



**yes,  
we  
can!**

**Teacher's Guide**

**5**

## **Richmond**

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# Course Philosophy

Welcome to *Yes, We Can!* — a complete and fun program for teaching English to elementary school students. Its main purpose is to enable primary students to become competent English users in a pleasurable way. Learners will do what children like to do — pretend, play games, sing and chant, draw, color, listen to stories and music, mime, cut, paste and do hands-on activities. If learning is enjoyable, it is more effective.

Throughout the program, learners actively participate, assimilating the new knowledge into their existing framework and thus making it more meaningful. In other words, students become active constructors or builders of their own knowledge. The child is at the center of the program. Children have a natural desire to learn and communicate. For this reason, the students are offered as many opportunities for learning and communication as possible. In addition, children are empowered by being constantly challenged to propose their own version of facts, to express opinions, to suggest alternatives and to adapt general concepts to their own context.

The focus of the program is social interaction, or communication, as well as reflection and the development of analytical skills. Students have the opportunity first to listen and later to understand concepts and explore language. Young children are still learning basic concepts in their own language, and when those same basic concepts are being acquired and reinforced in a second language, it strengthens their grasp of the concepts themselves, as well as of the new language being learned.

The core idea behind this program is that learning is a process. Therefore, you should not expect your students to master an aspect of language the first time they explore it. Keep in mind this same aspect will be explored again many times throughout the program.

Language is a social construction that needs individual processing. The focus of *Yes, We Can!* is to offer children a balanced program where they can act, interact, collaborate and construct with others, as well as internalize and personalize what they learn. Although at the initial stages the program has a receptive approach, we also encourage production, and this book is built around the cognitive developmental stages of young learners.

Learning a foreign language enriches a child. The child becomes more aware of his/her own mother tongue. Through the foreign language, the child learns that there are other ways to understand people and things. This way, the child acquires a clearer notion of cultural diversity and tolerance. In particular, by learning English as a foreign language, the child can access a new world of literature and information that complements his/her development and that allows him/her to be in contact with the rest of the world. All this prepares the child to better value and consolidate his/her identity and to respect that of others. The *Yes, We Can!* series was designed to help children become more responsible and truly active global citizens of the 21st century.



# Methodology

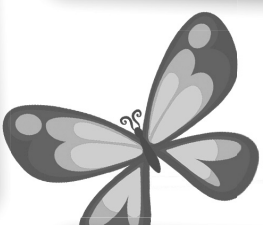


## The Whole Child

Humanistic education is concerned with the development of the whole person. Similarly, in a whole language approach, learning is related to all aspects of a child's life, and the different parts of the curriculum are connected and integrated with each other. This helps the child make sense of the world and facilitates learning. It also gives the message that each child deserves respect and is a unique individual. The complementary components and special features of *Yes, We Can!* are designed to aid the child in making connections with other academic areas, as well as consolidating learning and promoting his/her integral development.

## Review

After every unit, there is a review section in the Teacher's Guide. These provide fun and motivating ideas for reviewing the main structures and vocabulary covered in each unit. They also include useful teaching tips and guidance for leading students in self-evaluation.



## Creating Routines

It is a good idea to establish routines for the English class in order to make it a special time. You can start each class by saying *Time for English!* or by playing a game or singing a song. Each class should begin with a simple greeting including the time of day: *Good morning, class. How are you today?* Then you can talk about the day or the weather. If it is Monday, you can also talk about what the students did over the weekend.

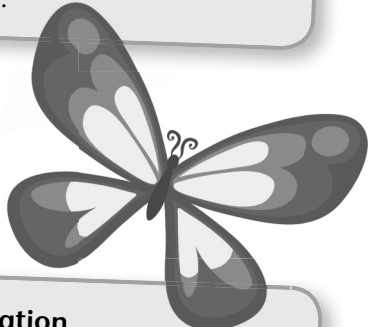
To encourage an English classroom environment, it is helpful to teach formulaic language such as: *Can/May I go to the bathroom? How do you say... in English? Can you repeat that, please?* As these expressions become more familiar to students, they will become more inclined to use the expressions themselves, and also become more confident with the new language.

The following questioning sequence is recommended to guide students and aid comprehension:

- Begin with a *yes/no* question: *Is today Friday? Is it sunny?*
- Follow with an *either/or* question: *Is it Thursday or Friday? Is it a sunny or a cloudy day?*
- Finally, ask a question that begins with a question word: *What day is it? What is the weather like?*

## Materials and Preparation

We suggest that you laminate any materials that you prepare, and save them in large labeled envelopes. This will facilitate reusing them whenever necessary. For optimum use, you may also want to lend them to your colleagues.



## Incorporating Music

Music can be an extremely valuable tool in the EFL classroom. In fact, when learners listen to classical music, new circuits are created in their brains that can facilitate language acquisition. As students listen to classical music in the background, you can read short poems or stories to them as a relaxing activity. This can be incorporated into a rest time routine.

You can play popular songs in English and have students dance to them or even help them understand the lyrics. This is another way of immersing them in the English language. Working with rhythms by themselves can stimulate different areas of the brain as well. You can also practice moving to different rhythms.

# Course Structure

Each level of *Yes, We Can!* consists of five units. Each unit covers two social practices of the language in two different environments. In this way, each unit is divided into two sections: A and B, each of which are organized as follows:

## The Beginning

Here the context is established and students are encouraged to use their prior knowledge of the theme.

## The Plan

Here a simple plan for the unit is presented.

## The Steps

These are a series of activities which will allow students to explore the social practice and obtain useful language input. They lead students through exploration and reflection activities that will enable them, at the end of the section, to develop a social product.

## Checkpoint

Here students pause and reflect on their own learning.

## The Presentation


Here students are given suggested steps to follow in order to consolidate the skills and language acquired throughout the section and a concrete product that they will share with their classmates or community.

The pace of learning in *Yes, We Can!* is not pre-established. We suggest that you adapt the rhythm of the lessons to your students' needs. In this way, it is not necessary to cover one page of the Activity Book in every class.

On page xi of this introduction there is a scope and sequence of the program, where you will find an at-a-glance summary of the contents of each unit, including the social practice, the environment, the objectives, the Reader story and the end product.

## The Portfolio

Throughout the series, students are encouraged to keep some of their work in a portfolio. This can be a folder that students decorate in the first week of class.

You will find an icon  next to activities which could be included in students' portfolios, but you should encourage them to add whatever they like as well.

Use the portfolios to help students see their progress throughout the year and as an evaluation tool.

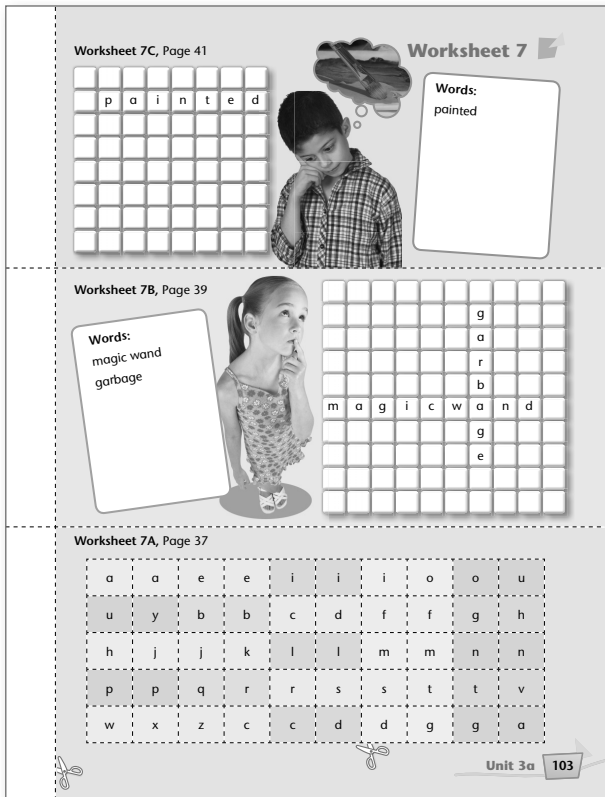
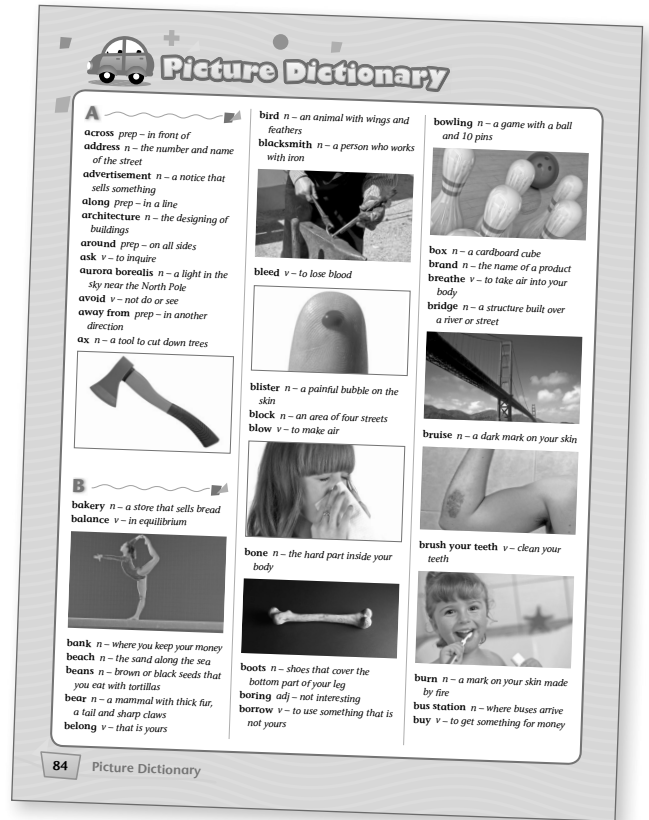
# Components

## Activity Book

The Activity Book is full of attractive and fun activities through which students can explore and try out the language they as they learn it. Every unit in the Activity Book has 16 pages, designed for two months of classes.

### Picture Dictionary

At the end of the Activity Book there is a Picture Dictionary which students can use as reference and to look up the high-frequency vocabulary in every unit.



### Worksheets

At the end of the book, students have a section of worksheets. There are three worksheets for every unit. Make sure students carefully cut out each worksheet when they use it. Activities that use the worksheets are marked with the following icon:

## Teacher's Guide

The Teacher's Guide gives complete, easy-to-follow instructions for fun and effective ideas on how to carry out the program.

Every page in the guide includes a reduced reproduction of the corresponding Activity Book page for reference.

The pages in the Teacher's Guide include the following:

- a box with objectives and suggested materials for every page
- a suggestion for an activity to do before every activity book page; the aim of these activities is to activate prior knowledge and to prepare students
- ideas for developing values
- suggestions for the development of portfolio materials
- ideas for routine activities

**Unit 1a**  
**Let's Read Advertisements!**

**Social Practice** Participate in commercial transactions.  
**Environment** Familiar and community

**Objectives**  
Recognize and interpret expressions related to buying and selling in classified advertisements. Identify the function, purpose and intended audience.

**Before the Book**  
Introduce yourself to the class and tell students a little about yourself:  
T: *Hi! I'm your English teacher. My name's... I'm from... I live in... I like...*  
Ask students their names.

**The Beginning**  
**1 Look and circle.**  
Have students look at the ad in their books. Ask them what it shows (a woman and some pills). Ask them what they think the unit will be about.  
Put the class into pairs. Read the three sentences out loud and clarify unknown vocabulary.  
Have students discuss the questions with a partner and circle the options they think are correct. Go over the answers with the whole class.  
Discuss with students if people want to get fatter nowadays.

**The Plan**  
Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

**Routine**  
Choose a game or activity from page X and do it with the class.

### ■ Reviews

A Review section is included for every unit, which includes general review activities, suggestions for assessing your students and ideas for cross-curricular activities.

The icons used to identify the cross-curricular activities are:



Art



Language Arts



Math



Music



Physical Education



Science



Social Studies

### ■ Audio Scripts

The text of the entire audio program—scripts of all the songs, chants, dialogues and stories in the program—is reproduced.

### ■ Assessments

There is one photocopiable assessment per unit. Each assessment includes a self-evaluation section.

**Review** **Unit 1**

**Students' Achievements**  
In this unit, students participate in the creation of a classified ad and a collage with illustrated descriptions of magical objects.  
Observe your students as they are working and as they present their work to the class.  
Check that:  
• the characteristics of the item in the ad are realistic (price, size, etc.).  
• their classified ads are realistic.  
• they have all the necessary material at their disposal. Encourage them to recycle paper.  
• the description of the magical object is clear and language is correct.  
• the illustration is appropriate and makes their pieces of work more attractive.  
Help students by suggesting how to organize their work, and by providing a list of adjectives so that their ads and description of objects look complete. Monitor and give feedback after the presentation of their final products.

**Games and Activities**  
**Make a Crazy Ad**  
Have students work in small groups and think of a real or imaginary product to sell. (Imaginary is more fun, the crazier the better!) Each group makes an advertisement or acts out a commercial for their product.  
**Legends and Magic**  
Ask students to choose a magical object. Tell them to make a wish and design a spell for it. Have students tell you about their objects, spells and wishes. This is a fluency activity.  
**Vocabulary Review Game**  
Elicit some vocabulary words and write them on the board. These can be words that are in the book, or words you have taught because students asked for them. Ask students to read the words and erase them. Next, have students stand up. Say a word and have students spell it: the first student says one letter, the second student says the second letter, and so on. If a student makes a mistake, the next student has to start over with the first letter, until the word is finally spelled correctly.

**Evaluation**  
Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:  
1. Make a copy of the assessment for every student.  
2. Provide pencils, erasers and colored pencils.  
3. Read all the instructions out loud and make sure everyone understands what they have to do.  
4. Allow students to work on the assessment individually.  
5. Self-evaluation - At the end, have students circle the happy face if they feel they were able to answer the assessment successfully, the serious face if they feel there were some things that they did not understand, and the sad face if they feel they did poorly on the assessment.  
Apart from formal written assessments, you can assess your students in a variety of ways, such as:  
• careful analysis of their work, including homework  
• informal oral evaluation as students are working  
• observation and systematic record-keeping of learners during everyday classroom activities  
• keeping a portfolio with a collection of children's work  
• self-assessment by learners themselves



## Audio Program

The series has an extensive listening program. The wide variety of activities recorded on the CD will help all students, and in particular auditory learners, to assimilate the language. All of the chants, songs, rhymes, stories, pronunciation and other listening exercises for the program are included on this CD, as well as some of the texts in the Reader. Recorded by native speakers, these recordings provide excellent pronunciation models. A transcript of the Audio CD is included in the Teacher's Guide.

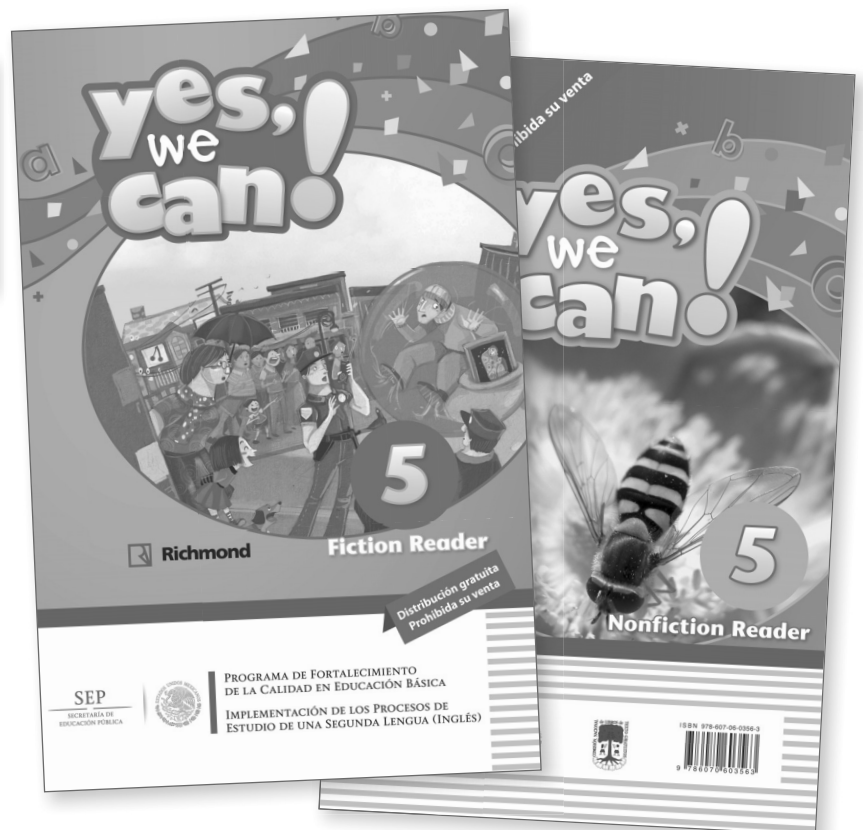


- The following procedure is suggested for song/chant presentations:
  - Write the lyrics on the board or on chart paper.
  - Play the song or chant.
  - Present any new words through pictures, gestures, or actions.
  - Play the song a second time, assigning a listening activity to students. You can have them make and hold up word cards for specific vocabulary or structures or have them perform a gesture or movement each time they hear a particular element.
  - Have them read the lyrics with you as a student points to them on the board or chart. You can also read the lines yourself and have students repeat after you, one line at a time.
  - Assign different lines or verses of the song to groups of students or individuals for additional practice.

## Readers

Using authentic literature is an excellent source of real language and general knowledge. As cognitive, social and literacy skills are developed, students gain an appreciation of reading and books.

- The series includes a Reader for each student, divided into fiction and nonfiction sections. Each book contains stories related to the unit themes. At the end of each story there is a page of comprehension and reflection questions. Since learners can benefit from listening to texts being read out loud, some of the stories are recorded. You can find these recordings at the end of the CD. You can read them or play the audio whenever you like.



# Routine Games and Activities

Students learn when they are exposed to vocabulary and structures many times. For example, students may recognize vocabulary but they won't be able to *use* it until they have been exposed to the word four or more times. The acquisition of language structures and tenses takes even longer. You can recycle content using the following routines. We recommend you do one at the end of each class. You can follow any order.

## ■ Language Posters

Divide the class into groups. Each group makes a poster presenting a feature of the language, for example, writing sentences and questions, the verb *to be*, explaining a grammar structure, or a communicative function.

Display posters in the classroom, and have each group explain their work. *Why?* Students need to understand a structure to be able to explain it.

## ■ Writing in a Vocabulary Notebook

Students use a special notebook, or a section of their notebook to write vocabulary that is important for them. Tell students to write three or four words that they learned in class that day, with the Spanish translation and/or a picture. It is important that students choose the words themselves, either from the book, from their notes, or from your notes on the board. *Why?* The words that a student learns best are the ones that he/she is interested in.

## ■ Noticing a New Structure

To show students how a new structure works, copy a few sentences from the book on the board. Go over the sentences with students, eliciting as much as possible, and avoiding grammatical terminology:

*T: Look at this question. Who does the action? Is that the first word of the question? What is the first word? Why? Can you find another example of this structure on the page?*

When doing this activity, only work on one structure at a time, and if possible only on one feature (e.g., affirmative, or interrogative). *Why?* Noticing helps students understand a structure that they cannot figure out just by being exposed to it.

## ■ Having a Pop Quiz

Prepare a list of simple questions in advance about material students have seen. Ask students the questions one by one (in random order) or divide the class into groups and give points for correct answers.

The atmosphere should be fun—this is not an exam.

*Why?* A pop quiz is a fast and simple strategy to review material. Examples of questions:

*T: January, February,... what's next?*

*There is a snake in our classroom – true or false?*

*(Point to a picture) What this?*

*(Mime an action) What am I doing?*

## ■ Mutual Dictation

Make pairs: the speaker and the writer. Tell students what unit to work with. The speaker says a sentence or word from that unit three times, and the writer writes it down. After a set time, the speaker checks what the writer wrote, and they switch roles. *Why?* When students work in pairs they are all active at the same time.

## ■ Class Dictation

Dictate a few sentences or a list of words, preferably all from the same unit. Say each sentence or word three times. When you are done, ask students to write their answers on the board. Invite students to check spelling, and make corrections as necessary. *Why?* When the class is restless, a teacher-guided activity helps you keep control of the group.

## ■ Doing Role-Plays

Write a simple dialogue on the board related to the content of a unit. Practice the conversation with a strong learner. Then, have students work in pairs and practice the conversation together. After a while, erase a few words from the board, and have students continue saying the complete dialogue. *Why?* Practicing standard dialogues helps students become fluent: the words come “automatically.”

## ■ Ball Toss

Use a soft ball. Mention the kind of questions that you will review, for example:

*T: Let's ask questions with Do you like...?*

*Let's ask questions with What did you do last... ?*

Ask a question and toss the ball to a student. That student answers, asks a question, tosses the ball to a third student, and so on. *Why?* Students will hear the question many times, and acquire the structure.

## ■ Charades

Have a student come to the front. Whisper a word or show a picture to him or her. The student acts out that word and the first student of his/her team to guess can be the next player. This works very well with action verbs. *Why?* This activity reviews material in a game-like manner.

# Scope and Sequence

## Unit 1

### a Let's Read Advertisements!

**Social Practice** Participate in commercial transactions.

**Environment** Familiar and community

**Product** Make a notice board

**Nonfiction Reader** *Gotta Have It!*

#### Objectives

Identify and interpret transaction-related expressions in classified ads.

Identify function, purpose and intended audience.

Examine graphic and textual distribution.

Interpret the message based on contextual clues and previous knowledge.

Punctuation: exclamation mark.

Identify advertised products.

Classify ads according to the product they sell.

Identify the use of and proportion of typography and punctuation.

Identify and spell words used to express characteristics and qualities of products.

Recognize the parts of an advertisement.

Identify general characteristics of products.

Complete sentences to form the content of ads.

Read price, telephone numbers and e-mail and/or home addresses aloud.

Clarify the meaning of new words and phrases.

Choose graphic information to make an ad.

Interpret abbreviations and signs that indicate price.

Self and group evaluation.

### b Let's Read Legends!

**Social practice** Read stories and legends aloud.

**Environment** Literary and ludic

**Product** Describe a magical object

**Fiction Reader** *Odysseus and the Cyclops*

#### Objectives

Explore children's legends.

Activate previous knowledge.

Predict the content of legends, based on images and titles.

Repertoire of words necessary for this social practice of the language.

Identify and define new words and phrases.

Possessive adjectives.

Verb tenses: present perfect.

Understand legends as a reflection of the emotions and experiences of people and their cultures.

Contrast the setting of a legend with familiar settings.

Identify topic, purpose and intended audience.

Elements of a legend: setting, narrator, main character, and other characters.

Mention settings.

Read names of magical objects.

Identify properties, use functions and characteristics of magical objects.

Write names of magical objects.

Textual components.

Complete and write sentences to describe properties and characteristics of magical objects.

Check spelling and punctuation conventions.

Self and group evaluation.

## Unit 2

### a Let's Make an Exhibition!

**Social practice** Participate in formal communicative events.

**Environment** Educational and academic

**Product** Make museum exhibition cards

**Nonfiction Reader** *Insects*

#### Objectives

Predict the topic.

Explore information cards from a museum exhibition.

Determine function and purpose.

Examine order in which information is presented.

Examine distribution of graphic components.

Select suitable topics for an exhibition.

Identify appropriate reference sources, based on a list.

Formulate questions about a topic.

Explore table of contents in various printed sources to find information.

Read informative texts.

Understand topic and general idea.

Clarify the meaning of words.

Structure of informative texts: introduction, development and conclusion.

Identify the main ideas by answering questions.

Record information.

Complete general and specific information orally.

Select and organize information.

Paraphrase main ideas through writing.

Organize sentences in a paragraph.

Check spelling and punctuation conventions.

The product: museum exhibition cards.

Group reflection and self-evaluation.

### b Let's Make a News Summary!

**Social Practice** Listen, read and record information from diverse media.

**Environment** Familiar and community

**Product** Make notes for a mural paper

**Nonfiction Reader** *The Bubble Gum Arrests*

#### Objectives

Listen to and explore news on recent topics.

Predict topic.

Examine structure of news.

Answer questions (orally) about main ideas.

Identify function, purpose and intended audience.

Clarify the meaning of words.

Listen to and explore news on recent topics.

Identify function, purpose, and intended audience.

Complete the writing of sentences with main ideas.

Select a suitable title for a piece of news, from a list provided.

Distinguish the tone used.

Acoustic characteristics.

Provide written answers to questions about main characters, events, places, moment, motives, objectives, and how the reported event happened.

Write sentences with general information to make a note.

Check spelling and punctuation conventions.

The product: A news summary.

Group reflection and self-evaluation.

## Unit 3

### a Let's Play with Words!

**Social Practice** Participate in language games.

**Environment** Literary and ludic

**Product** Play a word game

**Nonfiction Reader** *Fun with Language*

#### Objectives

Identify words in the name of the game to predict what it is about (e.g. hang-man).

Understand the characteristics of words used in the game.

Spell words.

Identify the function of graphic and textual components in game mechanics.

Write words with specific endings (plural words with -s/-es, regular verbs in simple past -ed, and gerunds -ing).

Understand the purpose of a game.

Use language as a means and purpose of entertainment.

Explore examples of word games.

Divide words into syllables to identify word stress.

Textual and graphic components.

Verb tense: past (with -ed ending).

Identify the sounds of words with a specific ending.

Graphic components.

Verb form: gerund.

Suggest words with a specific ending.

Read words with a specific ending to practice their pronunciation.

Discriminate sounds of specific endings.

Compare the sound of words with specific endings.

Dictate and spell complete words.

Distribute among teams the actions to practice the *Hangman* game.

Learn to compete with dedication and respect.

Share activities of common interest among students.

Self and group evaluation.

### b Let's Make a First-Aid Box!

**Social Practice** Read and record information to solve a problem.

**Environment** Educational and academic

**Product** Make a guide to assemble a first-aid box

**Fiction Reader** *Accident on the Mountain*

#### Objectives

Identify purpose and intended audience.

Identify information from an illustrated guide to solve a specific problem.

Examine the order in which information is presented.

Practice pronunciation.

Identify graphic and textual components.

Interpret actions represented through graphic means.

Clarify meaning of words.

Formulate questions about a problem to be solved.

Associate steps with their illustrations.

Interpret actions represented through graphic means.

Name places where objects or devices are used.

Name jobs in which objects or devices are used.

Detect situations where brief illustrated guides are used.

Complete orally modeled sentences that describe steps.

Link sentences together, using connectors to order them.

Match scrambled images with steps to assemble objects or make a device work.

Identify names of illustrated objects or devices. Identify words similar to those from their mother tongue.

Distribute among teams the actions to elaborate a brief illustrated guide that describes how to assemble an object.

Self and group evaluation.

## Unit 4

### a Let's Write Messages!

**Social Practice** Read and write notes and letters.

**Environment** Familiar and community

**Product** Create a message mailbox

**Nonfiction Reader** *A Guide for Writing Messages*

#### Objectives

Interpret and write notes about everyday life.

Predict topic based on previous knowledge and familiar words.

Identify purpose, function, sender, and intended audience.

Identify parts of a message.

Structure of messages: opening, message, and closure.

Identify situations in which they are used.

Identify allusions to people.

Pronouns: personal (me, you, it, him, her, them, etc.).

Detect speech register.

Identify expressions that indicate actions expected by the sender.

Identify moments or times of the day when the mentioned actions are to happen.

Practice the writing of hours and/or dates and determine their adequacy in a message.

Unscramble a previously jumbled message.

Write appropriate greetings, and farewell and courtesy expressions.

Determine intended audience and the action(s) expected by the sender.

Answer questions about how or why is the intended audience expected to respond with certain actions.

Complete expressions that indicate actions.

Write a complete message including all of the studied parts.

Check that the writing is complete and complies with spelling and punctuation conventions.

The product: Message mailbox.

Group reflection and self-evaluation.

### b Let's Write Descriptive Phrases!

**Social Practice** Read and compare aspects of Mexico and English-speaking countries.

**Environment** Literary and ludic

**Product** Write descriptive phrases

**Fiction Reader** *My Trip to London*

#### Objectives

Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries.

Activate previous knowledge.

Predict the content of a travelogue based on images and titles.

Relate travelogues to personal experiences.

Mention suitable situations for the telling of travelogue stories.

Structure of travelogues.

Read out loud.

Identify intended audience and purpose.

Unscramble paragraphs from a jumbled travelogue.

Point out and name aspects of nature and cultural expressions.

Identify actions, place and moment in which they take place.

Answer questions about the sequence and/or simultaneity of actions.

Complete a graphic resource with differences and similarities of aspects of nature and cultural expressions.

Write descriptive phrases based on a model.

Check spelling and punctuation conventions.

The product: A comparative chart.

Use language as a means of discovering other people and valuing their cultures.

Group reflection and self-evaluation.

## Unit 5

### a Let's Write a Questionnaire!

**Social Practice** Read and record information to design questionnaires and reports.

**Environment** Educational and academic

**Product** Write a questionnaire

**Nonfiction Reader** *Egypt*

#### Objectives

Identify the parts of a questionnaire.

Recognize purpose and intended audience.

Mention uses of questionnaires.

Distinguish open-ended questions from closed-ended questions.

Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion).

Predict topic.

Identify auxiliaries and question words.

Ask oral questions about aspects of a specific topic.

Acoustic characteristics.

Activate previous knowledge.

Clarify the meaning of unfamiliar words in different questions to understand the expected answer.

Identify consultation sources for the search of information.

Interpret visual aids that support the content.

Check the meaning of words.

Mark main ideas in information previously gathered to distinguish them from supporting ideas.

Complete a pattern to write open-ended and close-ended questions about the main ideas of a topic.

Highlight main ideas.

Classify open-ended and close-ended questions about a specific topic to design questionnaires.

Check spelling and punctuation conventions.

The product: A questionnaire.

Value and respect questions formulated by others.

Group reflection and self-evaluation.

### b Let's Make a Guide!

**Social practice** Follow and give directions to go to places.

**Environment** Familiar and community

**Product** Make a guide

**Nonfiction Reader** *The Treasure*

#### Objectives

Explore dialogues.

Dialogue structure.

Identify, when hearing, the name of the place one intends to visit.

Identify words used to confirm what another speaker last said in a dialogue (tag questions).

Identify names of cardinal points in speaking and points of reference (forth, back, left, right).

Identify words and/or phrases that indicate locations and near-by points of reference.

Complete sentences to describe the position of a person in reference to a place or a man-made construction.

Identify words and/or phrases that indicate locations and near-by points of reference.

Repertoire of words necessary for this social practice of the language.

Identify words that indicate distance to be covered in order to reach a point.

Ask questions to get to a place.

Offer directions to move to a different place.

Identify the place where one starts and the place where one is going to.

Complete sentences that give directions to follow a route to move from one place to another.

Write directions to go from one place to another.

Describe immediate surroundings as a point of reference to move from.

Verify directions by tracing the route in a map or sketch.

Complete model sentences to indicate how to walk from one place to another.

The product: a quick guide to give directions to walk from one place to another.

Graphic resources: maps and sketches.

Group reflection and self-evaluation.

## Unit 1a

### Let's Read Advertisements!

**Social Practice** Participate in commercial transactions.

**Environment** Familiar and community

#### Objectives

Identify and interpret transaction-related expressions in classified ads.

Identify function, purpose and intended audience.

#### Before the Book

Introduce yourself to the class and tell students a little about yourself:

T: *Hi! I'm your English teacher. My name's...I'm from...I live in...I like...*

Ask students their names.

#### The Beginning

##### 1 Look and circle.

Have students look at the ad in their books. Ask them what it shows (a woman and some pills). Ask them what they think the unit will be about.

Put the class into pairs. Read the three sentences out loud and clarify unknown vocabulary.

Have students discuss the questions with a partner and circle the options they think are correct. Go over the answers with the whole class.

Discuss with students if people want to get fatter nowadays.

#### The Plan

Discuss the objectives for this part of the unit with students. Encourage them to say how they think they can achieve these objectives.

#### Routine

Choose a game or activity from page X and do it with the class.

## Unit 1a

### Let's Read Advertisements!

#### The Beginning

##### 1 Look and circle.



**GET FAT  
GET  
CORPULA  
FOODS**

1. This ad is **old/modern**.
2. The product was for making people **thin/fat**.
3. The product was for **animals/people**.

- What products do ads advertise nowadays?
- Where can you see advertising?

#### The Plan

In this unit you will:

- read different types of advertising
- write classified ads
- understand some symbols and abbreviations

4

Unit 1a

Identify and interpret transaction-related expressions in classified ads.  
Identify function, purpose and intended audience.



**The Steps**

**1 Listen and mark (✓).** 1

Use Gro-Green for bigger plants!

GO GREEN WITH A NEW GO CAR!

**2 Look at the ads below and answer.**

- What are they advertising?
- Are they advertising healthy eating habits? How do you know?

Grow big and strong

Eat cereal with milk every day!

Krispy Toads Yummy and healthy

Ask your mom for Krispy Toads cereal!

► **Circle.**

The ads are for **children/adults**.

Examine graphic and textual distribution. Interpret the message based on contextual clues and previous knowledge. Punctuation: exclamation mark.

**Unit 1a** 5

Copy the following part of the script on the board including the blanks:

My \_\_\_\_\_ doesn't grow!

Give it some Gro-Green Plant \_\_\_\_\_.

Make your plants grow \_\_\_\_\_ and \_\_\_\_\_ with Gro-Green Plant Vitamins!

Have students copy the text in their notebooks. Play Track 1 again. Have students fill in the blanks.

Check on the board.

**2 Look at the ads below and answer.**

Put students into pairs. Have them look at the ads and answer the questions.

Ask them what information they get from the text, and what information from the pictures. Ask students why writers use exclamation marks. (To make the sentence more powerful. It's like shouting a sentence.)

► **Circle.**

Have students think of the intended audience and circle the correct word.

**Routine**

Choose a game or activity from page X and do it with the class.

**Objectives**

Examine graphic and textual distribution.  
 Interpret the message based on contextual clues and previous knowledge.  
 Punctuation: exclamation mark.

**Before the Book**

Draw a plant and a car on the board. Write the word *green* in the middle. Ask students how they think the word *green* can apply to both a plant and a car. Have them discuss their ideas in pairs.

Discuss with the class: *A plant is green. A car can also be green. And a green car is a car that does not pollute.*

**The Steps**

**1 Listen and mark (✓).** 1

Have students look at the illustrations in their books. Ask them if they have seen advertisements like these before.

Play Track 1. Have students mark the ad that goes with the audio.

## Objectives

Identify advertised products.  
Classify ads according to the product they sell.  
Identify the use of and proportion of typography and punctuation.  
Identify and spell words used to express characteristics and qualities of products.  
**Suggested Materials** magazine ads of three different products (in English if possible)  
**Preparation** Make sure you have several ads for each product.

## Before the Book

Draw a skateboard on the board. Elicit adjectives that students could use to describe it (*red, beautiful, fast, new/old, cheap/expensive*).

Repeat the procedure with a drawing of a bicycle.

Put the class into small groups. Give each group several magazine ads. Have them discuss what each ad is for. Have them classify the ads according to what they are advertising.

Talk about the ads with the class. Which ones do they like best? Which is the funniest? Which is the least effective?

Have them justify their answers.

### 3 Read and draw the pictures.

Have students look at the pictures and tell you what products are being advertised.

Have them read the ads. Clarify unknown vocabulary. Have students draw the skateboard and the bicycle in the spaces provided. Tell them to follow the characteristics described in each ad.

Have students choose five words from the ads to look up in their Picture Dictionary. Have them write the words and definitions in their notebooks.

#### ► Circle the words that give extra information about the products.

Have students follow the example in the blue circle.

### 4 Read and match two of the ads to the ones above.

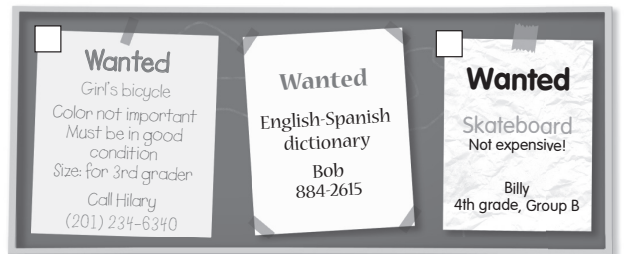
Have students compare the *For Sale* ads with the *Wanted* ads, and write the corresponding number in the box.

### 3 Read and draw the pictures.



#### ► Circle the words that give extra information about the products.

### 4 Read and match two of the ads to the ones above.




Identify advertised products. Classify ads according to the product they sell. Identify the use of and proportion of typography and punctuation. Identify and spell words used to express characteristics and qualities of products.



6 Unit 1a

Ask students what parts of the ads are in large, bold print (the products). Ask them why this is. (Because they want to draw attention to the product.)

## Routine

Choose a game or activity from page X and do it with the class.

5 Write a *For Sale* ad for the extra *Wanted* ad in Activity 4. 

- ▶ Check your writing.
- ▶ Copy the ad onto a piece of paper.  

FOR SALE

Product: \_\_\_\_\_

Brand: \_\_\_\_\_

Age: \_\_\_\_\_

Extra info: \_\_\_\_\_

Price: \_\_\_\_\_


Contact: \_\_\_\_\_

Phone: \_\_\_\_\_

**Checkpoint**

Answer *Yes* or *No*.

1. Can you read an ad for general and specific information? \_\_\_\_\_
2. Can you understand exclamation marks? \_\_\_\_\_
3. Can you match *For Sale* ads and *Wanted* ads? \_\_\_\_\_

6 Listen and complete.   2

A: Hello?

B: Hello, my name is \_\_\_\_\_. Are you selling \_\_\_\_\_?

A: Yes, I am.

B: Is it in good condition?

A: Yes, it is. It's \_\_\_\_\_ old. The price is \_\_\_\_\_.

B: Can I see it?

A: Sure. My address is \_\_\_\_\_.

Can you come this \_\_\_\_\_?

B: Yes, is \_\_\_\_\_ okay?

A: Fine. See you then, \_\_\_\_\_.

- ▶ Practice the dialogue with a friend.

Recognize the parts of an advertisement. Identify general characteristics of products. Complete sentences to form the content of ads.

Unit 1a 7

**Objectives**

Recognize the parts of an advertisement.  
 Identify general characteristics of products.  
 Complete sentences to form the content of ads.


**Suggested Materials** one piece of paper per student

**Before the Book**

Dictate the following phrases to students:

T: *red, old, beautiful, expensive, in excellent condition, dirty, green*

Have students write the phrases in their notebooks. Check spelling on the board. Have students classify the phrases as *positive, negative* or *neutral*. Discuss answers with the class.

5 Write a *For Sale* ad for the extra *Wanted* ad in Activity 4. 

Tell students they are going to write their own *For Sale* ad. Copy the cues from the book on the board and complete them with imaginary information, for example:

Product: TV  
 Brand: Sony  
 Age: Three years old  
 Extra info: Flat screen  
 Price: \$3,000  
 Contact: Robert Owen  
 Phone: 654-9325

Have students work in pairs. Tell them to complete the cues about the dictionary, using the information in the ad on page 6, and their imagination.

Distribute paper and have students design their ad. Monitor and help.

▶ Check your writing.

Help students check their work.

▶ Copy the ad onto a piece of paper.  

If students are able to write, encourage them to make a clean copy of their ad. Have them use different-sized letters, exclamation marks and adjectives. Make sure they make their ad as colorful as possible.

Display ads around the classroom. After a few days, tell students to put their ads into their portfolios.

**Checkpoint**

Read the questions out loud and make sure students understand them. Have them reflect on their work so far.

6 Listen and complete.   2

Play Track 2. Have students identify what the caller wants to buy (a bicycle). Play the track again and have them fill in the blanks.

Play the track once more, pausing the CD after each exchange. Have students repeat out loud. Ask them to try and imitate the speakers' pronunciation.

▶ Practice the dialogue with a friend.

Put the class into pairs. Have students act out the dialogue.

**Routine**

Choose a game or activity from page X and do it with the class.

## Objectives

Read price, telephone numbers and e-mail and/or home addresses aloud.

### Before the Book

Have students write their phone number on a piece of paper. If they don't have one, ask them to make one up.

Put the class into pairs. Have students dictate their phone number to each other. Remind them that when saying phone numbers they should say each number individually and that zero is pronounced *oh*.

### 7 Read and answer.

Have students look at the ad and answer the questions in pairs.

#### ► Match.

Have students work in pairs. Have them match as many of the items as possible (tell them they do not have to know them all at this point). Students can look for the abbreviations and numbers in context in the ad. Do the exercise with the whole group and write the answers on the board.

#### ► Listen and repeat. 3

Play Track 3 several times. Have students pay attention to the different pronunciations of the letter *a*. Have them repeat after the CD.

Say a random word that includes an *a* and ask students which word has a similar pronunciation:

T: *Spanish*.

S: *Avenue*.

### Routine

Choose a game or activity from page X and do it with the class.

### 7 Read and answer.

1. What is the ad for?
2. How can you contact the owners?



**Cute and playful kittens**  
looking for warm and caring owners.

**\$10**

**Wanna see them?**  
Come to Just 4 Pets!

**Just 4 Pets!**

Bluesky City Mall  
271 Howdie Ave.  
Bluesky City

Further information?  
Call Kathy:  
(843) 723-4661  
11 am-5 pm

 [kathy\\_23@mymail.net](mailto:kathy_23@mymail.net)

#### ► Match.

Ave.  
Bluesky City Mall  
11 am-5 pm  
\$10  
[kathy\\_23@mymail.net](mailto:kathy_23@mymail.net)  
Kathy  
271 Howdie Ave.  
(843) 723-4661

price  
a telephone number  
a time  
an address  
contact  
avenue  
a place  
an e-mail address

#### ► Listen and repeat. 3

a time      a.m.      call  
mall      an address      playful

8

Unit 1a

Read price, telephone numbers and e-mail and/or home addresses aloud.

8 Listen and write the order. 4

We're going **bowling**, yes we are!  
That's where I meet my friends.  
In the **bowling alley** I feel strong,  
Would you like to come along?

I'm going **shopping**, oh yeah!  
The **mall** isn't far away.  
The mall is where I belong,  
Would you like to come along?

I'm going to a **concert**, yippee, hurray!  
The **auditorium** is brand new.  
The band is going to sing my song,  
Would you like to come along?

► Match. Use the dictionary if necessary.



bowling in a bowling alley



a concert at the auditorium



shopping at the mall

► Sing along!

9 Make an ad to sell tickets for an event at your school.

Include the following information.

Name of your school	Groups participating	Day	Time
Place	Price of tickets	Further information contact	

Clarify the meaning of new words and phrases. Punctuation marks. Choose graphic information to make an ad.

Unit 1a 9

► Match. Use the dictionary if necessary.

Have students match each stanza to the corresponding photograph. Encourage them to use their Picture Dictionary to look up any words they do not understand. If there are words that do not appear in the dictionary, clarify their meaning.

► Sing along!

Have students review the lyrics of the song. Then play Track 4 again and have them sing along.

9 Make an ad to sell tickets for an event at your school.

Elicit from students what they are going to make (an ad), what the ad is for (to sell tickets) and what the tickets are for (an event at school). Discuss who will read the ads (students and parents, perhaps) and where the ad could be displayed (on a school notice board).

Elicit what kind of information they need to include in their ads (the event, price of the tickets, time and place, where to buy the tickets).

Have students work individually to make their ads. Display ads on a classroom wall. Encourage students to comment on them. Do they like them? Do they look like real ads? Are they effective?

## Objectives

Clarify the meaning of new words and phrases.

Punctuation marks.

Choose graphic information to make an ad.

**Suggested Materials** Paper, markers

## Before the Book

Ask students where they like to go in the afternoons or weekends with their friends or family. Write a list of the places students mention on the board: *movie theater, park, café*, etc.

Present the words *bowling alley, auditorium* and *mall*.

Ask students if they have ever been to one of these places. Ask them what you can do there.

8 Listen and write the order. 4

Play Track 4. Have students follow the song in their books. Ask them what the topic of each stanza is. Ask why punctuation marks are used (comma, period, exclamation mark and question mark).

## Routine

Choose a game or activity from page X and do it with the class.



## Objectives

Identify and spell words used to express characteristics and qualities of products.

**Suggested Materials** one piece of paper per student

## Before the Book

### Opposites Race

Put the class into two teams. Have teams form two lines. Tell them they are going to have a contest to see how many opposites they know.

Say one of the following words: *new, smaller, children, same, bad, cheap, sad, thin, weak, cool.*

Have the first two team members come up and write its opposite (a word from this unit) on the board: *old, bigger, adults, different, good, expensive, happy, fat, strong, warm.*

Students can look back at the unit if they need to.

The first student to write the word correctly gets a point for his/her team.

Repeat with other words until all students have participated. The team with the most points wins.

## 10 Listen and draw the problem. Then match.



Have students look at the pictures. Read the adjectives out loud and teach students their pronunciation.

Give out the paper. Play Track 5. Have students draw the three problems. Have them look at the picture in their books and identify which pictures go with which ad.

Have them match each problem with its solution.

## 11 Read and answer.

Have students identify whether the products offered are real or fake. Ask them questions similar to the following:

T: *Why do people sometimes offer non-existent products?*

*Is that legal?*

*What can we do to avoid being cheated?*

## Routine

Choose a game or activity from page X and do it with the class.

## 10 Listen and draw the problem. Then match.



dirty



boring



terrible



beautiful



delicious



clean

- Do you use similar products at home?
- What kind of products or things do you or your family buy?

## 11 Read and answer.

**FOR SALE**  
**Homework robots**  
No homework ever again!  
One year guarantee  
\$49,900  
Available now!  
robots@spam.robots.uk


**FOR SALE**  
**World Atlas CD-ROM**  
For PC and Mac  
2010 edition  
Helps with your homework!  
\$49  
Order now!  
orders@schooloffers.com

**FOR SALE**  
**Intelligence Vitamins**  
Make you 50-70% more intelligent  
Take two tablets a day.  
€300 for 100 tablets  
Order now and you get 25 tablets FREE!!!  
stupi@dintellig.ru

1. Do homework robots exist?
2. What ads are realistic?
3. Which ones are not?

10 Unit 1a

Identify and spell words used to express characteristics and qualities of products.

► Find the symbols and abbreviations on page 10. Fill in the blanks. 

### Reading International Ads

8

To understand international advertisements, you need to know some symbols and abbreviations.

Internet addresses can include a country, for example, \_\_\_\_\_ means United Kingdom, and \_\_\_\_\_ means Russia.

Prices can be announced in different currencies. In the US, dollars (\_\_\_\_\_) are used. In Europe, they use euros (\_\_\_\_\_), and in the UK, they use pounds (\_\_\_\_\_).

### The Presentation

1 Make a notice board for class with *For Sale* ads. Use Worksheet 1.  

1. Choose a product to sell.
2. Think about characteristics, description and price.
3. Determine letters and colors.
4. Make your ad.
5. Ask a classmate to check your ad.
6. Make corrections if necessary.
7. Display your ads on the notice board.



### The End

#### Group Reflection

- Did you work with a classmate in a variety of activities?
- Did you help your classmate? Did he/she help you?
- Did you read your classmates' ads and exchange products?

#### Self-evaluation

Go back to page 4 and mark your progress.

Interpret abbreviations and signs that indicate price. Self and group evaluation.


Unit 1a 11

## Objectives

Interpret abbreviations and signs that indicate price. Self and group evaluation.

## Before the Book

Ask students what products are usually advertised on TV commercials. List them on the board. Write *Boys*, *Girls*, *Men* and *Women* on the board and have students classify the products according to who they are aimed at.

► Find the symbols and abbreviations on page 10. Fill in the blanks. 

Go over the instructions with the whole class and make sure students understand what they have to do. Have them to look back at page 10 and find the symbols and abbreviations. Have them compare answers with a partner.

Elicit any other symbols and abbreviations that students know and write a list on the board.

## The Presentation

1 Make a notice board for class with *For Sale* ads. Use Worksheet 1.  

Each student writes a *Wanted* ad and a *For Sale* ad. If possible, ask them to use real information. Students can sell a CD or DVD they no longer like, for example, or a book they have read. They can ask for a new board game or action figure. Monitor and help with vocabulary.

Put students into pairs and have them review each other's work.

Put the ads on the wall, the door or a message board. Ask students to find matches. Have them trade objects (or buy them at a reasonable price) if possible.

## Value

Use this opportunity to talk with students about the importance of offering fair prices when you are selling something.

## The End

### Group Reflection

Read the questions out loud and explain their meaning to the class.

### Self-evaluation

Have students go back to page 4. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

### Routine

Choose a game or activity from page X and do it with the class.

## Unit 1b

### Let's Read Legends!

**Social practice** Read stories and legends aloud.

**Environment** Literary and ludic

#### Objectives

Explore children's legends.

#### Before the Book

Explain what legends are (stories that have existed for many years, even centuries). Legends are often about magical and fantastical people or animals. There are many different versions of a legend. There is no "official" version.

#### The Beginning

#### 1 Mark (✓) the legends.

Have students open their book to page 12. Ask them to read the titles and mark those which are legends. Check answers. Explain to students that the legends are *Robin Hood*, *La Llorona* and *King Arthur and Merlin*. Elicit what type of texts the other titles are.

#### ▶ Label the pictures.

Point to the pictures and tell students to label them with the names of the legends.

Have volunteers read their choice of title and explain which elements of the illustration helped him/her to decide.

#### ▶ Answer the questions.

Put students into pairs. Ask them to read and answer the questions about themselves.

Elicit their opinion about legends and encourage them to tell any that they know.

#### Value

Talk to students about the importance of legends in some traditions and cultures. Explain to them that sometimes the values of the cultures are expressed through them.

#### The Plan

Discuss the objectives for this part of the unit with students. Encourage students to say how they think they can achieve these objectives.

## Unit 1b

### Let's Read Legends!

#### The Beginning

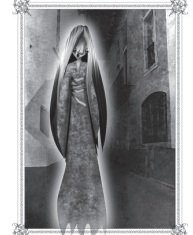
#### 1 Mark (✓) the legends.

- Robin Hood  
 La Llorona

- Cinderella  
 King Arthur and Merlin

- Harry Potter  
 Sherlock Holmes

#### ▶ Label the pictures.



#### ▶ Answer the questions.

- Do you like legends?
- What legends do you know?

#### The Plan



In this unit you will:

- distinguish between real and imaginary situations
- understand what legends are
- understand texts about the past

#### Routine

Choose a game or activity from page X and do it with the class.



1 Listen and circle the words.   6

### The Pied Piper of Hamelin

Once upon a time, there was a town named Hamelin. The town was *productive/prosperous*. The people of Hamelin were *happy/hippy*.

But one year, Hamelin had a problem. There were many *hats/rats*. The rats brought sickness to the town: *diarrhea, fever and the plague*. The people of Hamelin were *desolate/desperate*.

The town council met to discuss the problem. They asked Wilhelm, the




firefighter, for a *solution/contribution*. Wilhelm said, "The problem is simple. Rats eat garbage. There is garbage in your streets. I will clean your streets, and the rats will go away."

Wilhelm cleaned the streets with a *hose/rose*. The streets were now clean. The town council paid Wilhelm good money. The people of Hamelin were happy.

But the rats stayed and not only were they on the street, they also started to get into the houses, too. The people said, "Wilhelm is not helping! His solution is *horrible/terrible*. Now the rats are eating all our food!"



2 Match the rules with the examples. 

We use a capital letter for:

the first word of a sentence

the name of a town, city or country

the names of people

Hamelin

Once upon a time, there was ...

Wilhelm, Lena

► Use capital letters to correct the paragraph.

the town council of hamelin met again. they decided to ask lena, the town chemist, for a solution. lena said, "the problem is simple."

Activate previous knowledge. Predict the content of legends, based on images and titles.

Unit 1b 13

## Objectives

Activate previous knowledge.

Predict the content of legends, based on images and titles.

### Before the Book

Draw a rat on the board. Ask students what it is. Write the following questions below the drawing:

*Where do rats live?*

*What problems can they cause?*

*How can you get rid of them?*

Put the class into small groups. Have students discuss the questions. Stop the activity after a few minutes and elicit answers.

### The Steps

1 Listen and circle the words.   6

Have students open their book to page 13. Ask them to read the title and look at the pictures. Encourage them to predict what the story is about.

Play Track 6. Have students listen and circle the words they hear. Ask them to compare their answers with a partner. Have volunteers read the answers out loud.

Ask students to read the story in silence. Have them look up unknown vocabulary in their Picture Dictionary. Finally, have volunteers retell this part of the story in their own words.

2 Match the rules with the examples. 

Ask a volunteer to read the rules for capital letters in the left-hand column. Put students into pairs and have them match the rule with the corresponding example.

Check as a class.

► Use capital letters to correct the paragraph.

Tell students to correct the text, and then check the answers with a partner. Ask volunteers to copy the corrected sentences onto the board.

### Routine

Choose a game or activity from page X and do it with the class.

## Objectives

Repertoire of words necessary for this social practice of the language.

Identify and define new words and phrases.

Possessive adjectives.

### Before the Book

Write *firefighter* on the board. Ask students to tell you what the firefighter in the legend of *The Pied Piper of Hamelin* did to get rid of the rats. Encourage them to say why it did not work.

Write *chemist* and ask them to discuss how a chemist could help to get rid of rats. Elicit their ideas. Do not confirm or reject their ideas.

### 3 Read and explain the meaning of the words.



Have students open their book to page 14. Focus on the picture and ask students to describe what the woman is doing.

#### ▶ Listen and follow along. 7

Play Track 7. Have students listen and follow along in their book. Put students into pairs. Tell them to look at the words in bold and to take turns explaining their meaning from their context in the sentence or paragraph.

When they have finished, choose volunteers to explain the meaning of the words. Have the rest of the class agree or disagree with the explanation.

#### ▶ Number the events.

Have students number the events in the story. Check as a class.

#### ▶ Write or draw another way to get rid of the rats.

Tell students to think of another solution to get rid of the rats and then either write or draw it.

Put the class into small teams and have students share their ideas or drawings. Tell students to choose the most practical or funniest. Have the “winners” stand up at the front of the classroom and explain or show their idea.

### 3 Read and explain the meaning of the words.

#### ▶ Listen and follow along. 7

The town council of Hamelin **met** again. They decided to ask Lena, the town chemist, for a solution. Lena said, “The problem is simple. Rats eat **food**. There is no food in **our** streets. We **should** put food in the streets – food with **poison**. I will put poisoned food in the streets, and the rats will go **away**.”

The town **paid** Lena good money and so she put poisoned food in the streets. The streets were now **dirty** again and the people of Hamelin were more **upset** than ever. **Their** dogs ate the food and died. **Their** cats ate the food and died. The people said, “Lena is not helping! **Her** food is killing **our** animals!”

And still the rats **stayed**. Nobody knows why, but the rats did not die.



#### ▶ Number the events.

- |  |   |
|--|---|
| <input type="checkbox"/> A chemist left poisoned food. | <input type="checkbox"/> There were many rats.              |
| <input type="checkbox"/> Hamelin was a quiet town.     | <input type="checkbox"/> A firefighter cleaned the streets. |
| <input type="checkbox"/> Cats and dogs died.           |   |

#### ▶ Write or draw another way to get rid of the rats.

### 4 Circle the correct option.

WILHELM: “I will clean the streets of **your/his** city.”

PEOPLE: “Wilhelm didn’t help! **His/Her** solution is terrible.”

LENA: “I will put poisoned food in **his/our** city.”

PEOPLE: “**Their/Our** animals are dying! **His/Her** solution is terrible, too!”

14

Unit 1b

Repertoire of words necessary for this social practice of the language. Identify and define new words and phrases. Possessive adjectives.

## Language Awareness

### Possessive Adjectives

Draw two columns on the board. Write *Personal Pronouns* in the first and *Possessive Adjectives* in the second. Elicit personal pronouns from students: *I, you, he, she, it, we, they*. Write them in the *Personal Pronouns* column on the board. Have volunteers complete the second column with the corresponding possessive adjectives using the underlined words in the texts on pages 13 and 14.

Do a quick drill to review them:

T: Juan's schoolbag is red.

Ss: His schoolbag is red.

### 4 Circle the correct option.

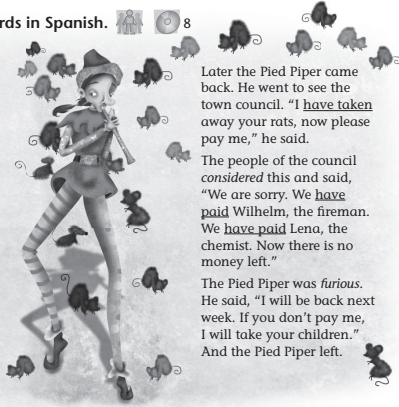
Have students circle the correct possessive adjective. Ask them to check their answers in pairs. Elicit the answers.

### Routine

Choose a game or activity from page X and do it with the class.

5 Listen and write the words in Spanish.  8

One day a musician came to Hamelin. He walked around the town and played his flute. A few rats appeared and followed the musician. The musician played and walked more, and more rats followed him. Then the man walked out of the town. And all the rats of Hamelin followed him. The people were *fascinated*. "The rats *have gone* away!" they said. They called the mysterious musician the Pied Piper. "The Pied Piper *has saved* our town!" the people said.




Later the Pied Piper came back. He went to see the town council. "I *have taken* away your rats, now please pay me," he said. The people of the council *considered* this and said, "We are sorry. We *have paid* Wilhelm, the fireman. We *have paid* Lena, the chemist. Now there is no money left." The Pied Piper was *furious*. He said, "I will be back next week. If you don't pay me, I will take your children." And the Pied Piper left.

6 Read and circle.

We can say:  The rats *have gone* away.  The Pied Piper *has saved* our town.

- When did the rats go away? In the past. / In the future.
- Do you know when exactly? Yes. / No.
- What piece of information is more important? When they went away. / They went away.

7 Listen and number.  9



Repertoire of words necessary for this social practice of the language.  
Verb tenses: present perfect.

Unit 1b 15

Objectives

Repertoire of words necessary for this social practice of the language.

Verb tenses: present perfect.

**Suggested Materials** slips of paper

**Preparation** On each slip of paper, write the name of a musical instrument (wind, string or percussion). Make one set per team.

Before the Book

Divide the class into groups. Give out one set of slips to each team (see Suggested Materials). Give students a few minutes to classify the instruments (wind, string or percussion). The first team to finish writes the answers on the board for the rest of the class to check. Finally, ask students to copy the musical instruments (and their classification) into their notebooks.

5 Listen and write the words in Spanish.  8



Have students open their book to page 15. Play Track 8. Ask them to follow along in their book. Ask students to copy the words in italics into their notebooks and write their Spanish translation.

When they have finished, tell them to compare their answers with a partner. Ask students what they notice about the words (they are similar). Explain that these types of words are known as *cognates*.

Tell students to read this part of the legend in silence and close their book. Start reading the story and pause before finishing a sentence. Have students complete it:

T: *One day a musician came to...*

S: *...Hamelin.*

T: *He walked around the town and played...*

S: *...his flute.*

6 Read and circle.

Ask a volunteer to read the examples of the present perfect in the boxes. Copy the first one onto the board. Ask the questions that follow and have students circle the correct answer.

Write the other sentence on the board. Point to the sentences on the board and underline the auxiliary verbs. Tell students when to use each one.

Finally, have students look for the other examples of the present perfect from the text and copy them into their notebook.

Language Awareness

Present Perfect 1

Copy the following sentences on the board and have students write them into their notebook. Ask them to circle the correct option.

- The children are no longer in the town. They *has/have* gone away.
- Nobody *has* seen the Pied Piper. He *has/have* left the town.
- There is no food in the houses. The rats *has/have* eaten all the food.

7 Listen and number.  9

Point to each of the musical instruments and have students repeat their name. Play Track 9. Tell students to write the corresponding number in the boxes.

Routine

Choose a game or activity from page X and do it with the class.

## Objectives

Understand legends as a reflection of the emotions and experiences of people and their cultures.

Identify and define new words and phrases.

Contrast the setting of a legend with familiar settings.

**Suggested Materials** index cards

**Preparation** Write each of the following verbs on the index cards: *pay, paid, come, came, go, went, say, said, take, took, wait, waited, start, started, open, opened, jump, jumped, run, ran, escape, escaped, be, was/were, try, tried, leave, left, follow, followed, see, saw, disappear, disappeared, cry, cried.*

## Before the Book

Play one of these games:

1. Display all the cards face down. Put the class into teams and play *Memory*.
2. Display all the cards face up. Put the class into teams and have representatives come match the past and the present verb.
3. Display all the cards face up. Put the class into small teams. Have students classify the verbs into regular and irregular ones.

## 8 Listen and fill in the blanks. 10

Have students open their book to page 16. Play Track 10. Ask them to write one of the verbs from the previous activity in the blanks. Allow them to check their answers in pairs before checking as a class.

### ► Number the events.

Put students into pairs. Have students number the events in order.

Ask the whole class to retell the story.

### ► Discuss.

Put the class into small groups. Ask them to read and discuss the questions. Elicit ideas for an alternative ending.

## 8 Listen and fill in the blanks. 10

A week later, the Pied Piper came back. The town council didn't pay him. The Pied Piper \_\_\_\_\_ to the town square and said to the men and women, "I have taken the rats from this town. I have \_\_\_\_\_ one week for payment, but the town council isn't paying me. Now, I will take your children."

The Pied Piper \_\_\_\_\_ playing his flute. After a while, a window \_\_\_\_\_ in one of the houses and a boy \_\_\_\_\_ to the street and \_\_\_\_\_ to the Pied Piper. More children \_\_\_\_\_ from their homes and \_\_\_\_\_ to the Piper. The Pied Piper started walking and more children came. After a while, all the children of Hamelin \_\_\_\_\_ with the Piper. Fathers and mothers \_\_\_\_\_ to stop their children, but they couldn't prevent them from following the Piper. The musician then walked out of the town.



And all the children \_\_\_\_\_ him, and they too \_\_\_\_\_ the town. Nobody from Hamelin has seen the children since then and nobody has seen the Piper. They \_\_\_\_\_ in the streets. Hamelin – a town without rats, a town without children.

### ► Number the events.

- The people were sad and upset.
- The Pied Piper made the children disappear.
- The Pied Piper made the rats disappear and asked for money.

### ► Discuss.

1. Do you think the story of the Pied Piper is real? Is it possible? Why? Why not?
2. Can you give a different ending to the story?

### ► Read your favorite part of the story out loud.

Understand legends as a reflection of the emotions and experiences of people and their cultures. Identify and define new words and phrases. Contrast the setting of a legend with familiar settings.

16 Unit 1b


## ► Read your favorite part of the story out loud.

Ask students which part of the story they liked the most. Put the students that like the same part into a group. Ask them to read that part out loud.

## Routine


Choose a game or activity from page X and do it with the class.



9 Answer the questions. 

1. Have you finished the story of the Pied Piper? Yes, I have./No, I haven't.
2. Have you read stories in English? \_\_\_\_\_
3. Have you heard legends in Spanish? \_\_\_\_\_
4. Which one(s)? \_\_\_\_\_

10 Complete Worksheet 2.   

11 Complete the dialogue. 

A: Have you seen the movie \_\_\_\_\_?


B: No, I haven't. What is it about? (name of a movie)

A: It's about \_\_\_\_\_ (information about the movie)

B: Sounds good. Do you have the DVD?

A: \_\_\_\_\_ (No, I don't./Yes, I do. I can lend it to you.)

B: Okay, thanks.

► Practice with a classmate. 

**Checkpoint**

Answer Yes or No.

1. Can you understand a legend? \_\_\_\_\_
2. Can you imagine a different ending to a story? \_\_\_\_\_
3. Can you find the order of events in a legend? \_\_\_\_\_
4. Can you read sentences out loud? \_\_\_\_\_



Identify topic, purpose and intended audience. Elements of a legend: setting, narrator, main character, and other characters. Mention settings.

Unit 1b 17

## Objectives

Identify topic, purpose and intended audience.

Elements of a legend: setting, narrator, main character, and other characters.

Mention settings.

**Suggested Materials** a soft ball

## Before the Book

### Language Awareness

#### Present Perfect 2

Ask students the following questions:

*Have you studied for the exam?*

*Have you had a snack?*

*Has your mom/dad read The Pied Piper of Hamelin?*

Encourage or teach them to answer with *Yes, I have./No, I haven't.* or *Yes, he/she has./No, he/she hasn't.*

Ask another question and throw the ball to a student. Have him/her answer. Make a new

question and throw the ball to another student. Continue until the whole class has participated.

9 Answer the questions. 

Put students into pairs. Have students open their book to page 17. Ask them to read and answer the questions together.

Have volunteers read the questions and answers.

10 Complete Worksheet 2.   

Have students go to page 93. Divide the class into small groups and have them complete the information for *The Pied Piper of Hamelin*. Check as a class.

Ask students to read *Odysseus and the Cyclops* in their Reader for homework and complete the second column.

For the last column, tell students to think of a legend they know have them research one in order to complete the last column. Have them present it in class.

Collect students' worksheets and put them in their portfolio.

11 Complete the dialogue. 

Read the dialogue out loud and explain to students that they need to fill in the information using the information in brackets.

► Practice with a classmate. 

Model the dialogue with a student. Have two volunteers perform it in front of the class. Put students into pairs and have them ask and answer their questions. Tell students to change partners and ask the questions again.

**Checkpoint**

Ask students to answer the questions in their book. Have them give you feedback about their progress in this part of the unit.

### Routine

Choose a game or activity from page X and do it with the class.

## Objectives

Read names of magical objects.

Identify properties, use functions and characteristics of magical objects.

Write names of magical objects.

Textual components.

### Before the Book

Ask students to name stories or movies related to magic. Write the names on the board. Put the class into groups. Have each group choose a story or movie and make a list of all the elements in the story that are fictional, for example: *a genie coming out of a lamp, a man flying, a girl becoming invisible, etc.*

Stop the activity after a few minutes and elicit ideas. Write new vocabulary on the board. Ask students to copy the words (and their translation) into their notebook.

### 12 Listen and number the magical objects in order.



Have students open their book to page 18. Ask them to look at the pictures and name the magical objects they recognize.

Play Track 11. Tell students to number the objects or the blank space for drawing, according to the descriptions.

Check as a class.

#### ► Draw the missing magical object in the box.

Have students draw the magical object that is not mentioned in the book.

#### ► Read and match.

Ask students to read the descriptions and match them with the pictures.

### 13 Circle the commas (,) and underline the periods (.).



Put students into pairs. Have them complete the task in their book. Check as a class. Ask them when we use commas and periods.

#### ► Insert commas and periods.

Have students read the sentences in the paragraph and punctuate it.

Have volunteers write the answers on the board.

### 12 Listen and number the magical objects in order.



#### Magic lamp

A magic lamp has a genie inside. The genie gives the person who finds it magic powers.

#### Potion

A potion is a magic drink. When a person drinks the potion, he or she gets magical powers, like the ability to fly.

#### Magic wand

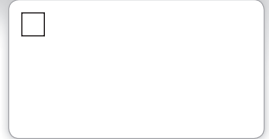
A wand is a wooden stick. A witch points the wand at a person or thing and then she can do magic.

#### Magic book

A magic book contains spells, incantations, magical sentences and rhymes.

#### Broomstick

A broomstick is a long wooden stick with a lot of twigs at one end. According to legend, witches fly on broomsticks.



#### ► Draw the missing magical object in the box.

#### ► Read and match.

### 13 Circle the commas (,) and underline the periods (.).

A magic book contains spells, incantations, magical sentences and rhymes. According to legend, witches fly on broomsticks.

#### ► Insert commas and periods.

**Magic Beans**

According to a famous story Jack found some magic beans  
The magic beans grew into a magical bean stalk When Jack  
climbed the beanstalk he arrived at a castle and met a giant

Read names of magical objects. Identify properties, use functions and characteristics of magical objects. Write names of magical objects. Textual components.

### Routine

Choose a game or activity from page X and do it with the class.

#### 14 Read a recipe for a potion.

### INTELLIGENCE POTION

Makes you 3% more intelligent than you are now!

**Ingredients:**  
1 piece of lemon peel  
1 tablespoon of lemon juice  
1 cup of water  
1 tablespoon of honey  
a pinch of cinnamon

**Directions:**  
Ask an adult to boil water. Add the ingredients. Wait five minutes.  
Important: Say the magic incantation and drink the potion very slowly.

**Magic incantation:**  
Magic potion, keep me awake,  
And make homework a piece of cake!

\*Tested on rats in laboratory conditions

► Invent your own potion.

#### 1 Describe a magical object.

1. Follow the instructions on Worksheet 3.

#### The End

##### Group Reflection

- Did you read the legends as a group?
- Did everyone listen respectfully?
- Did your team work together to do the project?
- How can you work better in pairs?

##### Self-evaluation

Go back to page 12 and mark your progress.

Write the names of magical objects. Complete and write sentences to describe properties and characteristics of magical objects. Check spelling and punctuation conventions. Self and group evaluation.

#### The Presentation

#### The Presentation

#### 1 Describe a magical object.

Put the class into groups. Have students open their books to page 95. Ask them to read and follow the instructions.

#### The End

#### Group Reflection

Read the questions out loud and explain their meanings to the class.

Ask students to give you feedback on the class. Use this feedback to adjust the material, the activities or your teaching style to the group.

#### Self-evaluation

Have students go back to page 12. Read the phrases out loud and remind students of their meaning. Have students mark the boxes according to whether they feel they accomplished the tasks or not.

## Objectives

Write the names of magical objects.

Complete and write sentences to describe properties and characteristics of magical objects.

Check spelling and punctuation conventions.

Self and group evaluation.

**Suggested Materials** slips of paper with actions related to magic: *fly on a broomstick, play a magical flute, fly on a magic carpet, get a genie out of a magic lamp, etc.*

## Before the Book

Divide the class in half. Have a representative from one of the teams come to the front and take a slip of paper (see Suggested Materials). Ask him/her to mime the action for his/her team to guess. If they guess correctly they win a point. If they do not, the other has the opportunity to guess.

Repeat the procedure with the other team.

#### 14 Read a recipe for a potion.

Have students open their book to page 19. Read the name of the potion and ask students if they think it will work.

# Review

## Unit 1

### Students' Achievements

In this unit, students participate in the creation of a classified ad and a collage with illustrated descriptions of magical objects.

Observe your students as they are working and as they present their work to the class.

Check that:

- the characteristics of the item in the ad are realistic (price, size, etc.).
- their classified ads are realistic.
- they have all the necessary material at their disposal. Encourage them to recycle paper.
- the description of the magical object is clear and language is correct.
- the illustration is appropriate and makes their pieces of work more attractive.

Help students by suggesting how to organize their work, and by providing a list of adjectives so that their ads and description of objects look complete. Monitor and give feedback after the presentation of their final products.

### Games and Activities

#### Make a Crazy Ad

Have students work in small groups and think of a real or imaginary product to sell. (Imaginary is more fun; the crazier the better!) Each group makes an advertisement or acts out a commercial for their product.

#### Legends and Magic

Ask students to choose a magical object. Tell them to make a wish and design a spell for it. Have students tell you about their objects, spells and wishes. This is a fluency activity.

#### Vocabulary Review Game

Elicit some vocabulary words and write them on the board. These can be words that are in the book, or words you have taught because students asked for them. Ask students to read the words and erase them. Next, have students stand up. Say a word and have students spell it: the first student says one letter, the second student says the second letter, and so on. If a student makes a mistake, the next student has to start over with the first letter, until the word is finally spelled correctly.

### Evaluation

Use the photocopiable assessment for this unit. This assessment is intended for students to transfer onto paper what they have learned during the unit. It focuses on language and vocabulary. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Provide pencils, erasers and colored pencils.
3. Read all the instructions out loud and make sure everyone understands what they have to do.
4. Allow students to work on the assessment individually.
5. Self-evaluation – At the end, have students circle the happy face if they feel they were able to answer the assessment successfully; the serious face if they feel there were some things that they did not understand; and the sad face if they feel they did poorly on the assessment.

Apart from formal written assessments, you can assess your students in a variety of ways, such as:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- keeping a portfolio with a collection of children's work
- self-assessment by learners themselves



## Cross-curricular Activities



### Social Studies: Kids and Snacks

**Materials** Paper

**Directions** Divide the class into pairs. Have pairs write questions to find out what snacks children their age eat, where they eat them, when they eat them, if they buy them or make them, how much they spend. Check questions. Then have students pose their questions to other pairs in the class and other students in the school. Show students how to make pie charts displaying their results. Have pairs present their results to the class: 20% of children in our school eat potato chips. 40% of our class spends more than ten pesos a day on snacks.



### Game: Human Tic-Tac-Toe

**Preparation** Arrange nine chairs into a three by three grid on the classroom floor. Make two grids if necessary. Make a list of the verbs from Unit 1.

**Directions** Divide the class into two or four teams, X's and O's. Have the first student of one team choose a chair and sit down. Read the infinitive of a verb from the unit. If the student can make a correct sentence using the past form of the verb, he or she remains seated. If not, the student stands up and goes to the end of the team's line. Repeat the procedure with a member of the second team and continue until one team has managed to sit three of its members in a vertical, horizontal or diagonal line. Give that team a point. If neither team wins, clear the chairs and start again with the next student in line from the second team.

## Portfolio

- Ask students to choose the materials they want to keep in their portfolios from this unit. You can also suggest some pieces of work labeled with the portfolio icon in the book.
- Encourage them to share with a partner and explain why they want to keep that specific item.
- Ask children if they liked what they produced and why.
- Monitor and ask them about what they learned when working on their final products or why they chose to put those particular items in their portfolio.
- Finally, ask them to keep the items in their portfolios.