

Let's Discover

GRAMMAR 2



Kells
EDUCATION

Teacher's Guide

Let's Discover

GRAMMAR 2

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Let's Discover Grammar 2



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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.



Table of Contents

1st TRIMESTER

Page 10

Lesson 1. Let's Talk About You	12
Lesson 2. Let's Use Classroom Language.....	16
Lesson 3. Let's Use More Classroom Language.....	20
Lesson 4. Let's Talk About Classroom Rules	24
Lesson 5. Let's Ask Information Questions	28
Lesson 6. Let's Talk About Preferences	32
Let's Play.....	36
Let's Check	38

2nd TRIMESTER

Page 40

Lesson 1. Let's Talk About Toys	42
Lesson 2. Let's Talk About your Favorite Toys.....	46
Lesson 3. Let's Describe Places in a City.....	50
Lesson 4. Let's Talk About Places in the City (Part 1).....	54
Let's Play.....	58
Let's Check	60
Lesson 5. Let's Talk About Places in the City (Part 2).....	62
Lesson 6. Let's Talk About Natural Landscapes	66
Lesson 7. Let's Talk About Farm Products.....	70
Let's Play.....	74
Let's Check	76



3rd TRIMESTER

Page 78

Lesson 1. Let's Talk About Food.....	80
Lesson 2. Let's Talk About Parts of Plants.....	84
Lesson 3. Let's Plant Some Seeds	88
Let's Play.....	92
Let's Check.....	94
Lesson 4. Let's Talk About America.....	96
Lesson 5. Let's Talk About Countries and Nationalities.....	100
Lesson 6. Let's Talk About Regions, Currencies and Languages in America.....	104
Lesson 7. Let's Talk About Common Food in America.....	108
Let's Play.....	112
Let's Check.....	114
Cutouts.....	116



This is your book

Structure of the Trimesters



There are six or seven lessons per trimester.

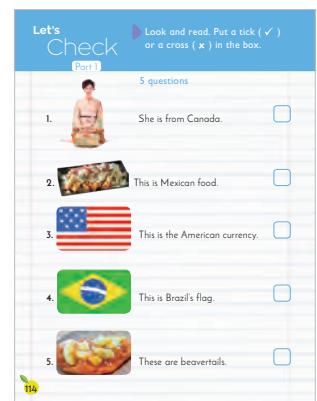
There's one or two games per trimester.



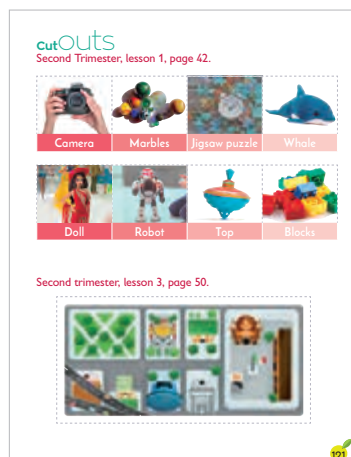
Every lesson is to be covered in two weeks, one fifty-minute lesson per week.



There are one or two assessments per trimester.



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



Features of the Lessons in the Student's Book

Let's Talk About Regions, Currencies and Languages in America
Lesson 6

Let's remember!

Look and tell: What's the meaning of currency?

Currencies & Languages in America

Mexico Mexican peso Spanish	Canada Canadian dollar English and French	The U.S. American dollar English	Belize Belize dollar English	Chile Chilean peso Spanish
Argentina Argentine peso Spanish	Brazil Brazilian real Portuguese	Colombia Colombian peso Spanish	Cuba Cuban peso Spanish	Venezuela Venezuelan peso Spanish

Ask and answer.
What's the currency in Mexico? The Mexican peso.
What's the official language in Mexico? Spanish.

104

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.

Regions in America

North America
Central America
South America

Let's see!

Spanish.
The Mexican peso.
In Mexico.
It's in North America.

Complete the questions.
a. Where do people use the Colombian peso?
In _____
b. _____ Colombia?
_____ the Colombian peso.

Let's practice!





105

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

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

Let's write!

Draw your 3 favorite foods. Then, write a sentence about each one. There is one example.

Food	Example
	a. Mango is my favorite food because it is sweet, soft and delicious.
	b.
	c.
	d.

83



Didactic Suggestions

General Suggestions

Language in class

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

Eliciting

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

Grammar strategies

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

Pace

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

Let's remember!

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

Let's see!


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

Show two examples. Ask questions like: *What do you see similar in these two sentences?* If students cannot provide with an answer, help them with yes-no questions, like; *Do we speak of one or two things?*

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

Write other two examples using the new vocabulary items and emphasize how the new grammar topic





works. Write the beginning of other two examples, and ask students to create the rest. Call for two complete examples and have students write them on the board. Call for more complete examples, but do not write them on the board.

Let's practice!

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

The first exercise is the one that will indicate if you can move forward or you have to go back to the section *let's see!* in order to explain the grammar structure thoroughly. The second exercise can only be completed if you show them what to do. Do one example on the board, so that students clearly see what to do.

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

Let's write!

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

Let's Check

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

Let's Play

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

cutouts

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



1st TRIMESTER

- What is your name?
- How old are you?
- What do you do in class?
- Which are the classroom rules?
- When is your birthday?
- What's your favorite hobby?





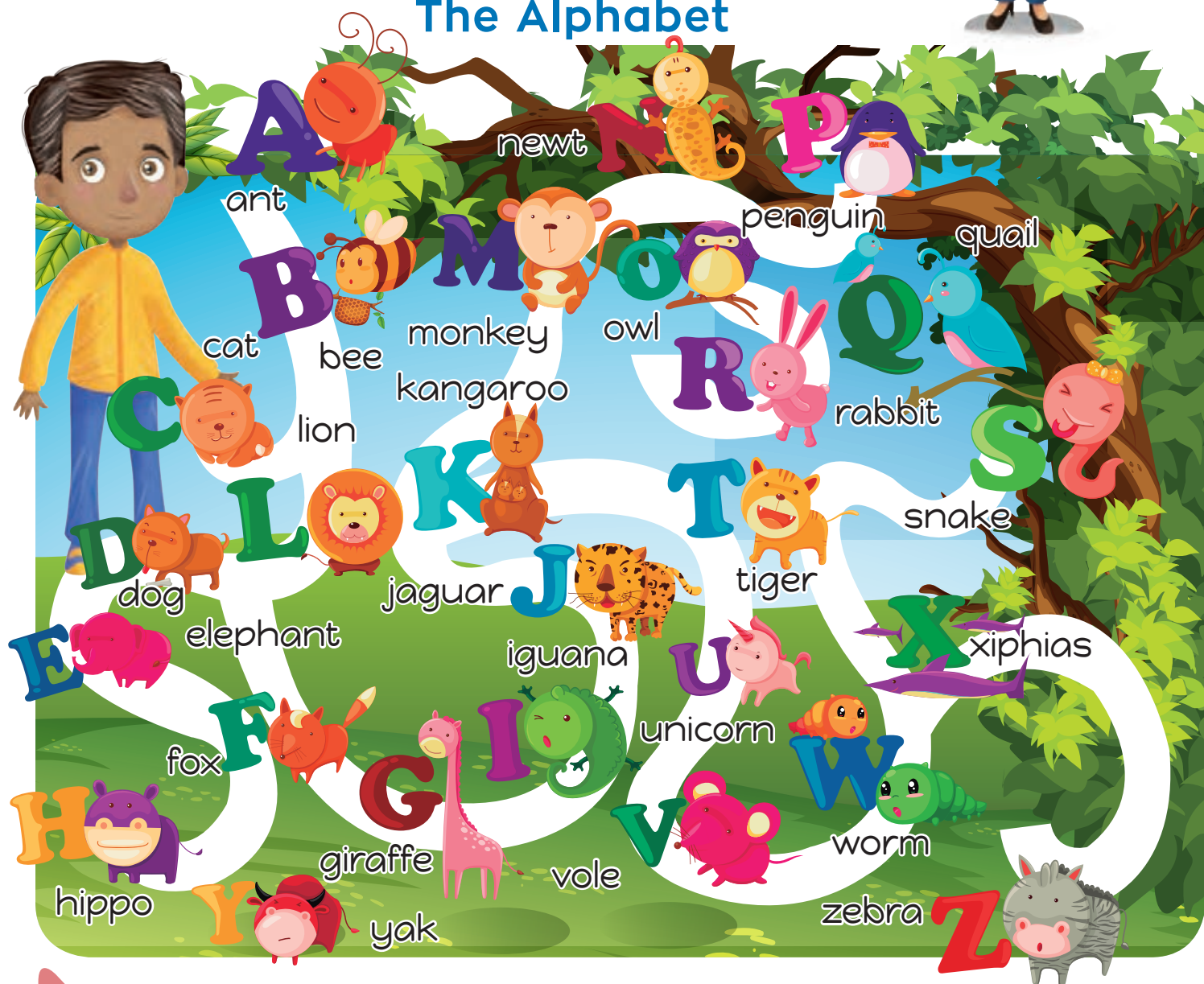
Let's Talk About You

Let's
remember!

Lesson 1

1 Look and repeat the names of the animals.

The Alphabet



2 Spell the animals' names.
Sing the alphabet song.

Let's
see!

3 Look and repeat.



Good morning



Good afternoon



Good evening



Good night



Hi/Hello



Welcome



**Farewell and
courtesy
expressions**



Thank you



Please



See you next
Monday



Goodbye/Bye



See you tomorrow

Personal information

4 Look and repeat.

What's your name?

How old are you?

Can you spell your name?

Who is he? Who is she?

How old is he?

How old is she?

I'm/My name's...

I'm seven.

Yes, T - O - M.

He's Alex.

She's May.

He's eight.

She's nine.

Practice these expressions orally.

5 Classify the expressions.

Let's practice!

Welcome	Goodbye	Hi
Thank you	See you later	Please
Good morning	Hello	Bye

Greetings	Farewell	Courtesy
Hi	Goodbye	Thank you
Hello	See you later	Please
Good morning	Bye	Welcome

6 Complete the conversation.

Teacher - Good morning children.

My name is Miss Sue. What's your name?

Anna - I'm Anna.

Teacher - And who is she ?

Kim - She's Grace.



Teacher - Grace, can you spell your name, please ?

Grace - G-R-A-C-E.

Teacher - Who's he?

Lucy - He's Ben.

Have students cut the characters on page 117, color them and memorize their names.

7 Practice similar conversations with your partners.

8 Trace and copy the sentences.

• Good morning!

• Hello! How are you?

• See you tomorrow.

• What's your name?

• How old are you?

Let's Use Classroom Language

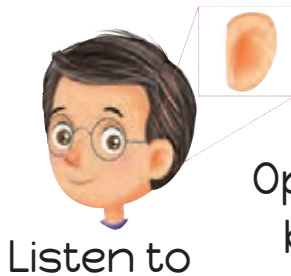
Lesson 2



1 Look and repeat.

Classroom Language

What can you see?
I can see...



Listen to

Open your
book to
page...



Be quiet



Stamp
your feet



Clap



Point to



Sit down



Make a
circle



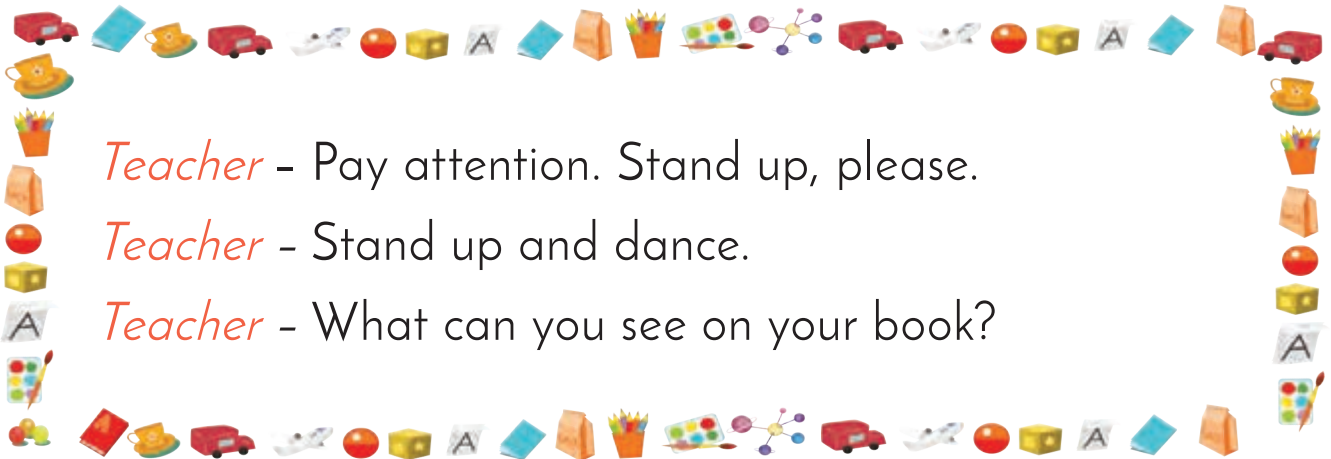
Stand up

2 Read and complete the expressions.

- Point to** the pictures on page 11.
- What can you see?** I can see a city.
- Sit down**, please.
- Stamp you feet** when you **listen to** music.
- Stand up**, let's dance!

Using TPR act out the expressions.

3 Look and practice similar ideas.



Teacher - Pay attention. Stand up, please.

Teacher - Stand up and dance.

Teacher - What can you see on your book?

Let's
practice!

4 Match the commands to their correct picture.

a. Listen to music.

b. Sit down.

c. Open your book.

d. Be quiet.

e. Point to the board.



5 Read and complete.



- a. Let's sing a song! **Make a circle**.
- b. What can you see? **I see a panda**.
- c. When I clap my hands, **stamp your feet**.
- d. Be quiet and **listen to the story**.
- e. **Sit down** and open your books to page 10.

6 Look at the pictures and tell the action.



7 Stand up, make a circle and tell actions to your classmates.

8 Trace and copy the sentences.

Let's
write!

• Open your book.

• Stamp your feet.

• Point to the window.

• Sit down.

• Make a circle.

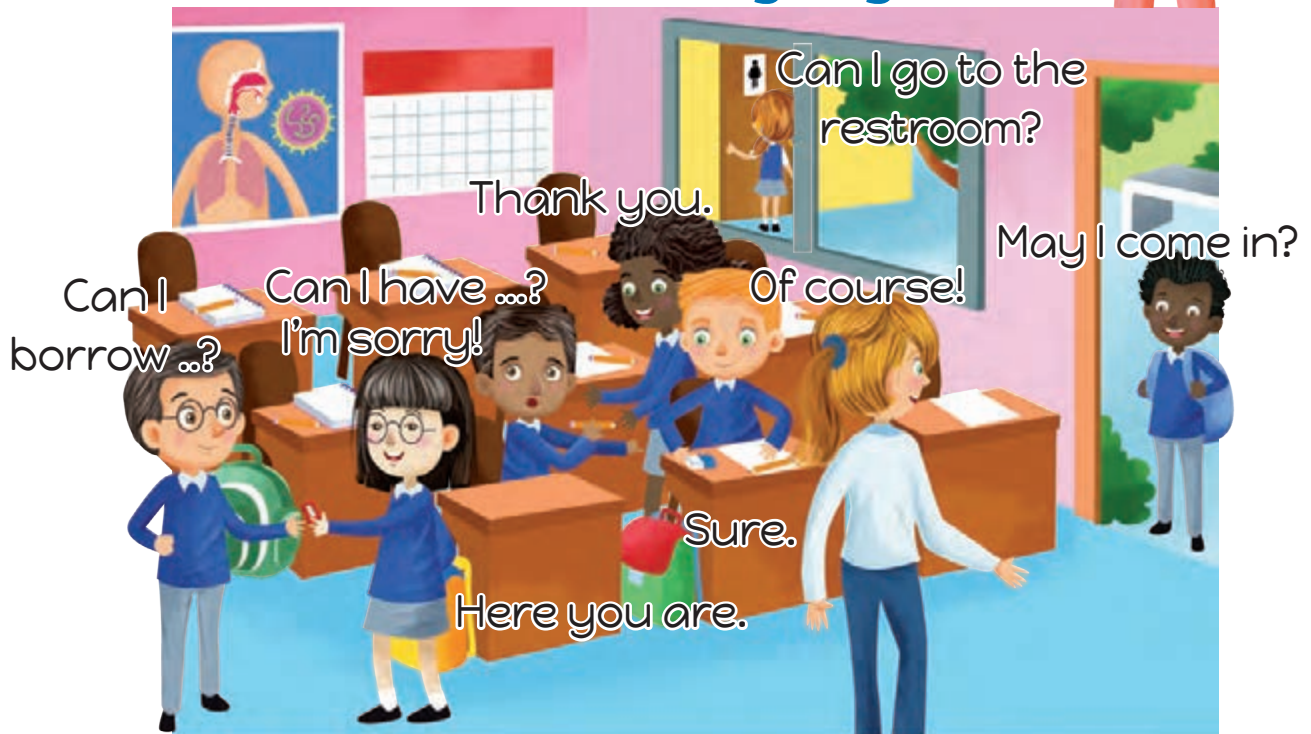
Let's Use More Classroom Language

Let's remember!

Lesson 3

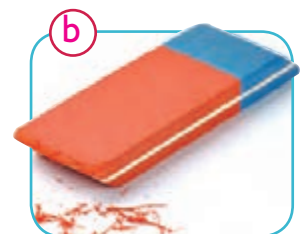
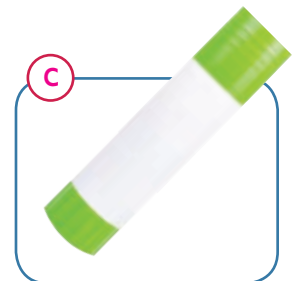
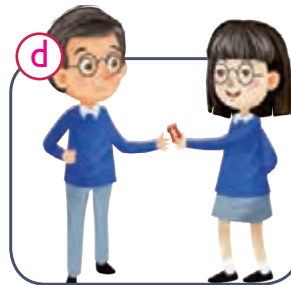
1 Look and practice.

Classroom language II

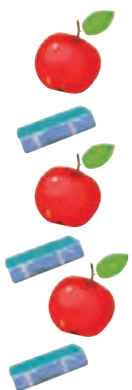


2 Match the pictures with the expressions.

- a. Can I go to the restroom?
- b. Can I borrow an eraser?
- c. Can I have some glue?
- d. Here you are.



3 Notice how we answer to classroom language.



Can you lend me your eraser? **Sure.**

Can I borrow your eraser? **Here you are.**

Can I go to the restroom? **Sure.**

Here you are. **Thank you.**

May I come in? **Yes.**



Let's
practice!

4 Choose and write the sentence that answers the question.

Thank you. Sure.

Can I go to the restroom?

Here you are.

May I come in?

Can I borrow
Yes.

a. Can I go to the restroom, _____ please? Sure.

b. Can you lend me your eraser? **Sure.**

c. Here you are. **Thank you.**

d. May I come in _____? Of course.

e. Can I borrow a pen? **Here you are.**

f. Can I borrow _____ your pencil? Here you are.

g. May I come in? **Yes.**



5 Complete the questions according to the picture.

- a. Can I borrow _____ a pencil, please? Here you are.
- b. May I _____, please? Yes.
- c. I'm sorry! _____ I forgot my pencil! That's ok.
- d. Can _____ me a piece of paper? Sure.
- e. Of course, _____ sit down, please.



- f. Can I go to the restroom _____, please? Sure.
- g. Can I _____ have your homework _____, please? Sure.
- h. Can I borrow an eraser, please _____? Here you are.
- i. May I come in _____? Of course.
- j. Can I sit down _____? Yes, please.

6 Practice the questions and answers with your partner.

7 Trace and copy the sentences.

Of course!

Sit down.

Stand up!

May I go to the restroom?

What's the meaning of "chair"?

Let's
remember!

Lesson 4

Let's Talk About Classroom Rules

1 Remember your classroom rules.

Classroom rules



2 Match the words correctly. Illustrate them in your notebook.

a. Raise

b. Be

c. Pay

d. Let

e. Respect

(d) others talk.

(c) attention.

(a) your hand to talk.

(e) your teacher.

(b) quiet.

3 Read and practice with your classroom rules.

Teacher - Do you remember our classroom rules?

Tony - Throw away the trash.

Kim - Let's keep our place neat.

Jill - Good ideas!

Teacher - Please, mention two more classroom rules.

Dan - Respect the teacher and classmates.

Nick - Take care of your materials.

Teacher - Very good, now let's get to work!



Let's
practice!

4 Choose the correct answer and write it.



I raise my hand.

I respect my teacher and classmates.

Keep quiet.

I pay attention.

I take care.

a. What do you say when a boy shouts? **Keep quiet.**

b. What do you do to participate in class? **I raise my hand.**

c. What do you do when the teacher talks? **I pay attention.**

d. What do you do with your materials? **I take care**
of them.

e. What do you do with your teacher and classmates?

I respect my teacher and classmates.

Roleplay the conversation

5 Look and write the instructions.



Be quiet.

**Take care of your
materials.**



Respect your classmates.

Throw away the trash.



Pay attention.

**6 Go to page 117. Cut out the rules. Act out. Your partner
guesses the rule.**

7 Trace and copy classroom rules.

• Throw the trash away.

•

•

• Take care of your materials.

•

•

• Respect your classmates.

•

•

• Keep your toys at home.

•

•

• Keep your place neat.

•

•

•

Let's Ask Information Questions

Let's remember!

Lesson 5



1 Look and practice.

Question words

Who	What	Where	When	How
Asks for people	Asks for things	Asks for places	Asks for day or date	Asks in what way or for quantities
Who's that man?	What's your address?	Where are you from?	When is your birthday?	How do you spell your name? A-l-e-x.
He's my Dad.	I live on First Street.	I'm from Toluca.	It's on June 10 th .	How old are you?
				I'm eight years old.

Have students cut & play the memory game on page 119.

2 Write the correct word.

- Where** are you from? I'm from Morelia.
- How old** are you? I'm ten years old.
- How** do you spell your name? D-a-n.
- When** is your birthday? On July 5th.
- Who** is that woman? My mother.

Practice the questions orally.

3 Notice the information you get.

What's your **address**?

Where are you from?

When is your birthday?

Who's that boy?

How do you **spell** his name?

How old are you?

I live **on Second street**.

I'm from **Monterrey**.

It's **on December 29th**.

He's my brother.

D-a-v-i-d.

I'm **eight**.



Let's
practice!

4 Complete.

a. How **old are you** ? I'm **seven** (7)

b. Where **are you from** ? I'm from Merida.

c. What's **your last name** ? Taylor.

d. How **do you spell your first** name? J-i-m.

e. When **is your birthday** ? It's on June 10th.

Students practice the dialogue paying attention to intonation.

5 Look. Write the questions and answers with your information. Answers may vary.

How old are you?

When is your birthday?



Who is he?



Where are you from?

ALEX

A

How do you spell your first/
last name?

6 Ask the questions to a partner. Share answers.

7 Trace the questions and complete the answers.

• Who's that woman?

• She's my...

• Where are you from?

• I'm from...

• What's your last name?

• It's...

• When is your birthday?

• It's on...

• How old are you?

• I'm...

Let's Talk About Preferences

Lesson 6



1 Look and tell what's your favorite hobby?

Hobbies



2 Match.

a. ride

b. do

c. play

d. read

e. play

(d) book

(c/e) hide and seek

(a) a bike

(c/e) baseball

(b) martial arts

Students practice: What do you like to do in your free time?

3 Read and practice. Students read the conversations in pairs

Do you like to ride a bike?

What sport **do you play**?

What's your favorite hobby?

Who do you like to play **with**?

Where do you play marbles?

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

I play **soccer**.

I **like** painting.

With my brother.

In the park.



Let's
practice!

4 Unscramble the words to make questions or answers.

a. with / Who / play / you / do / to / like /?

Who do you like to play with?

b. bike / do / Where / ride / you / your/ ?

Where do you ride your bike?

c. volleyball / play / I / like to

I like to play volleyball.

d. paint / like / you / Do / to?

Do you like to paint?

e. play / you / do / Where/ hide and seek?

Where do you play hide and seek?

Practice the questions and answers. Answers may vary.



5 Write questions and answers according to the pictures.

Answers may vary.



6 In your notebook, write your own questions with your favorite activities. Ask a partner.

7 Make real sentences with your favorite activities. There is one example.

- run
- I like to run but I don't like to swim.
- swim
-
- paint
-
- play volleyball
-
- play hide and seek
-
- play basketball
-
- do martial arts
-
-

Let's Play

▶ Take turns with a partner to match the expressions.

You say this when
you want
to go to the restroom.

The teacher tells the
students
when she explains:

What do say
when you see
your teacher?

You say this
when someone
helps you:

Where do you keep
your toys?

You mother says:

You ask this when
you don't
know a word.

The teacher asks
when she
points to the board:

Good morning,
teacher!

Be quiet!

Have a good day!
See you later!

Can I go to the
restroom, please?

What's the
meaning of ...?

At home.

Thank you!

What can you see?

Let's Check

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

Part 1

5 questions

1.



Listen to music.

✗

2.



May I come in?

✓

3.



Throw the trash away.

✓

4.



Raise your hand to talk.

✓

5.



Good morning.

✗

Look and read. Write yes or no.

Part 2

5 questions



Examples

The children respect their teacher. **yes**

A boy keeps toys in class. **no**



Questions

- | | |
|------------------------------------|------------|
| 1. The children pay attention. | yes |
| 2. Two girls sit down. | no |
| 3. A girl stands up. | yes |
| 4. A boy raises his hand. | yes |
| 5. They keep their classroom neat. | yes |

2nd TRIMESTER

- What's your favorite toy?
- What does a doll look like?
- What places are there around your house?
- Where can you ride a bike?
- Where do you usually go on vacation?
- What are some farm products?





Let's Talk About Toys

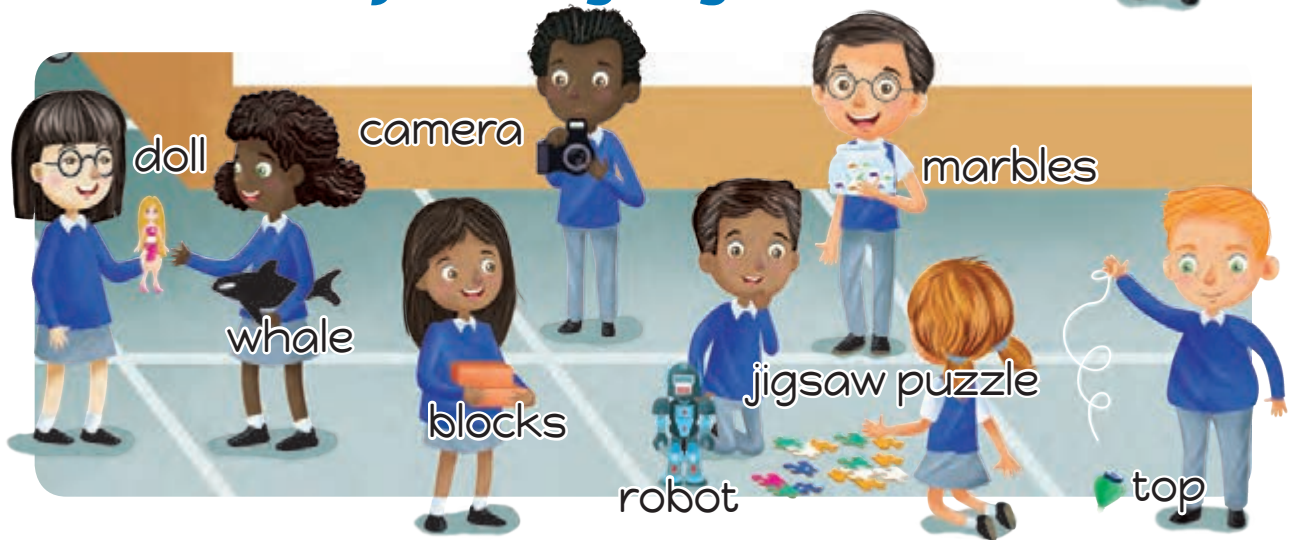
Let's
remember!

Lesson 1

Hi, I'm Tom

1 Read and practice.

Toys and gadgets



Cut and play with the toys on page 121.

2 Complete according to the picture.

- What are these? They're **robots**.
- What's this? It's a **doll**.
- What are these? They're **blocks**.
- What's this? It's a **top**.
- What are these? They're **cameras**.
- What's this? It's a **jigsaw puzzle**.
- What are these? They're two **whales**.



Practice asking questions and answers pointing at the toys.

3 Read and practice.

What's **this**?

What **are these**?

What **does it** look like?

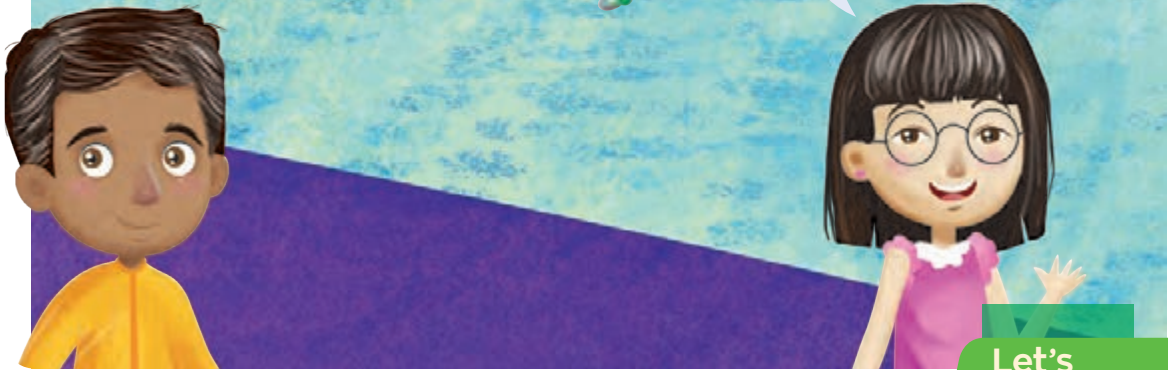
What **do they** look like?

It's **a** whale.

They're *blue* marbles.

It's a *beautiful* whale.

They're colorful.



Let's
practice!

4 Complete the questions and practice.

a. **What's** this?

It's a doll.

b. **What does it** look like?

It's colorful and round.

c. **What are these**?

They're blocks.

d. **What's this**?

It's a jigsaw puzzle.

e. **What do they look** like?

They're colorful and brilliant.



5 Draw your favorite toys. Write questions and answers about them.

a.

b.

c.

d.

e.

6 Ask and answer the questions with a partner.

7 Trace and copy the sentences.

Let's
write!

• These are toys.

• This is a stick horse.

• This is a doll.

• What's this?

• What are these?

Let's remember!

Let's Talk About your Favorite Toys

Lesson 2



1 Look and repeat.

Describing toys

lorry

video game

skipping rope

awesome

nice

boring

fun

great

beautiful

small/large

okay

colorful

More toys and gadgets

rubik's cube

watch

scooter

2 Unscramble the words.

lamsl

nuf

icen

tegar

ginorb

small

fun

nice

great

boring

Students spell the words.

3 Read and practice.

What **is that**?

What **are those**?

What **color** is the rope?

What **color** are the blocks?

Whose Rubik's cube is that?

Whose marbles
are those?

How many marbles
are there?



That's a grey robot.

Those are small dolls.

It's red and green.

They're colorful.

It's May's.

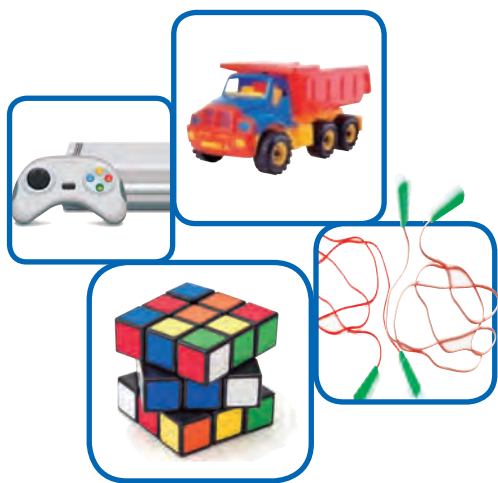
They're Dan's.

There are eight.



Let's
practice!

4 Look and answer the question.



How many lorries are there?

There's one .

Whose computer game is that?

It's Alex' .

Whose skipping ropes are those?

They're Anna's.

What color is the Rubik's cube?

It's colorful .

How many scooters are there?

There's one .

5 Answer the questions about your toys or your friends'.

Free answers.

a. How many dolls do you have?

b. How many marbles do you have?

c. Whose scooter is that?

d. Whose marbles are those?

e. What color is the skipping rope?

6 Add two questions.

a. ?

b. ?

7 Ask and answer the questions with a partner.

Answers may vary.

Students use realia to describe things in the classroom.

What color is your notebook?

.

.

What colors are your pencils?

.

.

What does your favorite toy
look like?

.

.

.

What do your books look like?

.

.

Whose notebook is that?

.

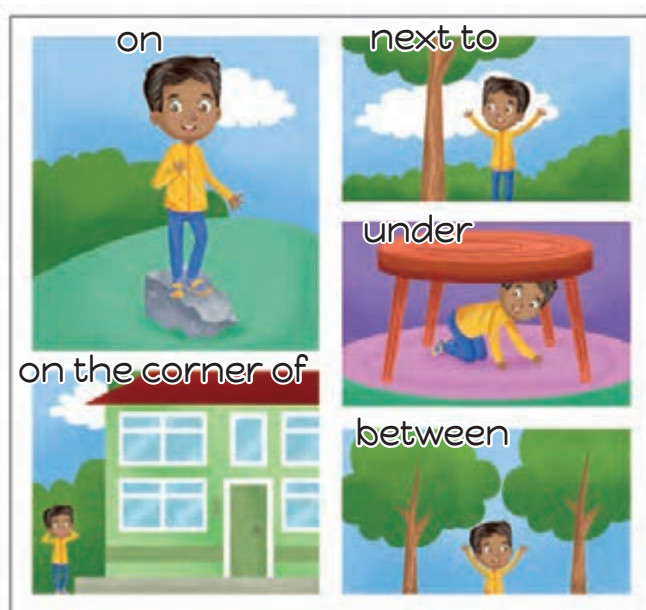
Let's Describe Places in a City

Let's remember!

Lesson 3



- 1 Look and repeat. Students practice prepositions of place using classroom realia.
- ### Position



In the City



- 2 Unscramble the words.

- nowt **town**
- sub tionsta **bus station**
- yawsub tionsta **subway station**
- gedbri **bridge**
- uenave **avenue**
- resqua **square**

Have students cut the map on page 121 and ask questions with Where's the...?

3 Look and practice.

Where's the bus station?
It's next to the park.



What can you see on Main Street?
There's a circus! And there are two bridges.



What's around your house?
There's a square and a park.



Let's
practice!

4 Complete the sentences.

a. What can you see on Main Street?

Look! **There's** a circus.

b. Where's the school?

It's **between** the park and the hospital.

c. What's around your house?

There are two avenues next to my house.

d. What can you see on Lincoln Street?

I can see a **bus / subway** station on Lincoln Street.



5 Look at the map. Ask questions. Recycle places students have seen by asking questions like: Where's main square? Students have to point to it.



6 Ask questions and answers about places around your school. Students have to label the lower part of the map to recycle previous vocabulary.

7 Trace, copy the questions and answer them with information about your neighborhood.

• What can you see around your house?

•

•

•

• Where's the market?

•

•

• Where's the bus station?

•

•

• What can you see around school?

•

•

• What's around your classroom?

•

Let's Talk About Places in the City (Part 1)

Lesson 4



1 Look and repeat.



2 Read and underline the places in this lesson.

My name is Kim, I live in a large flat in an apartments building. It's in a beautiful small town.

In the mornings I go to school, it is next to the church. In the afternoons I go to the playground and play hide and seek with my friends or ride my bike in the park.

On Saturdays I go to the mall with my family, there are different stores and later we go to the supermarket.

On Sundays we go to church and to my grandparents' place, they live in the suburbs, I can see the town from the window, it looks awesome.



Students describe the places where they live.

3 Read the questions.

Questions about places

Where do you live?

Where's the apartment?

Where can you play
hide and seek?

What can you do
at the mall?



I live in an apartment.

It's on Oak Street.

In the park.

You can get stuff or
play in the arcade.

Let's
practice!

4 Complete the questions.

a. Where **do you live** ?

I live in a house.

b. Where's **your house** ?

It's in Mexico City.

c. Where **can you ride a bike** ?

In the park.

d. What **can you do in the park** ?

You can play hide and seek or ride
a bike.

e. What **can you do in a store** ?

You can get stuff.



Students ask and answer the questions.

5 Write questions about the places.



a. Where

Three horizontal light blue lines for writing.



b. What

Three horizontal light blue lines for writing.



c. What

Three horizontal light blue lines for writing.



d. Where

Three horizontal light blue lines for writing.



e. Where

Three horizontal light blue lines for writing.



f. What

Three horizontal light blue lines for writing.

6 Ask the questions to a partner.

7 Trace, copy the questions and answer them.

Let's
write!

• Where's the nearest church?

•

•

• What can you do in the
• playground?

•

•

•

•

• Where's the apartments'
• building?

•

•

•

• What can you do at school?

•

Let's Play Student A

▶ Select a chart and cover the other chart. Make a question.

What can
you do in the
park?

Where can
you buy
stuff?

Where can
you see a
doctor?

What
can you
do at the
mall?

Where can
you play
videogames?

Where's
the
school?

Where can
you play
hide and
seek?

What's your
favorite toy?

How many
lorries do
you have?

If it's correct, put a tick ✓. If it's not correct, put a cross ✕. Take turns with a partner.



Student B

What can
you do in the
supermarket?

Where can
you ride a
bike

Where
can you
see your
teacher?

What
can you
do at
church?

Where can
you find a
playground?

Where's
the
nearest
bus
station?

Whose book
is the one
on the table
next to you?

What does a
top look like?

How many
marbles do
you have?

Let's Check

Part 1

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

5 questions

1.



They're robots.



2.



That's a scooter.



3.



The rabbit is under the tree.



4.



It's a bus station.



5.



I love the playground.



6.



The mall looks large.



► Read and answer.



Part 2



Tomorrow is Nick's birthday. Mom, Dad and Nick are in a toy store, Nick wants twenty marbles for his birthday present. He likes dinosaurs so he wants a dinosaur jigsaw puzzle, too.

5 questions

1. When is Nick's birthday? **Tomorrow.**
2. Where are Mom and the children? **In a toy store.**
3. What does Nick want? **He wants a jigsaw puzzle.**
4. How many marbles does Nick want? **Twenty.**
5. Does Nick like dinosaurs? **Yes, he does.**

Let's Talk About Places in the City (Part 2)

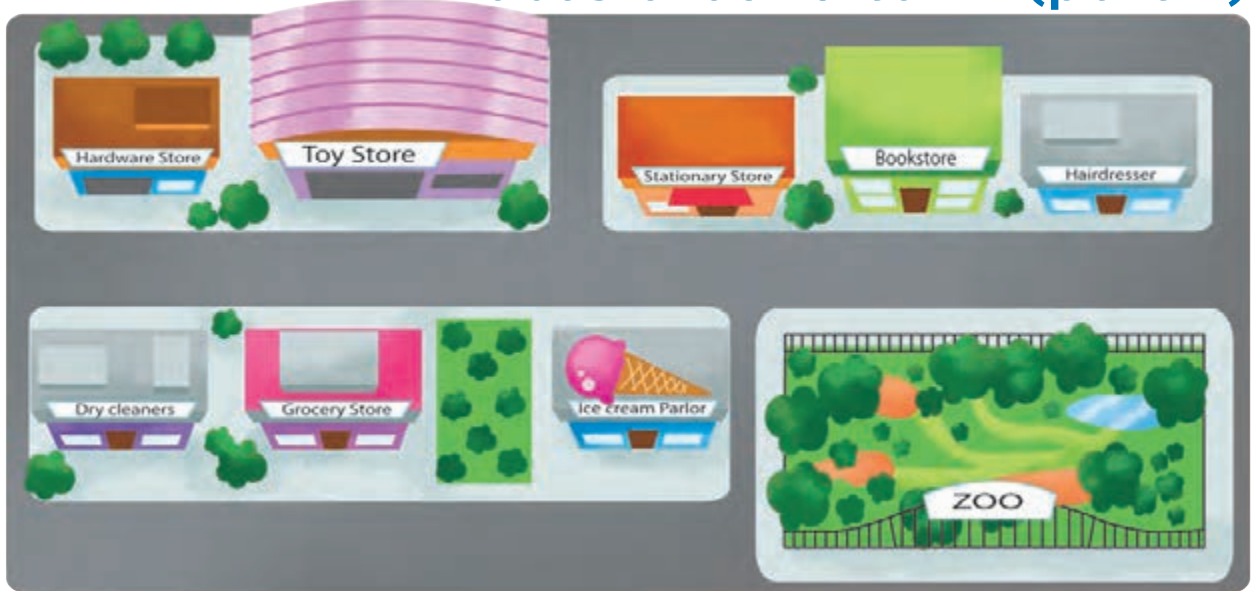
Let's remember!

Lesson 5



1 Look and repeat.

Places around town (part II)



2 What can you see or find at the...? Underline T (true) or F (false).

a. stationary store



T F

b. zoo



T F

c. ice-cream parlor



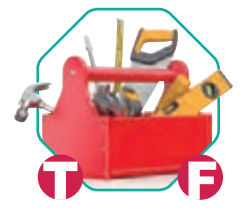
T F

d. grocery store



T F

e. hardware store



T F

Students say what things they can see in different places.
(Cut and practice with the map on page 123.)

3 Read and practice the conversations.

Is there a stationery store around here?

Yes, there's one between the hardware store and the fruit shop./Nope, there isn't any./I don't know!

Are there any grocery stores around here?

Yes, there are some on Main Avenue./No, there aren't any.



Let's
practice!

4 Complete the sentences.

a. Are there any bus stops on Park Avenue?

Mm, yes, there are some.

b. Is there an ice-cream parlor on this street?

No, there isn't any.

c. Are there any bookstores downtown?

Yes, There are three.

d. Are there any stationery stores around?

Yes, there's one.

- 5 Write similar questions about places in the map.
Practice the dialogs. Ask students to label the places in the map.

a. Is there a ? b. Are there any ?

Yes, Answers may vary

No, Answers may vary



c. Is there a ? d. Are there any ?

No, Answers may vary

Yes, Answers may vary

- 6 Now, ask the questions to a partner and write his answers.

- 7 Copy the part that is not underlined.
Substitute the underlined part with
information about your neighborhood.

There is one example:

- There is a stationary store in front of my house.
- There's a stationary store next to my school.
- There are two grocery stores in front of the elementary school.

- There's an ice-cream parlor in front of the elementary school.

Let's
remember!

Let's Talk About Natural Landscapes

Lesson 6



1 Look and read.



river



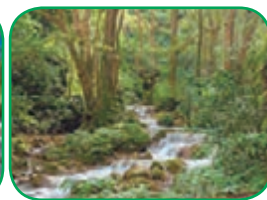
trees



mountain



beach



forest



dessert



sand



sea



cave



waterfall



ranch



hut



farm

2 Circle and tell the words.

riverhutdeserttreesbeachforestmountainfarmseawaterfallcaveranch

3 Go to page 125. Cut and color the picture. Practice.

What's that?

That's a forest.

Do you like it? Yes, it

looks nice. / Not really.

Students check their answers with a partner.

4 Read and practice.

Where do you go on vacation?

Where's the beach?

What can you see at the beach?

Is there an island nearby?

What does the beach look like?

I usually go **to the beach**.

It's in **Guerrero** state.

You can see sand and the sea.

Yes, **there's one**. /

No, **there isn't any**.

It looks awesome. /

It looks large.

Let's
practice!

5 Complete the conversations about the landscapes.

a. Where do you go **on vacation** ?

I usually go **to the mountain** .

b. **Where's** that mountain?

It's in the State of Mexico.

c. What can you **see in the mountain** ?

You can see **the forest and a river** .

d. **Is there** a waterfall nearby?

Yes, **there's one** .

e. What does the mountain look like?

It looks wonderful.



6 Make questions about the landscapes.



a. Where _____
_____?

b. What _____
_____?



c. Is there _____
_____?

d. Where _____
_____?



e. Where _____
_____?

Answers may vary. Students share their sentences.

7 Ask your questions to a partner.

8 Draw landscapes and write a question and its answer. There is one example. Example:

Landscape

Information



a. *Where's the waterfall?
It's in Uruapan.*



b.



c.



d.

Let's Talk About Farm Products (Part 1)

Lesson 7



1 Look and read.

Farm products



corn



tomato



potato



zucchini



carrots



apples



lemons



onions



lettuce



bananas

Describing objects



small



big



round

Students practice describing all the pictures.

2 Complete the descriptions with the correct word.

Example: *Corn is a long, delicious vegetable.*

- Apples** are red, round and delicious!
- Onions** are white and round.
- Potatoes** are big or small.
- Zucchini** is a green and long vegetable.

3 Practice the questions and answers.

What **color** is corn?
Where does it grow?
When does it grow?
What does it **look like**?

It's white, yellow, red, or black!
It grows **in warm places**.
It grows **in summer**.
It's **long**.



Let's
practice!

4 Complete with the correct words.

a. What color **are** carrots?

They're **orange**.

b. What does a lettuce look like?

It's long and **green**.

c. What **color** are limes?

They're **green**.

d. What do onions **look** like?

They're round and white.

e. What **do** bananas look like?

They're **long** and **yellow**.

5 Complete the questions and answers.

a. Where do **bananas grow** ?

They **grow** in warm places.

b. What does **zucchini** look like?

It **is long and green** .

c. When **do carrots** grow?

They grow all year long.

d. What do **potatoes look like** ?

They **are round and brown** .

e. Where do **limes grow** ?

They grow in warm places.

Practice the conversation in groups of four students.



6 Ask questions and answers about the pictures with a partner.



7 Write questions and answers about apples.

- a. What color are apples?
They're red, yellow, green
or mixed.

b.

c.

d.

Let's Play

▶ Complete the names of the animals.
Then flip a coin. Move 1 space if you



cat



bear



unicorn



kangaroo



jaguar



giraffe



newt



dog



monkey



vole



hippotamus



quail

get heads and two spaces if you get tails.
Give a complete sentence or question.



elep h ants



l i on



worm



whale



peng u in



an t s



o s trich



fo x



tige r



z ebra



s n ake



x iphias

Let's Check

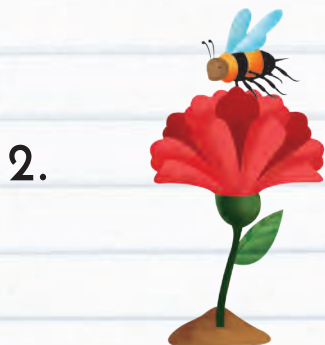
Part 1

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

5 questions



There's a bookstore on the corner.



The bee is in the flower.



There are two cats next to the dog.



The bookstore is between the toy store and the hair salon.



I can see fruit in the supermarket.



Read the story. Choose a word from the boxes below. Write the correct word next to numbers 1-5.

Part 2



This is a photo of my family. We like to go to the (1) **forest** on vacation to have lunch next to the (2) **river**. My sister likes to eat (3) **apples**. We sit between the (4) **trees** where we can see the beautiful (5) **mountains**.

waterfall



river



morning



apples



trees



fruit



forest



mountain

3rd TRIMESTER

- What's your favorite fruit?
- What plants do you know?
- What's the difference between a plant and a tree?
- Where are you from?
- Where is Lionel Messi from?
- What's the currency in Mexico?
- What's the official language in Brazil?
- What's a traditional dish in The U.S.?





Let's
remember!

Let's Talk About Food

Lesson 1

1 Look and rank your favorite food.



Adjectives
to describe
food



2 Describe the food. For example:

Cheese is hard and
tasty.

Orange juice is sweet
and sour.

Students ask each other: What's your favorite food?

3 Read and practice with other food.

Do you **like** chicken?

What does it **taste** like?

What does it **smell** like?

What does it **look** like?

What do beans **taste** like?

What do beans **smell** like?

What do beans **feel** like?

Oh yes, I love it! /

Not really, I prefer
apples.

It's **good**.

It **smells** delicious.

It's **orange/golden**.

They are **salty**.

They smell **delicious**.

They are **soft**.

Let's
practice!

4 Write the questions.

a. **Do you like chicken** ?

Not really. Chicken is not my thing.

b. **Do you like cheese** ?

I love it. Cheese is good in
sandwiches, salad or *quesadillas*.

c. **What does cheese taste like** ?

It tastes salty.

d. **What does it smell like?** It smells
delicious!



5 Use one word from each column to write questions.

There is one example. (Free answers.)



chicken

milk

look

smell

egg

orange

feel

feel

rice

taste

a. *What does chicken look like?*

b.

?

c.

?

d.

?

e.

?

6 Ask and answer your questions. Use the words below to answer. There is one example.

What does chicken taste like?

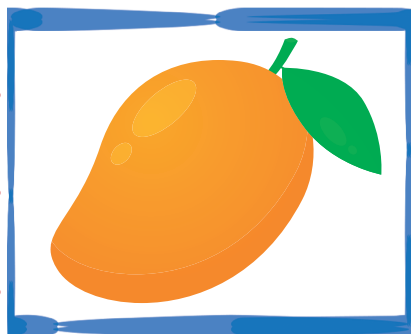
*It tastes **delicious**!*



7 Draw your 3 favorite foods. Then, write a sentence about each one. There is one example.

Food

Example



a. *Mango is my favorite food because it is sweet, soft and delicious.*



b.



c.



d.

Let's Talk About Parts of Plants

Lesson 2



1 Look at the diagram and complete the text with the correct word.

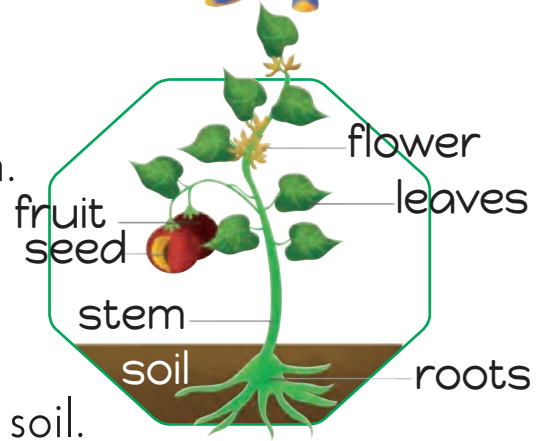
A plant has six parts:

The l **eaves** and s **tem** are green.

The f **lower** or f **ruit** can be

different colors. The s **eed**s are inside

de fruit, and the r **oot**s are under the soil.



Adjectives to describe plants



smooth



rough



short/tall

2 Write the correct word.

a. The pineapple skin feels **rough**.

b. The apple skin feels **smooth**.

c. Trees are **tall**.

d. Lime **tastes** bitter.

e. Roses are **flowers**.

Practice describing fruits and vegetables.



3 Practice the questions with your favorite fruit.

What **color** are apples?

What **do they smell** like?

What **does** the apple **skin feel** like?

Are apples long or round?

They're **red** or **yellow**.

They smell **delicious**.

It's **smooth**.

They're round.



4 Complete the questions and answers about bananas and tangerines.

Let's
practice!

a. What **color** are bananas? **They're** yellow.

What **do** bananas smell **like**?

They **smell** well.

What do the bananas' **skin** feel like? It's **smooth**.

Are **bananas** long or round? They're **long**.



b. What **color are** tangerines? **They're** orange.

What **do** tangerines smell like? **They smell** sour.

What do the **tangerines' skin** feel like? **It's** a little rough.

Are tangerines **long or round**? They're **round**.



5 Complete the questions and answers about kiwis.

a. What color are kiwis?

They are brown and green.

b. What do they smell like?

They smell well.

c. What does the kiwi skin feel like?

The kiwi's skin feels rough.

d. Are kiwis long or round?

They're round.



6 Draw a tree with your favorite fruit and label its different parts.



7 Now, write questions and answers about
your tree.

What color ?

What do ?

What does ?

Are ?

Where ?

Let's Plant Some Seeds

Lesson 3



1 Make a pot and plant some seeds.

Materials



cardboard
paper roll



scissors



soil



water

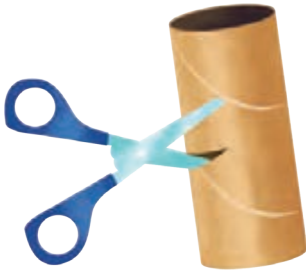


light



seeds

Instructions



Get a cardboard
paper roll, and
cut the lower part
in four segments.



Fold the
segments to
close the roll.



Label your pot.



Put some soil in
the pot.



Make a hole in the
soil.



Drop a seed into
the hole.



Cover the hole
with soil.



Water your
seed.



Put the pot somewhere
illuminated and warm.

Students read the commands to a partner.

2 Match the two columns to complete the commands.

- | | |
|-----------------------|-------------------------|
| a. Cut the lower part | (e) some water. |
| b. Label | (d) into the hole. |
| c. Make a hole | (c) in the soil. |
| d. Drop a seed | (b) your pot. |
| e. Give the seed | (a) in four segments. |

3 Look at the instructions. Repeat.

Let's
see!

How to plant seeds

- a. **First**, get a pot.
- b. **Second**, put some soil in the pot.
- c. **Third**, make a hole in the soil.
- d. **Fourth**, put some seeds inside the hole.
- e. **Fifth**, cover the hole with soil and water your seeds.
- f. **Finally**, leave your pot somewhere illuminated and warm.

4 Number the pictures into the correct order.



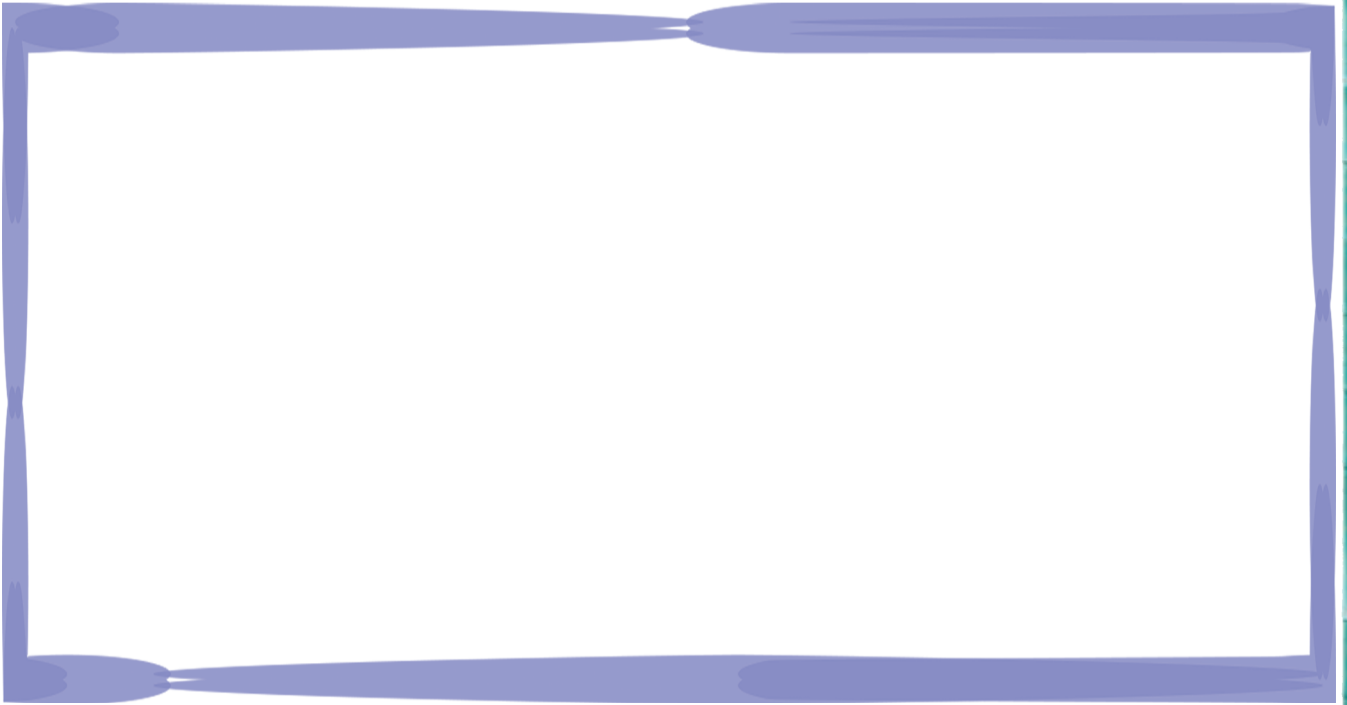
5 Complete and match the directions.

- a. First get a cardboard paper roll .
- b. Cut the lower part in four segments .
- c. Fold the segments to close it .
- d. Label your pot .
- e. Put some soil in the pot .
- f. Make a hole .
- g. Drop some seeds inside the hole .
- h. Cover the hole with soil .
- i. Water your seeds .
- j. Put the pot somewhere illuminated and warm .

6 Repeat the instructions. Don't look!

7 Draw your plant. Label its parts.
Write how it grew up.

Let's
write!



Below the drawing box, there are ten sets of horizontal dashed lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A solid horizontal line is also present at the very bottom of the writing area.

Let's Play

▶ What's the same? Play with a partner.



Each student uses a different color pencil, the person who finds more pairs wins.

You have three minutes to find what's the same. Put a tick (✓).



Let's Check

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

Part 1

5 questions

1.



Lime tastes sour.



2.



The pineapple's skin feels smooth



3.



Milk tastes bitter.



4.



This plant looks colorful.



5.



Tangerines smell nice.



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

Part 2

5 questions

four gardening girl yellow soil two



Examples

How many trees are there? Two

Questions

1. What's the family hobby? Gardening .
2. Who waters the plants? The girl .
3. What does Dad carry? Soil .
4. What color is the soil? Brown .
5. How many children are there? Two .

Let's Talk About America

Let's
remember!

Lesson 4

- 1 Look at the flags. Choose your favorite and describe it.
Elicit colors, shapes, etc. to help them elaborate their answers.

Flags



Mexico



Canada



The United States



Belize



Chile



Argentina

- 2 Complete the sentences according to the pictures.



- a. Where is she from?

She's from **Chile**.

- b. Where are they from?

They're from **The United States**.

- c. Where are you from?

I'm from **Mexico**.



d. Where does he live?

He lives in **Belize**.

e. Where do they live?

They live in **Canada**.



3 Look at the questions. Practice.

Where **are** you from?

Where **is** he from?

Where **are** they from?

Where **do** you live?

Where **does** she live?

Where **do** they live?

I'm from Mexico.

He's from Canada.

They're from Brazil.

I live in Morelia.

She **lives** in Ottawa.

They **live** in Rio de Janeiro.



Let's
see!

What's your **address**?

I live on Main Avenue 23.

Let's
practice!

4 Answer the questions about each character. Follow the examples.



a. Where's May from?

She's from Canada.

b. Where does she live?

She lives in Calgary.



c. Where's Anna from?

She's from Argentina.

d. Where does she live?

She lives in Cordoba.



e. Where's Alex from?

He's from Mexico.

f. Where does he live?

He lives in Monterrey.



g. Where's Nick from?

He's from Brazil.

h. Where does he live?

He lives in Rio de Janeiro.

5 Write questions about Dan, Ben and Kim. Free answers.



a.



b.



c.

6 Ask and answer your questions with a partner.

7 Write questions and answers about the kids.

There is one example.

• Where is she from?
• She's from Argentina.



• Where does she live?
• She lives in Cordoba.



Let's
remember!

Let's Talk About Countries and Nationalities

Lesson 5



1 Look and repeat.

Other Flags in America



Brazil



Colombia



Cuba



Venezuela



Bolivia

2 Go to page 127. Cut out the flags and play memory.



American Argentinian Belizean
Bolivian Brazilian
Canadian Chilean Colombian
Cuban Mexican Venezuelan

3 Complete the columns with the correct nationality.

Country	Nationality	Country	Nationality
Mexico	Mexican	Canada	Canadian
The U.S.	American	Belize	Belizean
Chile	Chilean	Argentina	Argentinian
Brazil	Brazilian	Colombia	Colombian
Cuba	Cuban	Venezuela	Venezuelan
Bolivia	Bolivian		

Students spell the countries and nationalities.

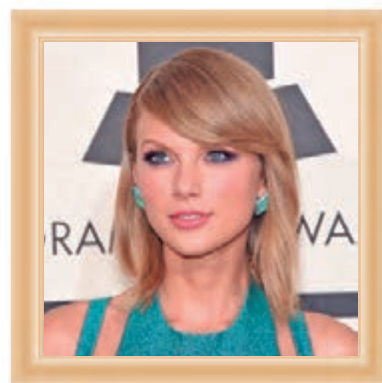
4 Look at the questions and practice.

Where **are you** from? **I'm from** Mexico, I'm Mexican.
 Where **is he** from? **He's from** Cuba. He's Cuban.
 Where **is she** from? **She's from** Canada. She's Canadian.
 Where **are they** from? **They're from** Belize.
 They're Belizean.

Let's
practice!

5 Look at the famous people from America. Complete the questions and answers. There's one example.

What's her name? Her name is Taylor Swift.
 Where is she from? She's from The U.S.
 She's American.
 Where does she live? She lives in The U.S.



What's her name? **Her name is Shakira**

Where is she from? **She's from Colombia.**

She's Colombian

Where does she live? **She lives** in Spain.



What's his name? His name is Lionel Messi



Where is he from? He's from Argentina.

He's Argentinian

Where does he live? He lives in Spain.

What's their name? They're "Los Pepes"

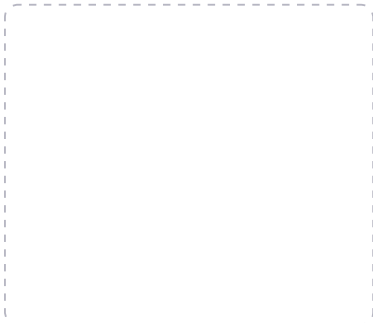


Where are they from? They're from Mexico.

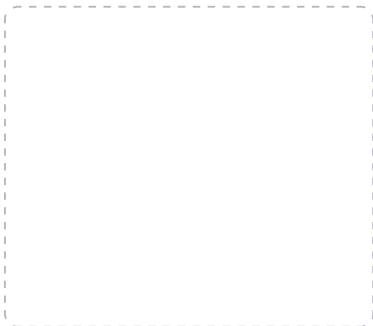
They're Mexican

Where do they live? They live in Mexico

6 Cut and paste the superheroes on page 127.
Write questions and answers.



Four horizontal light blue bars for writing questions and answers, each ending with a question mark.



Four horizontal light blue bars for writing questions and answers, each ending with a question mark.

7 Compare your answers. Are they similar?

8 Choose three famous people. Cut and paste pictures. Write their information. There's one example.



a. Her name is Selena Gomez. She's American. She is in L.A.



b.



c.



d.

Let's Talk About Regions, Currencies and Languages in America

Lesson 6



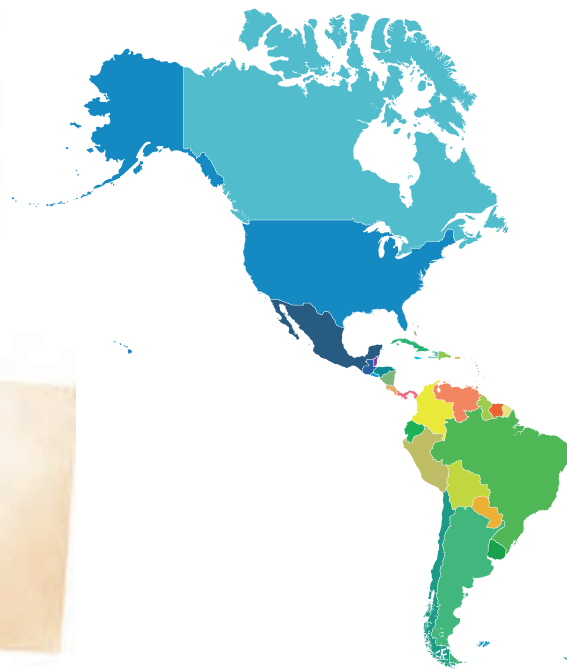
1 Look and tell: What's the meaning of *currency*?

Currencies & Languages in America

Mexico  Mexican peso Spanish	Canada  Canadian dollar English and French	The U.S.  American dollar English	Belize  Belize dollar English	Chile  Chilean peso Spanish
Argentina  Argentine peso Spanish	Brazil  Brazilian real Portuguese	Colombia  Colombian peso Spanish	Cuba  Cuban peso Spanish	Venezuela  Venezuelan peso Spanish

2 Ask and answer.

What's the currency in Mexico? The Mexican peso.
What's the official language in Mexico? Spanish.



North
America

Central
America

South
America

Let's
see!

3 Regions in America

What's the official
language in Mexico?

What's the currency
in Mexico?

Where do people
use the Mexican peso?

Where's Mexico?



Spanish.

The Mexican peso.

In Mexico.

It's in North America.

4 Complete the questions.

Let's
practice!

a. Where do people use the Colombian peso?

In **Colombia**.

b. **What's the currency in** Colombia?

It's the Colombian peso.

- c. What's the official language in Colombia?
Spanish.
- d. Where's Colombia?
It's in South America.
- e. Where do people use the Belize dollar?
In Belize.
- f. What's the official language in Belize?
English.
- g. Where's Belize?
It's in Central America.
- Students ask each other to point where other countries are. Practice other currencies asking: What's the currency in...? Point at them.

5 Look at the pictures. Write questions.



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

6 Ask a partner your questions and write the answers.

7 Write questions and answers. There is one example.



What's the currency in Canada?

It's the Canadian dollar.

What's the official language in Canada?
English and French.



Let's Talk About Common Food in America

Lesson 7



1 Look at the food and countries. Repeat.



2 Complete with the correct words.

- People eat feijoada in **Brazil**.
- People **eat empanadas in** Chile.
- People **eat asados in** Argentina.
- People drink **mocoichinchi in** Bolivia.
- People **eat beavertails in** Canada.

3 Read and practice the conversation.

What do people normally eat in Mexico?

People eat **tacos**.

What do they **taste** like?

They are **delicious**.

What do they **look** like?

They look like **rolls**.

What do they **smell** like?

They smell **great**.

Where do people eat feijoada?

In Brazil.

Let's
practice!

4 Answer the questions about hamburgers.

a. What do people normally eat in The U.S.?

People normally eat hamburgers.

b. What do they taste like?

They are tasty.

c. What do they look like?

They look round and thick.

d. What do they smell like?

They smell nice.



Students close their books and ask each other the questions.

5 Draw three different foods you like. Write questions about them. There's one example.



a. What do flautas taste like ?

They taste delicious.

What do they look like ?

Flautas look long and thin.

Where do people eat flautas?

In Mexico.

b. What ?

.

What ?

.

c. Where ?

.

What ?

.

d. What ?

.

Where ?

.

6 Read about *Fish and Chips*, an English dish.

Let's
write!

Write a similar paragraph about one Mexican dish.

Fish and Chips
Tourists in London normally
eat fish and chips. It's a
traditional food in England.
It tastes nice. It looks ok. It
smells delicious. It has fried
fish and chips.

Let's Play

▶ Play with a partner to complete the questions with the picture.



What's the name of this country?

Argentina



What do people eat in this country?

Patacones



What do people eat in Venezuela?

Arepas

What languages do people speak in?

What's the official language in?

Where do people eat?
In Brazil



English and French



English

What's the currency in?

What language do people speak in?

Where do people eat?

What's the currency in?
The Venezuelan Bolivar



The American dollar





Spanish



In Belize

Students have to answer the questions using the hints.

► Flip a coin, if it falls  advance 1 space, if it falls  advance two spaces. Answer the questions.



What's the currency here?
The Mexican peso



What's the official language in?
Portuguese



Where do people eat
In The U.S.

What do people eat in?

What's their name?



Empanadas



Patacones



What's the name of this currency?
Canadian dollar

Where do people eat?

Where do people drink mocochoinchi?

What's their name?

What's its name?



In Canada



In Bolivia



Boliche



Feijoada

Let's Check

Part 1

Look and read. Put a tick (✓) or a cross (✕) in the box.

5 questions

1.



She is from Canada.

✕

2.



This is Mexican food.

✓

3.



This is the American currency.

✕

4.



This is Brazil's flag.

✓

5.



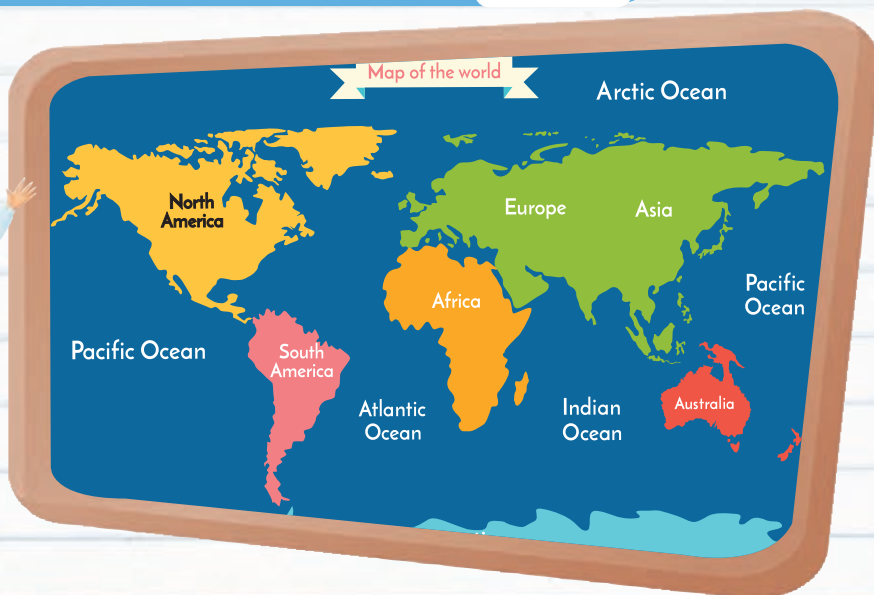
These are beavertails.

✓

Read the following text. Choose a word from the boxes below the text. Write the correct word next to numbers 1-5.

Part 2

5 questions



America is a (1) **big** continent, Mexico is in North America.

The most important (2) **languages** in America are Spanish, English, French and Portuguese. There are different currencies in America, like the (3) **dollar** or the peso. Each country has a different (4) **flag**, they all are beautiful and colorful. (5) **Corn** is a very important part of the food in America.



1 big/small



2 languages



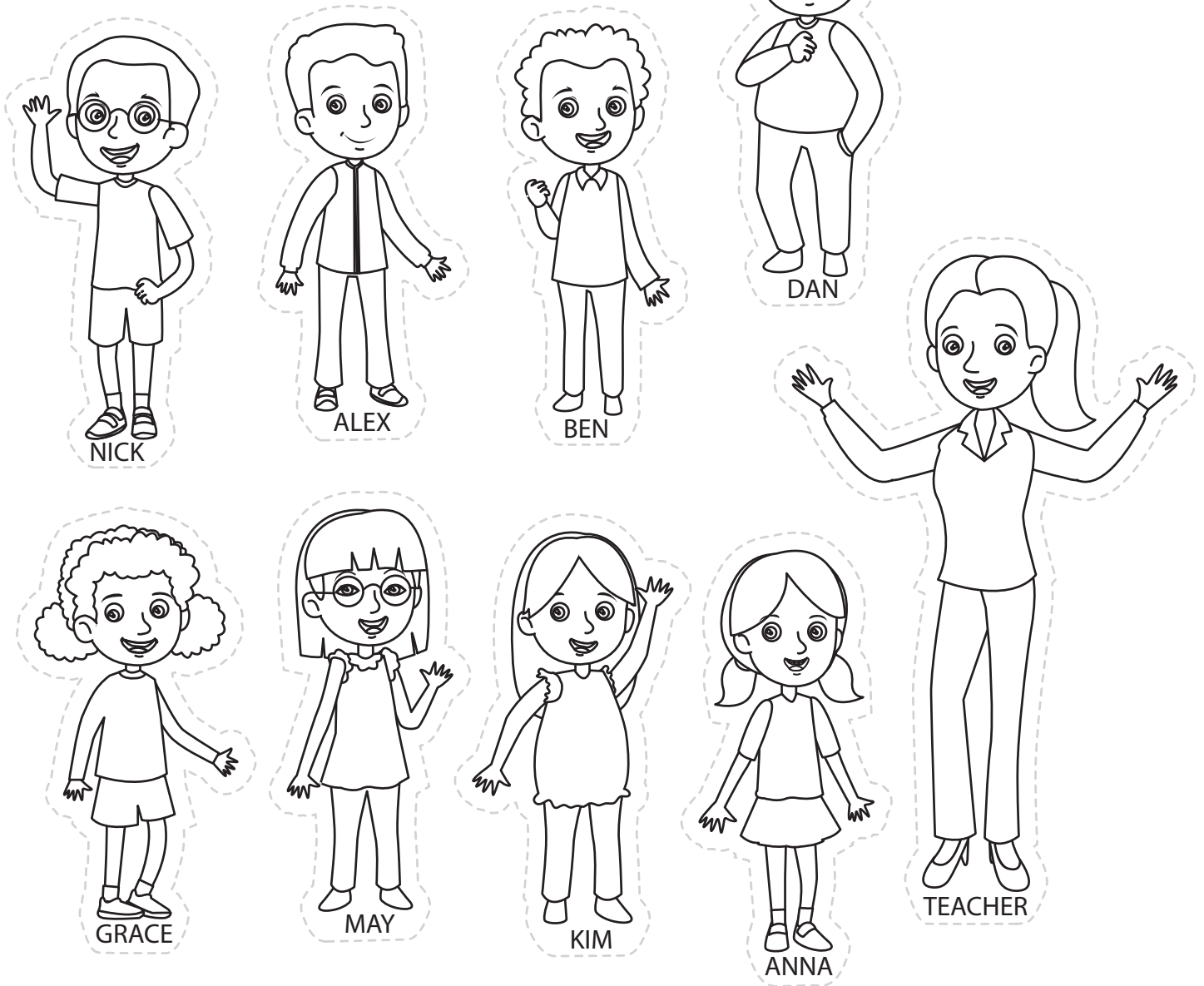
3 dollar



4 flag



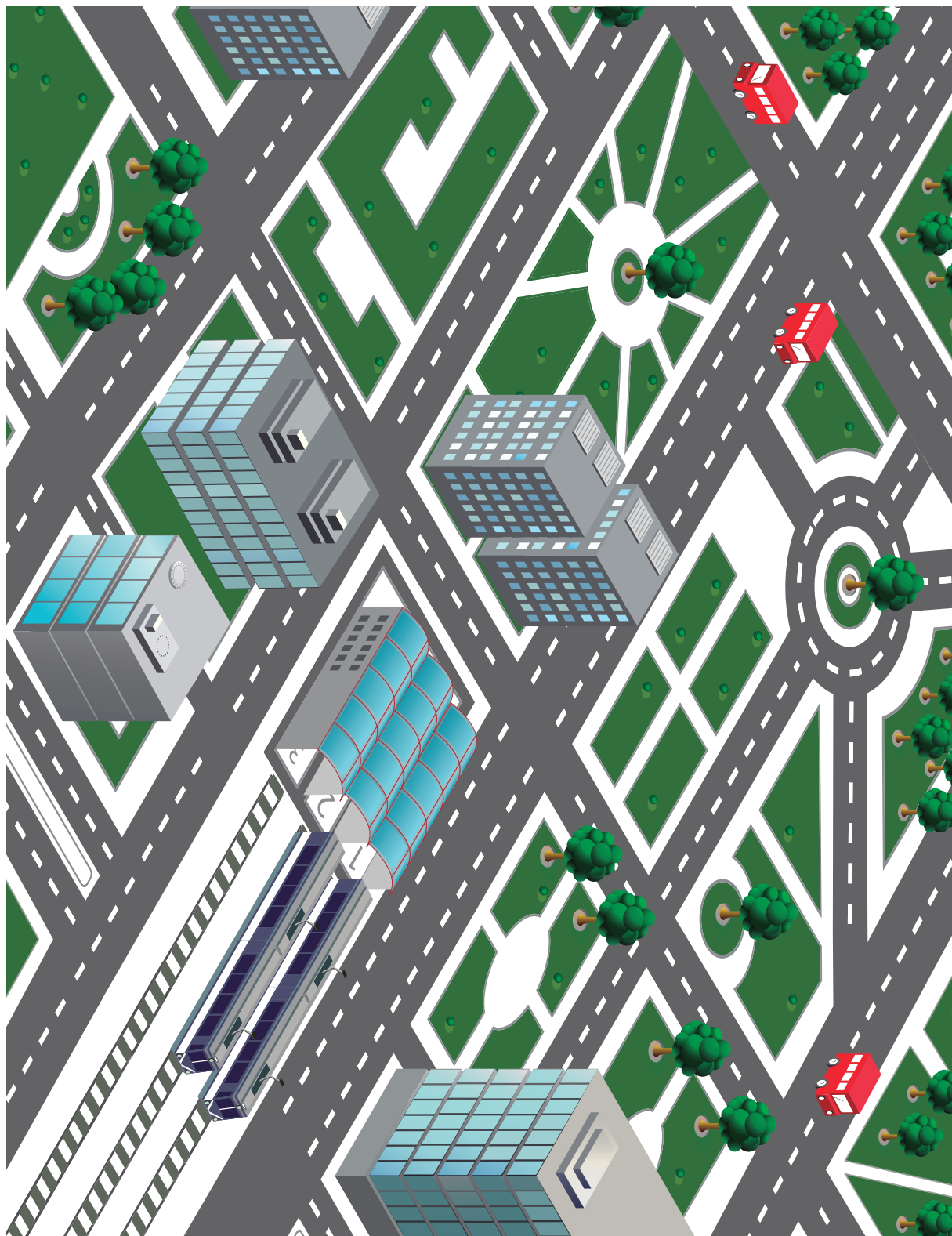
5 corn

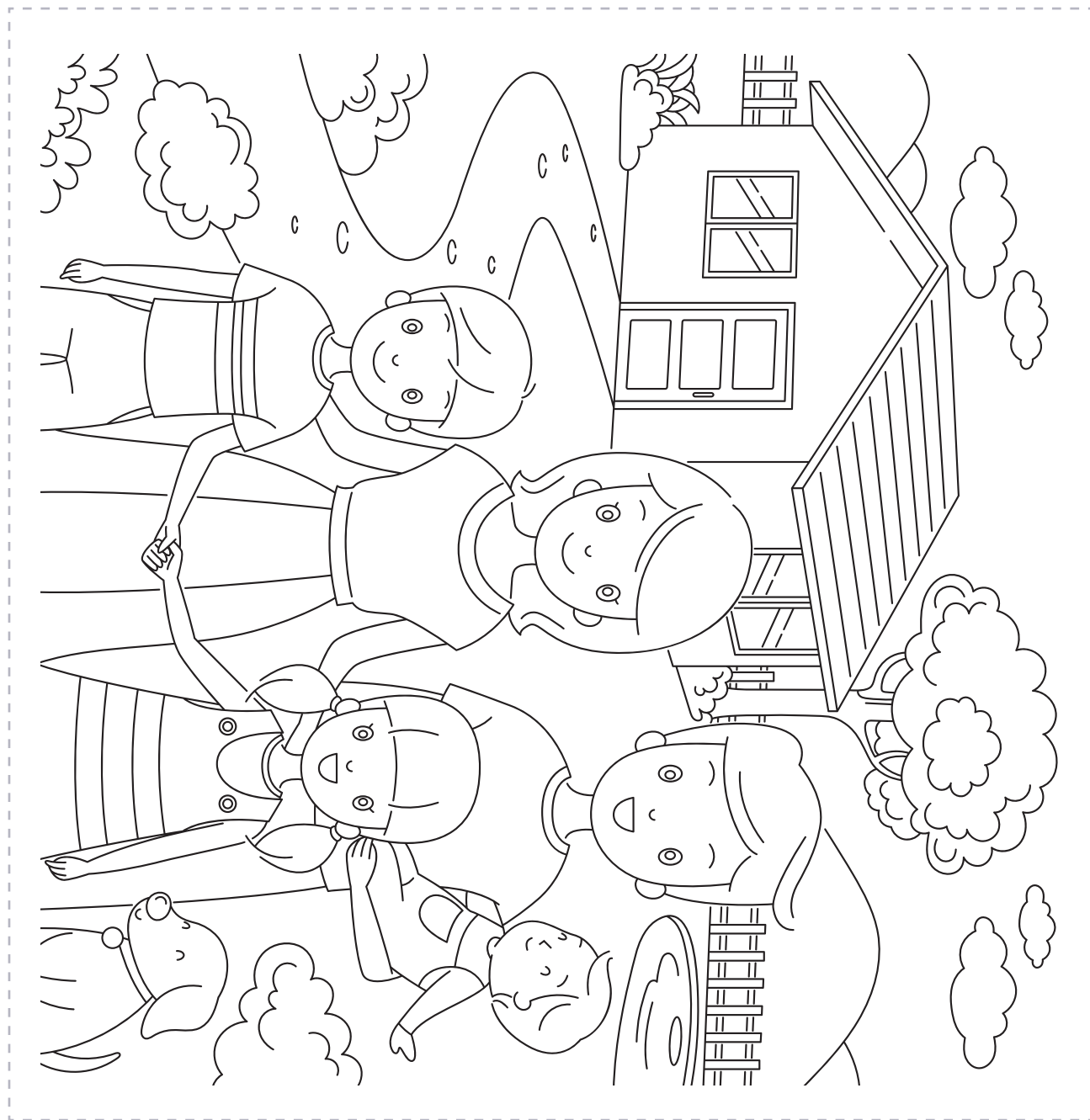


Raise my hand	Respect my teacher and classmates	Keep quiet	Pay attention	Take care of my material
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Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Saying hello, goodbye, Introducing people	Alphabet, farewell and courtesy expressions	Verb to be in affirmative, negative and interrogative forms, Can you spell...?
	2	Using classroom language	Common classroom commands part I	Verb to be, commands, requests: accepting and refusing
	3	Communicating in class with teacher and partners	Classroom commands part II	Classroom language: requests, accepting and refusing
	4	Expressing rules	Actions in class, rules in class	Affirmative and negative commands
	5	Asking information questions	Information question words	Verb to be, information questions: <i>Who, what, where, when, how</i>
	6	Talking about favorite activities	Hobbies and sports	Like, affirmative, negative, interrogative, information questions

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Describe favorite toys and gadgets	Toys and gadgets	Demonstratives and simple present to describe appearance
	2	Describing favorite toys and gadgets	Toys, gadgets and adjectives	Demonstratives and simple present to describe appearance, color, belongings and number
	3	Describing parts of a city	Prepositions of place, places in a city	Where and what to describe surroundings, there is, there are affirmative, negative and interrogative forms
	4	Describing places in a city Part I	Places in a city	Where + can, verb to be + do/does
	5	Describing places in a city Part I	Places in a city	There is/ there are, affirmative, negative and interrogative form, indefinite determiners: some/any
	6	Identifying natural features	Natural features	Question words with simple present, there is/there are
	7	Identifying farm products I	Fruits and vegetables, adjectives part I	Question words with simple present

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Describing farm products II	Fruits and vegetables, adjectives part II	Simple present, like and linking verbs in simple present
	2	Identifying parts of plants	Parts of plants,	Simple present to describe features
	3	Planting seeds	Materials and instructions to build a cardboard pot	Sequencing adverbs to order a procedure
	4	Naming countries of origin in America	Countries	Where + verb to be or simple present verbs
	5	Identifying countries and nationalities in America	Countries and nationalities	Where and places of origin
	6	Identifying regions, currencies and languages in America	Currencies, languages and regions in America	Simple present to give information about countries
	7	Naming common food in America	Common food in different American countries	Information questions about food in America

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.

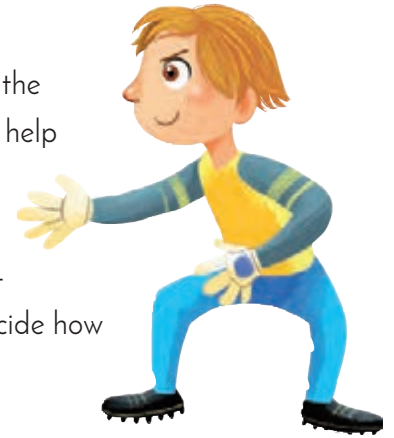
2. The very same day the student broke the rule, talk to the parent or tutor and demand that he/she talk to him at home. Make the parent or tutor sign a paper where they accept talking to the student and look for a solution to the problem.
3. In case the student misbehaves again, make an appointment 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 . 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 , 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  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  Is designed to get students to practice the grammar and vocabulary items just like they will use them in any international assessment instrument. Make sure you set up the classroom in rows, ask students to keep all of their stuff away and just leave a pencil and eraser on their seats. Allocate one minute per question. Check answers immediately and you might want to use such score to help you round up students' general outcome for the evaluation period.



Glossary

The following items are explained with their pedagogic meaning.

Allocate: Give time.

Apply: Use along with previous knowledge.

Elicit: Ask students to give information.

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

Intertwining: Connecting.

Meaningful: Relevant, useful.

Mechanical: Repetition of grammar and vocabulary items in automatic.

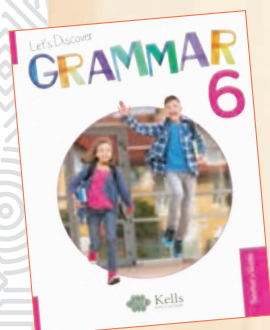
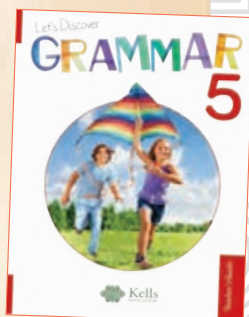
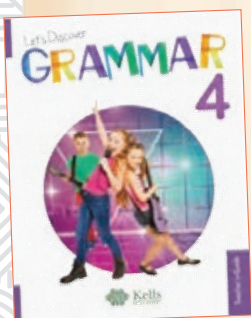
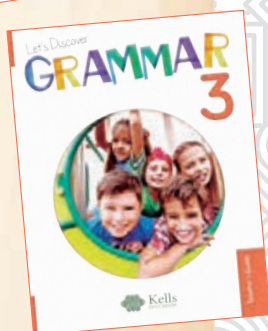
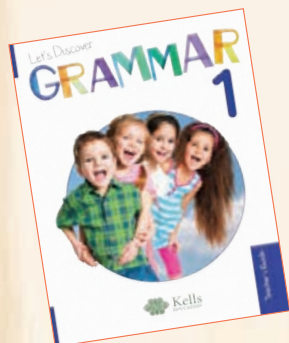
Model: Show students what to do.

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

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

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

Let's Discover GRAMMAR



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



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