

Let's Discover

GRAMMAR

4



Kells
EDUCATION

Let's Discover

GRAMMAR

4

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Let's Discover Grammar 4



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Presentation

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

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

It addresses content in a constructivist approach. Every lesson starts with every day vocabulary, and review of previous content. Once students can handle vocabulary items, it moves forward to master grammar in mechanical practice, semi controlled practice and finally concept application in every day life contexts.

To round it up, all lessons end in a calligraphy, productive practice in which students will gradually develop writing skills. It also contains games and assessments in order to evaluate students' information handling process.



Table of Contents

1st TRIMESTER

Page 10

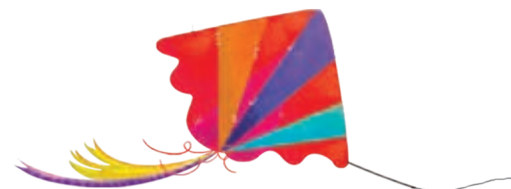


Lesson 1. Let's Talk About the Future	12
Lesson 2. Let's Talk About Feelings	16
Lesson 3. Let's Offer Support and Help.....	20
Lesson 4. Let's Ask for and Offer Help.....	24
Lesson 5. Let's Talk About Interrupted Past Actions.....	28
Lesson 6. Let's Talk About Simultaneous Past Actions	32
Let's Play.....	36
Let's Check.....	38



2nd TRIMESTER

Page 40



Lesson 1. Let's Talk About Everyday Problems	42
Lesson 2. Let's Give Opinions.....	46
Lesson 3. Let's Talk About Food.....	50
Lesson 4. Let's Offer Food.....	54
Let's Play	58
Let's Check.....	60
Lesson 5. Let's See How Much Food There Is	62
Lesson 6. Let's Compare Food	66
Lesson 7. Let's Give Recommendations About Healthy Food	70
Let's Play	74
Let's Check.....	76



3rd TRIMESTER

Page 78

Lesson 1. Let's Talk About Health Problems	80
Lesson 2. Let's Talk About Common Remedies and Illnesses	84
Lesson 3. Let's Ask for Permission Under Conditions	88
Let's Play	92
Let's Check	94
Lesson 4. Let's Talk About Rules in Sports	96
Lesson 5. Let's Talk About Activities According to the Weather	100
Lesson 6. Let's Talk About Vacations	104
Lesson 7. Let's Talk About Experiences in the City	108
Let's Play	112
Let's Check	114
Cutouts	116



This is your book

Structure of the Trimesters



There are six or seven lessons per trimester.

There one or two games per trimester.



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

There are one or two assessments per trimester.



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



Features of the Lessons in the Student's Book

Let's Compare Food
Lesson 6

Let's remember!

1 Match the opposite characteristics.

<ul style="list-style-type: none"> செவ்வெண்மணி சுத்தம் நீர்நிலை பெரிய சுவையான செவ்வெண்மணி நீர்நிலை 	<ul style="list-style-type: none"> சிறிய சுத்தம் நீர்நிலை சுவையான செவ்வெண்மணி நீர்நிலை சுவையான
---	---

2 Choose a word or phrase to complete the ideas.

How much	How many	juicy	dry	healthy
sour	sweet	hard	soft	

a. Most fruits are really _____ and bread is _____.

b. _____ cake would you like?

c. Carrots and zucchinis are really _____.

d. _____ zucchinis are there?

e. Apples are _____ and mangoes are _____.

f. Cookies are _____ but limes are _____.

66

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

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

Let's see!

1 Remember how to make comparisons.
An apple is **smaller** than a watermelon. Orange juice is **healthier** than soda.

A hamburger is **more expensive** than a taco.

Note: Look how adjectives change:
Small = smaller
Healthy = healthier
Expensive = more expensive

Let's practice!

2 Compare the foods. Look at the example.

a. A watermelon juicy-a banana.
A watermelon is juicier than a banana.

b. A bottle of soda-expensive-a bottle of water.

c. A lime-small-an orange.

d. A plate of vegetables-healthy-a plate of tacos.

e. A hamburger-delicious-rawfish.

f. A banana-soft-an apple.

67

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

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

Let's write!

3 Trace and copy the questions; then, answer them.

• *What's wrong?*

• *How often do you get a flu?*

• *How often do you get a stomachache?*

• *How often do you get a fever?*

• *How often do you get a headache?*

83



Didactic Suggestions

General Suggestions

Language in class

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

Eliciting

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

Grammar strategies

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

Pace

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

Let's remember!


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

Let's see!

The objective of this section is that students notice how the grammar topic expresses the function being used. Every grammar presentation requires of six basic steps: Show two examples. Ask questions like: *What do you see similar in these two sentences?* If students cannot provide with an answer, help them with yes-no questions, like; *Do we speak of one or two things?*

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





Write other two examples using the new vocabulary items and emphasize how the new grammar topic works. Write the beginning of other two examples, and ask students to create the rest. Call for two complete examples and have students write them on the board. Call for more complete examples, but do not write them on the board.

Let's practice!

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

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

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

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



Let's write!

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

Let's Check

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

Let's Play

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

cutouts

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

1st TRIMESTER

- What will you do this school year to get good grades?
- How do you feel today? Why is that?
- What do you usually do on weekdays?
- What's a common problem at school?
- What can you do to solve that problem?
- What did you do yesterday?
- What were you doing at home last night?



Let's Talk About the Future

Lesson 1



1 Identify the verbs and match them with their picture.

Answers may vary.

- Respect your teacher.
- Respect your classmates.
- Keep toys at home.
- Get to work.
- Pay attention.
- Take care of your table and chair.
- Sit down.
- Keep your place neat.
- Throw trash away.
- Talk to friends.



Elicit some rules they have to follow inside the class. Then students match the verbs with the image.

2 Complete the following sentences.

- a. I will **respect** my teacher.
- b. I will **pay** attention in class.
- c. John will **keep** his toys at home.
- d. Paul will **respect** his classmates.
- e. Mary will **keep** her place neat.
- f. Sam will **sit** down properly in class.



3 Notice how we talk about the *future*.

I **will pay** attention. / I'll **pay** attention.



I **won't disrespect** my teacher.
I'll **respect** my teacher.

Fred **will keep** his toys at home.
He'll **keep** his toys at home.



Students look at the pictures and write about the class, they might add something that is not shown in the pictures.
Students can choose the ones they consider important to have a behavior agreement in class.

Let's practice!

4 Complete the sentences with the correct words.

- a. Charlie **will pay** _____ attention in class.
- b. I **won't disrespect / will respect** _____ my teacher.
- c. My classmates and I **won't throw** _____ trash on the floor.
- d. Our teacher **will keep** _____ his desk neat.
- e. In class, I **won't interrupt** _____ to friends when the teacher is explaining.
- f. All students **will take care of** _____ their table and chair.
- g. We **will go** _____ to school early tomorrow.

5 Look at the pictures. Write about Paul's class. Answers may vary.



- a. Paul's classmates will eat lunch at 11.
- b. Paul's classmates will read stories in class.
- c. Paul's classmates won't throw the trash in the gardens.
- d. Paul's teacher will teach new things in class tomorrow.
- e. Paul will work in class.
- f. Paul will keep his toys at home.

6 Write about your class.

Guide your group to establish the best rules for a friendly classroom environment.

Rules for the class



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

Signature

7 Trace and copy the class rules.

Show students some sample sentences. The more familiar they're with the language they have to use, the more they will write.

• *Respect my teacher.*

• *Respect my classmates.*

• *Keep my toys at home.*

• *Get to work in class.*

• *Pay attention in class.*

Let's Talk About Feelings

Lesson 2

Let's remember!



1 Complete the words and match them with the faces.

scared

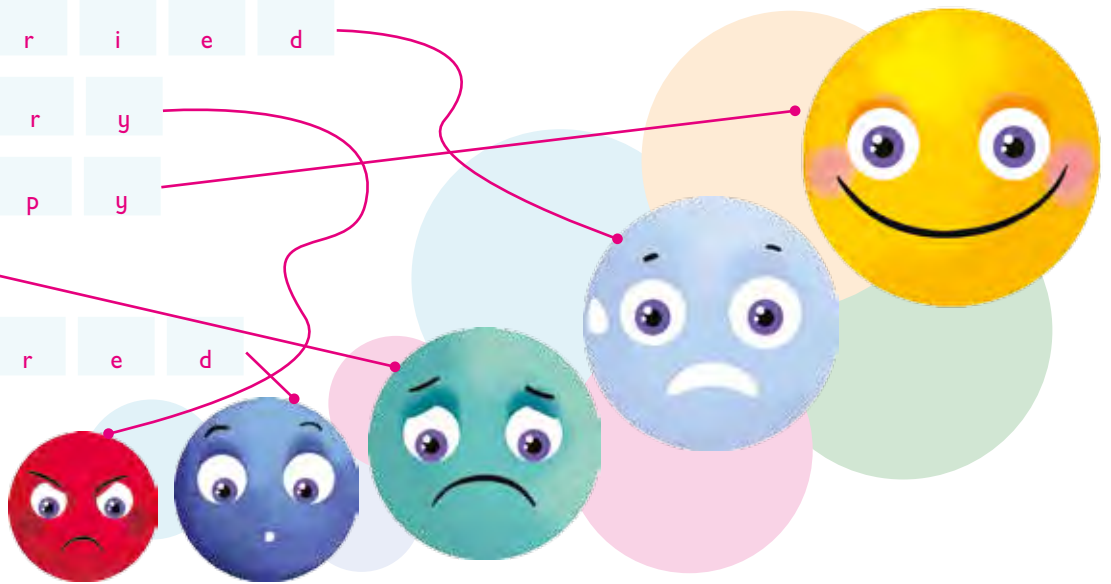
sad

angry

worried

happy

w o r r i e d
 a n g r y
 h a p p y
 s a d
 s c a r e d



2 What about you? Read and complete the following sentences. Answers may vary.

- a. Today I feel _____ because _____.
- b. I always feel _____ when _____.
- c. I never feel _____ when _____.
- d. My classmates are _____ because _____.
- e. Today, my friend looks _____.
- f. Look teacher ! _____ looks *free answer* _____.

Have students remember some feelings and write them on the board. Practice similar conversations.

3 Notice how we talk about *feelings*. Have students practice the model conversations.

a.

Mary - **Why are you** sad?

Sally - **Because** my best friend is sick.

b.

Vicky - You look happy, **what happened?**

Jill - It's my birthday.

c.

Charlie - **Why are you** angry?

Jack - **Because** I lost my money.

d.

John - You look worried, **why?**

Paul - **Because** I'll take a math exam tomorrow.



4 Match the conversations above with the correct picture.

Let's practice!

5 Complete the following sentences saying how you feel.

Free answers.

a. I am happy,

b. I am worried,

c. I have a lot of homework,

d. my dog is sick,

e. I lost my tablet,



6 Ask three classmates how they feel and why.

Sample answers.

a. Do you feel happy or sad? Why?

Sam feels happy because...

b. How do you feel today? What happened?

Ana feels sad because...

c. Do you feel happy or sad? What happened?

Tom feels happy because...

d. How do you feel today? Why?

Sonia feels sad because...

Students ask and report about their classmates.

7 Are you happy or sad? Draw your face.



It's important that students know how they feel when something happens to them. Try to make it a daily practice.

8 Trace the examples and write true sentences about you.

• I feel angry when my mom scolds me.

•

•

• I feel sad when I fight with my best friend.

•

•

• I feel worried when I have an exam.

•

•

• Today, I feel great because I'm in class!

•

•

Let's remember!

Let's Offer Support and Help

Lesson 3



1 Go to page 117. Cut out the actions. Paste them in the correct space.

Everyday Problems

do homework

break something

lose something

[Empty dashed box for pasting an action]

[Empty dashed box for pasting an action]

[Empty dashed box for pasting an action]

[Empty dashed box for pasting an action]

fight with my best friend

2 Match the verbs with their past tense.

do

fight

break

lose

lost

did

fought

broke

3 Explain some problems you can get. Example:

What happened? I lost my pen!

Read the expressions randomly and students number them. Have them do repetitions.

4 Listen to your teacher, number the expressions and repeat.

Everything will be all right.

Good for you!

Why don't you...?

How can I help?

You should...

Read them in the order you best prefer that makes sense.

You might want to...

Count on me.

I'll stand by you.

5 Identify and separate the words.

Let's practice!

a.

A - Areyouokay?

B - IamsadbecauseIhadafightwithmybestfriend.

A - Youmightwanttotalktohim.

A - Are you okay?

B - I am sad because I had a fight with my best friend.

A - You might want to talk to him.



b.

A - CanIhelpyou?

B - YesIhavealotofhomework.

A - HowcanIhelp?

A - Can I help you?

B - Yes, I have a lot of homework.

A - How can I help?



Students have to separate the words to get small conversations, they can use colors first to identify the isolated words, then they can write them. They need to be careful with spelling.

c.

A - How are you?

B - I am worried because I broke my tablet.

A - Count on me.

A - How are you?

B - I am worried because I broke my tablet.

A - Count on me.

d.

A - Why are you happy?

B - Because I have a new pet.

A - Good for you!

A - Why are you happy?

B - Because I have a new pet.

A - Good for you!



6 Answer the questions and offer support or help.

Answers may vary.

a.

A - Can I help you?

B -

A -

b.

A - You look worried, what happened?

B -

A -

c.

A - Why are you happy?

B -

A -

7 In pairs, ask and answer the questions above.

Students ask and report about their classmates.

8 Trace the questions and answer them. Offer support.

Make sure students explain the problem and offer help or support.

Why don't you talk?

How are you today?

Are you ok? Why are you crying?

What happened? How can I help?

What happened with your best friend?

Let's Ask for and Offer Help

Lesson 4



1 Find the following words.

Before starting this activity students can brainstorm some verbs and write them on the board, then they have to look for the ones of this exercise, it's really useful to use colors for each one.

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

- clean
- do
- paint
- pick
- prepare
- read
- study
- sweep
- turn
- wash

2 Make the sentences true for you.

- a. My classmates (do/don't do) homework every day.
- b. My mother (washes/doesn't wash) the vegetables.
- c. I (always/never) pick up my toys.
- d. I (clean/don't clean) my room.



Answers may vary.

3 Look how we ask for or offer help.

Can you help me please? — Sure, what's the problem?

I can't do my Mathematics homework. — Why don't you start by reading the problem carefully? You should see possible options.

That's a good idea.

Have students practice the conversation in choral and individual repetitions. Then, ask them to put the next conversation in order, have them practice as well.



Let's practice!

4 Order the conversation.

- A - Why don't you do your homework while I help you pick up your toys? 3
- B - Really? Thanks. 4
- B - Yes, please. I need to clean my room but I have a lot of homework. 2
- A - Can I help you? 1
- B - You're welcome. 5

5 Have students practice the conversation. Complete the conversations according to the pictures. Answers may vary.

Example:



A - *What's the problem? / Can I help you?*
 B - *I hurt my friend! What can you do?*
 A - *I can call your mother / I can call the teacher.*





A -

B - What can I do?

A -



A -

B - How can I help you?

A -



A -

B - What can I do?

A -

6 Go to page 117. Cut out a problem and paste it below. Write a conversation and offer help.



A -

B - What can I do?

A -

7 Trace the sentences. Write an answer to each one.

What happened?

I have a lot of homework.

You should stop fighting with your brother.

Can I help you?

Can you help me?

Let's Talk About Interrupted Past Actions

Lesson 5



1 Listen to your teacher and number the verbs.



2 Match the verbs with their past form.

a. read

b. open

c. eat

d. watch

e. finish

f. go

g. run

h. study

i. see

j. ring

opened

ate

watched

finished

read

(b)

(c)

(d)

(e)

(a)

studied

saw

rang

ran

went

(h)

(i)

(j)

(g)

(f)

3 Ask and answer with a partner all the actions. There is one example.

A - *What did you do last weekend?*

B - *I watched TV. How about you?*

A - *I saw a movie.*

Let's
see!

4 Notice how we talk about *simultaneous actions* in past.



Charlie **was eating** a sandwich **when** I **went** to school.



I **was going** to the movies **when** I **saw** an accident.



My friends **were playing** in the classroom **when** their teacher **opened** the door.



Let's
practice!

5 Complete the sentences.



a. Vicky **was running** (run) in the park when she saw her best friend.



b. Sally was reading a book when her mother **opened** (open) the door.



In this exercise students use verbs in past so have them read the examples and notice the tense of the sentences. Students complete the sentences, be careful with spelling.

Repetitions are important, choral and individual once they have answered and checked them.



c. Jack **was studying** (study) for his exam when his sister finished her homework.



d. John was reading a good book in class when the teacher **saw** (see) a mouse.



e. The teacher **was eating** pizza when the lights went out.



6 Complete the sentences about you.

a. I **(free answer)** yesterday when my friend **(free answer)**.

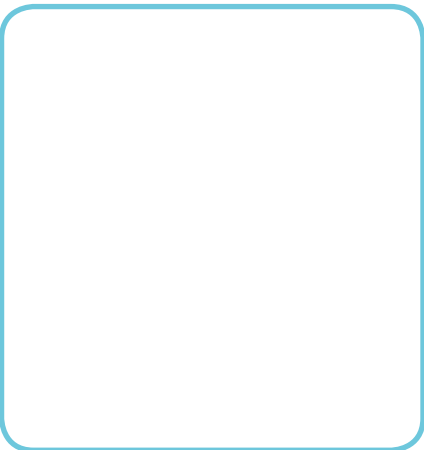
b. My best friend **(free answer)** yesterday morning when I **(free answer)**.

c. My pet **(free answer)** when I **(free answer)**.

d. My mom **(free answer)** when I **(free answer)**.

e. I **(free answer)** when my teacher **(free answer)**.

7 Draw your best friend. Write sentences.



This is my friend **(free answer)**.

He/She was **(free answer)** when I **(free answer)**.

He/She **(free answer)** when **(free answer)**.

He/She **(free answer)** when **(free answer)**.

- 8 Trace the sentence and write another similar true sentence.
There is one example. Have students trace all the sentences.

- Jack was watching TV when his mother called him.
- I was watching TV when my sister called me.
- Sally was taking a shower when her sister went to bed.
-
-
- John was working when Emily was sleeping.
-
-
- Mary was studying when I finished my homework.
-
-

Let's Talk About Simultaneous Past Actions

Lesson 6



1 Complete with one verb for each category.

drink go have read play

with toys
with the dog
with some friends

play

milk
orange water
water

drink

a book
horror stories
a comic

read

to school
to the park
to bed

go

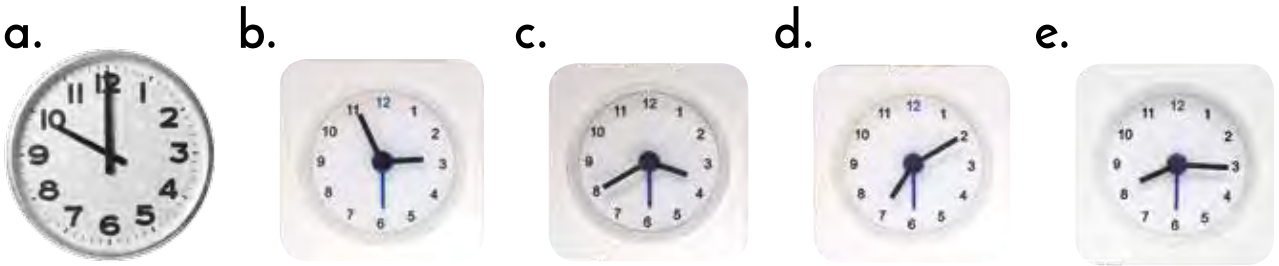
breakfast
lunch
dinner

have

Students can brainstorm some actions before answering this exercise so they can identify some of them. Ask them to read the instructions and complete the chart by choosing the correct verb.

Have students ask: Did you... at...? Yes, I did. / No, I didn't.

2 Match the clocks with the correct time.



It's eight fifteen. (e) It's seven ten. (d) It's three forty. (c)

It's two fifty-five. (b) It's ten o'clock. (a)

Have students practice with numbers before matching the clocks with the time. Repetitions are important. The question "What time is it?" should be written on the board to make it more meaningful.

3 Notice how we express *simultaneous past actions*.

Paul **was playing** with his toys **when** his mom **was doing** housework **at three forty**. *Students need to read the examples carefully and notice the pictures so they can understand better the meaning of the sentence.*



The kids **were playing** with a dog **while** their parents **were talking**.



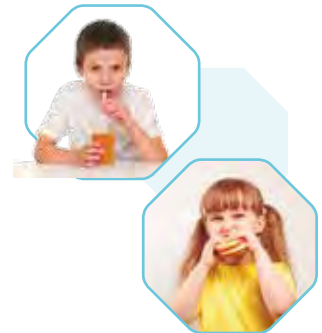
4 Complete the sentences.

Let's practice!



a. My parents **were dancing** while I **was playing** with my toys last night, at 9:00 pm.

b. Charlie **was drinking** some juice while I **was eating** a sandwich yesterday, at 10:30 am.



c. Jill **went** to bed when her sister **was watching** TV yesterday at 7:45 pm.



d. Sally **was reading** a book while I **was doing** homework at 7:00 pm.



e. My friends **were playing** with toys when we were celebrating children's day yesterday at 11:00 am.



5 Describe what they were doing in class this morning. Include the time.

Answers may vary.



a. Mary

b. Vicky

c. Paul

6 What were your classmates doing yesterday, after break time?

- 7 Trace the sentence. Then, write a similar sentence.
There is one example.

- Charlie was going to school when
• Sally was having breakfast.
• Charlie was going to school when
• I was leaving home.
• Jill was reading a comic when John
• was reading horror stories.
•
•
• Charlie was playing with some friends
• while Jack was going to the park.
•
•
• My friends were playing music
• while I was painting.
•
•

Let's Play

▶ Cut out your token on page 119. Toss a coin, answer your teacher's question and move your token.



Select questions from the trimester. Show students what to do, then let them work in pairs asking questions from the trimester.

Then, ask and answer questions with a partner.



Let's Check

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

Part 1

5 questions

Examples:

John is worried. **Yes**

Jack is happy. **No**

Charlie



Jack



Paul



John



Questions

1. Charlie is scared. **Yes**

2. Paul is happy. **Yes**

3. Jack is worried. **No**

4. John is sad. **Yes**

5. Paul is not happy.

No

Read the story. Choose a word from the box. Write the correct word next to numbers 1 to 6. There is one example.

Part 2

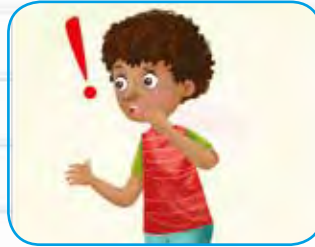
5 questions



broke



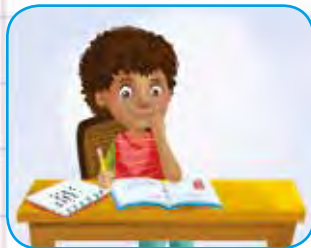
playing



worried



angry



doing



friend



talked



fixed

One day, Charlie was *playing* soccer with his friends when he (1) *broke* a window in his house. He was really (2) *worried* because he told his mom he was (3) *doing* homework, but that was boring! He thought his mom would be (4) *angry* at him. He told his (5) *friend* and he suggested telling his mom about the window. When she came back, he (6) *talked* to her and she was happy because he was honest. He (7) *fixed* the problem with his mom, but she grounded him for a week!



GASTRONOMY FESTIVAL

Let's remember!

Let's Talk About Everyday Problems

Lesson 1



1 Match the problem to its possible solution.

Problem

Solution

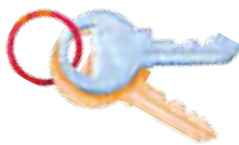
I hit my sister when we were playing in the yard.



I broke a window when I was playing soccer.



I lost my mother's keys when I was playing.



I have an exam.



I want to play outside, but I have to do my homework.



Tell your parents you broke it.



Turn off the TV and study.



Talk to your mom about it.



Do your homework first.



Talk to your sister and apologize.

2 Explain the problems to a partner. Look:



A - *How are you?*
B - *Not very well.*
A - *What happened?*
B - *I hit my sister!*



Let's see!

3 Look how we give *recommendations*:



A - What happened?
B - I hit my sister when we were playing in the yard.
A - You **should talk to your sister and apologize.**



Let's practice!

4 Look at the example above and complete the conversations according to the problems and solutions in activity 1.

a.

A - What happened?

B - I **lost my mother's keys when I was playing.**

A - You **should talk to your mom about it.**



b.

A - What happened?

B - I **have an exam.**

A - You **should turn off the TV and study.**



c.

A - What happened?

B - I **broke a window when I was playing soccer.**

A - You **should tell your parents you broke it.**



5 Look at the pictures and write similar conversations.



A - What happened?

B - I want to play outside, but I have to do my homework.



A - You should do your homework first.



A - What happened?

B - I broke a vase when I was playing soccer in the house.



A - You should tell your parents you broke it.



A - What happened?

B - I lost my PSP when I was in the park.



A - You should tell your mom you lost it.

6 Go to page 121. Cut out the problems and paste them.

--	--

7 Ask a partner for a recommendation to each problem. Write them in your notebook.

8 Trace the problem and give a recommendation. There is one example.

• I have an exam.

• You should turn off the TV and study.

• I hit my brother when we were playing.

• I want to watch TV, but I have an exam.

• I was riding my bike and I fell.

Let's Give Opinions

Lesson 2



1 First, write the actions. Then, go to page 121. Cut out the verbs and paste them.

Action					
Present	do housework	go to a movie	go to a park	go out to play	have a party
Past	did housework	went to a movie	went to a park	went out to play	had a party
Action					
Present	spend time with my family	play in the park	watch a movie	play soccer	play with friends at home
Past	spent time with my family	played in the park	watched a movie	played soccer	played with friends at home

2 Complete the sentences with the past form.

- a. My friends **went** to the park last Saturday.
 b. I **watched** a movie with my parents.
 c. My sister and I **did** housework last Sunday.
 d. My cousin **had** his birthday party last Saturday.
 e. I **spent** time with my family last weekend.



Let's see!

3 Look how we give opinions.



A - **You look happy.** What happened?

B - *I had my birthday party.*

A - **Oh, great! Congratulations!**



A - **You look sad.** What happened?

B - *I went out to play and fell off the bike.*

A - **Oh my! That's terrible!**



A - **You look happy.** What happened?

B - *I spent time with my family.*

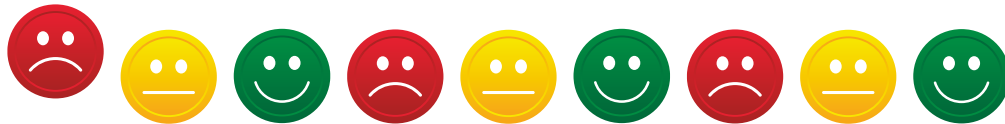
A - **Oh, good for you!**



A - **You look worried.** What happened?

B - *I think I lost my lunchbox!*

A - **You poor thing!**



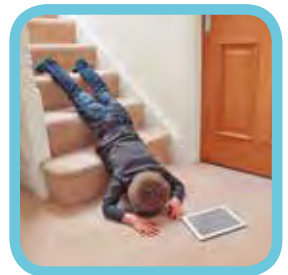
Let's practice!

4 Look at the pictures and complete the conversations.

A - You look **sad**. What happened?

B - *I was playing with a tablet and fell going downstairs!*

A - **Oh my! That's terrible!**



A - You look **worried**. What happened?

B - *I went out and I think I lost my money!*

A - **Oh my! You poor thing!**



A - You look **happy** . What happened?

B - I went to the park and I **had** my birthday party!

A - **Oh! Congratulations!**

A - You look **happy** . What happened?

B - I **played** with my friends at home!

A - **Oh! Good for you!**



5 Look at the pictures. Write the conversations.

Answers may vary.

A - You look **angry**. **What happened?**

B -

A -



A - You look **sad** . **What happened?**

B -

A -



A - You look **happy** .

What happened?

B -

A -

A - You look **happy** .

What happened?

B -

A -

6 Go to page 121. Cut out the face and draw how you feel. Tell your class how you feel and explain why.

7 Copy the sentences, answer the question and give an opinion. There is one example.

If your class has problems handwriting, have students trace the sentences first.

• You look happy! What happened?

• A — You look happy! What happened?

• B — I passed my math exam.

• A — Good for you!

• You look happy! What happened?

• A — ?

• B —

• A —

• You look sad! What happened?

• A — ?

• B —

• A —

• You look worried! What happened?

• A — ?

• B —

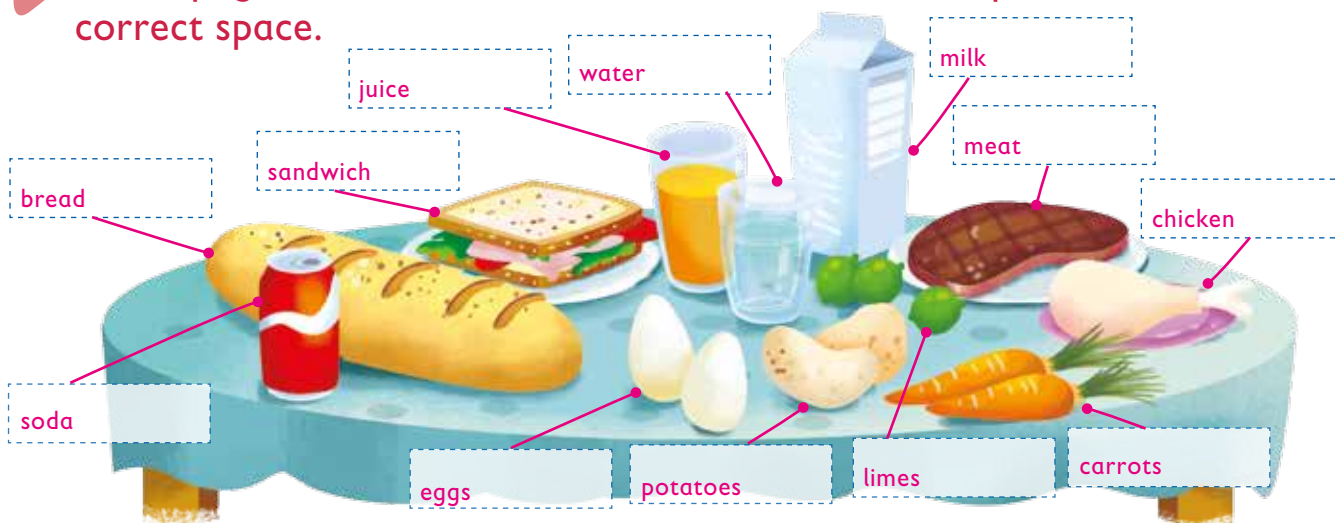
• A —

Let's Talk About Food

Lesson 3



1 Go to page 123. Cut out the names of the food and paste them in the correct space.



Show other three examples of countable and non countable nouns. Then, ask them to separate them.

2 Separate the food into countable and non countable items.

Countable

Non Countable

eggs

juice

water

potatoes

soda

milk

carrots

bread

meat

limes

sandwich

Let's see!

3 Look how we answer about objects.

A - Do you like **soda**?

B - No, I don't like **it**, I prefer water. / Yes, I like **it**.



A - Do you like **potatoes**?

B - No, I don't like **them**, I prefer carrots. / Yes, I like **them**.

4 Separate the questions and answers.

a. Do you like carrots? Yes, I like them.

Do you like carrots? Yes, I like them.

b. Do you like meat? Yes, I like it.

Do you like meat? Yes, I like it.

c. Do you like eggs? No, I don't like them.

Do you like eggs? No, I don't like them.

d. Do you like milk? No, I don't like it.

Do you like milk? No, I don't like it.



5 Complete the sentences in affirmative or negative form.

orange juice



A - Do you like orange juice?

B - Yes, I like it.

water



A - Do you like water?

B - No, I don't like it, I prefer juice.

onion



A - Do you like onion?

B - Yes, I like it.

watermelon



A - Do you like watermelon?

B - No, I don't like it, I prefer cantaloupe.

pears



A - Do you like pears?

B - Yes, I like them.

strawberries



A - Do you like strawberries?

B - No, I don't like them. I prefer bananas.

6 Ask 10 classmates the questions below. Mark Y (yes) or N (no) according to their answers.

Do you like orange juice?



Do you like meat?



Do you like carrots?



Do you like pears?



7 Make a graph with your classmates' answers.

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
Students	Yes	No	Yes	No	Yes	No	Yes	No	
	orange juice		meat		carrots		pears		

Show them how to fill out the graph.

8 Copy the questions and answer them. Write another similar question and answer it. There is one example.

• Do you like apples? Yes, I like them.

• Do you like apples? Yes, I like them.

• Do you like sandwiches? No, I don't like them.

• Do you like coconuts?

•

•

•

•

• Do you like pizza?

•

•

•

• Do you like chicken?

•

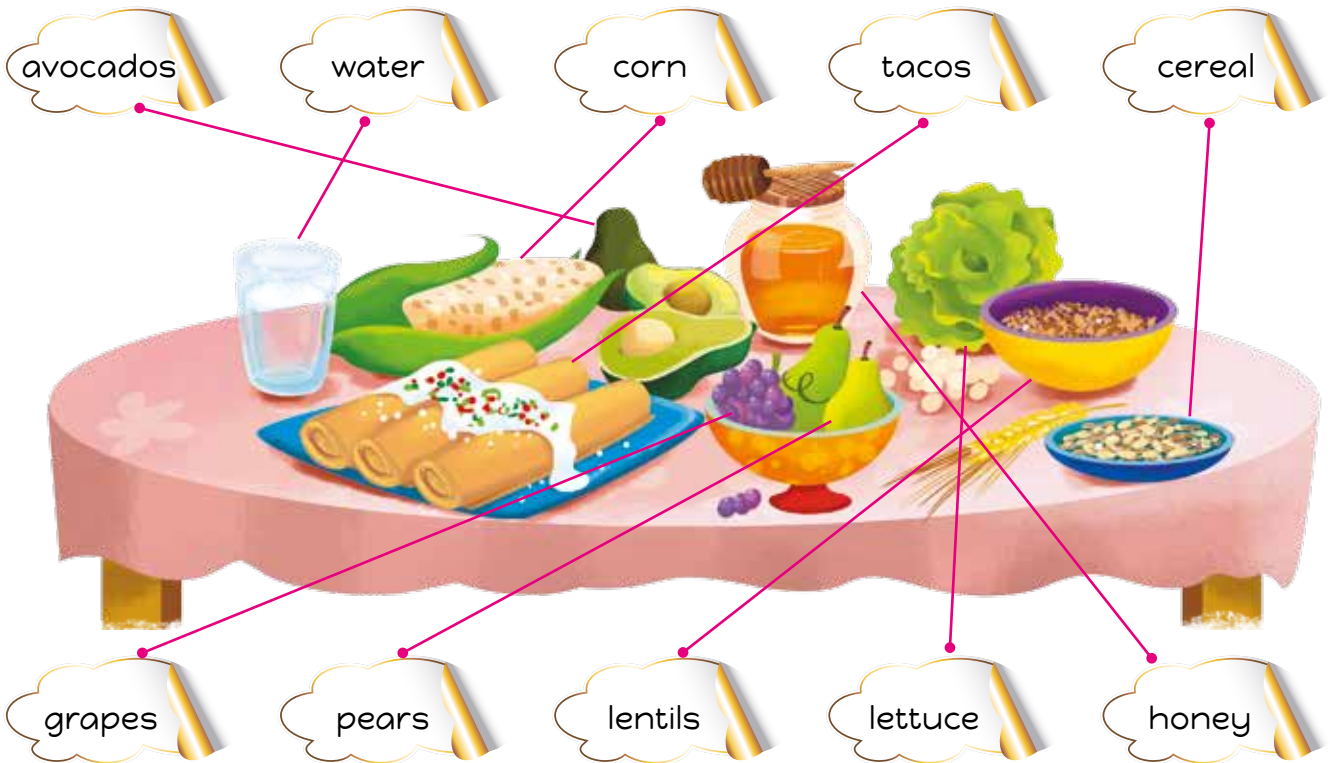
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Let's Offer Food

Lesson 4



1 Match the food with their names.



2 Complete the questions. Ask a partner and write his/her answers. There is one example.

a. Do you *like* tacos? *Yes, I like them*

b. Do you like water? (Free answer)

c. Do you like lentils? (Free answer)

d. Do you like corn? (Free answer)

e. Do you like lettuce? (Free answer)

3 Notice how we offer food.



A - **Would you like some** water?
 B - Yes, please. I'd love **some**.

A - **Would you like some** tacos?
 B - No, thanks.

A - What **would you like** to drink, water or soda?
 B - I'd **like some** water, please.



Let's practice!

4 Match the questions and answers.

Would you like some pozole?

Would you like some green enchiladas?

What would you like to drink?

Would you like some tamales?

Would you like some lemonade?

What would you like to eat?

Yes, I'd like some.

I'd like to eat some tacos.

Yes, I'd love some.

I'd like some strawberry water.

No, thanks.

Yes, I'd like some.

Have students practice the questions and answers.

5 Look at the picture and identify the twelve foods.

a b c d e f g h i j k l



6 Go to page 123. Cut out the name of the foods. Paste them in order, from left to right. Follow the order of the picture in exercise 5.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.

7 Write five questions to invite some food to your friends. Write their answers.

Free answers.

- a. A - ?
B - .
- b. A - ?
B - .
- c. A - ?
B - .
- d. A - ?
B - .
- e. A - ?
B - .

8 Trace and copy the questions, then answer them.

• What would you like to eat?

•

•

• What would you like to drink?

•

•

• Would you like some Mexican food?

•

•

• Would you like to have a snack?

•

•

• Would you like to eat some fruit?

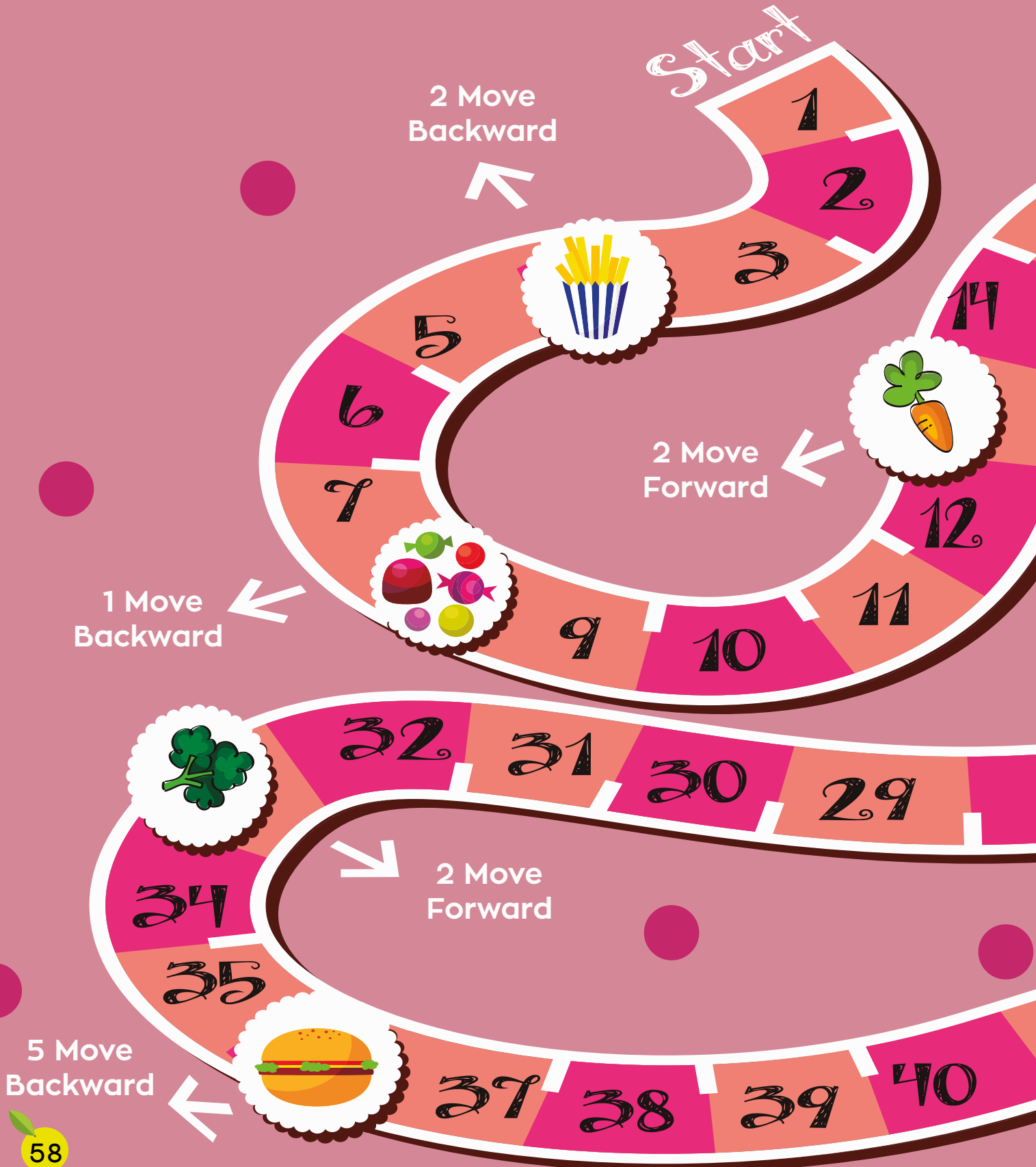
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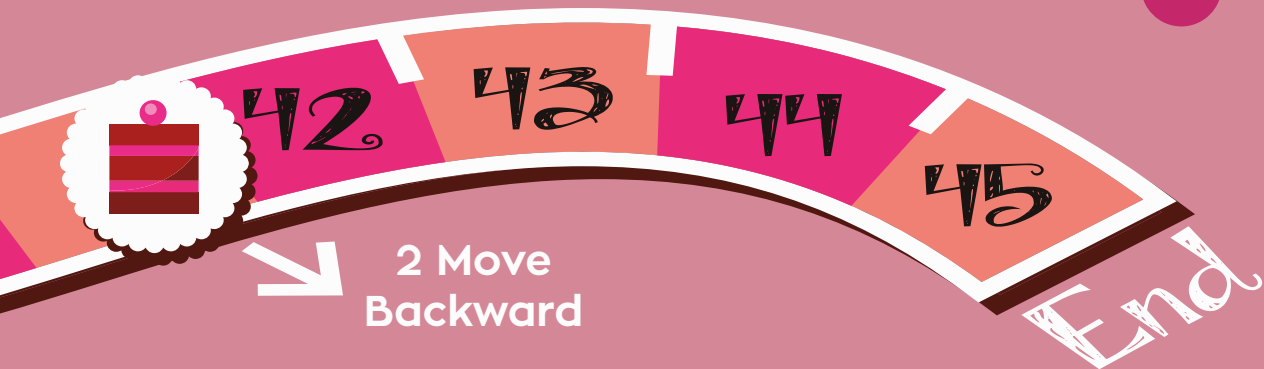
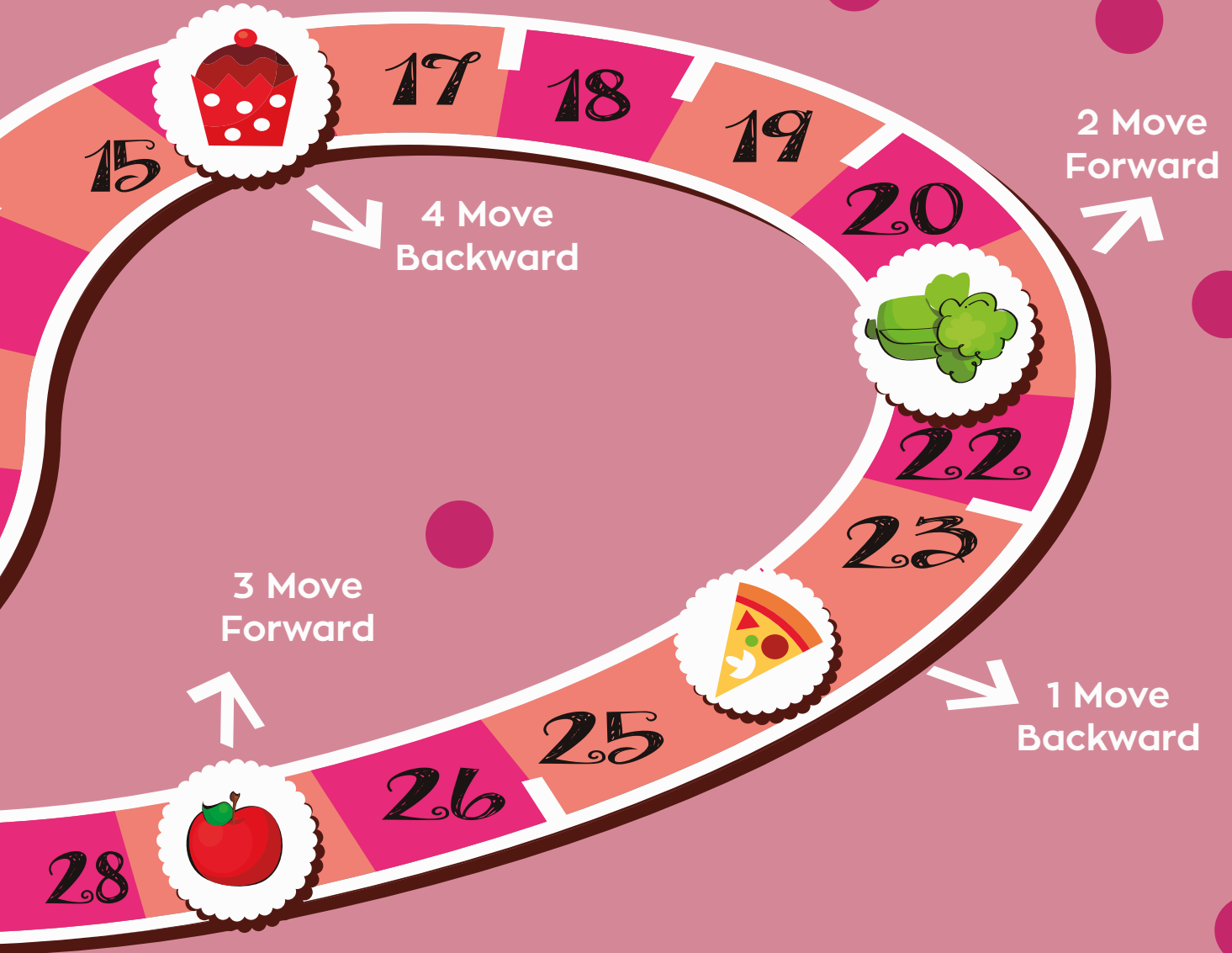
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Let's Play

▶ Flip a coin. If you get heads, move one space. If you get tails, move two spaces. Answer your partner questions to move.



▶ If your answer is correct, move. If it's wrong, don't move.



Let's Check

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

Part 1

5 questions

Examples:

Paul was playing soccer yesterday. **Yes**

Jack went to the park last weekend. **No**

Jack



Jill



Paul



John



Mary



Sally



Questions

1. John spent time with his friends yesterday afternoon. **No**

2. Sally went to a party on Saturday. **Yes**

3. Mary was happy with her brother yesterday. **No**

4. Jill was at school on Sunday. **No**

5. Jack watched a movie. **Yes**

Look at the picture. Read the questions and underline the best answer. There is one example.

Part 2

5 questions

Example:

Did the children read books in class?

- a. Yes, they are.
- b. No, they can't.
- c. Yes, they did.



Questions

1. Did the children go to school yesterday?

- a. Yes, they did.
- b. Yes, they were.
- c. Yes, they can.

4. Did they watch a movie?

- a. Yes, they did.
- b. No, they weren't.
- c. No, they didn't.

2. Who read the books?

- a. The teacher.
- b. The students.
- c. The parents.

5. Where did they read?

- a. At home.
- b. At school.
- c. In the park.

3. What did they read?

- a. Books.
- b. Magazines.
- c. Blogs.

Let's remember!

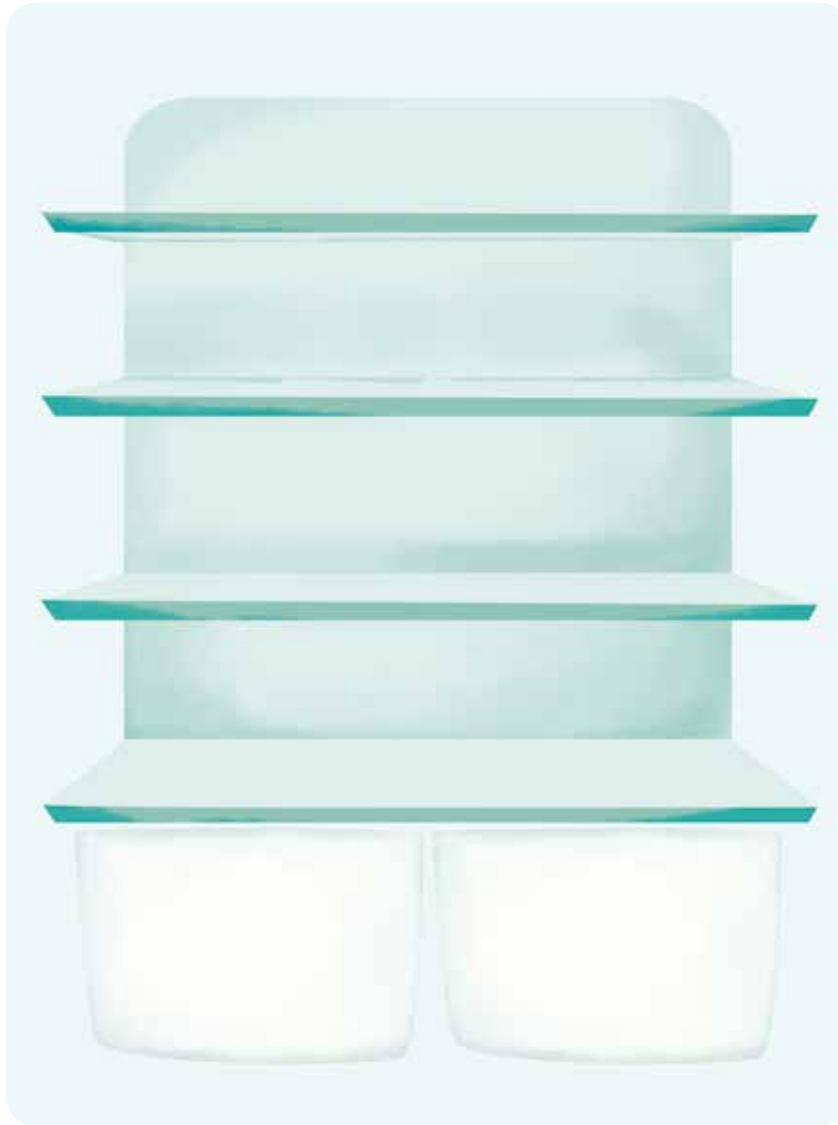
Let's See How Much Food There Is

Lesson 5



1 Go to page 123. Cut out the food and paste it in the shelves below.

Ask students to label the food.



2 Ask the question. Substitute the underlined part with other foods.

Practice.

Do you like chicken? Yes, I love it!

3 Look at how we ask for *quantity*.



How much milk is there?
How much **butter** is there?
How much cake is there?



There's some.
There's a little.
There's a lot.



How many drinks **are** there?
How many pieces of meat **are** there?
How many chicken legs **are** there?
How many fruits and vegetables **are** there?



There are some.
There's only one.
There are a few.
There are a lot.



Let's practice!

4 Complete the sentences in affirmative or negative form.

a. How **much** cake is there? There's **some**.



b. How **many** apples are there? There are a few.



c. How **much** water is there? There's a lot.



d. How **many** grapes are there? There are a lot.



5 Draw five different foods in the shelves.



6 Make questions about the food you drew.

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

7 Ask a partner your questions and write his/her answers.

8 Trace and copy the questions; answer them according to the food in your shelves, exercise 6.

• How much water is there?

•

•

• How many pears are there?

•

•

• How much juice is there?

•

•

• How many avocados are there?

•

•

• How much meat is there?

•

•

•

Let's Compare Food

Lesson 6



1 Match the opposite characteristics.

2 Choose a word or phrase to complete the ideas.

How much How many juicy dry healthy
sour sweet hard soft

- Most fruits are really **juicy** and bread is **dry**.
- How much** cake would you like?
- Carrots and zucchinis are really **healthy**.
- How many** zucchinis are there?
- Apples are **hard** and mangoes are **soft**.
- Cookies are **sweet** but limes are **sour**.

3 Remember how to make *comparisons*.

An apple is **smaller than** a watermelon.

Orange juice is **healthier than** soda.



A hamburger is **more expensive than** a taco.

Note: Look how adjectives change:

Small = smaller

Healthy = healthier

Expensive = more expensive



4 Compare the foods. Look at the example.

a. A watermelon-juicier-a banana.

A watermelon is juicier than a banana.

b. A bottle of soda-expensive-a bottle of water.

A bottle of soda is more expensive than a bottle of water.

c. A lime-small-an orange.

A lime is smaller than an orange.

d. A plate of vegetables-healthy-a plate of tacos.

A plate of vegetables is healthier than a plate of tacos.

e. A hamburger-delicious-raw-fish.

A hamburger is more delicious than raw fish.

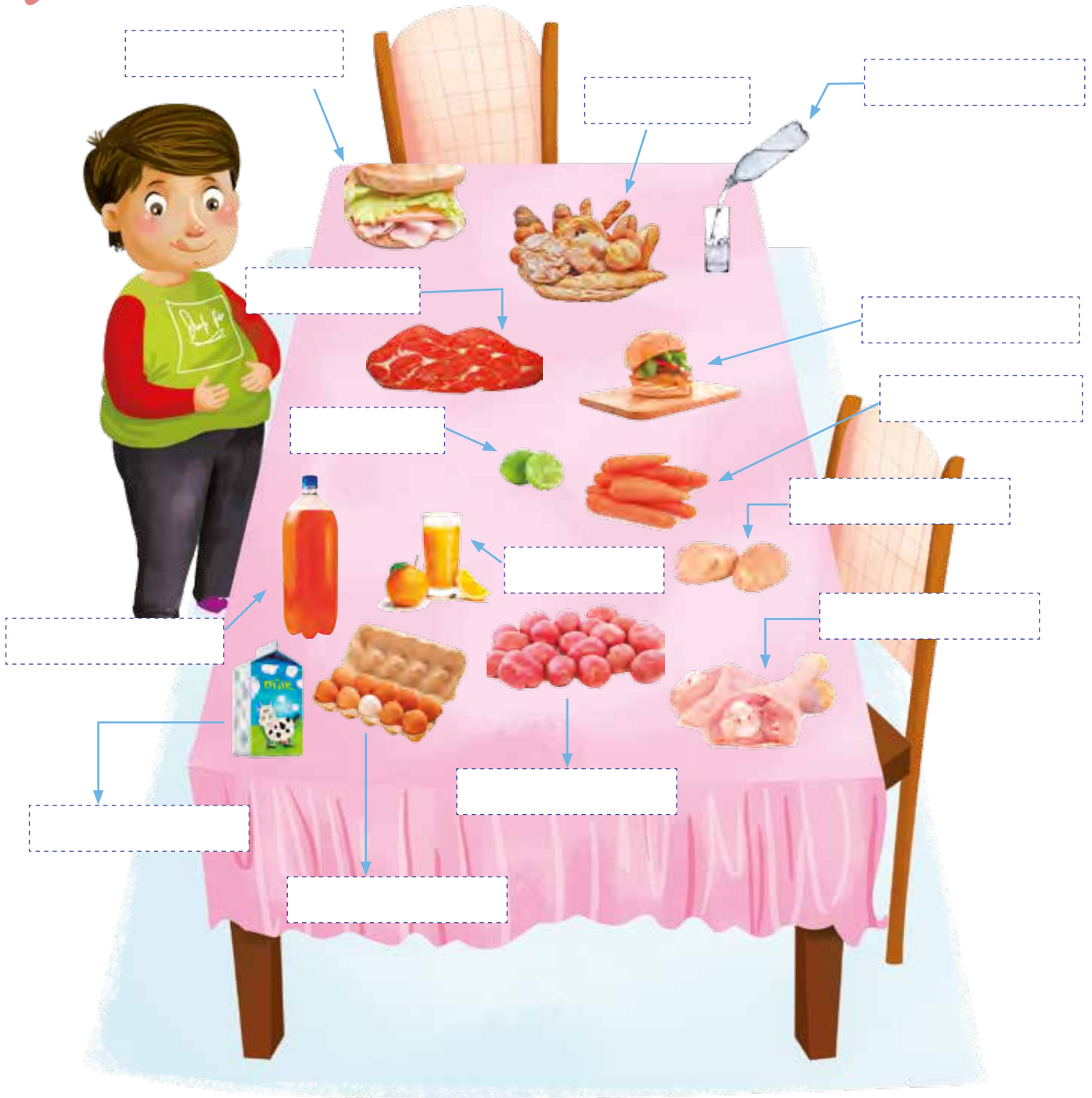
f. A banana-soft-an apple.

A banana is softer than an apple.

Let's practice!



5 Write a word that describes each food. Answers will vary.



6 Compare the food.

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

7 Trace and copy the questions: answer them according to your preferences.

• What's more delicious, tacos or
• hamburgers?

•

•

•

•

• What's softer, chicken or meat?

•

•

•

•

• What's bigger, a pineapple or a
• cantaloupe?

•

•

•

Let's remember!

Let's Give Recommendations About Healthy Food

Lesson 7



1 Separate the names of food with different colors.

cerealandmilk hamandeggsjuicesoupsteakandpotatoesjellyfruitsalad
veggieschickencookieswatermilkshake

2 Complete the boxes with words you separated. Some may be repeated.

Breakfast	Lunch	Dinner
cereal and milk	soup	cookies
ham and eggs	steak and potatoes	milkshake
juice	jelly	cereal and milk
milkshake	fruit salad	fruit salad
fruit salad	veggies	
	chicken	
	water	

3 Answer the questions about the food above. Free answers.

a. What's more delicious, chicken or meat?

b. What's healthier, cookies or cereal?

c. What's better for you, fruit salad or veggies?



4 Notice how we give *recommendations*.

If you want to stay healthy, **you should eat** an apple every day.



If you want to sleep well, **you shouldn't eat** hamburgers at night.



If you want to feel energetic, **you should drink** water.



Let's practice!

5 Complete the sentences.

a. If you want to feel light, you **shouldn't** drink soda.



b. If you want to be healthy, you **should eat** fruits and veggies.



c. If you feel sick, you **shouldn't eat** hamburgers or pizza.



d. If you want to sleep well, you **shouldn't eat** pizza at night.

e. If you want to stay healthy, you **shouldn't eat** fast food because it's too sweet.



6 Complete the ideas according to the food you see. *Answers may vary.*



a. If you want to feel energetic,



b. If you want to eat a delicious dessert,

- 8 Trace the paragraph and write a similar paragraph about unhealthy food.

A healthy diet
A healthy diet is important for
all people. If you want to feel ok,
you should drink water because it's
healthier than soda; which is too
sweet. You shouldn't eat fast food
because it's

Let's Play

Go to page 123. Cut out the tokens. Your teacher will read the cards and you have to put a token on each food.



▶ The first one to cover them all is the winner.



Get ready with all the names of the food on a list, so that you can just check the names you call. Students love to tell the words, ask for volunteers to read the names for the rest of the foods.

Let's Check

Read the text carefully and answer the questions.

Part 1

5 questions



Today Charlie and his friends went to a new restaurant. John ordered a large glass of soda and a delicious hamburger. Sally wanted to eat some fried eggs with a small piece of bread. Mary just wanted to drink a glass of cold lemonade. Vicky ordered chicken with potatoes. Charlie ate a large but delicious sandwich. Everybody had fun.

Example:

Where did Charlie and his friends go? To a new restaurant.

Questions

1. Who ordered a large glass of soda? John.
2. What did Vicky order chicken with? Potatoes.
3. Who just wanted to drink a glass of cold lemonade? Mary.
4. What did Charlie eat? A sandwich.
5. Who had fun? Everybody.

In all evaluations the use of caps or periods is not taken into account.

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

Part 2

5 questions



Example:

Frank likes meat. *No*

Questions

1. Frank likes watermelon. *Yes*

2. Frank doesn't like milk. *Yes*

3. Frank doesn't like chicken. *No*

4. Frank likes soda. *Yes*

5. Frank doesn't like meat. *Yes*

3rd TRIMESTER

- How do you feel today?
- What do you take when you've got the flu?
- Do you ask for permission to go out?
- What sports do you remember?
- What's the weather like today?
- What do you like to do on vacation?
- Have you ever been downtown?





Let's Talk About Health Problems

Lesson 1



1 Look at the illnesses and repeat.

Illnesses



sore throat



stomachache



toothache



cough



cold



earache



headache



flu



fever



rash

2 Complete the sentences with the correct word.



A - Hey, Mary. What happened?

B - I've got a **flu**.

A - You poor thing!

A - Hey, Paul. What seems to be the problem?

B - I've got a **fever**.

A - That's terrible!



A - Hey, Jack. What's wrong?

B - I've got a **rash**.

A - That's awful!

A - Hey, Charlie. What happened?

B - I've got a **headache**.

A - You poor thing!





A - Hey, Sally. What seems to be the problem?

B - I've got a **stomachache**.

A - You should go to the doctor.

3 Go to page 125. Cut out the cards and play memory.

Let's see!

4 Notice how to ask for and tell *frequency*.

A - **How often** do you get a stomachache?

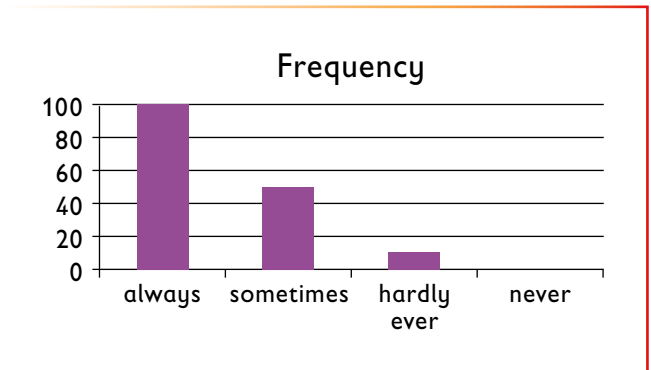
B - **Hardly ever.**

A - **How often** do you get a flu?

B - **Sometimes.**

A - **How often** do you get a sore throat?

B - **Always.**



This is easily understood if you use a weekly calendar and fill out with different colors as follows: every day = always, 3 days = sometimes, 1 day = hardly ever and no day = never.

5 Look at the previous activities 1 to 4. Complete the conversations correctly.

Let's practice!



a A - Hey, Charlie. What's **wrong** ?

B - I've got a **toothache**.

A - That's terrible! How often **do you get** toothaches?

A - **Hardly ever.**

b A - Hey, Paul. **What's** wrong?

B - I've got a **flu**.

A - That's awful! **How often** do you get a flu?

A - **Always.**





C A - Hey, Mary. **What's** _____ wrong?

B - I've got a **cough** _____.

A - You poor thing! **How often** _____
do you get a cough?

A - Sometimes.



d A - Hey, Jack. **What's** _____ wrong?

B - I've got an **earache** _____.

A - That's terrible! How often **do you get earaches** _____?

A - Never before. This is the first time.

6 Look at the pictures and write similar conversations.

Answers may vary.



A - _____ ?

B - _____ .

A - _____ ?

B - _____ .

A - _____ ?

B - _____ .

A - _____ ?

B - _____ .



A - _____ ?

B - _____ .

A - _____ ?

B - _____ .

7 Practice your conversations with a partner.

8 Trace and copy the questions; then, answer them.

• What's wrong?
•
•

• How often do you get a flu?
•
•

• How often do you get a stomachache?
•
•

• How often do you get a fever?
•
•

• How often do you get a headache?
•
•
•

Let's Talk About Common Remedies for illnesses

Lesson 2



1 Go to page 125. Cut out the cards. Paste them in the correct space.

Common remedies



Eight empty rectangular boxes with dashed borders, intended for pasting the remedy cards.

2 Look at the picture. Match the illness with the best remedy. Check your answers with your teacher. Answers may vary and repeat.



3 Look how to *tell pains* and *give remedies*.

A - What's wrong?

B - **My head hurts.**

A - When did your headache start?

B - It started last night.

A - **If you get a headache, you must rest.**



Let's practice!

4 Complete the sentences with the best remedy according to the illness. Do not repeat remedies.

A -What's wrong?

B -My **stomach** hurts.

A -If you have a stomachache, you

must eat a bland diet.



A -What's the problem?

B -My throat **hurts**.

A -If you have a sore throat, you

must drink milk with honey.



A -What **seems** to be the problem?

B -I've got a rash.

A -When **did your rash** start?

B - **It started** yesterday.



A -What's wrong?

B -I've got a fever.

A -If you have a fever, you **must rest**.

5 Ask 8 partners the questions below. Mark the remedy according to their answers.

a What do you do when you get the flu?

- | | | | |
|--------------|-----------------------|--------------------------|--------------------------|
| 1. Rest | 2. Take some medicine | 3. Drink lots of liquids | 4. Eat a bland diet |
| 5. Drink tea | 6. Eat chicken soup | 7. Go to the doctor | 8. Drink milk with honey |

b What do you do when you get a stomachache?

- | | | | |
|--------------|-----------------------|--------------------------|--------------------------|
| 1. Rest | 2. Take some medicine | 3. Drink lots of liquids | 4. Eat a bland diet |
| 5. Drink tea | 6. Eat chicken soup | 7. Go to the doctor | 8. Drink milk with honey |

c What do you do when you get a fever?

- | | | | |
|--------------|-----------------------|--------------------------|--------------------------|
| 1. Rest | 2. Take some medicine | 3. Drink lots of liquids | 4. Eat a bland diet |
| 5. Drink tea | 6. Eat chicken soup | 7. Go to the doctor | 8. Drink milk with honey |

d (Create your own question).

_____ ?

6 Make a graph with your classmates' answers.

Questions	Answers							
a								
b								
c								
d								
	1	2	3	4	5	6	7	8

Draw the graph on the board and show students how they have to fill it out.

7 Look at the paragraph. Trace it and write a similar paragraph about getting a stomachache.



Getting a flu

When you get the flu, you must first see a doctor and take care of yourself. You must drink lots of liquids, rest and take your medicine on time.

Getting a stomachache



Let's Ask for Permission Under Conditions

Lesson 3



1 Look at the free time activities. Act them out.

Free time activities



2 Complete the sentences with the correct free time activity.

- I love the forest. Sometimes, my family and I **go camping**.
- I love to **watch TV**. Cartoons are my favorite kind of show.
- My dog is my best friend. I **play with my dog** every day.
- My dad bought me a new videogame console. I'll **play videogames** after school.
- There's a new movie in theaters. My family and I will **go to the movies** on weekend.



3 Notice how to *ask for* and *give permission*.



A - Mom, **can I go out** to play with my dog?
 B - Mm, did you finish your homework?
 A - Not yet...
 B - **You can go out** if you finish your homework.

4 Complete the sentences according to the pictures.



A - Mom, **can I watch TV** _____ ?
 B - Say, did you finish your homework?
 A - Not yet...
 B - **You can watch TV** _____ if you finish your homework.



A - Mom, **can I go skateboarding** _____ ?
 B - Say, did you clean your room?
 A - Not yet...
 B - **You can go skateboarding** _____ if you clean your room.



A - Mom, **can I go out with my friends** _____ ?
 B - Say, did you study for your exam?
 A - Not yet...
 B - **You can go out with your friends** _____ if you finish studying
 for your exam.

Be careful with the last sentence. Make them see the change from "my" to "your" due to the person who's speaking.

5 Draw the actions in the blank spaces. Write a conversation to ask for permission.

go camping

A - Answers may vary. _____ ?

B - Say, Answers may vary. _____ ?

A - Not yet...

B - Answers may vary. _____ if you

Answers may vary. _____ .

fly a kite

A - Answers may vary. _____ ?

B - Say, Answers may vary. _____ ?

A - Not yet...

B - Answers may vary. _____ if you

Answers may vary. _____ .

ride my bike

A - Answers may vary. _____ ?

B - Say, Answers may vary. _____ ?

A - Not yet...

B - Answers may vary. _____ if you

Answers may vary. _____ .

go to the movies

A - Answers may vary. _____ ?

B - Say, Answers may vary. _____ ?

A - Not yet...

B - Answers may vary. _____ if you

Answers may vary. _____ .

6 Practice the conversations with a partner. Act one of them out in front of the class.

7 Look at the picture. Copy the question and answer it.



a. *Can I play videogames?*



b. *Can I go to the playground?*



c. *Can I play with my dog
outside?*

Let's Play Student A

▶ Look at the illnesses. Go to page 127. Cut out the names of the illnesses and remedies. Paste them in the correct spaces.

Check the answers in the opposite page.



Then, cut out the tokens and play lottery with a partner.

Student B



Let's Check

Read the story. Choose a word from the clouds. Write the word next to the number. There is an example.

Part 1

5 questions

My name is Maria, I am a (0) *doctor*. I had a busy day. Sally had a (1) *headache*. Jack was crying because one of his teeth hurt, he had a (2) *toothache*. Charlie felt very hot, he had a (3) *fever*. John was shivering because he had a (4) *cold*. And Mary listened to loud music so she got an (5) *earache*.

Maria
doctor



Charlie
fever



Sally
headache



John
a cold



Jack
toothache



Mary
earache



Look and read. Write yes or no.

Part 2

5 questions

Morning

Afternoon

Night



drink milk

eat bread

have breakfast

eat fruit

drink juice

run in the park

go to school

drink water

have lunch

eat meat

drink some soda

fly a kite

ride a bike

play in the park

sleep well

eat fruit

drink milk

prepare your schoolbag

read some stories

go to bed

Examples:

You can eat bread in the morning. Yes

You should go to bed in the afternoon. No

Questions

1. You can fly a kite at night. No

2. You should have lunch in the afternoon. Yes

3. You shouldn't play in the park at night. Yes

4. You can drink milk in the morning. Yes

5. You should sleep well in the afternoon. No

Let's Talk About Rules in Sports

Lesson 4



1 Write the words in the correct space.

Sports

baseball
basketball
cycling
football
karate
hockey
soccer
swimming
tennis
volleyball



2 Match the sport to the correct action.

- | | | | |
|-------------|-----------------------|---------------|-------------------------|
| a. karate | (d) pass the disc | f. volleyball | (i) get to the finish |
| b. football | (a) kick | g. tennis | (j) do arm stroke |
| c. baseball | (e) score a goal | h. basketball | (g) hit the ball |
| d. hockey | (b) catch the ovoid | i. cycling | (h) make a basket |
| e. soccer | (c) make a race | j. swimming | (f) return the ball |

Some actions may be valid for more than one sport. As long as they're logic, there might be more than one possible solution.

3 Notice how to express *rules*.

If/When you make a basket outside the three-point arc, the basket **is** worth three points.
If/When you play soccer, you **can't hit** the ball with your hand.
If/When you do karate, your kick **must hit** specific points in the opponent.



Let's practice!

4 Rearrange the words to write the sports rules.



a. you can advance / you catch / When / the ovoid / some yards

When you catch the ovoid, you can advance some yards



b. a good / arm stroke / If you do / win / you can / the competition

If you do a good arm stroke, you can win the competition.



c. you are / If / you hit / with your hand / the ball / penalized

If you hit the ball with your hand, you are penalized.



d. ride / When / you must / you are / on the / a straight line / last lap

When you are on the last lap, you must ride a straight line.

Help students out to find the right order. Guidance is important since word order varies so much.

5 Complete the second part of each sentence. Do research on the Internet to find what happens in each case. *Free answers.*



a. If you steal a pass in basketball,



b. When you swim in a competition,



c. If you hit the ball,



d. If you hit the ball outside the court,



e. If you stop the opponent,



f. If you hit the opponent,

6 Say 3 rules for a sport you like.

7 Trace and copy the sentences below about different sports.

• If you play soccer, you have to kick the ball.

• If you go swimming, you have to warm up first.

• If you play baseball, you must hit a ball with a bat.

• When you go cycling, you should wear a bicycle helmet.

Let's remember!

Let's Talk About Activities According to the Weather

Lesson 5



1 Look at the weather last week. Match the words to the correct weather. (Some words are repeated.)

Week	Weather	Icon
Sunday	sunny	
Monday	cloudy	
Tuesday	rainy	
Wednesday	stormy	
Thursday	rainy	
Friday	sunny	
Saturday	cloudy	

2 Describe the weather last week. Use the previous exercise.

a. On Monday the weather was **cloudy**.

b. On Sunday the weather was **sunny**.

c. On Tuesday and Thursday the weather was **rainy**.

d. On Wednesday the weather was **stormy**.

3 Match the weather to the activities. Answers may be repeated.

sunny

cloudy

rainy

stormy

do gardening

play video games

play with friends

play board games

play football

cook

paint

play outside

4 Remember how to talk about your *favorite things* and *favorite activities*.

A - Which do you prefer, sunny days or rainy days?

B - I prefer rainy days. Last Saturday, I played videogames all afternoon.

A - I love sunny days.

B - Why is that?

A - Because I can play outside. Last Sunday, I went to the park.

A - Do you like stormy days?

B - Yes, I like them. Last Saturday I played board games with my mom.



Let's practice!

5 Complete the questions with the correct words.



a.

A - Do you like _____ sunny days?

B - Yes, I like them because I can _____.

Last Saturday, I _____.

b.

A - I love _____ stormy days.

B - Why is that _____ ?

A - Because I _____ . Yesterday, I _____ with my brother.

c.

A - Which do you prefer _____ sunny days or cloudy days?

B - I prefer _____ cloudy days because it's not so hot. Last night, I slept really well.



Have students practice the questions making a number of substitutions. Children love playing with language. You can do extended practice with more vocabulary.

6 Look at the activities. Make conversations according to your preferences. *Free answers.*

A - Do you like _____ ?

B - _____ because _____ .



A - Which do you prefer, _____ or _____ ?

B - I prefer _____. Last weekend, _____ .



A - Do you like _____ ?

B - _____ because _____ .



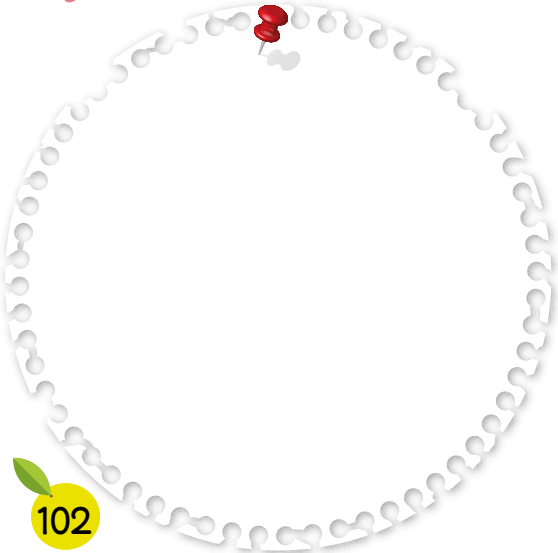
A - I love _____ .

B - Why _____ ?

A - Because I _____ .



7 Draw your favorite activity and write one conversation.



A - _____

 _____ ?

B - _____

 _____ .

- 8 Trace the paragraph. Then, write a similar paragraph about your favorite weather and activities.

My favorite activities
I love sunny or cloudy days
because I can play outside. Last
Saturday, I went to the park and
played with my dog, stayed in the
playground and rode my bike.

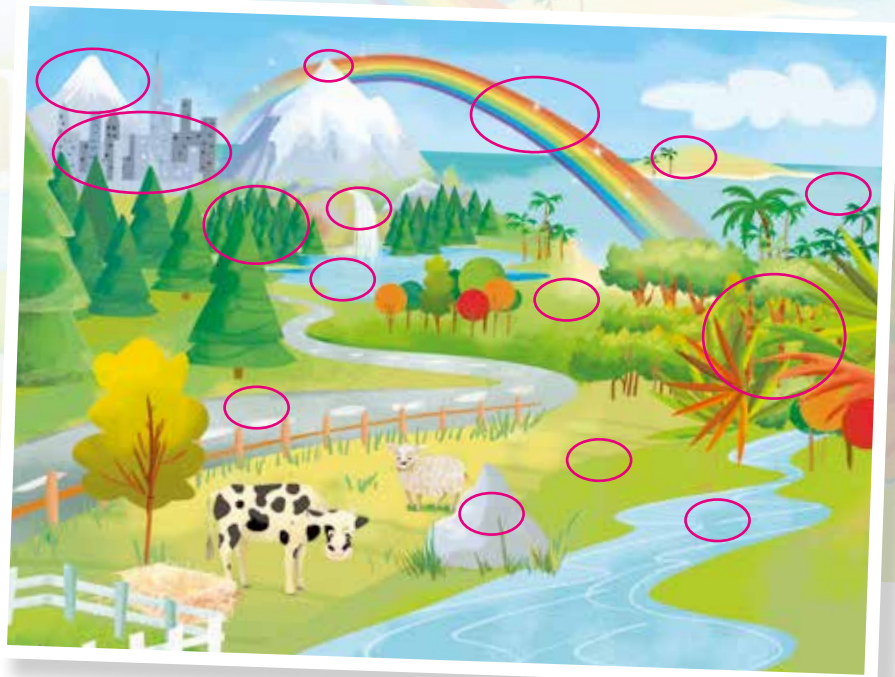
Let's Talk About Vacations

Lesson 6



1 Look at the picture. Find the objects and circle them.
Ask your teacher for help. These are possible answers.

- | | |
|--------------|-----------|
| mountain top | river |
| snow | waterfall |
| city | lake |
| jungle | island |
| forest | rock |
| grass | ground |
| field | sea |
| rainbow | |



2 Answer the questions about your last vacations. If your class is weak, follow the procedure to present grammar content (look at pages 8 and 9, section Let's see!)

a. Where did you go on your last vacation?

b. What did you see?

c. What did you do?

d. Which do you prefer, the city, the countryside, or the beach?

3 Look how to *ask questions in past*.

What did you do on your last vacation? **I went** to the forest.

Where did you go exactly? **I went** to Michoacan.

When did you go there? Last December.

Why did you go there? **Because** my mom loves it.

Let's practice!

4 Look at the places. Complete the questions or answers accordingly.



A - What did you do _____ on your last vacation?

B - I went to the beach _____.

A - Where did you go _____ exactly?

B - I went _____ to Puerto Vallarta.

A - When did you go _____ there?

B - Last April.



A - What did you do _____ on your last vacation?

B - I went to the jungle _____.

A - Where did you go _____ exactly?

B - I went _____ to Palenque, Chiapas.

A - When did you go _____ there?

B - Last April.



A - What did you do _____ on your last vacation?

B - I went to the countryside _____.

A - Where did you go _____ exactly?

B - I went _____ to a little town in Guanajuato.

A - When did you go _____ there?

B - Last May.

5 Look at the places. Write the conversations. Answers may vary.



A - What _____ ?

B - _____ .

A - _____ exactly?

B - I _____ .

A - When _____ ?

B - _____ .

A - What _____ ?

B - _____ .

A - _____ exactly?

B - I _____ .

A - When _____ ?

B - _____ .



6 Draw your favorite place and write a similar conversation. Free answers.



A - What _____ ?

B - _____ .

A - _____ exactly?

B - I _____ .

A - When _____ ?

B - _____ .

- 7 Trace the paragraph. Then, write a similar paragraph about your favorite vacation.

My favorite vacation
Last year, I went to the beach
with my parents. My dad drove
to Cancun. It was far, but really
beautiful. We saw dolphins at the
aquarium; we swam in the sea
and had delicious seafood in typical
restaurants.

Let's Talk About Experiences in the City

Lesson 7



- 1 Look at the picture of the city. Point at the places that your teacher will indicate. Say: There was a flea market last Saturday. There was a candy stand, a toy stand, a hamburger stand, a fruit stand and a clothing stand.



- 2 Underline the activities that people were doing in the picture.

- There were 2 boys shopping for fruits.
- There were 3 people at the café.
- There was a boy playing at the fountain.
- There were people waiting for the bus.



- 3 Look at the verbs. Match them to their past form.

buy	carried	laugh	been
carry	bought	be	thrown
sit	walked	throw	waited
walk	sat	wait	laughed

Ask students to identify the actions in the opening picture and circle them.

4 Notice how to talk about *experiences*.



Have you ever been to the bus station?
Yes, I have. / No, I haven't.

Have you ever bought some fruit in the market?
Yes, I have. / No, I haven't.



Let's practice!

5 Look at the picture and complete the questions with the correct form of the verb. Then, answer the questions. The answers to the questions are free.



A - Have you ever **carried** stuff to help your mom or dad?

B -



A - Have you ever **sat** on a park bench with your mom or dad?

B -



A - Have you ever **walked** in the city center with your mom or dad?

B -



A - Have you ever **thrown** litter on the street?

B -

- 8 Trace the paragraph. Then, write a similar paragraph with your own experiences.

Experiences in the city center
I have been to the city center with
my mom many times. We've walked
in the main square, we have eaten
some snacks, we have seen beautiful
palaces and we have bought some
stuff.

Let's Play

▶ Work in pairs. Find the following items in the picture and circle them.

Sally is dreaming of her next vacation. Look for:

- | | | | |
|---------------------------------|--|--|---|
| <input type="checkbox"/> a bat | <input type="checkbox"/> a soccer ball | <input type="checkbox"/> a camera | <input type="checkbox"/> a paper decoration |
| <input type="checkbox"/> a cave | <input type="checkbox"/> a cup | <input type="checkbox"/> a skipping rope | <input type="checkbox"/> a cell phone |



Look at the picture of a hotel last night. Find the words that complete the sentences.



- Mark's head hurt. He's got a h eadache .
- Paul's father was blowing his nose. He's got the f lu .
- There was a woman c arrying some towels.
- There were 2 people s itting at the lobby.
- There was a boy g oing to the pool.

Let's Check

Read the questions and choose the best answer.

Part 1

4 questions

Example:

Does Ana like painting?

- a. Yes, she is.
- b. Yes, she does.
- c. Yes, she can.



Questions

1. Where does she prefer to paint, in the park or in the street?
 - a. She prefers to paint in the park.
 - b. She prefers to paint in the street.
 - c. Yes, she prefers in the park.
2. How often does she paint?
 - a. Every weekend.
 - b. In the park.
 - c. Because it is fun.
3. Which does Ana like best?
 - a. Playing a musical instrument.
 - b. Taking ballet classes.
 - c. Painting in the park.
4. When does Ana like painting?
 - a. When it is sunny.
 - b. When it is rainy.
 - c. At night.

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

Part 2

6 questions



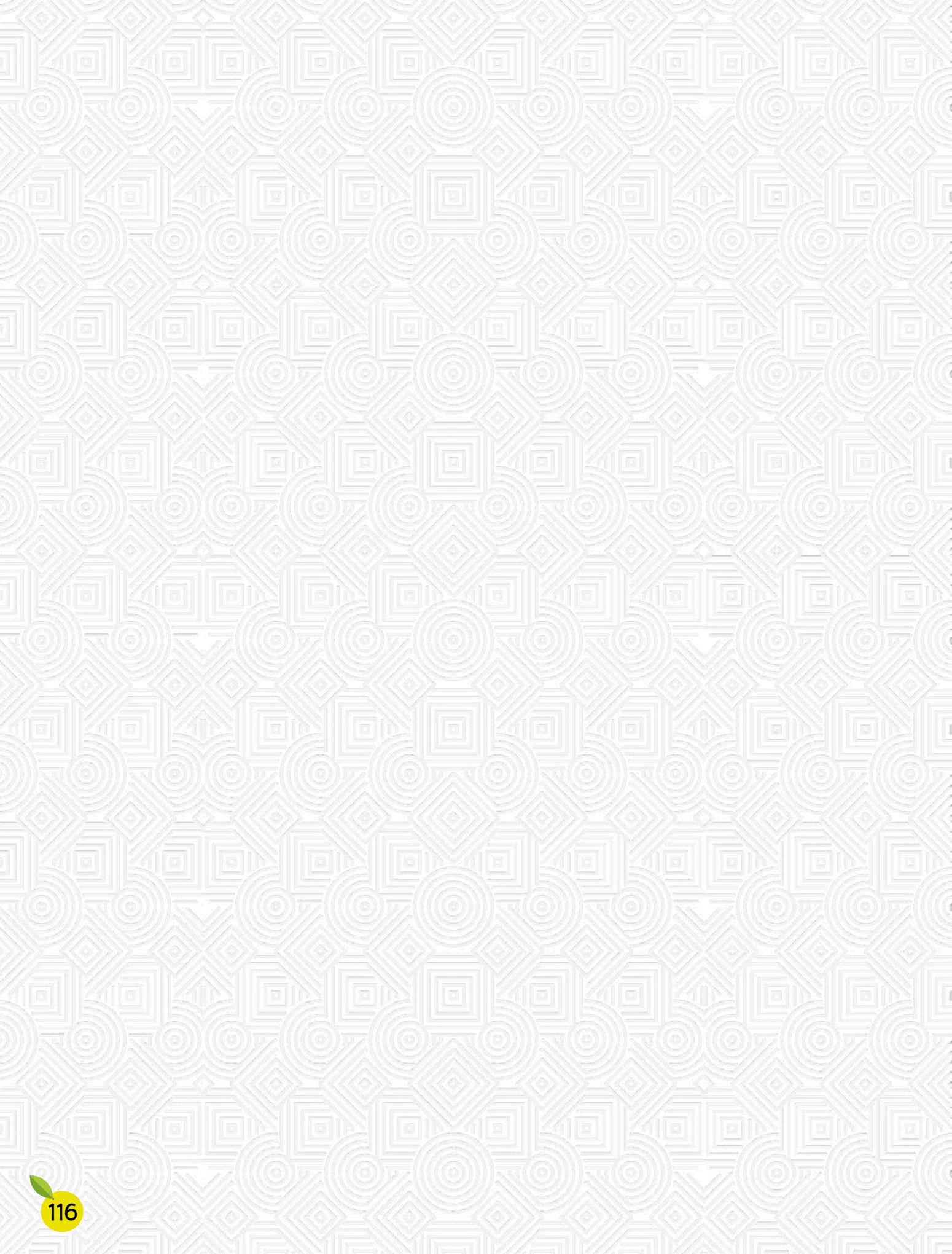
Examples:

These children enjoy reading in the park. **No**

They prefer to play with kites than playing with a ball. **Yes**

Questions

1. Their favorite hobby is flying kites. **Yes**
2. There are 2 boys and one girl in the picture. **No**
3. These children enjoy riding bikes in the street. **No**
4. The boy has never flown a kite. **No**
5. These children love flying kites. **Yes**
6. These children are in the park. **Yes**



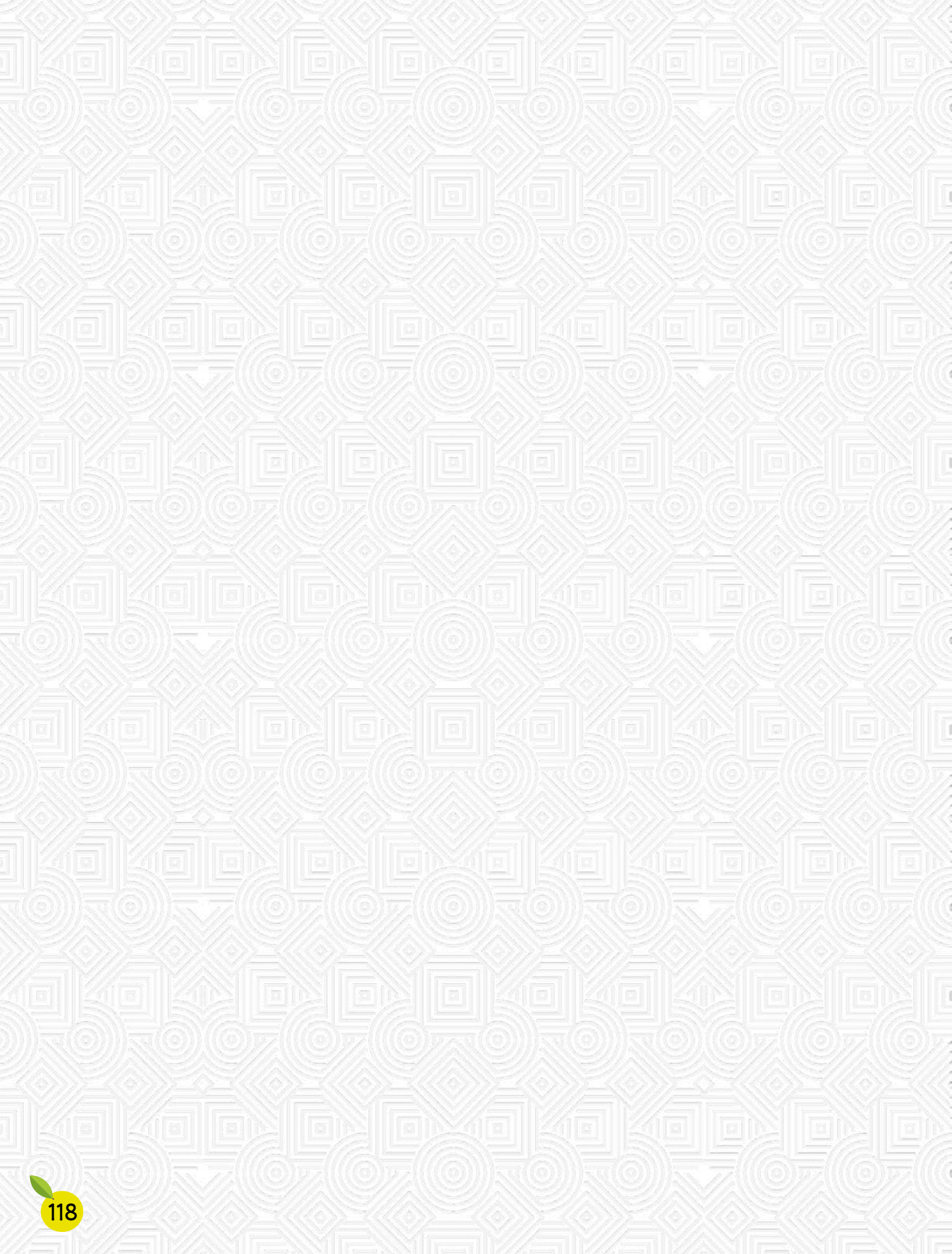
cutouts

First trimester, lesson 3, page 20.





















First trimester, lesson 4, page 26.





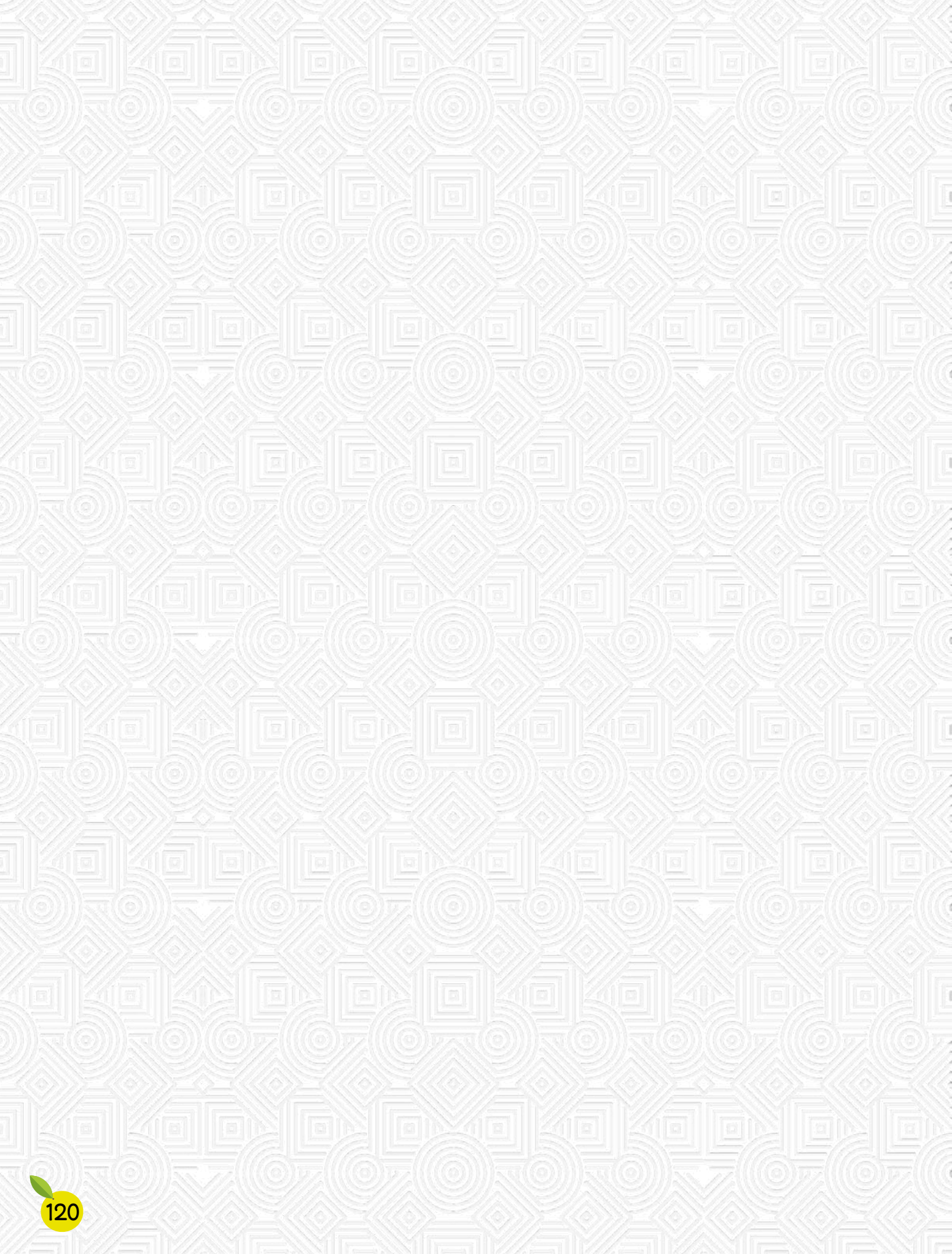
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First trimester, lesson 5, page 28.

read a book 	went for a ride 	ate a sandwich 	watched TV 	finished homework 
	ran in the park 	studied for exams 	watched a movie 	talked to a friend 
read a book 	went for a ride 	ate a sandwich 	watched TV 	finished homework 
	ran in the park 	studied for exams 	watched a movie 	talked to a friend 

First trimester, let's play, page 36.





cutouts

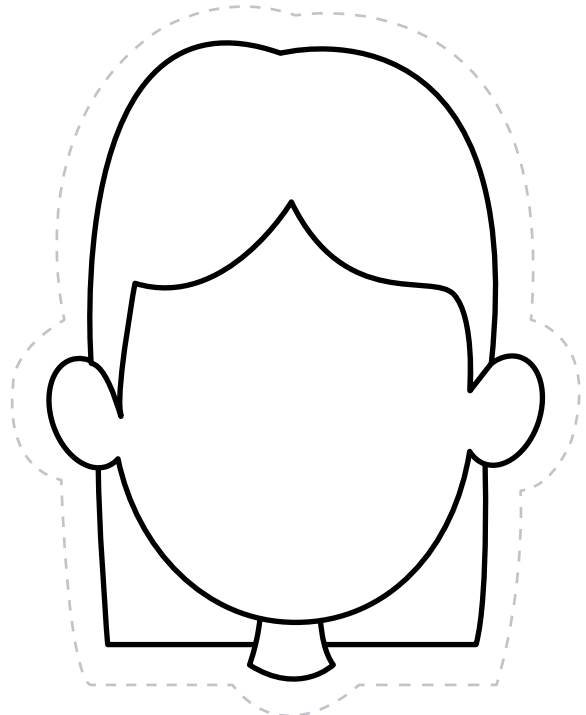
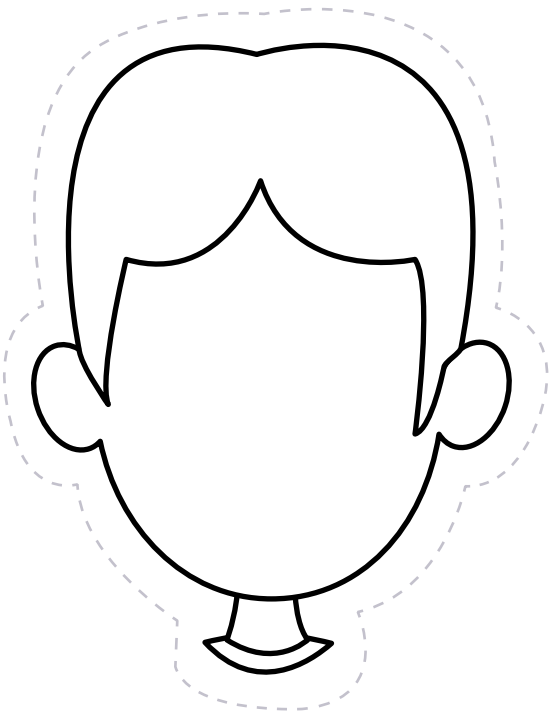
Second trimester, lesson 1, page 44.

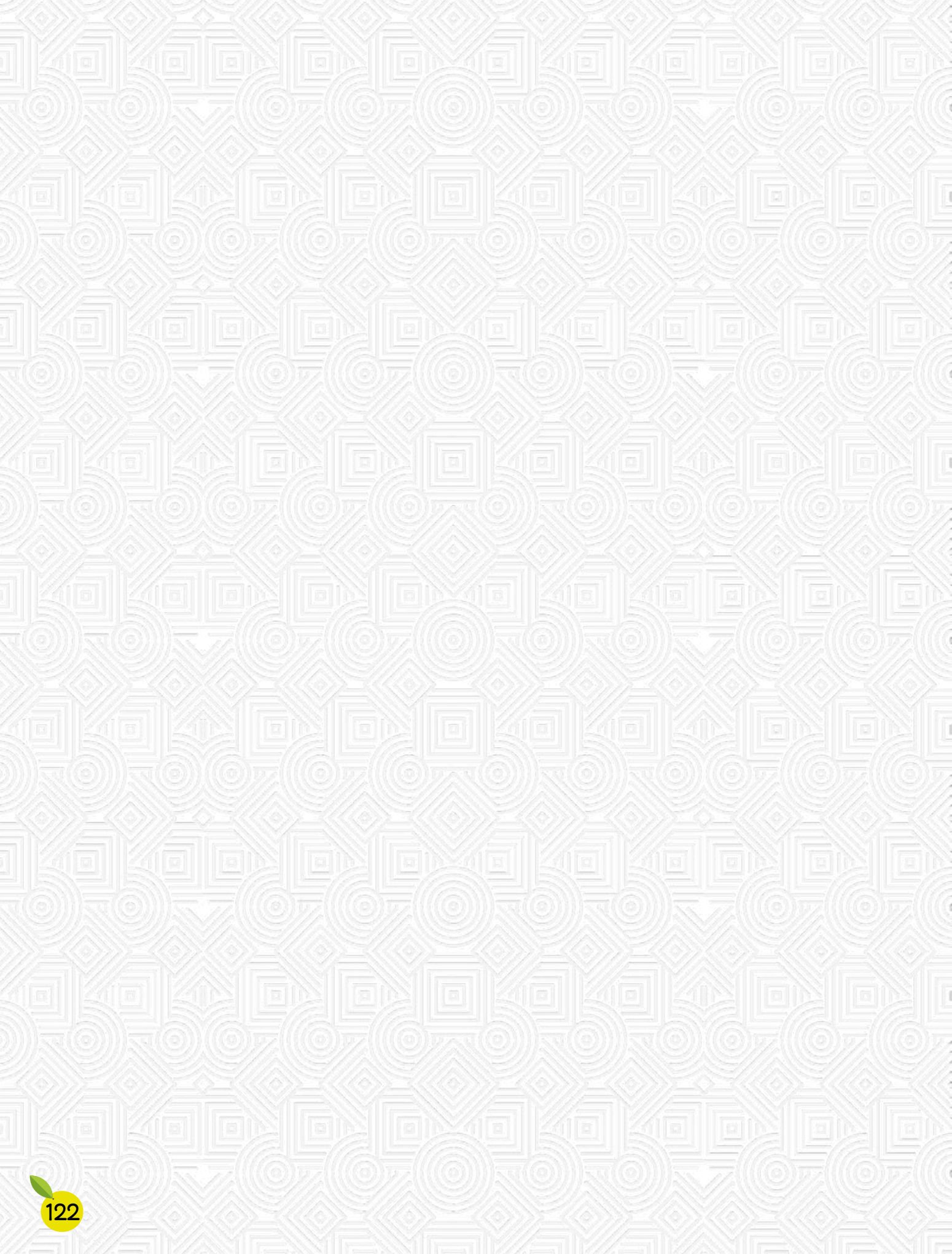


Second trimester, lesson 2, page 46.

did housework	went to a movie	went to a park	went out to play	had a party
spent time with my family	played in the park	watched a movie	played soccer	played with friends at home

Second trimester, lesson 2, page 48.





cutouts

Second trimester, lesson 2, page 50.

juice	soda	bread	water	milk	sandwich
chicken	eggs	potatoes	carrots	limes	meat

Second trimester, lesson 4, page 56.

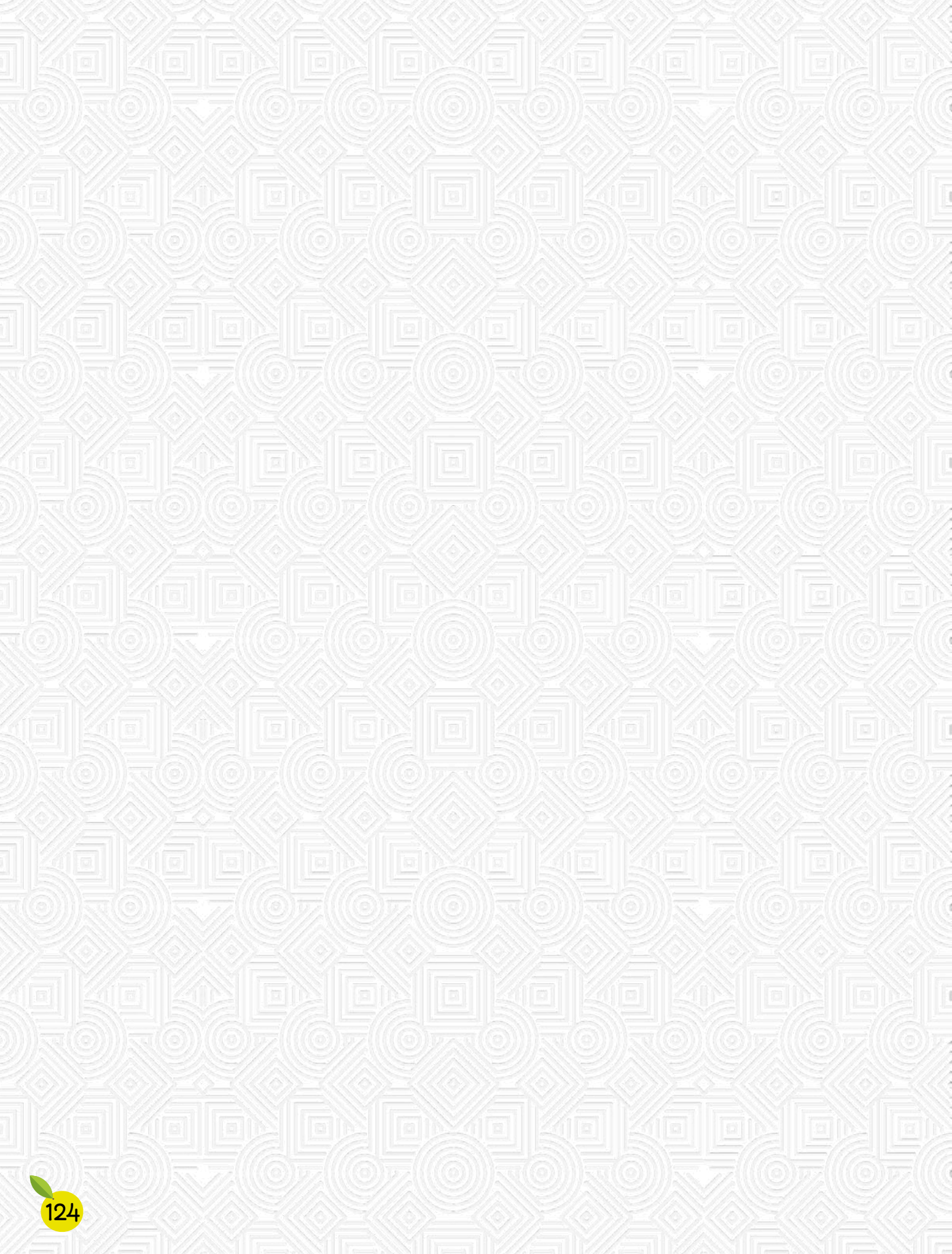
pomegranate	tomato	orange	cucumber	lettuce	grapes
strawberry	cantaloupe	corn	kiwi	broccoli	cherries

Second trimester, lesson 5, page 62.



Second trimester, let's play, pages 74 and 75.





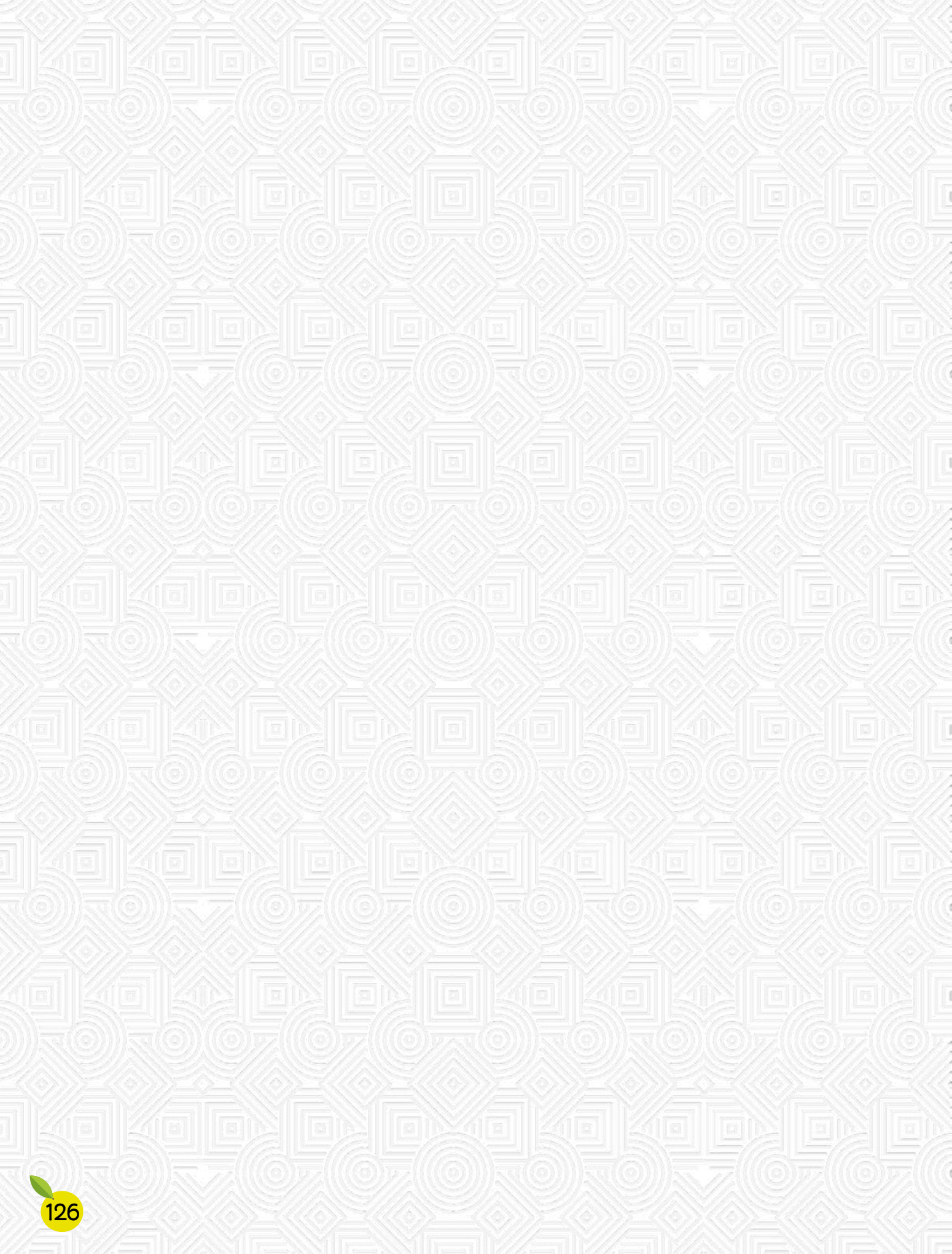
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Third trimester, lesson 1, page 81.

sore throat 	stomachache 	toothache 	cough 	cold 
earache 	headache 	flu 	fever 	rash 
sore throat 	stomachache 	toothache 	cough 	cold 
earache 	headache 	flu 	fever 	rash 

Third trimester, lesson 2 page 84.



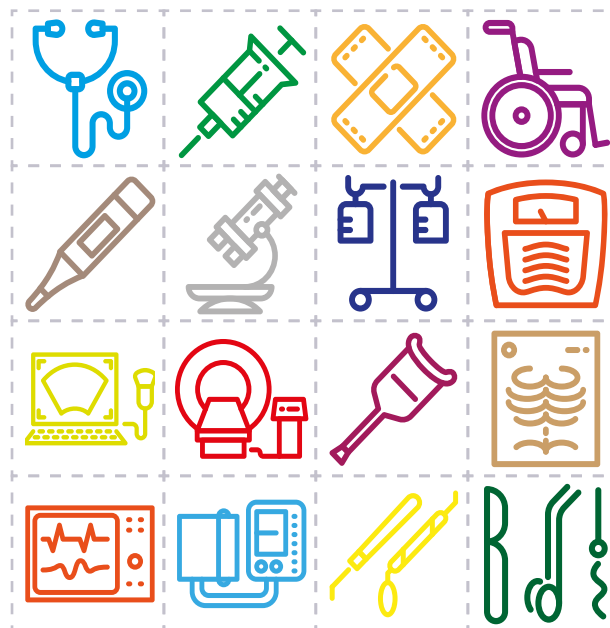


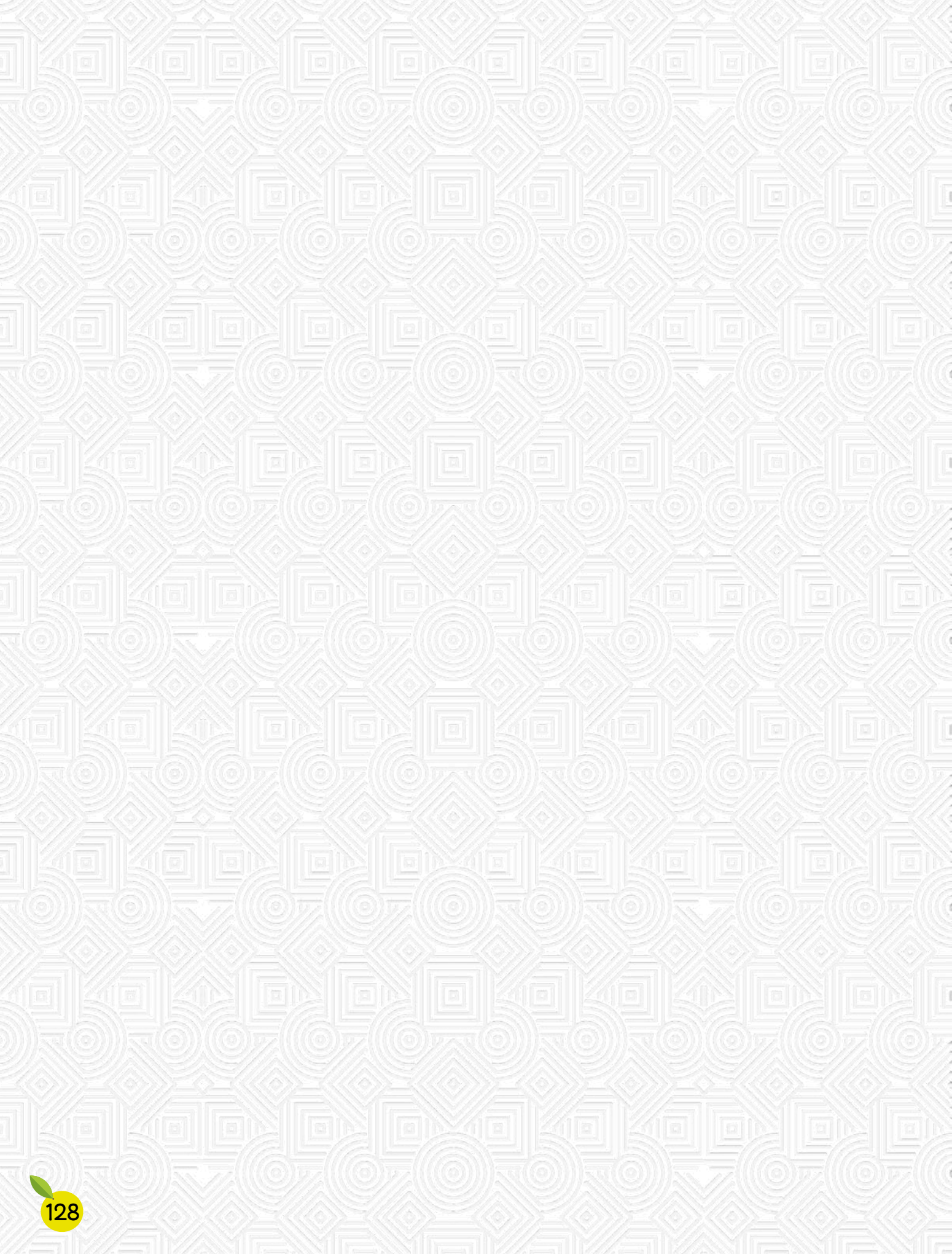
cutouts

Third trimester, let's play, page 92.

cough	rest	fever	drink lots of liquids
stomachache	eat a bland diet	rash	toothache
headache	sore throat	take medicine	drink milk with honey
cold	eat chicken soup	flu	go to the doctor

Third trimester, let's play, page 93.





Trimester	Lesson	Function	Vocabulary	Grammar
1	1	Expressing promises and compromise	Classroom rules	Simple future in affirmative and negative form
	2	Expressing feelings	Emotions	Adverb clauses to express reasons, zero conditional to express causes
	3	Offering support and help	Every day problems and expressions offering support	Modals to express support and help
	4	Offering support and help	Every day problems and solutions	Modals to express support and help
	5	Expressing interrupted past actions	Every day actions (part 1)	<i>Simple past vs. Past continuous</i>
	6	Expressing simultaneous past actions	Every day actions (part 2)	Simple past vs. Past continuous

Trimester	Lesson	Function	Vocabulary	Grammar
2	1	Suggesting solutions for a problem	Problems and solutions	Simple past, modals to express suggestions
	2	Giving opinions	Free time activities, phrases to express opinions	Simple present to ask for emotions, Simple past to explain a problem
	3	Expressing likes and dislikes with object pronouns	Food (Part 1)	Object pronouns, identification of countable and non-countable nouns
	4	Offering food or drinks, Counting food	Mexican food	Would, how much and how many, countable and non-countable determiners
	5	Requesting for food or drinks, counting food	Food	Can, how much and how many, countable and non-countable determiners
	6	Comparing food: taste and quantity	Food	Comparatives, how much and how many
	7	Giving recommendations for a healthy diet	Healthy food	First conditional to give recommendations

Trimester	Lesson	Function	Vocabulary	Grammar
3	1	Expressing health problems	Common illnesses, expressions to show empathy	Have got to talk about health conditions, frequency adverbs
	2	Expressing obligations	Remedies for common illnesses	First conditional with must and when to express obligations
	3	Asking for permission in case of specific situations	Snacks	First conditional and can to express permission
	4	Expressing causes and consequences in sports	Sports	Zero conditional to express rules in games
	5	Expressing preferences	Toys and gadgets (review part 1)	Like, love, prefer, would rather
	6	Expressing possession	Toys and gadgets (review part 2)	Possessive pronouns, possessive 's
	7	Expressing past experiences	Experiences	Present perfect in affirmative form

Classroom Discipline with

Let's Discover GRAMMAR

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

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

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

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

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

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

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

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

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

Delivering content with

Let's Discover GRAMMAR

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



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

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

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

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

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

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

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

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

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

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

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

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



Glossary

The following items are explained with their pedagogic meaning.

Allocate: Give time.

Apply: Use along with previous knowledge.

Elicit: Ask students to give information.

Hot potato: Game in which students pass on a small ball and count or say a chant.

When the counting or chant ends, the person holding the ball has to give an answer.

Intertwining: Connecting.

Meaningful: Relevant, useful.

Mechanical: Repetition of grammar and vocabulary items in automatic.

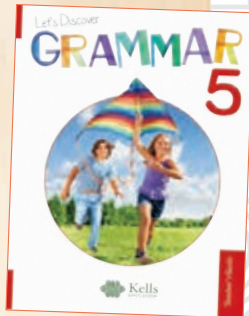
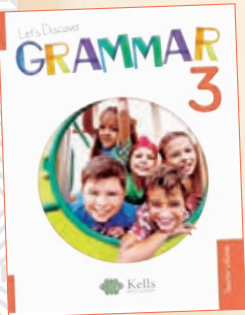
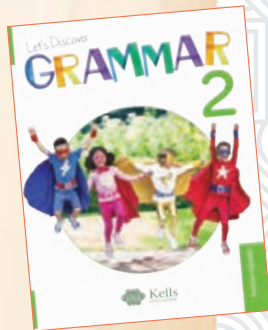
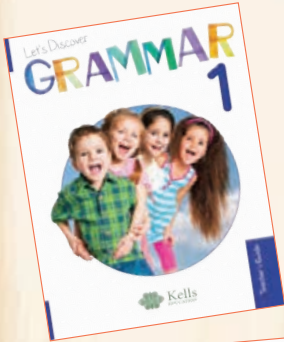
Model: Show students what to do.

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

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

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

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