

Let's Discover

GRAMMAR

5



Kells
EDUCATION

Teacher's Guide

Let's Discover

GRAMMAR

5

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Let's Discover Grammar 5



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Átomo 24,

Parque Industrial Naucalpan,

Naucalpan, Estado de México, C.P. 53489

ISBN: 978-

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First published in 2018

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Printed in Mexico

Presentation

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

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

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

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



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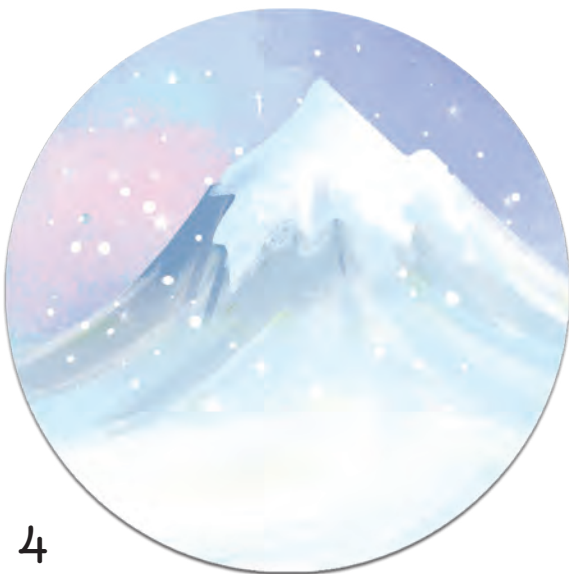
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This is your book

Structure of the Trimesters



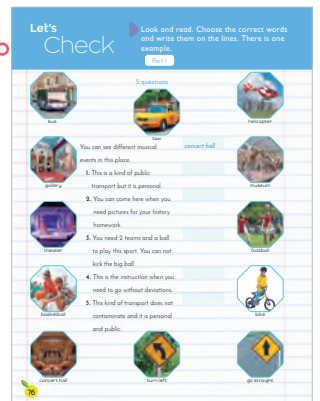
There are six or seven lessons per trimester.

There are one or two games per trimester.

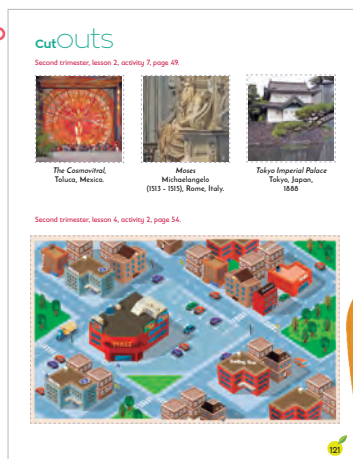


Every lesson is to be covered in two weeks, one fifty-minute lesson per week.

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 Celebrations and Fixed Plans Lesson 1

Let's remember!

1 Number the actions in the picture.

Celebrations and Actions

- 1 get presents
- 2 take pictures
- 3 sing happy birthday
- 4 blow out candles
- 5 eat ice-cream
- 6 have a reception
- 7 dance
- 8 have clowns
- 9 buy flowers

2 Now, write the activities into the celebration where they usually happen. Actions can be repeated.

Birthday	Graduation	Wedding

12

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.

1 Notice how to talk about fixed plans.

Let's see!

(I am)

Betty - Do you have any plans for your birthday, David?

David - Yes. **Am** going to have a party, but **am not** going to have a clown.

George - Tomorrow is your brother's graduation, Emma.

Emma - Yes, my **father's** going to take pictures, but **he's not** going to give him a present.

(He, She, It is)

Charlie - Your parents wedding is in July, Helen.

Helen - Yes. **They're** going to have a party, but **they're not** going to play video games.

(You, we, they, you are)

Let's practice!

2 Write the correct form of going to + verb. There is one example.

a

Holly - Our graduation **is going to be** in July. (be) (Example)

Michael - We _____ a graduation party. (not have)

Holly - I _____ to Acapulca with my mom and dad. (travel)

b

Richard - I _____ my birthday next Friday. (celebrate)

Katy - You _____ a cake with candles, right? (have)

Richard - No, it _____ a cake, it is going to be a jelly. (not be)

c

Robert - Miss Roberts _____ married in two months. (get)

Sarah - Wow! They _____ with a party. (celebrate)

William - I _____ her a present. (not get)

13

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

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

3 Trace the text about the Guggenheim Museum Bilbao.

Let's write!

Guggenheim Museum Bilbao

The Guggenheim Museum Bilbao is a gallery of contemporary art. It was designed by Frank Gehry. It is located in Bilbao, Spain. The museum was opened in 1997. It is one of the biggest museums in Spain.

4 Go to page 121. Cut out one of the masterpieces, paste it in the blank and write a paragraph about it.

14



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.

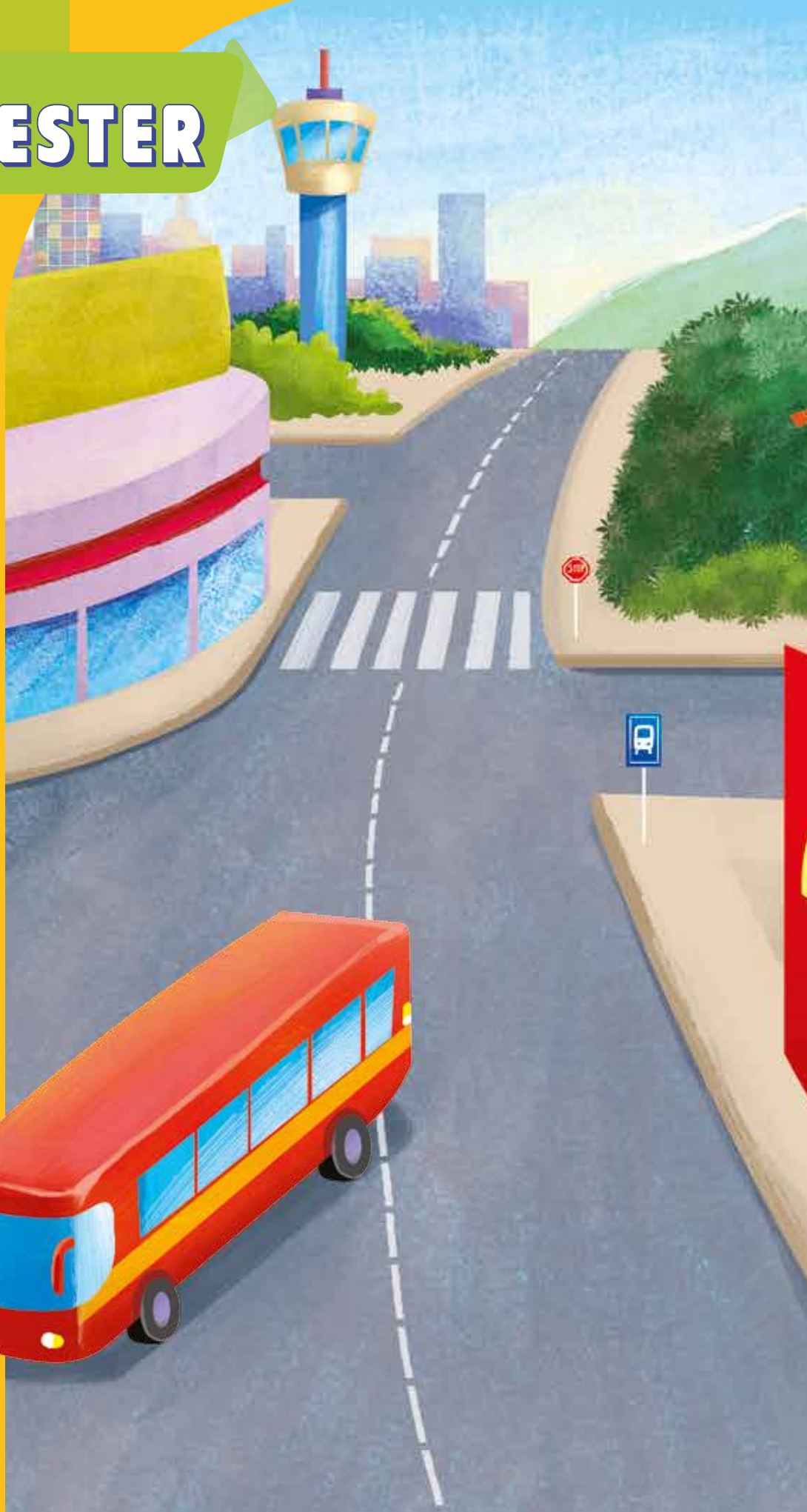
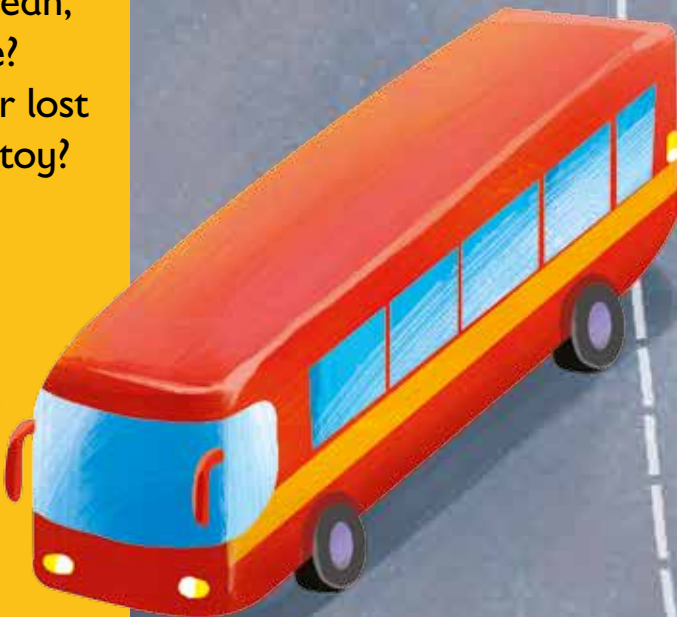
cutouts

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 are you going to do for your birthday?
- Are you going to spend time with your friends?
- You like fruits, don't you?
- What do you usually do on vacations?
- How are your vacations, I mean, boring or nice?
- Have you ever lost your favorite toy?





Let's Talk About Celebrations and Fixed Plans

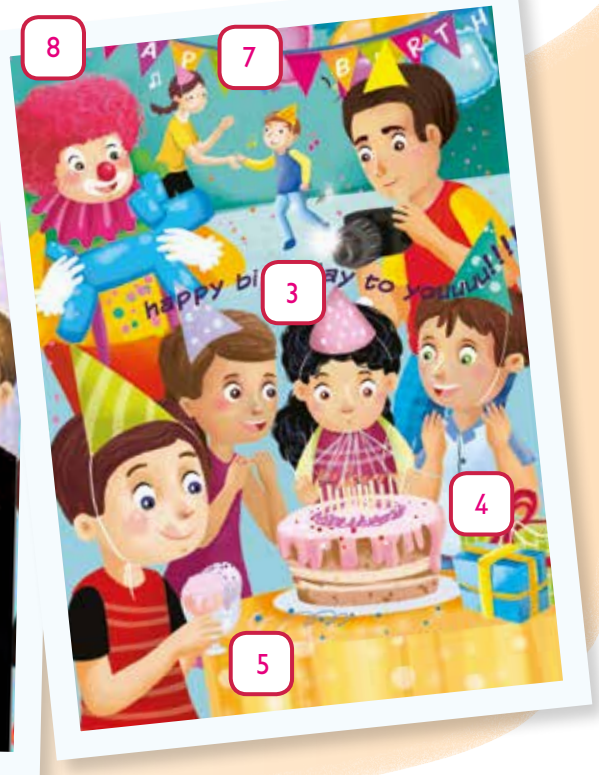
Lesson 1



1 Number the actions in the picture.

Celebrations and Actions

- 1 get presents
- 2 take pictures
- 3 sing happy birthday
- 4 blow out candles
- 5 eat ice-cream
- 6 have a reception
- 7 dance
- 8 have clowns
- 9 buy flowers



2 Now, write the activities into the celebration where they usually happen. Actions can be repeated.

Birthday



get presents

take pictures

blow out candles

eat ice-cream

Graduation



dance

take pictures

buy flowers

have a reception

Wedding



get presents

take pictures

blow out candles

dance

Suggested answers.

3 Notice how to talk about *fixed plans*.

(I) **am**



Betty - Do you have any plans for your birthday, David?

David - Yes. ***I'm going to have*** a party, but ***I'm not going to have*** a clown.

(He, She, It) **is**

George - Tomorrow is your brother's graduation, Emma.

Emma - Yes, my ***father's going to take*** pictures, but ***he's not going to give*** him a present.



(You, we, they, you) **are**

Charlie - Your parents' wedding is in July, Helen.

Helen - Yes. ***They're going to have*** a party, ***but they're not going to play*** video games.



Have students practice the small conversations above.

Let's practice!

4 Write the correct form of *going to + verb*. There is one example.

a

Holly - Our graduation *is going to be* _____ in July. (be) **(Example)**

Michael - We *are not going to have* _____ a graduation party. (not have)

Holly - I *am going to travel* _____ to Acapulco with my mom and dad. (travel)



b

Richard - I *am going to celebrate* _____ my birthday next Friday. (celebrate)

Katy - You *are going to have* _____ a cake with candles, right? (have)

Richard - No, it *is not going to be* _____ a cake, it is going to be a jelly. (not be)



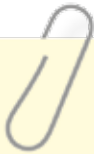
c

Robert - Miss Roberts *is going to get* _____ married in two months. (get)

Sarah - Wow! They *are going to celebrate* _____ with a party. (celebrate)

William - I *am not going to get* _____ her a present. (not get)





5 Look at the picture and write 3 actions the bride and groom are going to do and 3 actions they are not going to do. Free answers.



a _____

b _____

c _____

a _____

b _____

c _____

Have students compare their ideas.

6 Your graduation is coming, get together with 3 classmates and plan your graduation, draw and tell the class.

Have students tell the class their plans and encourage them to use different subjects.

7 Copy the sentences and write a similar sentence with your own information.

• I'm going to get a lot of presents.

• I'm not going to have a cake.

• My mother is going to have a party.

• She's not going to buy pizza.

• We are going to have a graduation.

Let's Ask yes-no Questions with Future Plans

Lesson 2



1 Complete the crossword puzzle with the following family members.

Family

grandparents, uncles, sisters, parents, siblings, brothers, cousins, aunts

Across

6. These girls are your mother's daughters.
7. They are your brother and sister.

Down

1. They are your grandparents' children.
2. They are your mother's brothers.
3. These boys are your parents' sons.
4. They are your father's sisters.
5. They are your uncle's sons and daughters.
8. They are your parents' parents.



2 Now ask your classmates:

You - How many members are there in your family?
Classmate - We are 5, my father, my mother...
You - When is your mother's birthday?
Classmate - It's on the 23rd of August.

Encourage students to say some extra information regarding their family members.

3 Look how to ask questions about *future plans*.

Am I...?

Girl - Mommy, **am I going to have** a birthday party?

Mommy - Yes, **you are**.

Girl - **Am I going to get** a pony as a present?

Mommy - No, **you're not**.



Is he, she, it...?

Boy - **Is my uncle going to get** married in December?

Daddy - Yes, **he is**.

Boy - **Is he going to have** a honeymoon?

Daddy - No, **he's not**.



Are you, we, they...?

Dad - **Are your cousins going to come** to your graduation, William?

William - Yes, **they are**.

Dad - **Are they going to take** pictures?

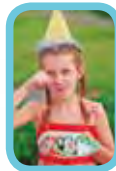
William - No, **they're not**. **You're going to take** pictures, dad.



4 Unscramble the words to make questions.

Let's practice!

a. ?/ eat cake/ you/ your party/ going/ Are/ in/ going to/



a. Are you going to eat cake in your party?

b. presents/ get you/ mom/ ?/ Is/ going to/ your/



b. Is your mom going to get you presents?

c. party/ ?/ I/ Am/ for your/ going to/ an invitation/ get/



c. Am I going to get an invitation for your party?

d. "happy birthday"/ going to/ ?/ sing/ your cousins/ Are/



d. Are your cousins going to sing "happy birthday"?

e. ?/ going to/ sister/ Is your/ photos/ take/



e. Is your sister going to take photos?

5 Go to page 117. Cut out the words and make as many different questions as you can. The person who makes more questions wins.

6 Answer the previous questions with your own information and give extra information. Look at the example:

A - Are you going to eat cake in your party?

B - Yes, I'm going to eat cheesecake.



a.

b.

c.

d.

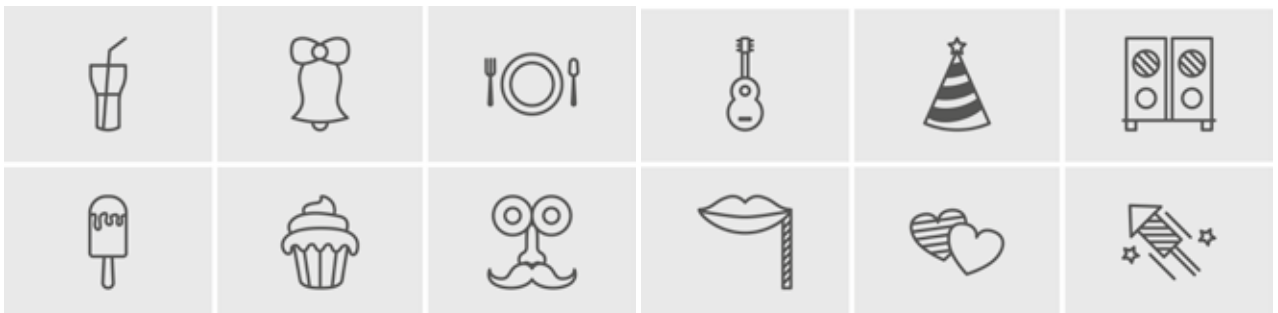
e.

f.

g.

7 Work in pairs and ask questions about the celebrations.

Are your cousins going to...? Are you going to...? Are your parents going to...?



Model the activity so students get what to do.

• Am I going to get an invitation for
• your birthday party?

•

•

•

• Are your parents going to get you a
• nice present?

•

•

•

• Is your cousin going to have a
• graduation party?

•

•

•

•

Let's Ask Information Questions for Plans

Lesson 3



1 Match the question words to the correct kind of information they ask for. Later, write the words under the pictures. You can tell them the vocabulary on the right in their mother tongue but not the WH questions so they figure their meaning out.

Question words

a. what

c. when

e. who

g. how much

b. where

d. how

f. why

h. how many

h countable quantity

g uncountable quantity

a object/action

c date

e person

f reason

b location

d manner



person / who



countable quantity / how many



location / where



date / when



uncountable quantity / how much



object - action / what



reason / why



manner / how

2 Go to page 117. Cut out the activities. Paste them in your notebook. Write a question about each activity.

3 Look how to make information questions about *fixed plans*.



What are we going to eat? Hamburgers.
Where is the party going to be? At home.
When are your brothers going to come? Next Friday.
How are we going to go to Acapulco? By car.
Who is going to organize your party? My parents.
Why am I going to get presents? Because it's your birthday.
How much milkshake is your brother going to drink? Just some.
How many piñatas are we going to break? 3 piñatas.



(Have students practice previous questions and answers but now using the complete structure of going to for statements.)

4 Look at the underlined answer and write the correct question word.

Katy - **Who** are you going to invite to your party?

Harry - I'm going to invite my friends.

Emma - **How many** people is your mom going to invite?

George - She is going to invite 50 people.

Richard - **When** are your parents going to come back from France?

Sarah - They are going to come back on April 1st.

Holly - **Why** are your uncles going to give you a big present?

Katy - Because they love me.

Michael - **Where** is your father going to take you?

Betty - He's going to take me to Disneyland.

William - **How many** friends is your brother going to invite?

David - He's going to invite 10 boys and 9 girls.

Harry - **What** are you going to have for snacks?

Emma - We are going to have hot dogs and chips.

Let's practice!



5 Write 3 questions from each of the situations below. Answers may vary.

a. David is going to have a party on Saturday because it's going to be his sister's birthday. They are going to eat tacos and they are going to invite 100 people. The party is going to be in a garden.

- ?
- ?
- ?



b. Sarah and Harry are not going to have a party because they are going to travel to Cancun. They are going to travel by plane and they are going to come back next Monday. They are going to spend a lot of money.

- ?
- ?
- ?



c. Betty is going to invite her friends to her house because she is going to celebrate her birthday. They are going to eat cake, candies, and drink delicious chocolate milkshakes.

- ?
- ?
- ?



6 Work in pairs. It's your partner's birthday. Write 4 questions to find out about it and ask your partner.

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



7 Copy the questions and answer them with your own information.

Let's
write!

• What are you going to do on your
• mother's birthday?
•
•
•

• Who's going to prepare the meal?
•
•

• What are your uncles going to
• drink?
•
•
•

• Who are you going to be with?
•
•

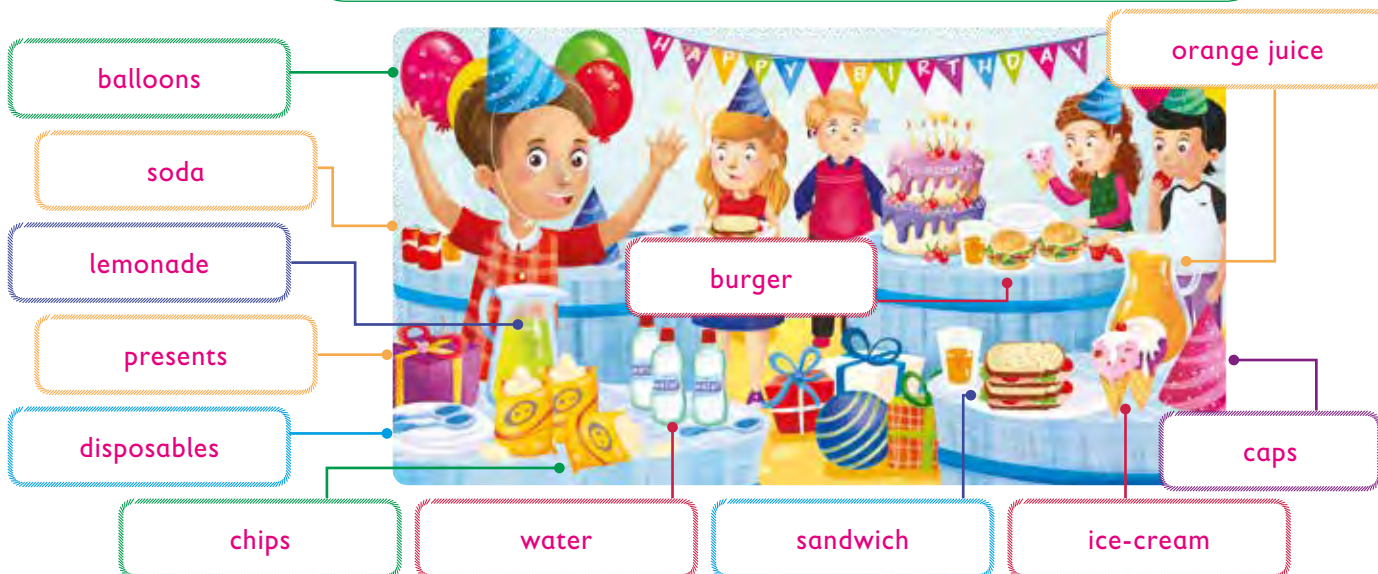
Let's Check Information Lesson 4



1 Write the words in the correct space.

Party items

balloons, orange juice, soda, ice-cream, disposables, presents, caps, burgers, lemonade, sandwiches, water, chips



2 Now write the words into the correct category.

Snacks

Drinks

lemonade

water

soda

juice

Party items

sandwiches

burgers

balloons

presents

(doughnut)

chips

disposables

caps

3 Notice how to check information.

Tag questions

Helen and her friends are going to celebrate their graduation at school. It is going to be great and all the teachers are going to participate. The students aren't going to wear a uniform; they are going to wear a cap and gown. It's not going to be a simple party.

Betty - **You are** going to have a graduation party, **aren't you?**

Helen - That's right. I'm going to celebrate it with my friends.

Betty - **The teachers aren't** going to participate, **are they?**

Helen - No, they're not, they have a surprise for us.

Betty - **It is not** going to be a simple party, **is it?**

Helen - No, it's going to be a great party.

Betty - **It is** going to be at school, **isn't it?**

Helen - No. It's going to be a reception.



4 Complete the conversations with the correct tag question.

Let's practice!

William - We are going to drink orange juice at the party, **aren't we** ?

Katy - No, I prefer lemonade. The party isn't going to be late, **is it** ?

William - Yeah, it's at 8 pm.



Sarah - Your mom is going to prepare sandwiches, **isn't she** ?

Katy - Yes, she is. I love sandwiches.

You are going to come to my party, **aren't you** ?

Sarah - Of course. I can't wait.



Holly - It's going to be sunny for the party tomorrow, **isn't it** ?

Harry - Yes, the forecast said so. You aren't going to wear a jacket, **are you** ?

Holly - No, definitely not.



Michael - Your birthday party isn't going to be at school, **is it** ?

Helen - No, at home. Your parents aren't going to miss it, **are they** ?

Michael - Obviously not. They are going.



(Have students practice the conversation and have a few students at the front to perform.)

5 Write 3 affirmative and 3 negative checking information questions about your classmates' next birthday party. Check if the information is correct or not.

Free answers.



a. You _____ ?

b Your partner _____ ?

c. You _____ ?

a. Your partner _____ ?

b. You _____ ?

c. Your partner _____ ?



Students read to each other the questions so the one listening confirms or denies the information and adds some comments.

6 Work in pairs. Choose one of the pictures and look at it for a minute. Then, close your book. You have to tell your partner what you remember. Use tag questions.

a



b



Model as many examples as necessary so students understand clearly what to do. Students can work with different pairs to reinforce the topic.

7 Copy the sentences and answer them.

• We are going to celebrate your
• birthday, aren't we?

•

•

•

• My mother is going to get a cake for
• me, isn't she?

•

•

•

• You're going to invite me, aren't
• you?

•

•

•

•

Let's Describe Vacations

Lesson 5



1 Rearrange the letters to write the correct name of places to go on vacation.

Places to visit

bceah

beach

ctiy

city

cnrtuoy idse

country side



fsoret

forest

drseet

desert

mtnuioan

mountain

2 Write the following words and phrases into the correct section.

go sightseeing, incredible, play with sand, walk around, beautiful, boring, ride a camel, make a snowman, horrible, milk the cows, visit the pyramids, feed the animals, swim with dolphins, exciting, fish in the lake, have a bonfire, ski with a friend, crowded, freezing.

Adjectives

beautiful
boring
exciting
crowded
freezing
horrible
incredible

Regular Verbs

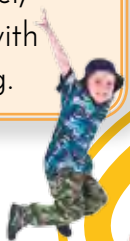
play with sand
walk around
ski with a friend
fish in the lake
visit the pyramids
milk the cows

Irregular verbs

ride a camel
go sightseeing
make a snowman
have a bonfire
swim with dolphins
feed the animals



3 Go to pages 117 and 119. Cut out the cards. Play memory with the verbs in present and past forms.



4 Remember how to talk about *past events*.

Was/ were



Betty - **Was** your vacation good?

George - Yes, it **was awesome**. I **went** sightseeing and I **walked** on 5th avenue.

Betty - **Were** you tired?

George - No, we **weren't**. We **were** hot.

Other verbs



David - **Did** you **have** a good trip?

Holly - Yes, I **did**. I **swam** with dolphins. It was exciting.

David - **Did** you **take** some selfies?

Holly - No, I **didn't**. I **forgot** my camera.

Let's practice!

5 Complete the following conversations correctly and practice with a partner.

a

Holly - Did you **go** (go) to the beach on your vacation?

George - No, we **didn't**. We went to the mountain. It **was** (be) freezing.

Holly - Did you ski?

George - Yes, I **did**. It was incredible.



b

Harry - **Was** (be) your vacation boring?

Holly - No, it **wasn't**. It was exciting. I **milked** (milk) cows in the country.

Harry - Did you visit your grandparents?

Holly - Yes, I did. I also **fed** (feed) the animals.



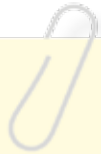
c

Sally - I **went** (go) rock climbing. It was awesome.

Richard - Did you **go** (go) hiking?

Sally - Yes, I did. It was horrible. I **was** (be) tired.





6 Look at the pictures and imagine you were there. Write what you did and didn't do on your last vacation and how it was.

Free answers.



Last vacation,

Blank lined area for writing the answer to question 6.

7 Now, find out what 3 classmates did on their last vacation by using the next question starters. Free answers.

Classmate 1.

a. Did you

?

b. Was it

?

Classmate 2.

a. Did you

?

b. Was it

?



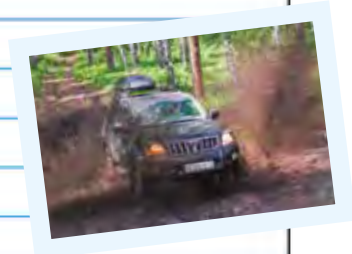
Classmate 3.

a. Did you

?

b. Was it

?



Students can use the pictures for both activities on this page.

- 8 Look at the paragraph about Charlie's last vacation. Trace it and write a similar paragraph below about your last vacation.

My last vacation
Last vacation was one of my
favorite ones ever. We stayed home,
but my parents played with my
brother and me. We went to the
movies, ate in a nice place, made
delicious cookies with my grandma
and had fun.

Let's Talk About Problems and Show Surprise

Lesson 6



1 The verbs and phrases are backwards, find them and write them under the correct silhouette and write the simple past of the verbs.



f all/fell



m iss / missed

the school bus



f orget / forgot

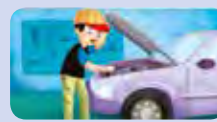
my dog

tegrof, kaerb,
esol, llaf,
dnatsrednusim,
evah, ssim



l ose / lost

my favorite toy



h ave/ had

a problem with my mom



m isunderstand / misunderstood

a situation



b reak / broke

a window

Have some students write the words on the board to check the correct spelling.

2 Repeat how we show surprise.

Showing surprise

Wow! **What?** **Oh, my!** **Gosh!**

That's amazing!/crazy!/funny! **How come?**

3 Work in pairs. Say one of the situations above and your partner responds accordingly. Look at the example.

A - You look worried. What happened?

B - I broke a window when I was playing soccer!

A - Oh my!

4 Notice how we ask about problems, express sympathy and give advice.

Robert - How was your week?

Sarah - **It was awful!**

William - **How come? What happened?**

Sarah - I tripped.

Robert - Oh, my! **Where did** that happen? **Why did you trip** down?

Sarah - At school. I **tripped** because I was running and I slipped with a banana peel.

William - **When** did it happen?

Sarah - It was on Friday.

William - You **should be** careful!



5 Read the questions and answers. Choose the appropriate answer and copy it in the correct place.

Let's practice!

A - What happened to you? You look sad.

B - **Yes, I feel sad. I lost my cell phone!**

A - Gosh! When did you lose it? It was new.

B - **Yesterday. I was going home,**

and I couldn't find it.

A - That's horrible. Did you tell your parents?

B - **My mother was really upset, but my dad**

said it was an accident.

A - Oops! How did you lose it? Were you distracted?

B - **Yes, I forgot my cell phone on a table.**

A - Where were you? Maybe, you can get it back.

B - **I was with Holly at the cafeteria.**



- Yes, I forgot my cell phone on a table.
- My mother was really upset, but my dad said it was an accident.
- Yes, I feel sad. I lost my cell phone.
- Yesterday. I was going home and I couldn't find it.
- I was with Holly at the cafeteria.



6 Go to page 119. Cut out the comic strip, create a story and paste the best expression to show sympathy in your notebook.

7 Read the situation below, show surprise and write questions and answers to have more details. Free answers.

Sarah - What's going on, David?

David - I broke a window.

Sarah - _____! Where _____?

David - _____.

George - _____! Why _____?

David - _____.

Sarah - _____! When _____?

David - _____.

George - _____! Who _____?

David - _____.



8 Work in trios and draw something that happened to you. Ask and answer questions with different partners about your anecdotes.

What

How

When

Where

Why

Who

- 9 Read the problem that George had. Trace his problem and then write 4 questions using the words below.



• The day I fell

• I'm usually careful but two weeks ago, I was going downstairs with my friends at school when I ran to get my best friend, I was careless and rolled downstairs. I got bruises and fainted! My parents came to school and took me to the hospital. I didn't break a bone or anything, but all my body ached. I have to be careful when I go downstairs!

- a. What ?
- b. Where ?
- c. When ?
- d. Who ?

Let's Play

▶ Roll a dice, make a sentence based on the dice number.



Play it in teams so you can monitor well. Have 6 papers ready saying: *going to +*, *going to -*, *going to yes no question*, *going to wh question*, *tag endings*, *free*. The papers should be numbered so you can see what students need to come up with.

▶ If correct, advance. If not, stay.



Let's Check

Some kids are having a conversation in a party. What are they saying?

5 questions

Read the conversation and choose the best answer.

Write a letter (A-H) for each answer.

You do **not** need to use all the letters. There is one example.

Examples:

George - *What are we going to eat, guys?*

Sarah - **C**.

Questions

1. *William* - We aren't going to drink soda, are we?

Helen - **H**.

2. *Robert* - Is Harry going to come?

William - **A**.

3. *Katy* - Who's going to bring the ketchup?

Holly - **E**.

4. *David* - We're going to go to school tomorrow, aren't we?

George - **G**.

5. *Holly* - Am I going to eat sandwich or pizza?

Robert - **F**.

Read the conversation on the left and the answers on the right. Then, write the letter of the answer that best completes the conversation.

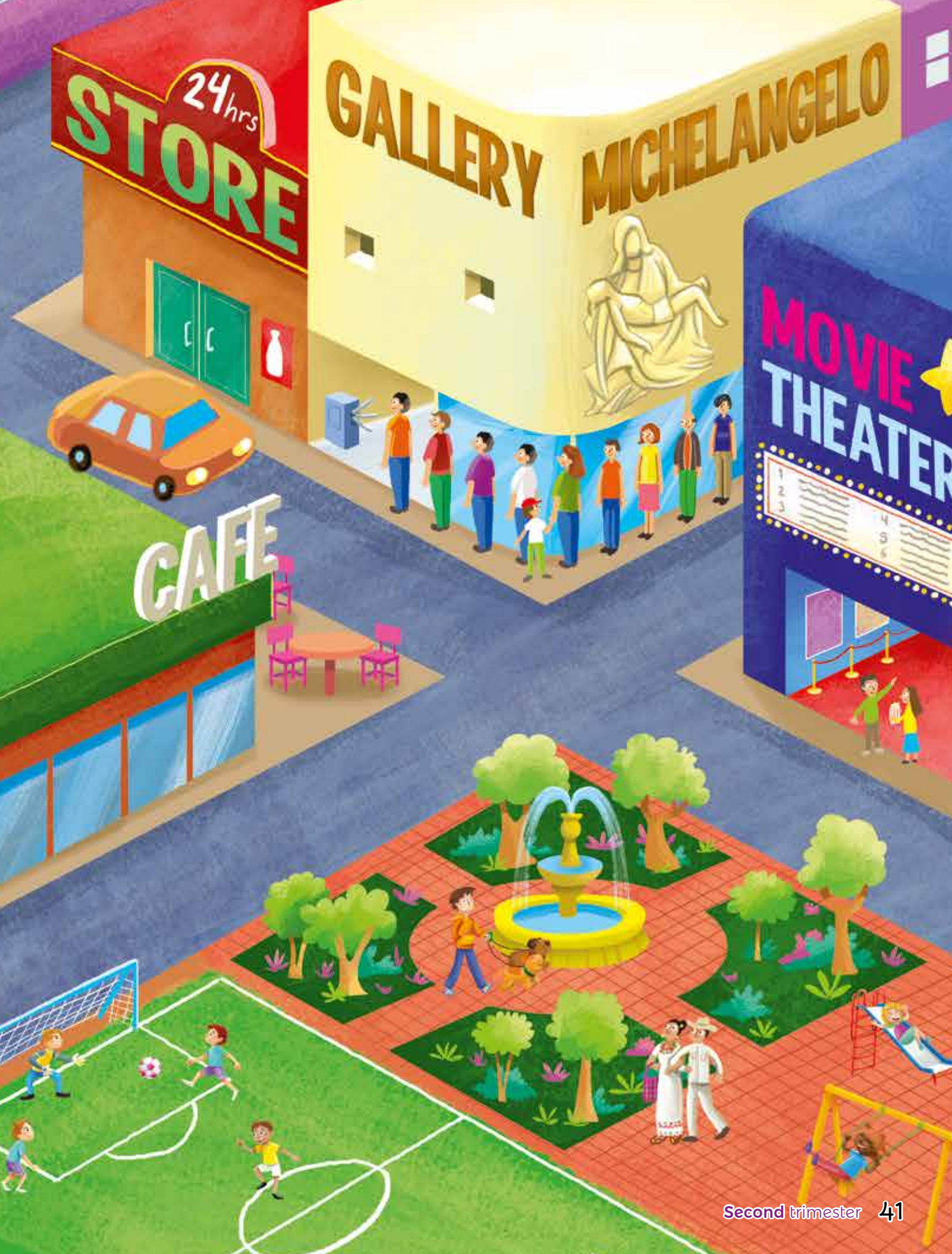


- A. Yes, he is going to be here at 5 pm.
- B. No, that's not true.
- C. Well, there is pizza, sandwiches and some snacks. *(example)*
- D. My brother is going to work tomorrow.
- E. I don't know. I think Richard is going to bring it.
- F. Well, you can choose or you can eat both.
- G. Yes, and we are going to have an exam.
- H. No, we have orange juice.

2nd TRIMESTER

- What's the best movie theater nearby?
- Who sculpted *La Pieta*?
- Name two places nearby.
- How can you get to the nearest convenience store?
- How can you get to the center of the city by public transportation?
- Which are two common weekend activities?
- What does your best friend look like?





24hrs
STORE

GALLERY MICHELANGELO

MOVIE THEATER

CAFE

Let's Tell a Story

Lesson 1

Let's remember!



1 Match the actions to the correct pictures and write the verb in simple past.

Anecdotes

- a. A dog **chased** (chase) me.
- b. A car **splashed** (splash) water all over me.
- c. I **got** (get) lost.
- d. My jeans **got** (get) ripped.
- e. I **confused** (confuse) a friend.
- f. Somebody **stole** (steal) my shoes.



2 Write the following phrases into the correct section.

finally, I remember, and then, time ago, I can recall, suddenly, one day, to make the story short, as far as I remember, later, in the end.



Before starting

I remember...

I can recall...

as far as I

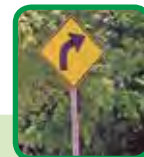
remember...



Start

one day, ...

time ago, ...



Continue

and then, ...

suddenly, ...

later, ...

Finish



finally, ...

in the end, ...

to make the story

short, ...

3 Look at how we tell stories.

Katy - Tell me an embarrassing moment.

Harry - Gosh! Time ago, we **confused** a friend.

Holly - That **was** terrible. I remember she **didn't tell** us about her new haircut.

Katy - So, what happened?

Harry - She **got** her hair cut so we **didn't recognize** her. We **were** at the mall. Suddenly, I **saw** her from the back, and then I **pulled** her hair slightly, she **turned** around and it **was** a different girl!!

Katy - Oh, my! What happened next?

Holly - She **wasn't** really angry but she **was** a bit upset.



Let's practice!

4 Write the sentences into the correct space and the verb in the correct simple past form.

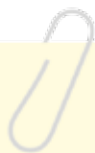
- a. I have to climb
- b. I see a dog
- c. I go to
- d. It looks nice
- e. I (not) get hurt
- f. it gets angry
- g. it starts barking



I remember time ago, **I went to** _____ my grandma's house. Suddenly, **I saw a dog** _____ on the way, **it looked nice** _____ so I touched it, and then **it got angry** _____ and **it started barking** _____ at me. I started running. In the end, **I had to climb** _____ a tree and wait there for it to go away. **I didn't get hurt** _____ but **I was so scared** _____.

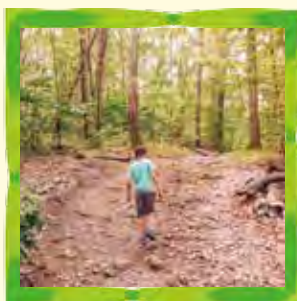


Have students work in small groups to see who can retell the story.



5 Look back at activity 1. Choose one of the situations to write a story like the previous one and complete the spaces below.

I can recall time ago, _____ . Suddenly, _____ ,
 _____ , and then _____ , later _____ . In the end,
 _____ and _____ .
 but _____ .



6 Work in teams of 6, start a story by saying: ***I remember time ago...*** and pass it on so the other teams continue the story. Finish it by saying: ***To make the story short...***



I remember time ago, _____

To make the story short, _____

Have a demo so students see how to do it.

7 Read and trace the story. Then in your notebook, write a story of a funny anecdote you remember.

Let's
write!

A sad day

I remember the day I lost my new cell phone. I remember I had it before the movie. I was with my friends and brother. Suddenly, we started running home because it was raining.

Later, we stopped by the store to get some snacks. I tried to call my dad, I checked my pocket and it wasn't there. To make the story short, I never found it. My parents were angry but they got me another one.

Let's Talk About Masterpieces

Let's remember!

Lesson 2



- 1 Answer the following quiz and compare it with your partners to see who gets the most correct answers when the teacher confirms them.

Masterpieces

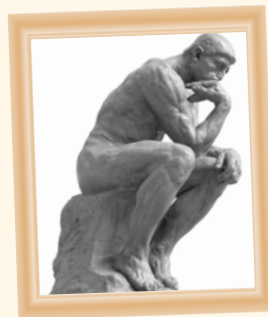
1 Who painted *The Last Supper*?

- a. Edvard Munch.
- b. Vincent van Gogh.
- c. Leonardo da Vinci.



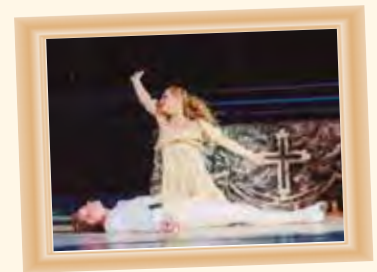
2 Who sculpted *the Thinker*?

- a. Michelangelo Buonarroti.
- b. August Rodin.
- c. Unknown.



3 Who wrote *Romeo and Juliet*?

- a. Shakespeare.
- b. Homer.
- c. Miguel de Cervantes.



4 Who designed *The Sydney Opera House*?

- a. Jørn Utzon.
- b. Philip II
- c. William F. Lamb.



5 Who composed *The Magic Flute*?

- a. Wolfgang Amadeus Mozart.
- b. Antonio Vivaldi.
- c. Ludwig van Beethoven.



2 Look how to talk about masterpieces.

Richard - *The Scream* was painted by Edvard Munch.

Emma - Yes, it is a beautiful painting. When was it painted?

Richard - It was painted in 1893.

Emma - Was it painted in the USA?

Richard - No, it was painted in Norway.



Let's practice!

3 Look at the information you have about different masterpieces. Complete similar conversations.



Michelangelo Buonarroti *La Pietà*
Between 1498 to 1499
Florence, Italy

A - Who sculpted *La Pietà*?

B - *La Pietà* was sculpted _____ by Michelangelo Buonarroti.

A - It's impressive! When was it sculpted _____?

B - It was sculpted between 1498 and 1499.

A - Was it sculpted _____ in Italy?

B - Yes, it was sculpted in Florence.



Vincent van Gogh
Starry Night
June, 1889

A - Who painted *Starry Night*?

B - *Starry Night* was painted _____ by Vincent Van Gogh.

A - It's fantastic! When was it painted _____?

B - It was painted in June, 1889.



Ludwig van Beethoven
The Fifth Symphony
1804

A - Who composed *The Fifth Symphony* _____?

B - *The Fifth Symphony* was composed by Ludwig van Beethoven.

A - It's fantastic! When was it composed _____?

B - It was composed in 1804.

4 Take a look at the masterpieces below and make questions about them in your notebook. Ask who, when or where they were created. Follow activity 3.



5 Work in teams of 5 and choose one of the art creations below. Now, go look around your classroom and talk about your masterpiece as if you were in a museum. Students have to answer questions saying who, what, when and where the masterwork was created.



Browse dates and some other facts. If it were hard, make up some dates.

6 Trace the text about the *Guggenheim Museum Bilbao*.

Let's
write!



- *Guggenheim*
- *Museum Bilbao*
- *The Guggenheim Museum Bilbao*
- *is a gallery of contemporary art.*
- *It was designed by Frank Gehry.*
- *It is located in Bilbao, Spain. The*
- *museum was opened in 1997.*
- *It is one of the biggest museums in*
- *Spain.*

7 Go to page 121. Cut out one of the masterpieces, paste it in the blank and write a paragraph about it.



Let's Find Places Around Town

Lesson 3



1 Match the two columns to form the name of the place.

- | | |
|------------------------|--------|
| a main | llery |
| b down- | site |
| c mar- | ter |
| d but- | hall |
| e ba- | town |
| f convenience | seum |
| g mu- | square |
| h ga- | chery |
| i thea- | nk |
| j archeological | ket |
| k concert | store |



main square



archeological site



gallery



concert hall



theater



convenience store



museum



butchery



market



bank

2 Ask about places around school.

A - Is there a convenience store around here?

B - Yes, there's one.

3 Look how to ask for places around town.

One place

Robert - Is **there an** ice-cream parlor near here?

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

Betty - Yes, **there's one**. It is just across the school.



Two or more

William - **Are there any** ATMs around here?

Sarah - No, **there aren't any**... Oh, wait! Yes, **there are two**. One is in the supermarket and the other one inside the bank.



Let's practice!

4 Complete the following conversations with: **there is** or **there are** in the correct form.

a *George* - Are you new here, Emma?

Emma - Yes, I am. **Is there** _____ a butchery around here? My mother asked me to buy some meat.

George - No, **there isn't** _____ one. You can buy meat at the supermarket. **There are** _____ different kinds of meat.

Emma - Where is it?

George - Come with me. I'll show you.



b *Helen* - I love all kinds of music, but my favorite one is classical music.

Richard - Well, I like music, too. **Are there** _____ any concert halls around here?

Helen - Yes, **there's** _____ one. **There aren't** _____ many people so we can get some seats tonight. Would you like to come?

Richard - I'd love to. That's a fabulous idea.



c *David* - Let's go to main square.

Holly - What's in that place? **Are there** _____ any parks?

David - Yeah, **there are** _____ 2 parks. One is for kids and the other to do sports.



- 5 Look at the picture. Write about places the city has and it does not by using *there is / isn't* and *there are / aren't*.



a.

b.

- 6 Create your own town based on the map below. Then, ask your classmates what is in it by using *is/are there...?* Write the model conversation on the board so students see what to do.



7 Trace and copy the questions, then answer them.

Let's
write!

• *Is there a concert hall around here?*

•

•

• *Is there a butchery around your house?*

•

•

• *Are there any gyms around school?*

•

•

• *Is there a theater nearby?*

•

•

• *Is there any ATM around?*

•

•

Let's Give Directions

Lesson 4



1 Write the name of the signs under the correct picture.

City signs and locations

go straight ahead
on the corner
across from

turn left / make a left
turn right / make a right
it's right there / you can't miss it

bus stop
traffic lights
block



turn right / make a right



go straight ahead

turn left / make a left



on the corner

across from



it's right there



traffic lights



block



bus stop

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

2 Go to page 121. Cut out the map and find all the signs and city locations.

3 Notice how we give directions *on foot*.

Directions nearby

George - Excuse me, how can I get to school? It's my first day.

Holly - Well, go straight ahead for 2 blocks. Make a left and go straight ahead. It's right there, before the traffic lights. You can't miss it.



Let's practice!

4 Write the conversations in the correct order.

Sarah - Mmm, make a right and go straight for 3 blocks. It's across from the apartments building. It's a 10-minute walk from here.

Sally - How can I get to the church?
Is it near here?



George - It's not that far. Go straight ahead for four blocks.

George - Then, make a left and go straight ahead for one block. It's on the corner. You can't miss it.

Holly - How far is the drycleaner's from here?

Holly - Ok, four blocks...



Sally - How can I get to the church? Is it near here?

Sarah - Mmm, make a right and go straight for 3 blocks. It's across from the apartments building. It's a 10-minute walk from here.

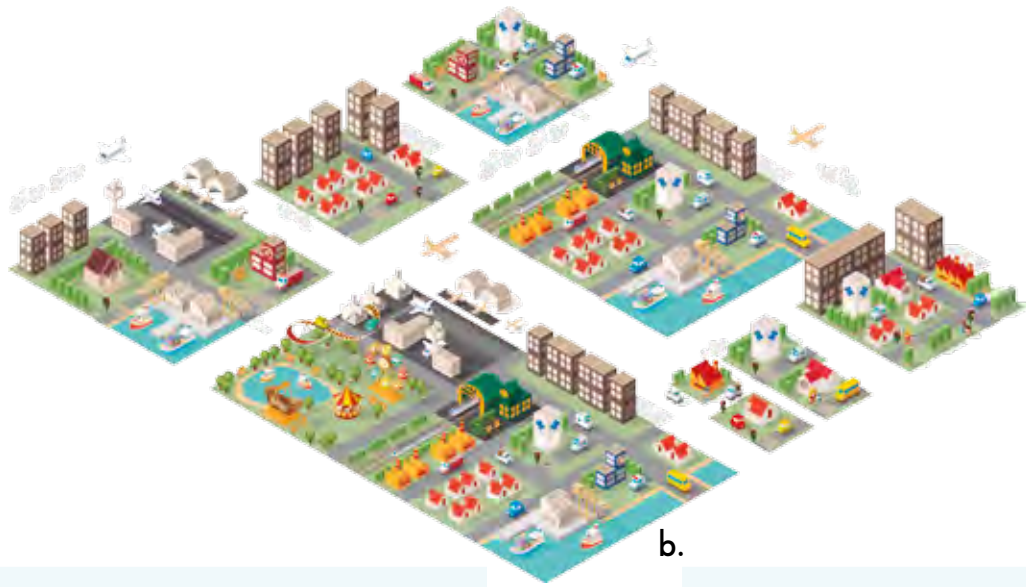
Holly - How far is the drycleaner's from here?

George - It's not that far. Go straight ahead for four blocks.

Holly - Ok, four blocks...

George - Then, make a left and go straight ahead for one block. It's on the corner, you can't miss it.

- 5 Look at the map Choose your location and mark it. Then, write 2 questions. Later, ask a partner your questions and write the directions he gives.



a.

A - _____
 _____ ?
 B - _____

b.

A - _____
 _____ ?
 B - _____

Have the activity done in small groups so as to have the chance to check them all.

- 6 Draw a map to get home from school. Work with a partner and tell each other the directions. See if you go home the same way.



Excuse me, how can I get to the
nearest convenience store?

•

•

Sorry, are there any arcades
nearby?

•

•

Is there a place around here where
I can get some ice-cream?

•

•

Are there any bookstores around
here?

•

•

Let's Play

▶ Flip a coin; move one space with heads, two spaces with tails. Say something about the picture.



There are 3 pictures regarding passive form, 3 about problems and 3 related to vacation spots. You have to play in teams so as to monitor students say complete ideas.

If your sentence is correct, check it. If not, leave it blank.



Encourage students to use interjections to express sympathy as well as connectors to link stories. If they don't know anything about masterworks, they can come up with other information in order to provide clear, complete ideas.

Let's Check

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

Part 1

5 questions

At a museum of art



Example: This museum *was opened* in 1950. There are several masterpieces in our eight showing rooms. The big painting you see

1. there *was created* by the famous artist Michelangelo.
2. It *was painted* in 1541.
3. Over there you can see *The Venus*. It *was sculpted* between 130
4. and 100 B.C. in ancient Greece. But it *was discovered* on the 8th of April 1820.

In the next room, we are going to show you a very famous music score

5. that *was composed* by Vivaldi. It is called *The Four Seasons*.

Example: *opening* *was opened* *were open*

- | | | |
|--------------------|--------------|----------------|
| 1. was create | created | was created |
| 2. paints | was painted | was paint |
| 3. was sculpted | sculpted | was sculpture |
| 4. was discovering | discovery | was discovered |
| 5. was painted | was sculpted | was composed |

Read the email and write the missing words. Write one word on each line.

Part 2

5 questions

If your class is weak, give them the words in the incorrect order and in present tense.



Dear Sophie:

Example: Last summer I *went* to Acapulco with my family and some friends from my father's office.

1. First, we *had* breakfast because we were quite hungry after
2. the long trip. We had fish and rice and then we *swam* with the
3. dolphins but we *didn't* take pictures, we forgot about it.
4. We went swimming every day and it *was* awesome because
5. the water was so fresh. On the last day, we *visited* *La Quebrada* and finally, we came back home. How was your summer?
Please email me back soon.

Let's remember!

Let's Give Directions by Public Transportation

Lesson 5



1 Find the seven means of transportation in the word search puzzle.

Transportation

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

bus car scooter subway taxi bike bicitaxi



2 Go to page 123. Cut out the transportation means and paste the ones that are common around your neighborhood. Then, ask and answer the question below.

Transportation in my neighborhood

A - What public transportation means are there in your neighborhood?

B - Well, there are buses, subway, and taxis. How about yours?

A - There are buses, bicitaxis and bikes.

3 Notice how we give *directions using public transportation*.

Vicky - How can I get to the City Concert Hall?

David - That's easy. You need to **take the subway's** blue line at *Taxqueña* and **get off** at *Allende*. It's right there, on the right.

Vicky - How far is it from the subway station?

David - It's not far. You can't miss it.

Vicky - How much is the subway ticket?

David - It's 5 pesos.

Let's
practice!

4 Complete the blanks to form complete ideas.

a

George - Excuse me, **how can I get to** the National Art Gallery?

Betty - You **need to take** the subway and get off at Allende station.

George - **How far is it** from the subway station?

Betty - It's not far. About a 10-minute walk.

George - How much **is the ticket** to see the gallery?

Betty - On Sunday it's free with your student ID.



b

Charlie - Excuse me, **how can I get to** the Anthropology Museum?

Sarah - You **need to take** the subway and get off at *Chapultepec* station.

Charlie - **How far is it** from the subway station?

Sarah - It's about a 15-minute walk.

Charlie - How much **is the ticket** to visit the museum?

Sarah - On Sunday it's free with your student ID.



5 Look at the map and ask for five touristic destinations in Orlando, Florida. Look at the example.

- A - What place would you like to go to?
B - I'd love to go to Sea World.
A - How can we get there if we're at the Florida Mall?
B - We have to take the bus at stop 9, and get off at stop 7.
A - How much is the bus?
B - Two dollars.



6 Look at the map of the theme park “The Castle Dungeon”. Give directions to find different places there. Check the previous lesson to remember how to give directions on foot.



7 Trace the questions and give directions, by public transportation or on foot.

• Is the school within walking distance from your house?

• Is the nearest market within walking distance from school?

• How can you get downtown from school?

• How can you get to a museum from your house?

Let's Talk About Weekend Activities in Town

Lesson 6



1 Complete the following activities with the missing vowels.



v i s i t

m u s e u m s

g o o u t w i t h f r i e n d s
o r f a m i l y



pl a y b a s k e t b a l l, f o o t b a l l, s o c c e r



s e e a n

e x h i b i t



s e e a p l a y



s e e a m o v i e

l i s t e n t o a

c o n c e r t



2 Ask questions about your favorite activities. Follow the example and substitute the activity.

A - Do you like to visit museums?

B - Not really. I prefer to play basketball with my friends. And you?

A - Me neither. I prefer to see a play.

Show students some other examples using *me too* / *me neither* to show they agree with the other person's opinion.

3 Notice how to express *activities you can do* in town.

David - This town is so big. **Where can I play** basketball?

Sarah - Well, **you can play it at the Sports Center.**

David - **When is it opened?**

Sarah - **You can go every day** from 7 am to 9 pm.

David - **Who can I go with?**

Sarah - Mmm, **you can go with friends and family.**

David - **What can you eat** there?

Sarah - **You can eat healthy food.**



4 Circle the correct option.

Let's practice!

Katy - (What/ **When**/ Who) can I listen to a concert here?

William - You can (**go**/ see/ listen) to the concert hall every weekend.



Robert - (**What**/ Where/ Who) can I eat at the sports center?

Holly - You can (see/ **eat**/ go) a lot of snacks.



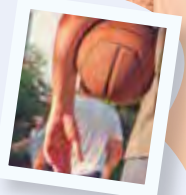
Helen - (Where/ What/ **Where**) can I ask about concert tickets?

Richard - You can (buy/ **ask** / tell) at a ticket dealer website.



Michael - (Who/ **Where**/ When) can I play basketball?

Emma - You can (**go to**/ play/ see) the park. It's open every day.



Have students practice the conversations and have a few pass to the front to perform.



5 Look at the picture above. Write activities you can do and activities you can't do. Then, write activities you can do and activities you can't do in your district.

a

b

c

d

a

b

c

d

6 Trace the paragraph about London. In your notebook, write a similar paragraph about a city in your country.

Let's
write!



• London

• London is the capital of the United Kingdom. It's a large city where you can go dancing, see wonderful plays, or visit some of the largest museums in the world. You can take a ride by the Thames, eat delicious, international food or simply walk on Oxford street.

Let's Describe People We Know

Lesson 7



1 Write the family members in the corresponding section and definition.



Family members

sister, half-sister, stepsister, father, stepfather, brother, stepbrother, half-brother, stepmother, mother.

Immediate family

Your mother's girl is your: **sister**

Your mother's husband is your: **father**

Your mother's boy is your: **brother**

The woman your father married: **mother**

Blended family

They aren't biological parents:

stepmother, stepfather

They aren't biological brothers and

sisters: **stepbrothers, stepsisters**

One of your parents is

biological, but not the other one:

half-brothers, half-sisters

2 Match the opposites and write the words under the correct pictures.

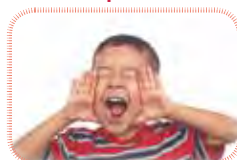
shy
easy-going
playful
noisy



quiet



anxious



noisy



easy-going

talkative
quiet
anxious
serious



talkative



shy



playful



serious

3 Go to page 123. Cut out the cards and play memory with the opposites.

4 Notice how to describe *physical features* and *personality traits*.

Betty - Who's your favorite person in your family?

David - My mom. Her name is Mary.

Betty - **What does she look like?**

David - She is short and thin with short hair and brown eyes.

Betty - **What is she like?**

David - She is nice and fun but strict.



Ask students to identify which question is used to describe physical features and which one is used to describe personality traits. Show as many examples as necessary.

5 Unscramble both questions and choose the correct option for the mini conversations.

Let's practice!

a 1. your/ What/ like/ ?/ mother/ does/ look/

What does your mother look like?



Emma - What does your mother look like?

2. ?/ is/ like/ she/ What/

What is she like?

George - She's tall with long hair.

b 1. like/ ?/ look/ he/ What/ does/

What does he look like?

Harry - Is your father fun? What is he like?

2. he/ is/ What/ like/ ?

What is he like?

Helen - He's playful and friendly.



c 1. What/ ?/ your/ like/ are/ brothers/

What are your brothers like?

Holly - What are your brothers like?

2. your/ look/ brothers/ What/ like/ do/

What do your brothers look like?

Michael - They are shy and quiet.



d 1. look/ ?/ do/ What/ sisters/ like/ your/

What do your sisters look like?

Richard - What do your sisters look like?

2. sisters/ like/ are/ What/ your/ ?

What are your sisters like?

Katy - They are short and beautiful.



6 Look at the pictures and answer the questions write 2 ideas per question.

Answers may vary.

a

What does he look like?

Blank writing lines for describing the boy's appearance.

What is he like?

Blank writing lines for describing the boy's personality.



b

What does she look like?

Blank writing lines for describing the girl's appearance.

What is she like?

Blank writing lines for describing the girl's personality.



7 Work in pairs or trios and describe some classmates. Read your descriptions and the other pair or trio has to guess who you are describing.

Free answers.

Blank writing lines for describing classmates.



8 Trace David's family description. Then, in your notebook describe your family similarly.

Let's
write!

My family



My family is small but I love them all. My mother is tall and thin. She's fun and cheerful. My dad is tall and thin, too. He's really smart and honest. He always speaks his mind! My sister is tall and thin, like my dad. She's creative and very strict. My grandpa is tall and a little fat. He's very strict and grumpy. My grandma is tall and thin. She's serious and shy.

Let's Play

▶ Roll a dice, take the paper and answer the question.



Play it in teams so you can monitor well. Have six papers with questions beginnings so students answer them based on the map. Respect the game rules listed.

If correct, move on. If not, stay.



Let's Check

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

Part 1



bus

5 questions



taxi



helicopter



gallery

You can see different musical events in this place.

concert hall



museum

1. This is a kind of public transport but it is personal.

taxi

2. You can come here when you need pictures for your history homework.

museum



theater

3. You need 2 teams and a ball to play this sport. You can not kick the big ball.

basketball



football



basketball

4. This is the instruction when you need to go without deviations.

go straight



bike

5. This kind of transport does not contaminate and it is personal and public.

bike



concert hall



turn left



go straight

Look and read. Write yes or no.

Part 2

5 questions



Examples:

There is a taxi in the picture.

No

You can swim in this town.

Yes

Questions

1. There is a school.

Yes

2. You can play basketball here.

No

3. The school is across from the circus.

No

4. There are 8 animals in the picture.

No

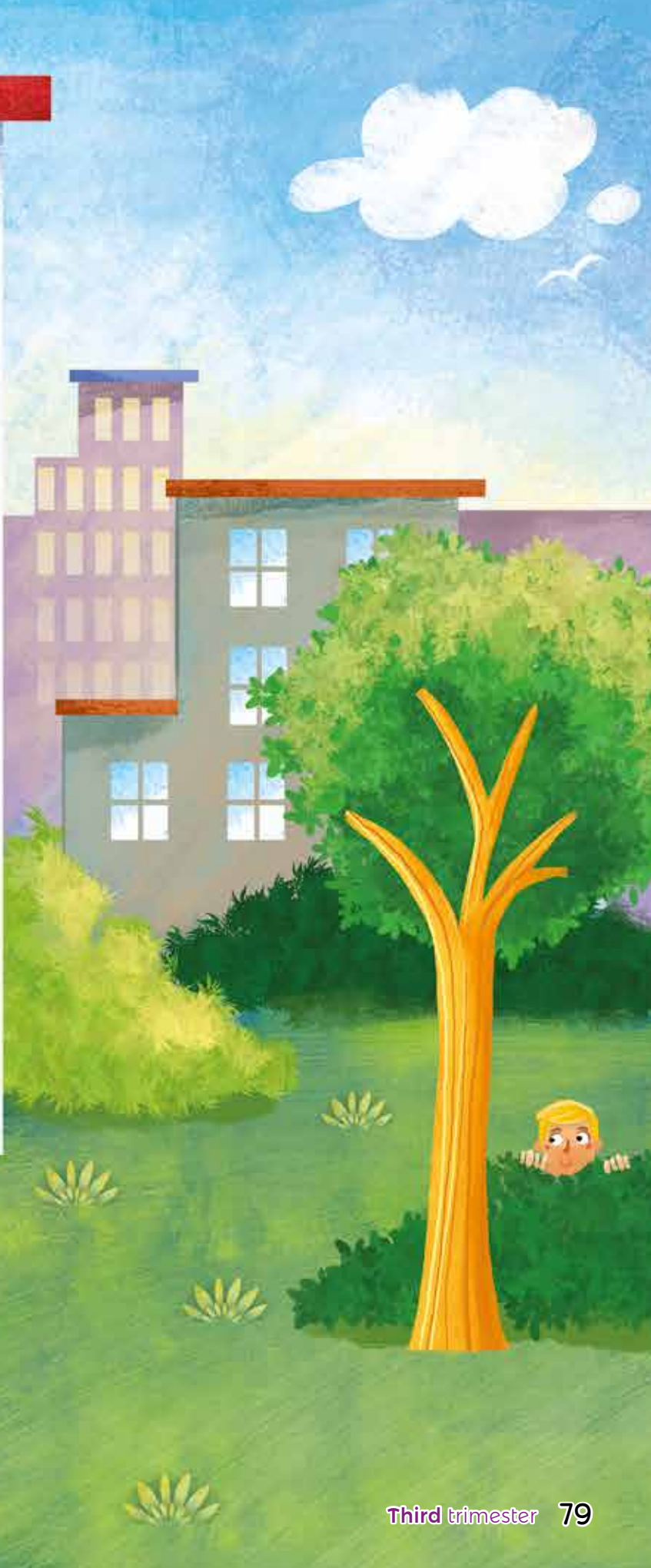
5. You can buy books in the town.

Yes

3rd TRIMESTER

- What do you look like?
- What are you like?
- Who's the tallest person in your family?
- Who understands texts better, you or your best friend?
- What's your favorite hobby?
- What's common news in your area?
- Can you name a natural disaster?





Let's remember!

Let's Give Detailed Physical Descriptions

Lesson 1



1 Write the following words into the correct section. Ask your teacher for help.

medium height, red, tall, fat, medium, slim, curly, straight, brown, dark, green, blue, brunette, blond, brown, short, thin, big, small, light, chubby, black, wavy.

Features



Eyes



Height

Body

Hair

thin

curly

brown

slim

straight

green

chubby

wavy

blue

fat

black

small

big

Complexion

dark

short

tall

medium height

brunette

light

medium



brown

blond

red



2 Name all the clothes in the picture.



3 Notice how to describe people in a picture.

Let's see!



Richard - Who's your sister?

Charlie - She is the short girl with the pink sweater, next to the boy with a white and black shirt.

Richard - Who's your sister's best friend?

Robert - She is the chubby one wearing yellow shorts, the farthest from the teacher.

4 Complete the sentences about Betty's family. Answers may vary.

Sally - Who's your father, Betty?

Betty - He's the tall man behind me, wearing **a blue shirt**.

Sally - Who's your grandfather?

Betty - He's next to me, He's got a moustache, the man with **the brown sweater**.

Sally - Is your mother the woman **wearing** a purple dress?

Betty - No, my mother is the one wearing **an orange blouse** and green skirt, she's got long brown hair.

Sally - Who's the little boy?

Betty - That's my little cousin Mat. He's cute!



5 George and Holly are looking at some pictures. Complete Holly's answers about the people in the pictures. Answers may vary.



George - Who is she?

Holly - Mary. She's my best friend. She's wearing a

She's

She's got



George - Who is he?

Holly - Jack is my brother. He's wearing

He's got

He's medium height and

Have your students play Guess who...? with the cards on page 125. Have them choose a set of characters, A or B. They will have to cut the set they prefer. They will work in pairs to describe the character and the other students will guess who the character is. The first person to finish with the cards wins.



George - Who is he?

Holly - John is my cousin. He's wearing

He's got

He's tall and



George - Who is she?

Holly - Jill. She's my cousin.

She's wearing

She's

She's got

6 Look at the picture of the group. Describe 4 students. Read the descriptions to a partner. He / She has to identify who the person is. Answers may vary.



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

7 In your notebook, draw your family. Ask and answer with a partner about each other's family. Answers may vary.



- 8 Trace Abdullah's family description. Then, in your notebook, draw your family and write a similar paragraph describing them.

This is my family. My mother is the one with the pink veil or hijab, carrying my little brother Hasid. My grandma is the woman with glasses and a walking stick, she's really sweet. My grandpa is the man with the light blue shirt and cap; he's nice but really strict. My dad is wearing a green t-shirt and gray pants and he's my favorite person. He's my hero! My sister Sarah is wearing a pink veil, she's playful but fun.



Let's Compare Features

Lesson 2



1 Write the following adjectives into the correct blank.

happy, bad, fast, slow, smart, tall, short, good

a. My brother is 1.80.

He's tall.



b. David always scores goals.

He's a good player.



c. It's Friday. We are

really happy.



d. I have a dog and it

runs very fast.

I cannot run after him.



e. My brother is tall

but I'm short.



f. My sister always gets good

grades. She's smart.



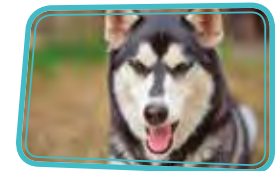
g. My father drives carefully. He's a

slow driver.



h. That dog is beautiful

but he's bad.



2 Now, ask the question and change the underline words.

A - *Who's happy today?*

B - *Richard is.*

A - *Why is that?*

B - *It's his birthday.*



3 Notice how to *compare* 2 and more people.



Charlie - Is Holly **taller than** David?
George - No, David is **taller than** Holly.
Charlie - Yes, that's true, but Richard is **the tallest student** in our classroom.



Let's practice!

4 Cross out the **incorrect** option.

Charlie - Is your sister (~~the best~~/ better) student than you?
Holly - Yes, she's (the best/~~better~~) in my family.



Holly - Who is (~~the faster~~/ the fastest) runner in our class?
Richard - I think Robert is (~~fastest~~/ the fastest) one.
Katy - No, Richard is (faster/~~the fastest~~) than Robert.

Robert - Who's a smart student?

Sally - I don't know. You are (smarter/~~smart~~) than the others.

Robert - Mm, I think you are (the smartest/~~the smart~~) student.



Sarah - My sister is very short.
David - I think my sister is (~~short~~/ shorter) than your sister.
Sarah - Maybe, is she (the shortest/~~the short~~) in your family?
David - Maybe.

5 Look at the pictures. Compare 2 of the children and then 3 of them for each picture. Write sentences. Answers may vary.





6 Look around your classroom and compare 2 and 3 students with similar characteristics. Discuss with your classmates. Free answers.



Make sure students respect each other so as to avoid rude descriptions.

- 7 Trace the comparisons that Charlie says about his group. In your notebook, draw your classmates. Then, write a paragraph about your classmates.



- My group is great. We're all
- different, but we really get along.
- Betty is thinner than Holly, but
- Sarah is the thinnest in the group.
- Holly is taller than Sarah, but
- Sally is the tallest in the group.
- George is faster than Richard, but
- David is the fastest in the group.
- I am slower than Betty for working,
- but Sarah is the slowest one, she
- really takes her time because she
- wants to do it perfectly.

Let's Compare Abilities

Lesson 3



1 Match the halves.

- a. cook
- b. ride
- c. change
- d. speak
- e. play
- f. understand
- g. talk
- h. dance
- i. notice
- j. play
- k. do



Abilities

- | | |
|---|---|
| (<input type="text"/>) details easily | (<input type="text"/>) a bike |
| (<input type="text"/>) research on the Internet | (<input type="text"/>) a light bulb |
| (<input type="text"/>) sports well | (<input type="text"/>) ballet |
| (<input type="text"/>) delicious food | (<input type="text"/>) a musical instrument |
| (<input type="text"/>) to people easily | (<input type="text"/>) texts |
| | (<input type="text"/>) English |

2 Complete the sentences correctly.

- a. I want to **speaK English** because I want to travel to the U.S.
- b. My friends always **talk to people easily**.
They have a lot of friends.
- c. You have to **notice details easily**. It's very obvious.
- d. I don't **understand** these Chinese **texts**.
- e. Let's **ride a bike** in the park. It's sunny.
- f. My sister doesn't **cook delicious food**. I prefer pizza.
- g. I don't like to **dance ballet**. My favorite music is rock.



3 Notice how to *compare activities*.

A - Who can **draw better**, you or your brother?

B - My brother can **draw better**.
How about you and your sister?

A - I can **draw faster** but she can **do it better**.

Pay attention to irregular changes:

good - better
bad - worse
far - farther/further
many - more

slowly - more slowly
easily - more easily
fast - faster
quickly - more quickly

beautifully -
more beautifully
loudly - more loudly



Let's practice!

4 Write the correct comparative word in the correct blank. You can use some options twice (2x) but one of them is not needed.

- a. good
- b. fast
- c. bad
- d. slow
- e. easy
- f. beautiful

a.
Helen - I'm a terrible dancer. You dance **better** than me.

David - Not really. I dance **worse** than you. I don't like dancing.

b.
George - My cousin can socialize **faster** than me. He makes friends in a couple of minutes. It takes me days.

Holly - Well, I think I socialize **more slowly** than you. It takes me weeks.

Harry - Who dances more beautiful, Sally or Holly?

Charlie - Holly dances **more beautifully** than Sally, I think.

c.
Sarah - Can you understand texts **more easily** when you concentrate?

Michael - Mmm, I can't. I need to concentrate. I need silence.

Sarah - Well, I can concentrate **better** with music.



5 Use the following ideas to compare your family's abilities.

Free answers.



cook
delicious
food



ride a bike

change a
light bulb



speak
English

My mother can

talk to
people
easily



understand
texts

than

notice
details
easily



play a
musical
instrument

My father

notice
details
easily



dance

My

do research
on the
Internet

My

6 Go to page 125. Cut out the verbs and mix them up. Paste them in your notebook with their correct complement and write a complete comparison with 4 of them.

7 Work in pairs. One mimes what he can do better than others and the other one draws and writes it into the table. Work with 4 different people.



Free answers.

Classmate 1

Classmate 2

Classmate 3

Classmate 4

8 Trace the paragraph. Write a similar paragraph about you and your friends.

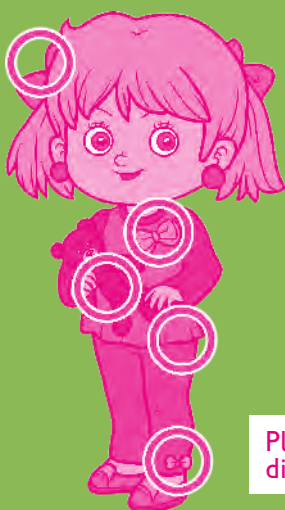


• My friends and
• I have all different
• abilities. Holly dances
• more beautifully than everyone.
• David talks to people faster than
• Robert. Sally speaks English better
• than me, and Charlie can cook
• more delicious food than Holly.
• That's why we're friends, because
• we're all different.
• Your friends

Let's Play

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

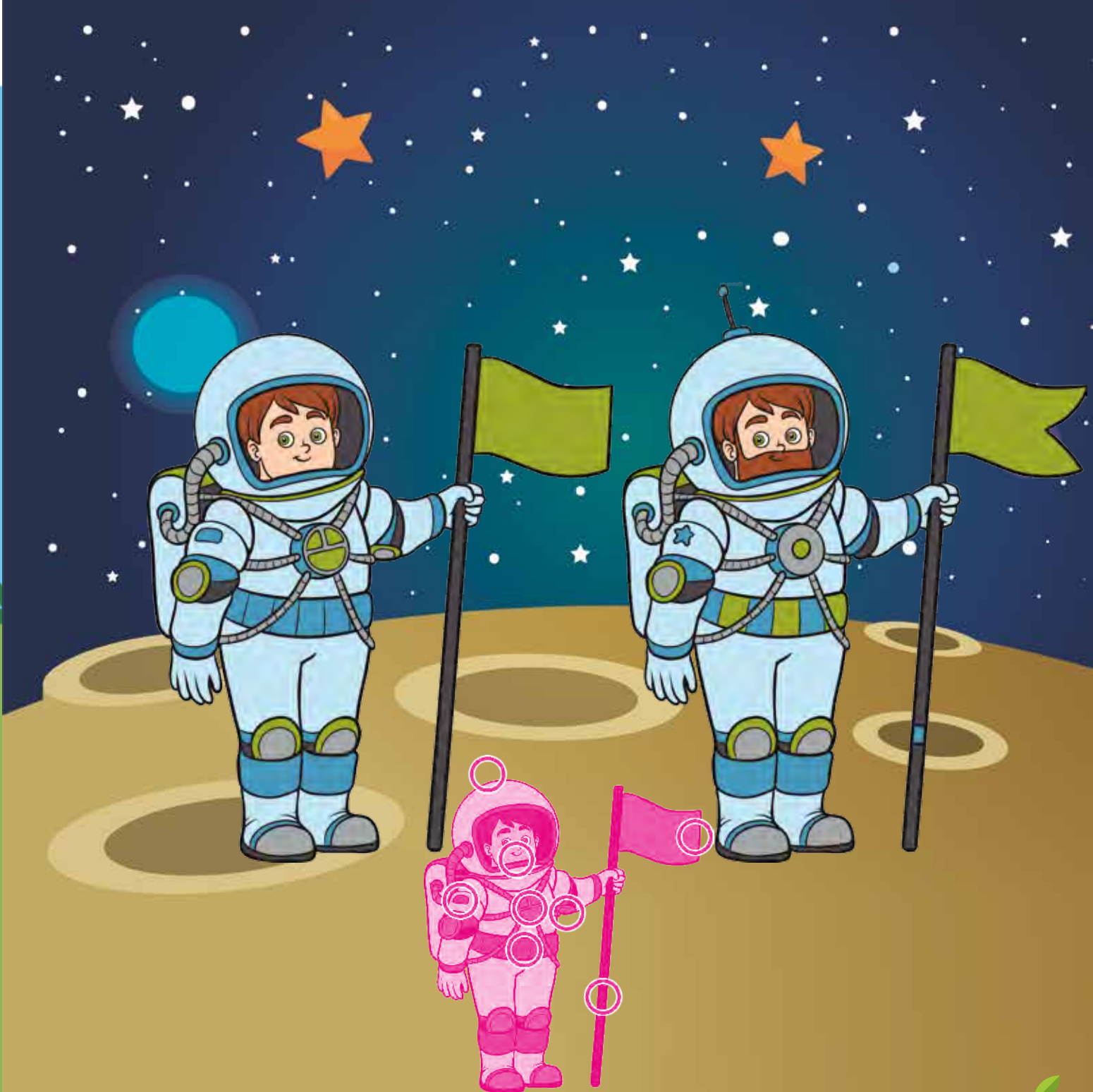
Find 5 differences



Play it in trios or pairs to see who finds more differences. Next page is to have a second round.

▶ Now find eight differences and circle them.

Find 8 differences



7 questions

My family

My name's Earl, and my family and I live in a nice town. My mother's name is Mary, my father's name is Joel, and I have a brother whose name is Omar and a sister named Jade. Our town is a little small, but there are a lot of trees and animals. We love having picnics in the hills.

We usually do things together and it is really nice. Although my sister does things more slowly than us, that's not a problem because we always help her. There is something she does better than us. She can draw very well. She looks after my grandmother. She has brown eyes and she is a little chubby. She's not shy.

My brother is taller than me. He has very short hair and brown eyes, too. He is easy going and playful. He can do research on the Internet faster than us. I usually play sports with him; I always lose but it's fun.



Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Last weekend, we had a picnic at the top of Saint Michael's Hill. We met another family who was also having a picnic. They told us that they were really happy together and I realized that we had something in common. However, the little difference is that they are a blended family. Both boys are half-brothers and they have a step sister.

Now I can see that it doesn't matter what kind of family you have, as long as you feel happy with them and you always respect each other. In the end, all you need is love.

5 questions

Examples:

The boy who told the story is named *Earl*.

Omar is his *brother*.

Questions

1. **There are** a lot of trees and animals.
2. They **love having picnics** in the hills.
3. Jade **does things more slowly than** the rest of the family.
4. **Jade** has brown eyes and is a little chubby.
5. Earl usually **plays sports with Omar**.
6. They met a blended family **at the top** of Saint Michael's Hill.
7. In the other family, there are half-brothers and they have a **step sister**.

Let's Talk About Fun Activities

Lesson 4



1 Organize the vocabulary below according to the event.

dancer goalkeeper artist goal singer instruments
 artwork stage king queen ballerina painter



ballet

ballerina

stage

dancer



soccer match

footballer /

soccer player

goalkeeper

goal



art exhibit

painter

artist

artwork



play

actors

stage

king

queen



concert

instruments

singer

violin

2 Look at the 4 seasons of the year. Which activities are better for each season?
 Free answer.



3 Work with a partner. Practice the questions and answers with different events.

A - What would you like to do this weekend?

B - I'd like to go see the ballet.

A - What do people see at the ballet?

B - You see the ballerina and dancers on a stage.



4 Notice how to ask for activities.

Betty - What would you like to do for fun this weekend?

David - I'd like to go to a soccer match.

Betty - When is the next match?

David - Actually, this weekend.

Betty - Where do you buy tickets?

David - On the Internet or in the stadium's ticket booth.



5 Complete the conversations with the correct words according to the conversations above.

Let's practice!

a George - Where do you go to see the volleyball tournament?

Sarah - At the sports center.

George - When is the next match?

Sarah - On Sunday morning.



b Helen - What would you like to do for fun this afternoon?

Charlie - I'd like to see a play.

Helen - What do people usually see at a play?

Charlie - People see actors performing like the king and queen.



c Holly - When is the next concert?

Sally - On Friday afternoon.

Holly - Where do you buy tickets?

Sally - On the Internet.



d Richard - What would you like to do for fun on Saturday?

Sally - I'd like to see a soccer match.

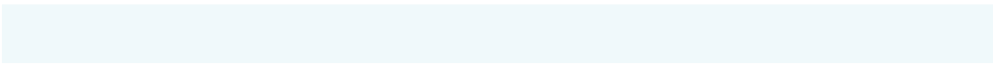
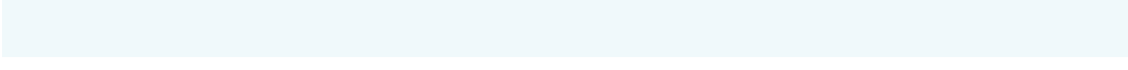
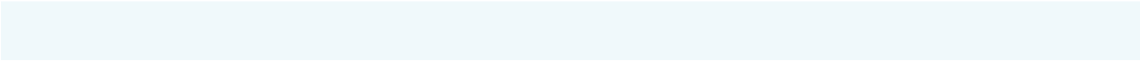
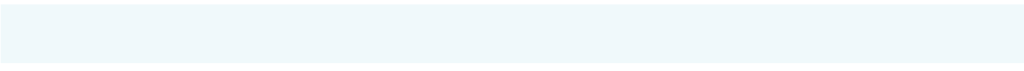
Richard - Where do you buy tickets?

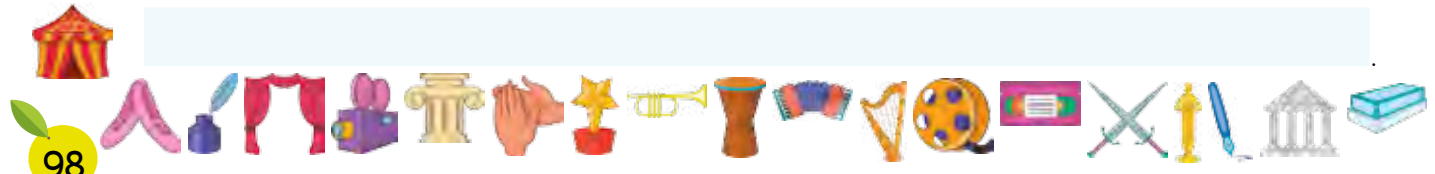
Sally - On the Internet or at the stadium's ticket booth.



6 Write and draw about 2 cultural and 2 sports events you can attend around your neighborhood. Free answers.

7 Complete the following questions to ask your classmates. The first one is done for you. Use the ideas from the exercise above. Free answers.

- a. What would you  ?
- b. Where  ?
- c. When  ?
- d. What can you  ?



- 8 Trace the paragraph about fun activities this weekend.
Then, in your notebook write your ideal activities for the following weekend.



- This weekend seems to be wonderful.
- On Friday afternoon there will
- be a wonderful soccer match at the
- stadium. Tickets are on sale. For
- those who love the theater, there
- will be a wonderful musical on
- Saturday morning, available tickets
- at the theater. Music lovers will be
- happy to know that there will be a
- concert on Saturday afternoon, at
- 5:00. And sports fans will enjoy a
- Basketball tournament on Sunday
- at the sports center.

Let's Build a Questionnaire

Lesson 5



1 Match the hobbies to the correct pictures.

Hobbies

a playing video games

b hanging out with friends

c reading books

d doing sports

e drawing and painting

f collecting things

g listening to music

h playing musical instruments

i checking social networks

j cooking



Have students use different colors to match them.

2 Go to page 125. Cut out the hobbies. In your notebook, make a question for each hobby.

3 Work with a partner. Ask and answer the question with the activities in exercise 1.

A - What kind of activities do you prefer doing?

B - Mm... let me see... I prefer cooking or checking my social networks.

Let's see!

4 Notice how to make a questionnaire.

Helen - What's your favorite hobby, David?

David - Well, I love reading books. I have hundreds of them.

Helen - Why did you start reading?

David - Mm, my mother always read books for me when I was little.

Helen - Wow. How long have you done it?

David - It's been around 6 years since I learnt how to read.

Helen - How often do you read?

David - I try to do it frequently.

Helen - How much time do you spend on it?

David - Not much. An hour per day.

Helen - Where do you read?

David - In my bedroom.



Let's practice!

5 The following questions have been removed from the conversation. Put them into the correct line.

How long have you been a gamer?, Why did you start doing that?, What about you Harry?, Why do you like playing games?, What's your favorite hobby, Katy?, Where do you get the stones?, How often do you cook?

Harry - What's your favorite hobby, Katy?

Katy - I like cooking.

Sarah - Cooking! Why did you start doing that?

Katy - Because I sometimes help my mom and I like the smell of food.

Harry - How often do you cook?

Katy - I cook with my mom 3 times a week. How about you guys?

Sarah - I love collecting stones.

Harry - Where do you get the stones?

Sarah - From the ground. What about you Harry?

Harry - I really like playing video games.



Katy - How much time do you spend on that?

Harry - I just play on weekends. 2 hours on Saturday and 2 more on Sunday.

Sarah - How long have you been a gamer?

Harry - It's been 2 years now.

Katy - Why do you like playing games?

Harry - You see, I love adrenaline and strategy challenges and, I play with my father.



Have students practice the conversations and answer with their personal information.

6 Work in trios. Complete the following questions about hobbies.

Answers may vary.

reason

1. What's

Blank lines for answer

?



2. Why

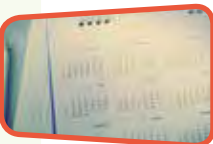
Blank lines for answer

?

3. How long

Blank lines for answer

?



4. When

Blank lines for answer

?



5. Where

Blank lines for answer

?



6. How much time

Blank lines for answer

?



7 Use the survey above to ask 3 of your classmates, write their answers and later report the results. Free answers.

Name:

Blank line for name

Name:

Blank line for name

Name:

Blank line for name



Model the activity by using complete statements so students see how to do it.

8 Trace the questions and answer them about you.

Let's
write!

• What's your favorite hobby?

•

• Why did you start doing it?

•

• How long have you had that hobby?

•

• How often do you do it?

•

• How much time do you spend on
it?

•

•

• Why do you like it?

•

•

•

Let's Talk About the News

Lesson 6



1 Write the correct verb under the picture and write the past participle.

see, close, murder, steal, rob, damage, spill, break into, injure, destroy.



destroy

destroyed



see

seen



steal

stolen



injure

injured



damage

damaged



spill

spilled



break into

broken into



rob

robbed



murder

murdered



close

closed

2 Write the correct adjective to complete the sentence. There might be more than one option.

terrible, crazy, awesome, wonderful, unbelievable and shocking.

- A child got burned because he was playing with matches. It was **terrible**.
- A guy had a car accident but nothing happened to him. It was **unbelievable**.
- We have **wonderful** news. Mexico won the cup. The match was **awesome**!
- There is **shocking** news. A family was robbed and murdered. A **crazy** person did that.



3 Notice how to talk about *the news*.

Sarah - Did you hear the news?
Robert - No, I didn't. What happened?
Sarah - **A bank was broken into** last night.
 Fortunately, **nobody was hurt**.
Robert - Oh my god! That's **terrible!**



Let's practice!

4 Read the conversations and circle the correct option.

William - Did you watch the news?
Betty - Yes, I saw that tons of gasoline
 (were/ was) (spilled / destroyed) on
 the highway.
William - Yeah, a car (were / was) badly
 (damaged) / broken into) when it
 crashed against a tree.
Betty - That's terrible!



Emma - Did you read what happened
 in the City Museum?
David - No, tell me about it.
Emma - Well, an antique vase (was /
 were) (closed / stolen) in the
 morning.
David - I can't believe it.
Emma - The worst thing is that the
 thief (weren't/ wasn't) (seen /
 closed). Not even in the SCTV
 cameras.



George - Guess what?
Helen - What's going on?
George - My friends (was/ were) (injured / robbed) last weekend.
Helen - Are they O.K?
George - Well, one of them (was/ were) (robbed / injured). But not much.



5 Look at the pictures and write the news. Answers may vary.

The exercise consists of six numbered images, each with a corresponding set of four horizontal lines for writing a news report:

- a**: A yellow ambulance with paramedics in green uniforms attending to a patient on a stretcher.
- b**: A person wearing a dark hoodie and gloves holding a smartphone, possibly recording or taking a photo.
- c**: A group of people sitting around a table playing a board game.
- d**: A car accident scene with several people, some holding smartphones to take photos or videos.
- e**: A wide shot of a beach with a large, dark, oily spill on the sand.
- f**: A man in a blue shirt pointing towards a drone flying in the sky.

6 Choose one of the stories in exercise 5. Write more details about the news. There is one example. Free answers.

An oil spill in the Pacific

Thousands of tons of oil were spilled in the Pacific ocean, near the coasts of Florida last night. The petroleum company apologized for the terrible accident that caused the spill.

The implications are enormous because many people fish in the area. All fishing activities will disappear.



Your story

A large green notepad area with horizontal lines for writing a detailed news story.

7 Trace the paragraph about the news. Write a similar paragraph about another news story.



• There was a terrible
• accident yesterday
• afternoon. The driver
• was drunk, three people were injured
• and one person was killed. The
• accident caused general critics and
• the mayor promised to reinforce the
• laws against drunk drivers.

•
•
•
•
•
•
•
•
•
•
•

Let's Talk About Natural Disasters

Lesson 7



1 Find the natural disasters on the right in the word puzzle.

Natural Disasters

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



blizzard, drought, earthquake, flood, hurricane, landslide, storm, tornado, tsunami, wildfire.

2 Write the following verbs into the simple past and past participle. Help students with the past participle form.



- affect
- hit
- announce
- strike
- pass away
- destroy
- burn
- discover

affected	affected
hit	hit
announced	announced
struck	struck
passed away	passed away
destroyed	destroyed
burned	burnt
discovered	discovered

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

Let's see!

4 Remember how to talk about *disasters*.

Michael - Did you watch the news? What happened?

Katy - A small town was hit by a tsunami.

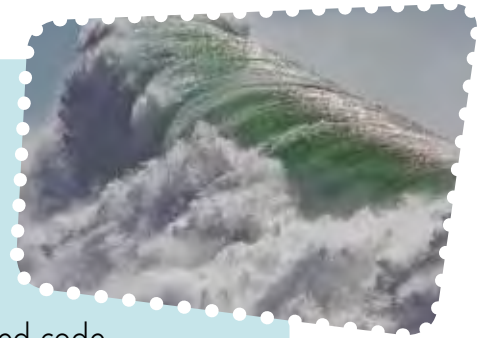
Michael - Where did it happen?

Katy - It was in China. A lot of people died.

Michael - Were there many other people affected?

Katy - Yes, most of them. The government announced red code.

Michael - I think we should help because it can happen to anyone.



5 Write the missing verbs and auxiliaries in their correct form.

Let's practice!

a happen, be affected, be implemented, announce

Sarah - Guess what?

Richard - What happened _____ ?

Sarah - There was a severe flood in the city. Many people were affected _____

The emergency plan was implemented _____ .

Richard - Who announced _____ it?

Sarah - The president did.

b happen, be struck

Robert - Did you hear?

Betty - What? What happened _____ ?

Robert - Los Angeles was struck _____ by a major earthquake yesterday.

Betty - That's terrible!

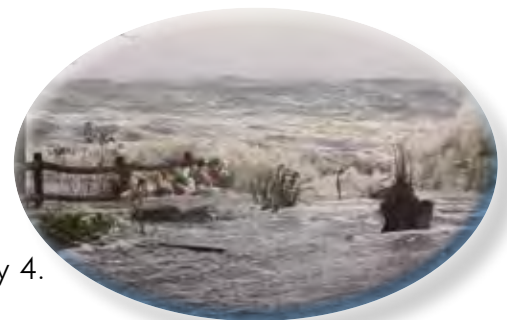
c be hit, lose, hear

Richard - Did _____ you hear _____ ?

Holly - What?

Richard - Cancun was hit _____ by a hurricane, category 4.

Holly - Yes, that's just awful! Many people lost _____ their homes.



Have students practice and perform the conversations to see who can say the most.

6 Work in pairs. Write about the news. Answers may vary.

World News

Since 1928 Issue: XXI

Severe blizzard	WILDFIRE	LANDSLIDE
By <input style="width: 100%;" type="text"/>	By <input style="width: 100%;" type="text"/>	By <input style="width: 100%;" type="text"/>
		
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
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<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

If the class is weak, cue them by giving the prompts for the questions as well as the answers.

7 Work in trios and write a newspaper article by using your ideas from the exercise above or others. Present it to the class by drawing it on a large cardboard.

Encourage the audience to express their opinion by using some examples from the exercises above.

• What's the news? What happened?
•
•

• A self-driving car was created in the
USA.
•
•

• Hawaii was struck by a tsunami.
•
•

• A building was destroyed by fire in
London.
•
•

• A small town was destroyed by
wildfire in Chiapas.
•
•

Let's Play

▶ Form 3 teams. Circle the differences. There are 20 differences.



Team 1. Round 1

Team 2. Round 1

Team 3. Round 1

Team 1. Round 2

Team 2. Round 2

Team 3. Round 2

Team 1. Round 3

Team 2. Round 3

Team 3. Round 3

Let's Check

Read the story: Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

Part 1

6 questions



Miyajima is a town (0) *located* on the island of Itsukushima in Saeki District, Hiroshima Prefecture, Japan.

It was all beautiful until a (1) *tsunami* stroke the small town just last week. of a sudden, they knew their town was going to be hit by that natural disaster that could (2) *destroy* everything in its way.

Most of the locals had the chance to escape in time. They left everything behind so as to save their lives from a certain death.

Nevertheless, a few (3) **families** did not leave explaining that if it was their destiny, they would take it as it was and they were ready to drown with their beloved (4) **hometown**. Not only did they love it, but also tourists because it was a great Sanctuary.

The government of Japan (5) **announced** that it will be reconstructed. However, it will take them a long time to rebuild it all and it will never be the same town again.

Now choose the best name for this story. Tick the box.

- A powerful tsunami hits Mexico.
- Families died.
- Tragedy of a Sanctuary.



Part 2

4 questions

Read the news again and write **yes** or **no**.

Examples:

Miyajima is in the Hiroshima Prefecture, Japan.

Yes

It was a horrible town.

No

Questions

1. A Hurricane hit the small town.

No

2. A lot of people died.

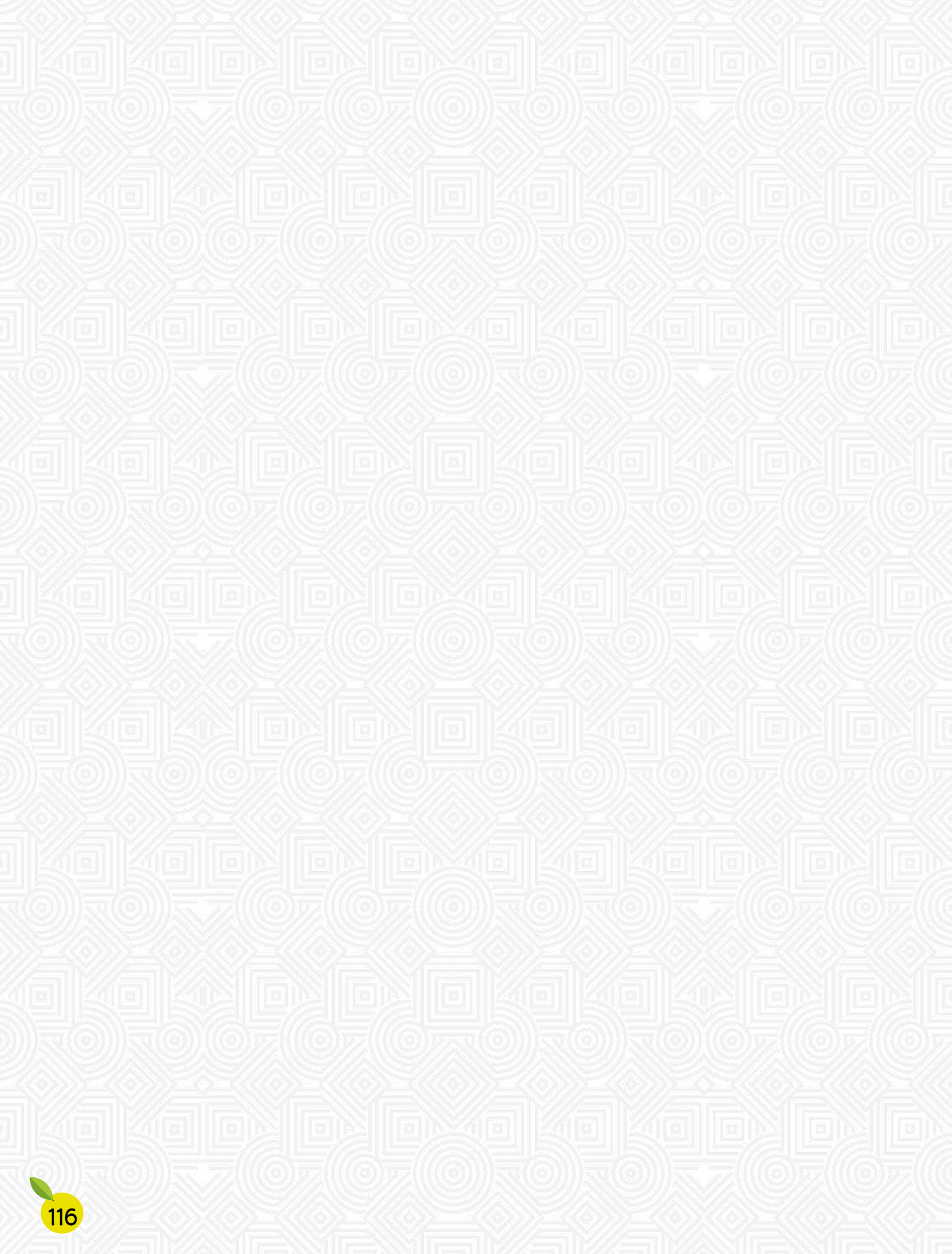
No

3. Tourists and locals loved the town.

Yes

4. It will take years to rebuild Miyajima.

Yes



cutouts

First trimester lesson 2, activity 5, page 18.

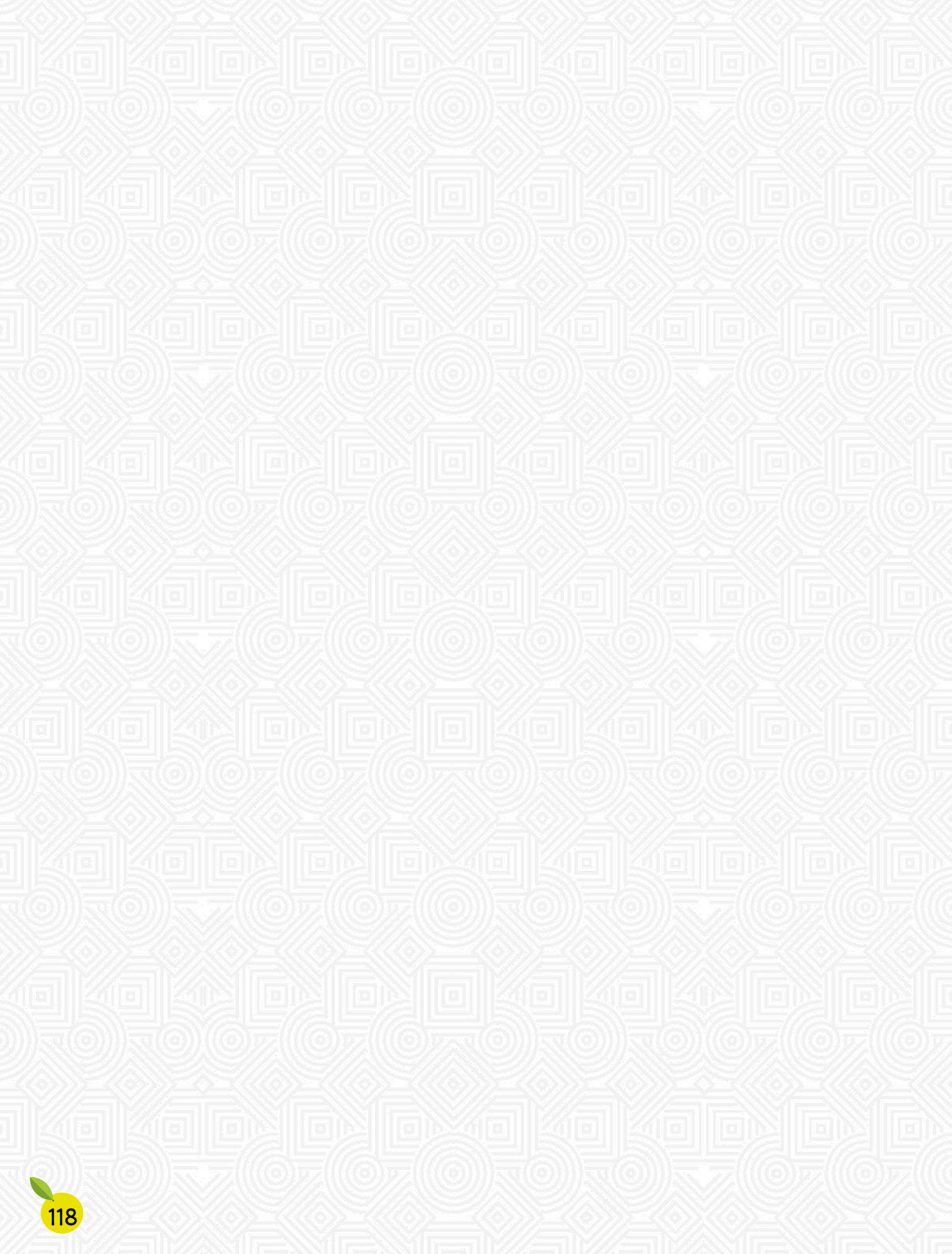
Are	Is	you	he/she
going to	sing a song	play outside	take photos
play videogames	watch cartoons	dance	do karate

First trimester lesson 3, activity 2, page 20.

				
eat desert	agree about how to play	arrive to school	begin class	comb your hair
				
collect cards	camp in the forest	improve your English	spend some money	turn the TV on

First trimester lesson 5, activity 3, page 28.

play with sand	walk around	ski with a friend
fish in a lake	visit the pyramids	milk the cows
ride a camel	go sightseeing	make a snowman
have a bonfire	swim with dolphins	feed the animals



cutouts

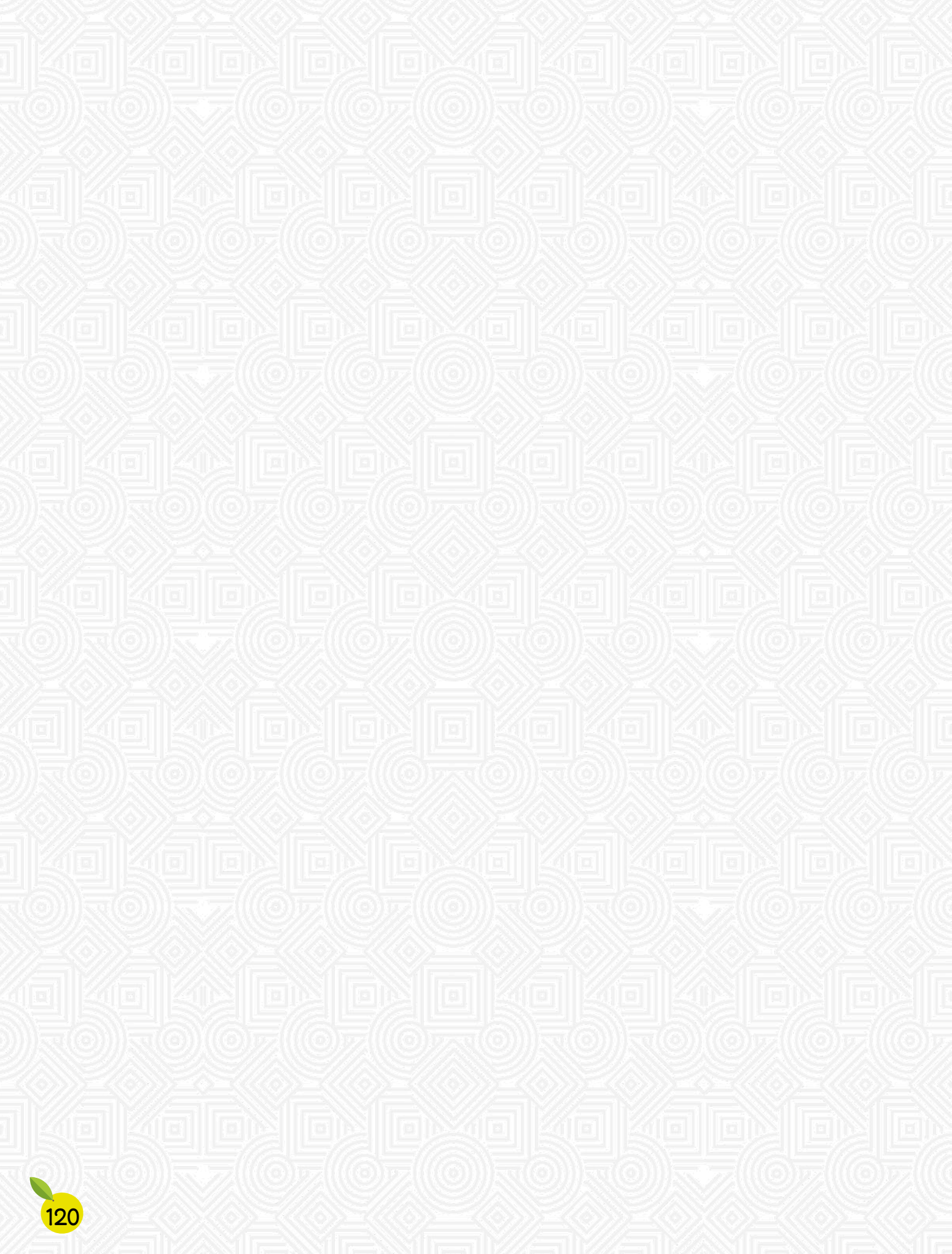
First trimester lesson 5, activity 3, page 28.

played with sand	walked around	skied with a friend
fished in a lake	visited the pyramids	milked the cows
rode a camel	went sightseeing	made a snowman
had a bonfire	swam with dolphins	fed the animals

First trimester lesson 6, activity 6, page 33.

Ask what the problem is.	Explain the problem.
Express sympathy.	Give advice.

Oh my Gosh! WHAT? OmG! WOW! THAT'S AMAZING!



cutouts

Second trimester, lesson 2, activity 7, page 49.



*The Cosmovital,
Toluca, Mexico.*



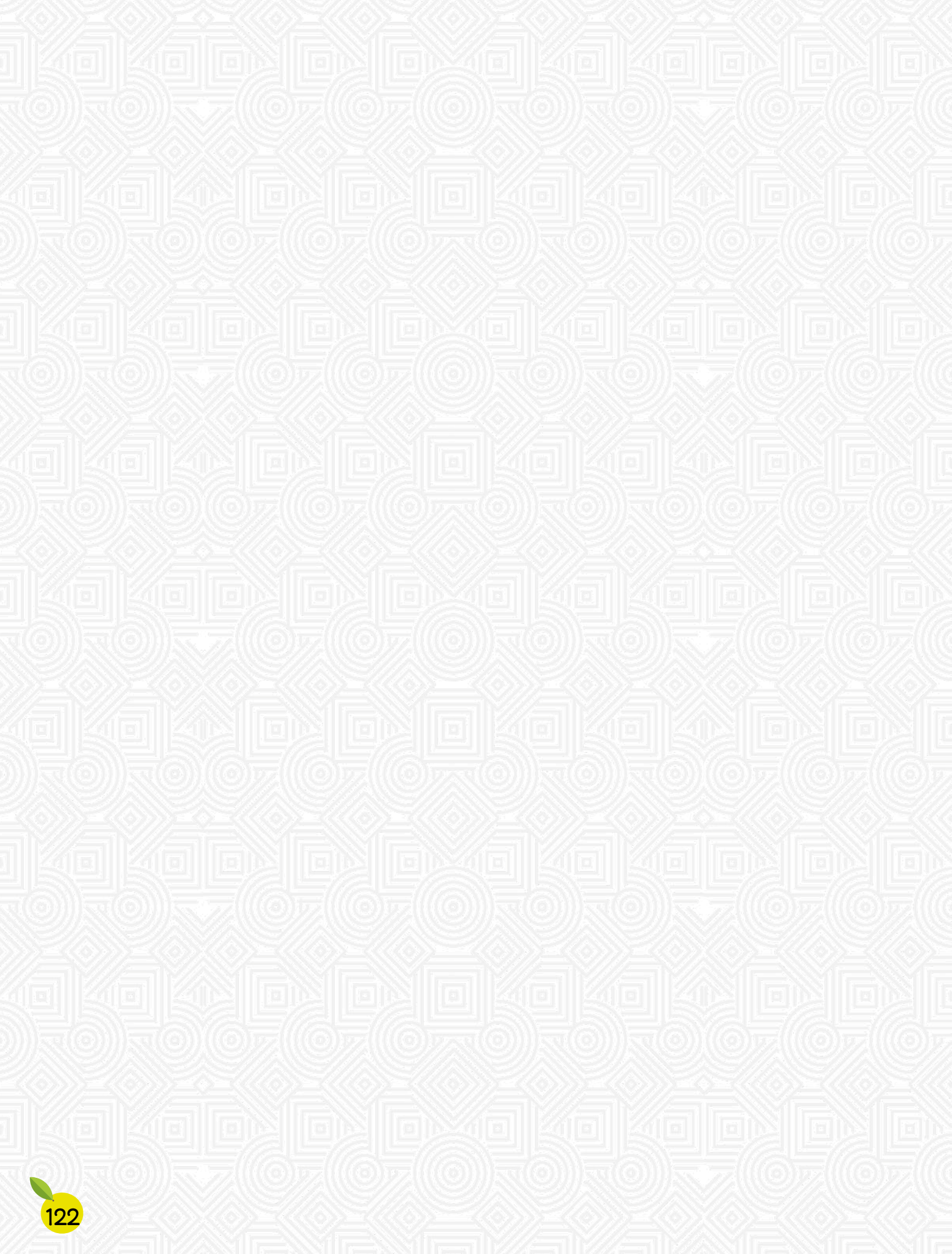
*Moses
Michelangelo
(1513 - 1515), Rome, Italy.*



*Tokyo Imperial Palace
Tokyo, Japan,
1888*

Second trimester, lesson 4, activity 2, page 54.





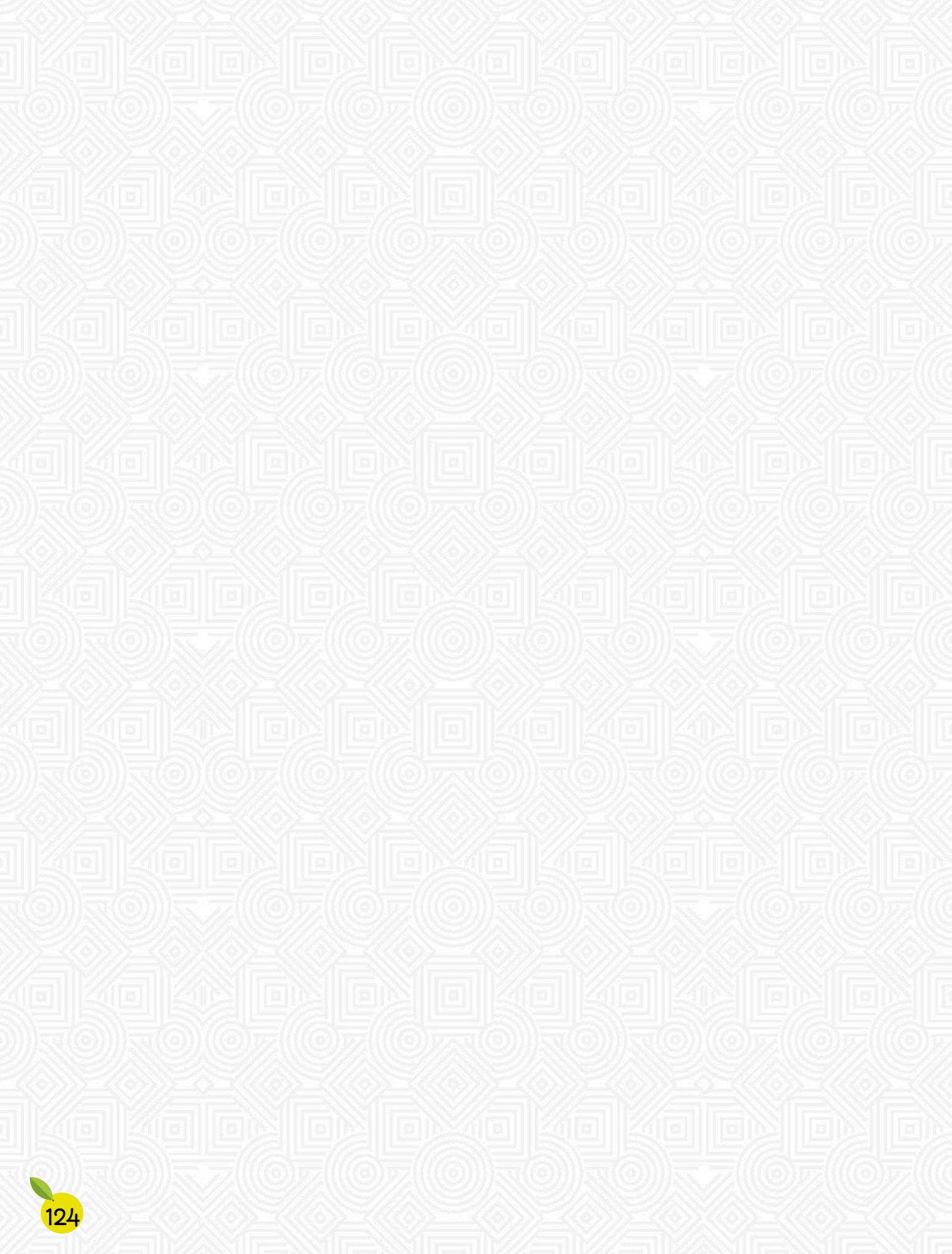
cutouts

Second trimester, lesson 5, activity 2, page 62.



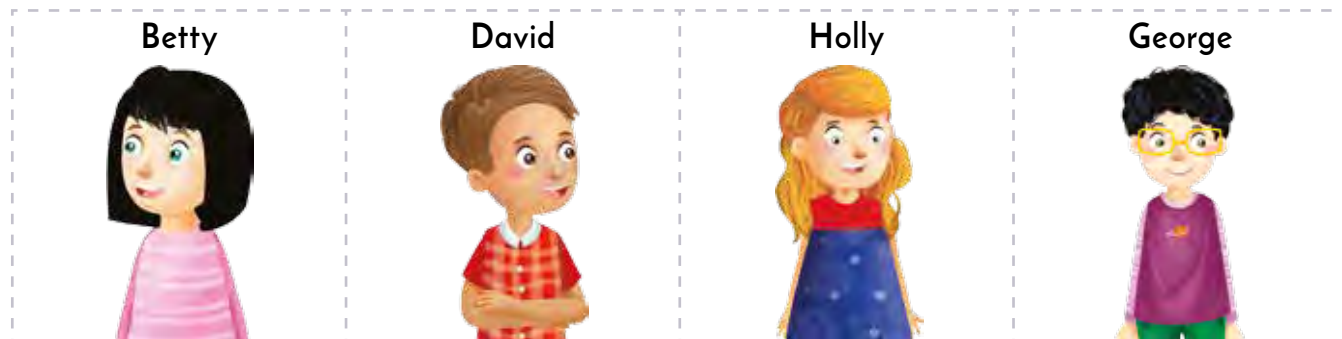
Second trimester, lesson 7, activity 3, page 70.



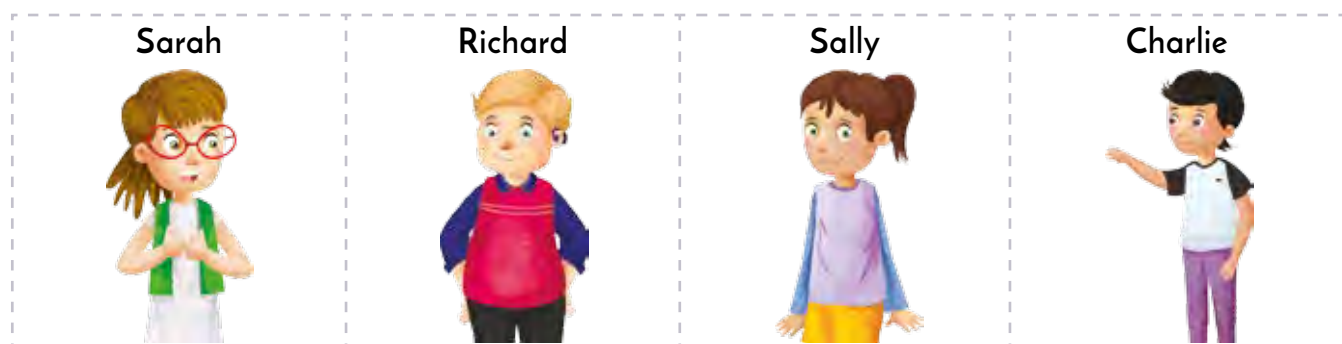


Third trimester, lesson 1, activity 6, page 81.

Set A

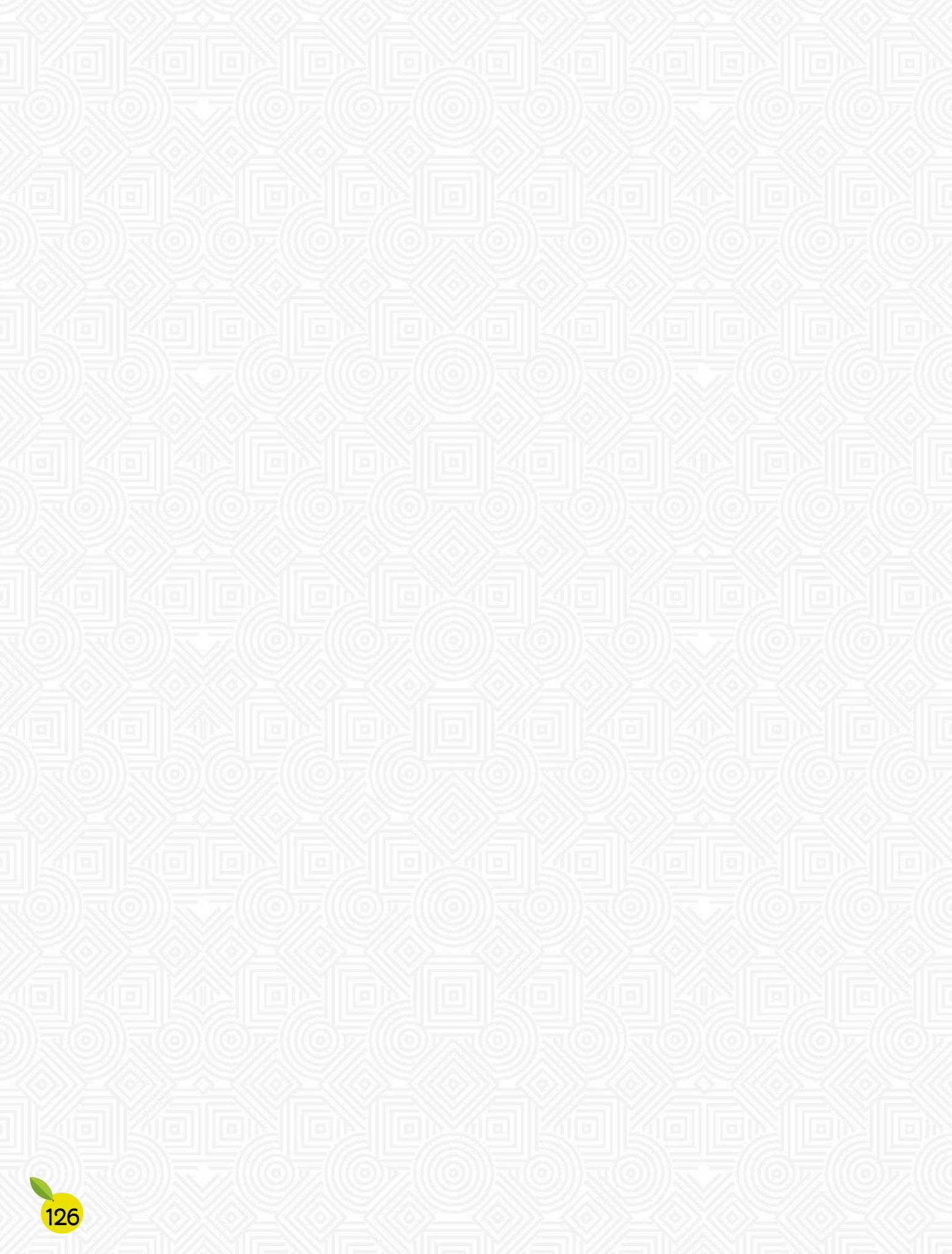


Set B



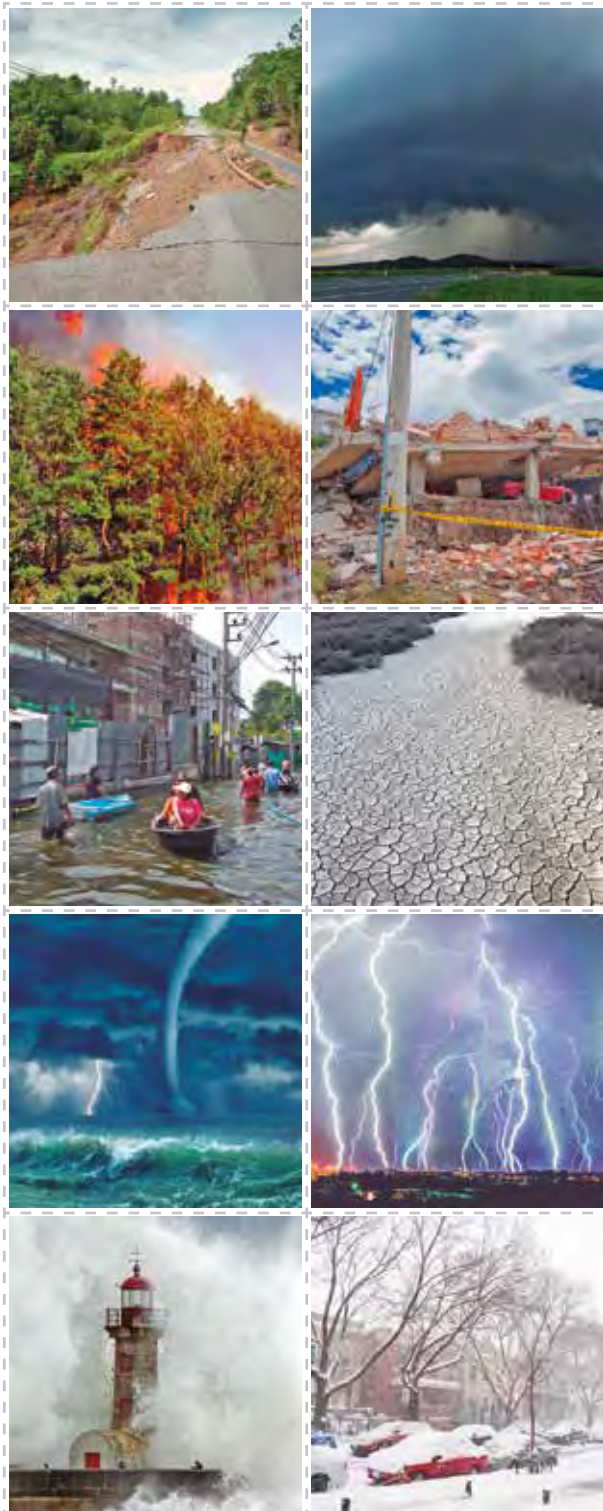
Third trimester, lesson 3, activity 6, page 90.

cook	ride	change	speak	play
understand	talk	play	notice	do
a bike	a light bulb	delicious food	sports well	English
research on the Internet	details easily	a musical instrument	to people easily	to people easily



cutouts

Third trimester, lesson 7, activity 3, page 109



landslide

blizzard

wildfire

earthquake

tornado

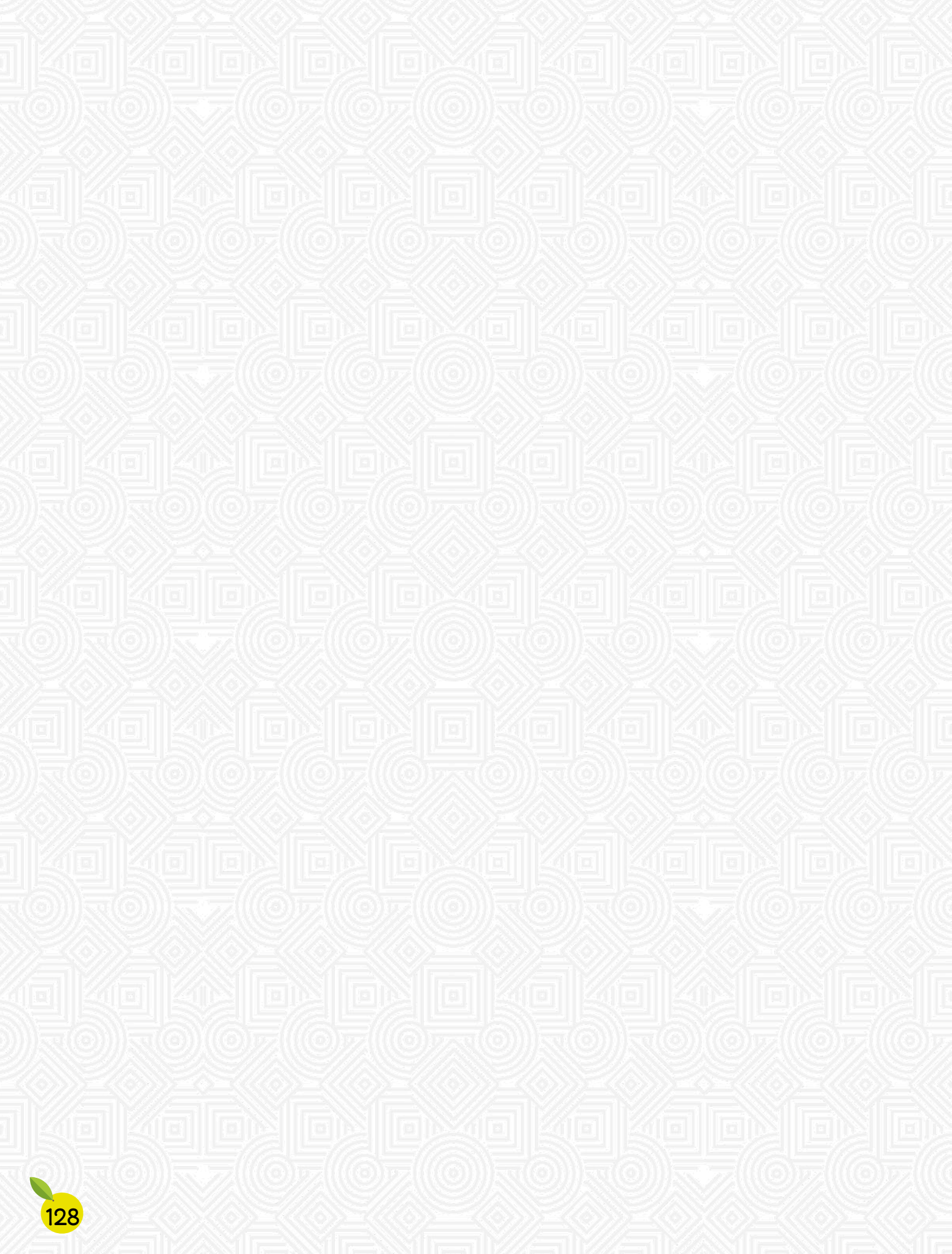
drought

hurricane

storm

tsunami

flood



Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Expressing fixed plans	Celebrations	Going to in affirmative form
	2	Expressing fixed plans and intentions	Family	Going to in negative and interrogative form
	3	Asking for specific information about fixed plans or intentions	Wh words	Going to with information questions
	4	Checking correct information	Snacks, drinks and party items	Tag endings
	5	Expressing past actions	Actions on vacation and adjectives to describe them	<i>Past tense, verb to be and other verbs</i>
	6	Asking for specific information about past actions on vacation	Actions on vacation in past tense	Information questions in past tense: verb to be vs. other verbs

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Telling anecdotes using sequencing adverbs	Actions in past tense	Sequencing adverbs, past tense
	2	Describing masterworks	Actions artists make	Passive voice in simple past with regular and verbs
	3	Describing places around town	Places to go for free time	Simple present to find specific places, defining and non-defining determiners
	4	Giving directions when looking for places on foot	Directions on foot	Simple present to move around town on foot
	5	Giving directions when looking for places to go by public transportation	Directions by public transportation	Simple present to move around town by public transportation
	6	Asking for and giving information about free time activities around town	Activities for free time	Can to talk about activities to do around town
	7	Describing physical and personality traits	Immediate, extended and blended family vocabulary	Simple present, order of adjectives to describe physical and personality traits

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Describing where people are and how they look	Specific physical traits	Simple present to give specific physical traits, prepositional phrases to give specific location within a room
	2	Comparing and contrasting physical traits with both adjectives or nouns	Physical traits (review)	Comparative and superlative forms with both adjectives and nouns
	3	Comparing practical skills and explaining cause or result	Practical skills	Adjective and adverbial clauses expressing definitions, cause and result respectively
	4	Asking for specific information about cultural and sports events	Cultural and sports events	Information questions to ask for events
	5	Describing common events in the news	Events in the news	Passive voice in simple present
	6	Describing how natural disasters occurred	Natural disasters	Simple past to describe disasters
	7	Surveying about interesting topics	Common free time activities	Present perfect to ask for length of time

Classroom Discipline with



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

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

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

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

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

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

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

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

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

Delivering content with

Let's Discover GRAMMAR

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



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

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

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

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

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

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

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

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

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

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

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

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



Glossary

The following items are explained with their pedagogic meaning.

Allocate: Give time.

Apply: Use along with previous knowledge.

Elicit: Ask students to give information.

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

Intertwining: Connecting.

Meaningful: Relevant, useful.

Mechanical: Repetition of grammar and vocabulary items in automatic.

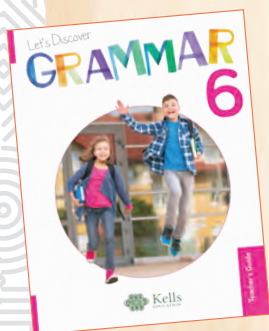
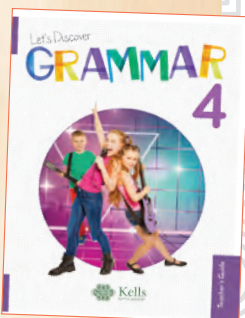
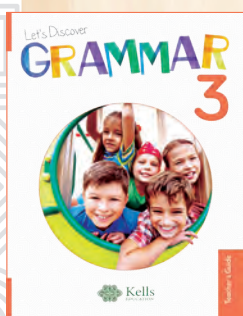
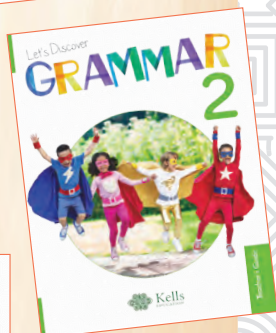
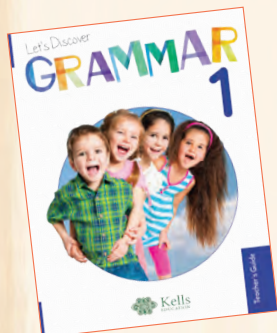
Model: Show students what to do.

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

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

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

Let's Discover GRAMMAR



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



FALTA ISBN