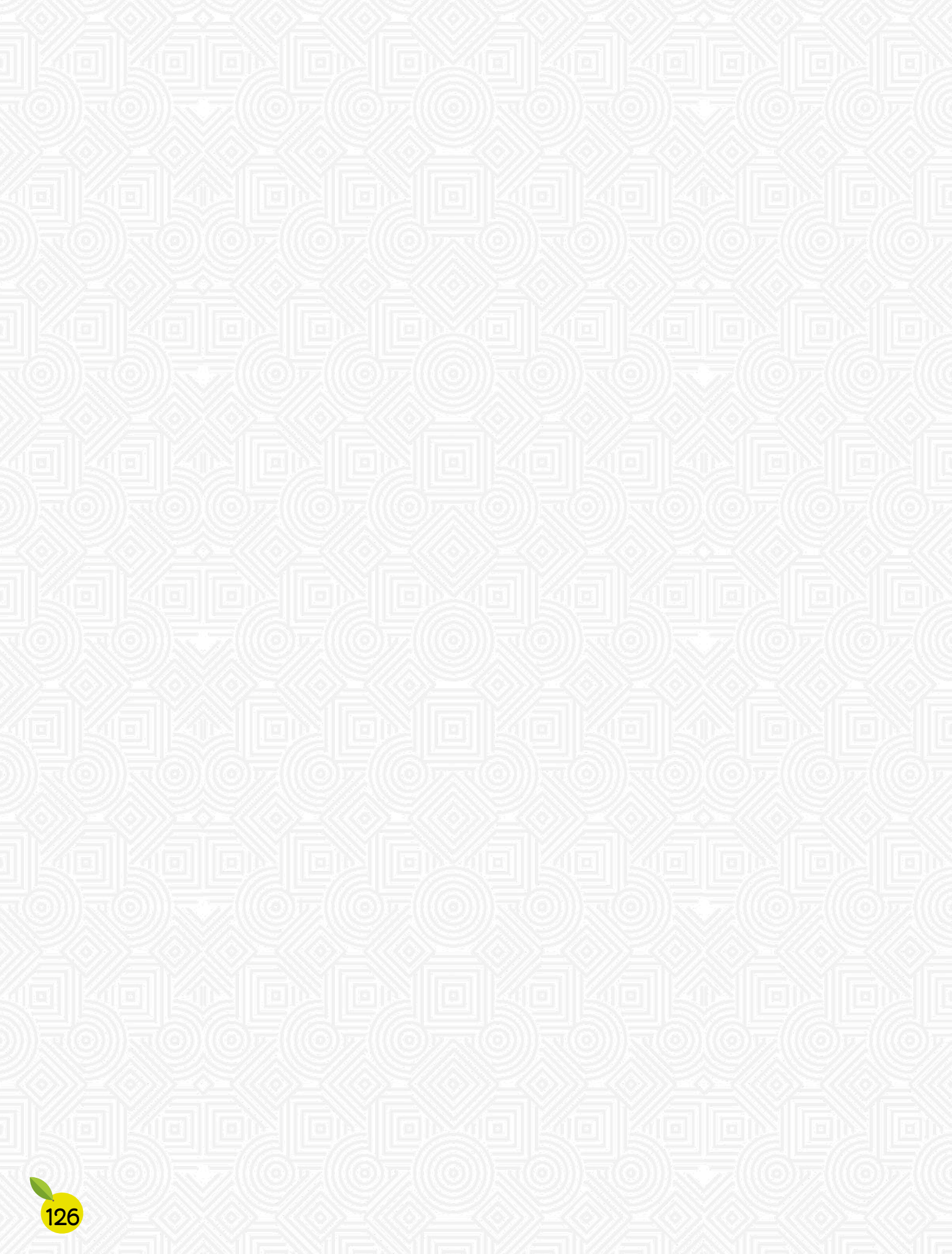
Balance: Should people eat a lot of chocolates to have energy?



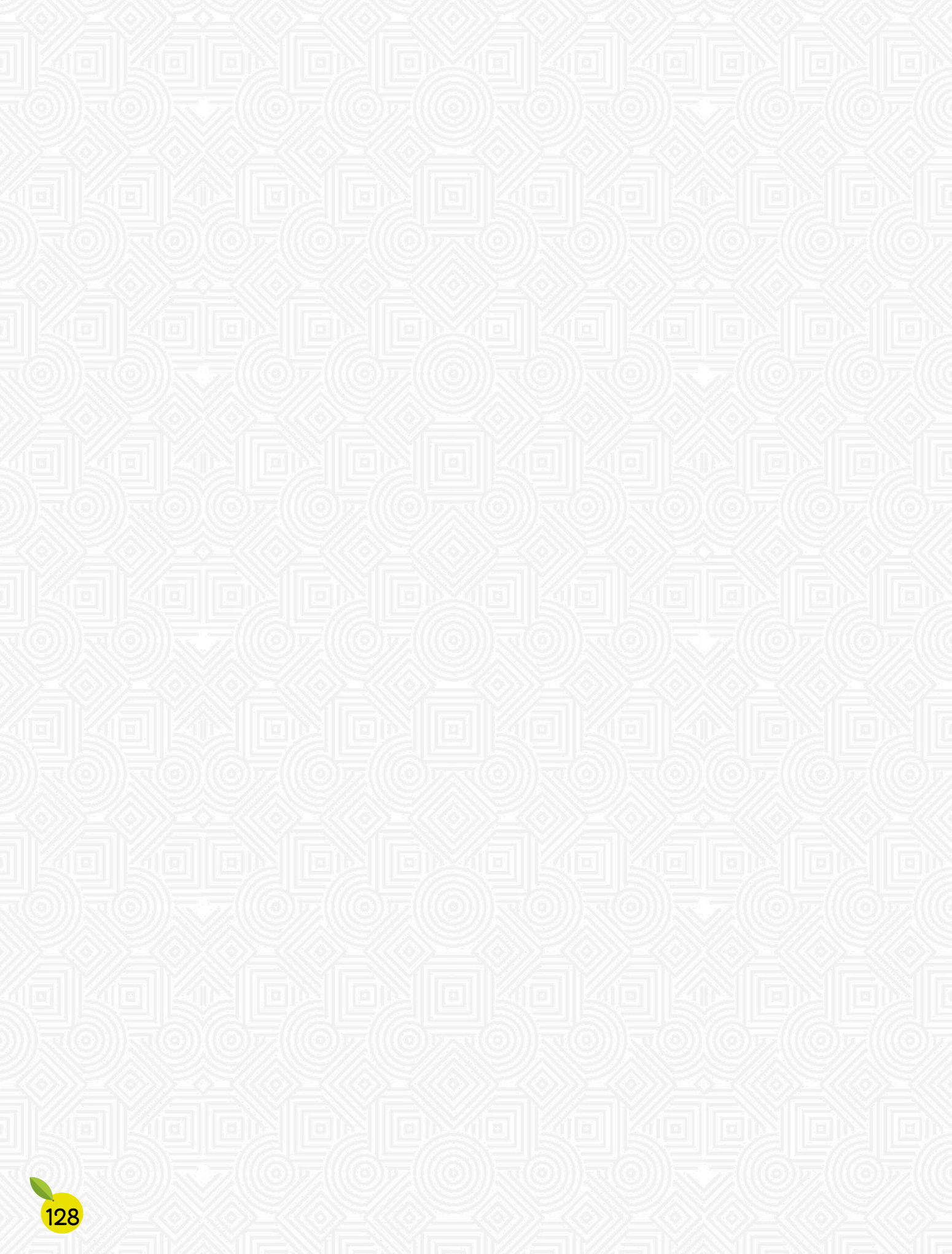
cutouts

Third trimester, Let's Play, pages 92 and 93.





<p>1. Where does a nurse work?</p> <p>Possible answer: a nurse works in a hospital.</p>	<p>2. If he enjoys fixing things,</p> <p>Possible answer: he will be a mechanic, he will study mechanics.</p>	<p>3. Where will you study?</p> <p>Possible answer: I will study at UNAM.</p>
<p>4. If she likes to cook,</p> <p>Possible answer: she will be a chef, she will be a cook, she will be a baker.</p>	<p>5. How well paid is a doctor?</p> <p>Possible answer: a doctor is very well paid.</p>	<p>6. If they are good at science,</p> <p>Possible answer: they will be scientists, they will be biologists.</p>
<p>7. What can a graphic designer do?</p> <p>Possible answer: a graphic designer can draw.</p>	<p>8. What do you love doing?</p> <p>Possible answer: I love painting, drawing and coloring.</p>	<p>9. If they like animals,</p> <p>Possible answer: they will be vets, they will heal animals, they will study veterinary.</p>
<p>10. How long is the accounting major?</p> <p>Possible answer: it is a three-year major.</p>	<p>11. Which is the most interesting job for you?</p> <p>Possible answer: the most interesting job for me is artist.</p>	<p>12. You will work in an office if...</p> <p>Possible answer: you study accounting; you are a book editor...</p>
<p>13. Where does a chef work?</p> <p>Possible answer: a chef works in a restaurant.</p>	<p>14. What will you study?</p> <p>Possible answer: I will study visual arts.</p>	<p>15. Would you like to be a book editor?</p> <p>Possible answer: yes, I would. / No, I wouldn't.</p>
<p>16. How long will you study?</p> <p>Possible answer: I will study for 4 years.</p>	<p>17. Where does a dentist work?</p> <p>Possible answer: a dentist works in a clinic.</p>	<p>18. You need to study math if...</p> <p>Possible answer: you want to study engineering; you want to be an engineer.</p>
<p>19. How well paid is a firefighter?</p> <p>Possible answer: a firefighter is bad paid.</p>	<p>20. If you like numbers and rocks,</p> <p>Possible answer: you will be a mining and extraction engineer.</p>	<p>21. What can a teacher do?</p> <p>Possible answer: a teacher can explain well.</p>
<p>22. What do you love doing?</p> <p>Possible answer: I love dancing and listening to music.</p>	<p>23. Which is the most interesting job for you?</p> <p>Possible answer: the most interesting job for me is biologist.</p>	



Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Shopping for clothes	Clothing style, prices	Asking for color, style, size, price, etc.
	2	Shopping for groceries	Groceries per department	Countable vs. Uncountable nouns, determiners, adverbial questions
	3	Bargaining	Prices, things for sale	Simple future and simple present to bargain prices
	4	Defining a process	Actions to start your own business	First conditional to talk about causes and results
	5	Asking for experiences, frequency and desires	Sports, frequency expressions	Present perfect to ask for previous experience, simple present to ask for frequency and would to express desires
	6	Narrating a soccer game	Actions and players positions in soccer, additive and opposing conjunctions	Compound sentences with additive or opposing conjunctions

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Giving recommendations	Safety gear for soccer players	Modal verbs: should, might want to, ought to
	2	Giving advice	Safety regulations in a stadium	Adjective + infinitive
	3	Asking for information about celebrations	Actions in celebrations	Passive voice in simple present
	4	Describing food	International dishes	Passive voice in simple present
	5	Describing festivals around the world	Objects used in traditional festivals	Active voice and passive voice in simple present
	6	Stating preferences, likes and dislikes	Specific vocabulary for special celebrations	Verbs + gerunds or infinitives, plus special cases
	7	Describing risky situations	Dangerous situations for teenagers	Questions to ask for information about risky situations



6th Grade

Scope and Sequence

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Preventing risky situations	Actions to identify and stop risky situations	Zero and first conditional
	2	Giving recommendations to keep a healthy lifestyle	Actions to keep a healthy lifestyle (part 1)	Zero and first conditional with should
	3	Designing a personal, life plan	Actions to keep a healthy lifestyle (part 2)	Direct reported speech (no tense change)
	4	Describing trades	Common trades, actions	Talking about past habits: used to, would
	5	Finding out information about occupations	Places, actions, school degrees, salaries	Information questions about occupations
	6	Choosing careers	Review of jobs, actions, places, length of time, salaries	Information questions with simple present and simple future
	7	Stating predictions	Actions and jobs	Will, going to, simple present and present continuous to talk about future actions

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.

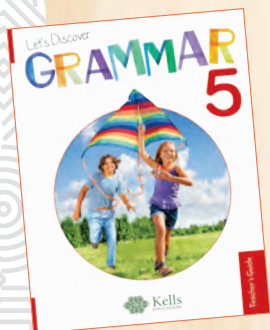
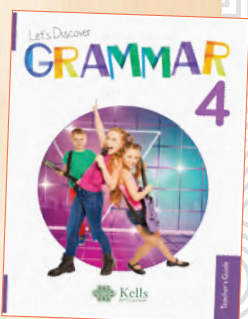
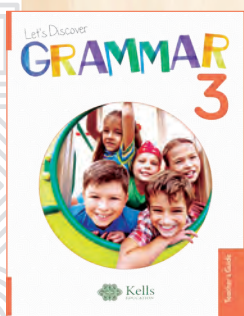
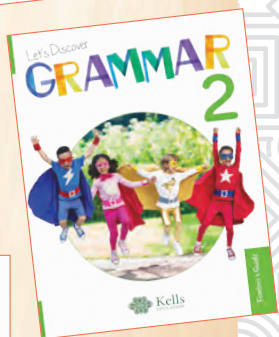
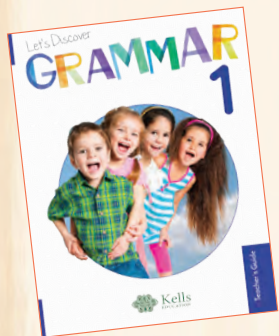
Model: Show students what to do.

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.

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