



SECRETARÍA ACADÉMICA  
COORDINACIÓN DE POSGRADO  
MAESTRÍA EN DESARROLLO EDUCATIVO

***“La enseñanza del inglés en la escuela primaria:  
diseño de material didáctico para 6° grado”***

Tesis que para obtener el Grado de  
**Maestra en Desarrollo Educativo**  
Presenta

**Alma Delia García Salazar**

Director de Tesis: **Elizabeth Rojas Samperio**

# Índice

<b>Introducción</b>	4
<b>Parte I</b>	
<b>Unidad I</b>	
• Marco contextual	16
• Objetivos generales	16
• Objetivos Específicos	16
<b>Unidad II</b>	
• Cómo aprenden los estudiantes de educación básica	18
• Cómo adquiere y aprenden el lenguaje los estudiantes	23
<b>Unidad III</b>	
• Métodos de enseñanza para el aprendizaje de lenguas y el enfoque comunicativo	34
• Análisis de planes y programas en educación básica	39
<b>Unidad IV</b>	
• Desarrollo del material didáctico	44
• Objetivos del material	44
• Procedimiento	44
<b>Unidad V</b>	
• Diagnóstico	49
<b>Unidad VI</b>	
• Diseño de la estrategia de intervención educativa.	57
• Proyecto de Intervención	63
• Consideraciones o características Generales	63
• Objetivos de la Intervención.	64
• Contenidos de la intervención	65
• Recursos	65

• Método y Actividades	67
• Método de la Intervención	67
• Evaluación	81
• Evaluación de la Intervención	83
• Reflexiones Finales	85
• Reflexiones generales finales: conclusiones	86
<b>Referencias</b>	<b>88</b>
<b>Anexo 1</b>	<b>91</b>
<b>Anexo 2</b>	<b>92</b>
<b>Anexo 3</b>	<b>95</b>
<b>Anexo 4</b>	<b>96</b>
<b>Anexo 5</b>	<b>99</b>
<b>Anexo 6</b>	<b>104</b>
<b>Anexo 7 – Parte II: Material Didáctico</b>	<b>109</b>

## Introducción

Actualmente nos enfrentamos a cambios acelerados y vertiginosos en todo el mundo. Estos cambios demandan en los alumnos una mayor capacitación para estar preparados adecuadamente a las problemáticas que se les presenten a lo largo de su vida. Ante este desafío, a la escuela primaria le corresponde ofrecer educación que garantice el desarrollo de las competencias en los alumnos para que sean capaces de responder a las demandas y necesidades de su vida presente y futura. En todas las áreas del curriculum y, especialmente en dos habilidades que se agregan al curriculum habitual: el conocimiento del inglés como segunda lengua y el manejo de herramientas tecnológicas.

También, como parte de la problemática, específicamente en el Distrito Federal, cabe señalar que la demanda estudiantil a nivel primaria muestra una disminución significativa en años recientes.

En el primer lustro de la década actual se constata la tendencia a la disminución de la población infantil en la capital mexicana, de tal manera que el volumen de niños entre 0 y 14 años disminuyó en casi un 11 por ciento. En la escuela primaria este fenómeno se observa en una baja consistente de la matrícula escolar. (Dirección General de Servicios Educativos, 2010:12).

Por otro lado, es importante considerar que a partir de que las mujeres logran su ingreso al sistema laboral, hay una mayor necesidad de apoyo por parte del sistema, para que, los niños y las niñas desde edades muy tempranas, sean atendidos institucionalmente.

Por lo tanto, el gobierno capitalino ha implementado, con vistas a una posible solución a los problemas planteados, el programa de jornada ampliada y escuelas de tiempo completo con lo que se pretende contribuir a enfrentar estos cambios y retos que se presentan en el Distrito Federal en las características sociales, económicas, políticas, culturales y demográficas de su población.

Una de las consecuencias de lo anterior citado, fue que a partir de la Reforma Educativa de 2009 con la creación del Plan Nacional de Inglés para la Educación Básica (PNIEB), se planteó como una posibilidad cercana la opción de



trabajar en las aulas en educación primaria con una segunda o tercera lengua, según el caso, para introducir en las escuelas el conocimiento del inglés, como segunda lengua en los hablantes de la lengua española y como una tercera a las comunidades indígenas que conocen el Español como L2.

La sociedad contemporánea, regida de manera preponderante por las tecnologías de la información y de la comunicación (TIC), demanda ciudadanos que cuenten con las competencias necesarias para insertarse en un mundo globalizado y en constante transformación. La educación básica tiene, por tanto, la responsabilidad de ofrecer a los alumnos la posibilidad de desarrollar dichas competencias, razón por la que, para lograrlo, asume la necesidad de que estos adquieran una serie de saberes fundamentales, entre los que destacan el uso y dominio de tales tecnologías, así como en el conocimiento de, al menos, una lengua distinta a la materna. (Programa Nacional de Inglés en Educación Básica, 2011:12)

Como se señala en el marco normativo de escuelas de jornada ampliada, una de las acciones prioritarias en alianza por la calidad de la educación es la enseñanza del idioma inglés desde preescolar. Al ampliarse la jornada escolar se puede profundizar en el curriculum e integrar otros beneficios como la enseñanza de una L2.

El plan elaborado por el Programa Nacional de Inglés consistió en el diseño curricular de planes y programas desde 3. ° de preescolar hasta 6. ° de primaria (mismos que de acuerdo a dicho plan, se irían implementando paulatinamente en las escuelas, iniciando por 3. ° de preescolar, primero y segundo de primaria); la readecuación de los tres grados de secundaria; la elaboración de lineamientos y materiales educativos; y la formulación e implementación de programas de capacitación docente.

El hecho de que las escuelas primarias públicas ahora cuenten con la materia de inglés como parte del currículo es un gran avance, ya que éste es un paso para lograr que los estudiantes tengan una educación equitativa y de calidad y puedan estar a la par de los estudiantes de escuelas privadas y en un futuro puedan competir igualmente en el campo laboral.

Sin embargo, los resultados que los estudiantes hasta ahora han logrado desde la puesta en marcha oficial del programa Nacional de inglés en educación básica (PNIEB) a partir del año 2011 no han sido los esperados de acuerdo a los informes de varios diarios del país como la Vanguardia, Reforma y El Sol de México entre otros y a los resultados emitidos por Mexicanos Primero. Estos resultados se han otorgado de acuerdo a objetivos propuestos y establecidos por el propio programa, basados en estándares del Marco Común Europeo.

“De acuerdo a la evaluación realizada por Miguel Szekely, el 97% de los alumnos no tiene el nivel esperado por la propia SEP. El 79% de los jóvenes preparatorianos que tomaron la prueba tienen un desconocimiento absoluto del idioma, esto implica no tener suficiente vocabulario para devolver un saludo o distinguir un nombre propio.” (Pardinas, 2015)

A pesar de que la evaluación anterior se llevó a cabo con estudiantes de secundaria y de que en el diagnóstico elaborado no se detectaron reportes de evaluaciones oficiales, he podido constatar en el desempeño de mi práctica usando el método de sistematización de experiencias<sup>1</sup>, al compartir con colegas, así como en los informes por parte de la SEP en juntas colegiadas que los alumnos a nivel primaria tampoco han logrado el nivel esperado.

Una vez detectado el problema, fue necesario realizar un diagnóstico que permitiera acercarnos a sus causas principales para poder llevar a cabo un plan de acción y tratar de subsanarlas por lo menos al nivel de mi práctica.

Se elaboró un cuestionario con cuatro preguntas el cuál se aplicó a tres grupos de profesores de inglés de nivel primaria que asistieron a uno de los cursos de actualización que el PNIEB programa durante el ciclo escolar. Este cuestionario solo contenía cinco preguntas por el tiempo con el que se contaba para que los profesores respondieran.

Se realizaron también entrevistas estructuradas como técnica de recogida de datos a tres maestras, una de cada uno de los grupos antes mencionados para

---

<sup>1</sup> Se entiende por sistematización de experiencias: El proceso de reconstrucción y reflexión analítica sobre una experiencia de acción o de intervención mediante la cual interpretarla y comprenderla. Con el proceso de sistematización se obtiene un conocimiento consistente que permite transmitir la experiencia, confrontarla con otras experiencias o con el conocimiento teórico existente. Así, se contribuye a la acumulación de conocimientos generados desde y para la práctica, y a su difusión o transmisión ( Francke y Morgan:1995) .

detectar los principales problemas que a juicio de las entrevistadas enfrenta la enseñanza del inglés en sus instituciones y grupos, con el fin de comprender los fenómenos que esto implica, y entender contextos o puntos de vista de los actores involucrados.

Las entrevistas fueron analizadas de forma cualitativa empleando técnicas de eliminación y de constancia. De acuerdo con Herriot y Firestone (1983) en la investigación cualitativa de políticas en múltiples sitios o de múltiples casos (Multisite qualitative policy research) la generalización permite a los investigadores ignorar aspectos únicos de cada sitio o caso poniendo atención a los procesos o contextos que harán contribuciones especiales al fenómeno de interés.

Los cuestionarios fueron analizados de forma cuantitativa elaborando gráficas comparativas obtenidas de las distintas preguntas.

En suma el diagnóstico arrojó en forma general los siguientes datos. El hecho de que no hay suficientes profesionales que tengan el dominio del inglés como para usar esta lengua como lengua franca en las aulas. “El hecho de que la Reforma de Educación Primaria- que entró en vigencia en el ciclo escolar 2009-2010- considere la enseñanza del inglés representa un avance; sin embargo, la posibilidad de realizar dicha enseñanza se ve limitada por diversas condiciones, en particular la escasez de docentes formados para este fin.” (Programa Nacional de Inglés en Educación Básica, 2011:12).

Por otra parte, el nivel de inglés que se pretende que los alumnos adquieran al terminar la educación básica es bastante alto considerando el contexto y el tiempo asignado dentro del curriculum para la materia en primarias públicas, mismo que aún no se ha logrado. Los alumnos en nivel primaria solo tienen tres horas de clase semanalmente para la materia de inglés, lo cual es insuficiente para lograr los propósitos establecidos.

Por otro lado, los materiales didácticos con los que cuentan los profesores y alumnos no son suficientes y adecuados para lograr los propósitos establecidos por el PNIEB. Muchas veces los alumnos reciben los libros a mediados de año o faltando unos cuantos meses para que concluya el ciclo escolar. Lo anterior además de haberse visto reflejado en las entrevistas y en los cuestionarios

aplicados a los docentes de inglés, lo pude constatar en el desempeño de mi práctica y en la de mis colegas al compartir experiencias en juntas colegiadas con maestras de diferentes escuelas y grados en varias zonas del D.F; ahora Ciudad de México.

Del análisis anterior y en el desempeño de mi práctica como docente de inglés al servicio de una primaria donde trabajé con alumnos de diversos grados y de las situaciones problemáticas con las que me enfrenté, surge la inquietud de elaborar un material didáctico atractivo para alumnos de 6° grado con el propósito de que este material sea benéfico a los estudiantes y los ayude a apropiarse de la L2 en forma más efectiva; tomando en cuenta que este material cumpla con el curriculum y con los requerimientos de la Reforma Educativa en Educación Básica (RIEB).

Pensando también que este material sea de ayuda y sirva de apoyo a la práctica de maestros que se encuentran inmersos en un contexto similar al descrito anteriormente.

La base de este material didáctico fue el enfoque comunicativo. Este enfoque prioriza las habilidades lingüísticas por encima de las habilidades gramaticales. El enfoque comunicativo es, en parte, una reacción distinta a la práctica de los modelos oracionales, así como también, difiere de la teoría de que el aprendizaje de una lengua consiste principalmente en el conocimiento de su gramática. Desde esta perspectiva, se puede decir que el enfoque comunicativo no tiene como base la enseñanza de escribir oraciones gramaticalmente correctas, sino que existen diferentes versiones de cómo crear las experiencias comunicativas en el salón de clase. Estas experiencias se fundamentan en el punto de vista de que se debe poner mayor atención a las funciones del lenguaje que a las formas del lenguaje. El enfoque comunicativo funcional organiza sus lecciones partiendo de la concepción del uso del lenguaje, es decir, para qué se usa el lenguaje, como afirma Harmer (2007: 69 y 70 tr. A.G.): “Los estudiantes deben tener el deseo de comunicar algo. Deben tener un propósito de comunicación (por ejemplo hacer una cita, comprar el boleto en una aerolínea o escribir una carta a un periódico).”

Se consideró el enfoque comunicativo porque a través de éste, el alumno participa y se involucra en la clase. Por medio de la interacción aprende por medio de situaciones prácticas y útiles para él. Además en este enfoque el maestro funge como un guía o facilitador, generando condiciones que motivan a los alumnos a apropiarse del idioma; siendo esto de vital importancia para que el alumno goce de las experiencias y le sea más fácil apropiarse de la L2. Por otro lado, este enfoque es también recomendado por el Programa Nacional de Inglés en Educación Básica (PNIEB).

El PNIEB, al igual que los programas de enseñanza del español y los parámetros curriculares de lenguas originarias, lejos de suprimir o marginar el estudio formal de la estructura interna de la lengua al estudio de los usos y las funciones del lenguaje, establece un enfoque de enseñanza en el que la capacidad de reflexión sobre la lengua se vincula estrechamente con las funciones comunicativas del lenguaje con el propósito de analizar y mejorar la competencia comunicativa de los alumnos. (Programa Nacional de Inglés en Educación Básica, 2011:9).

Además, considero sumamente necesario prepararse continuamente para tener un dominio de la materia que se imparte, y de estar al tanto de nuevas técnicas, métodos o enfoques de enseñanza, todo esto con el fin de buscar el mejor camino para satisfacer necesidades, demandas e intereses por parte principalmente de los alumnos, sin dejar a un lado la parte institucional.

Es pertinente y necesario analizar diferentes teorías del aprendizaje y de la enseñanza del inglés como lengua extranjera para mejorar la calidad de su enseñanza, en congruencia con el enfoque actual de la reforma educativa, porque al llevar a cabo acciones para alcanzar objetivos específicos podemos cubrir y cumplir los propósitos fundamentales de estas nuevas propuestas educativas, de aquí se desprende, entonces, la elaboración de un material didáctico para el aprendizaje del inglés como L2 para alumnos del 6º grado de educación primaria.

La creación de material didáctico está pensado como un proceso de mejora al material hasta ahora existente, de acuerdo al contexto donde podrá ser utilizado

y es una opción para facilitar la planificación de clase tomando en cuenta el currículo actual.

Este material además de cubrir los planes y programas, pretende satisfacer necesidades e intereses para lograr que los estudiantes se apropien del conocimiento, lo que les permitirá solucionar situaciones que se les presenten a lo largo de la vida utilizando capacidades y habilidades adquiridas en el transcurso de su paso por la escuela.

De esta forma, se estará actuando en concordancia con el enfoque actual de la reforma educativa, porque las acciones anteriores elevan la calidad educativa, se centran en el estudiante y parten de los aprendizajes como punto central del proceso educativo.

Por la brevedad de tiempo que se imparte el inglés a las y los alumnos, creo necesario elaborar el material más adecuado para que ellos adquieran las habilidades y competencias necesarias para aprender o adquirir la lengua meta haciendo uso de ella. Es necesario que los alumnos conozcan el lenguaje, hagan con el lenguaje y sean con el lenguaje tal como lo menciona el Informe Delors en cuyos principios está basado el programa actual de la SEP.<sup>2</sup>

La elaboración de material didáctico planeado y diseñado con base en los planteamientos de la RIEB y del PNIEB contribuirá a lograr los propósitos planteados y está dirigido a mejorar los procesos de enseñanza-aprendizaje del inglés como segunda lengua en educación primaria.

La Secretaría de Educación Pública (SEP) desarrolló un conjunto de estándares nacionales para lenguas extranjeras basándose en estándares internacionales. Estos estándares sirven de base para delimitar lo que se pretende sea el nivel mínimo en el dominio del inglés por parte de los alumnos al finalizar cada ciclo establecido por el PNIEB.

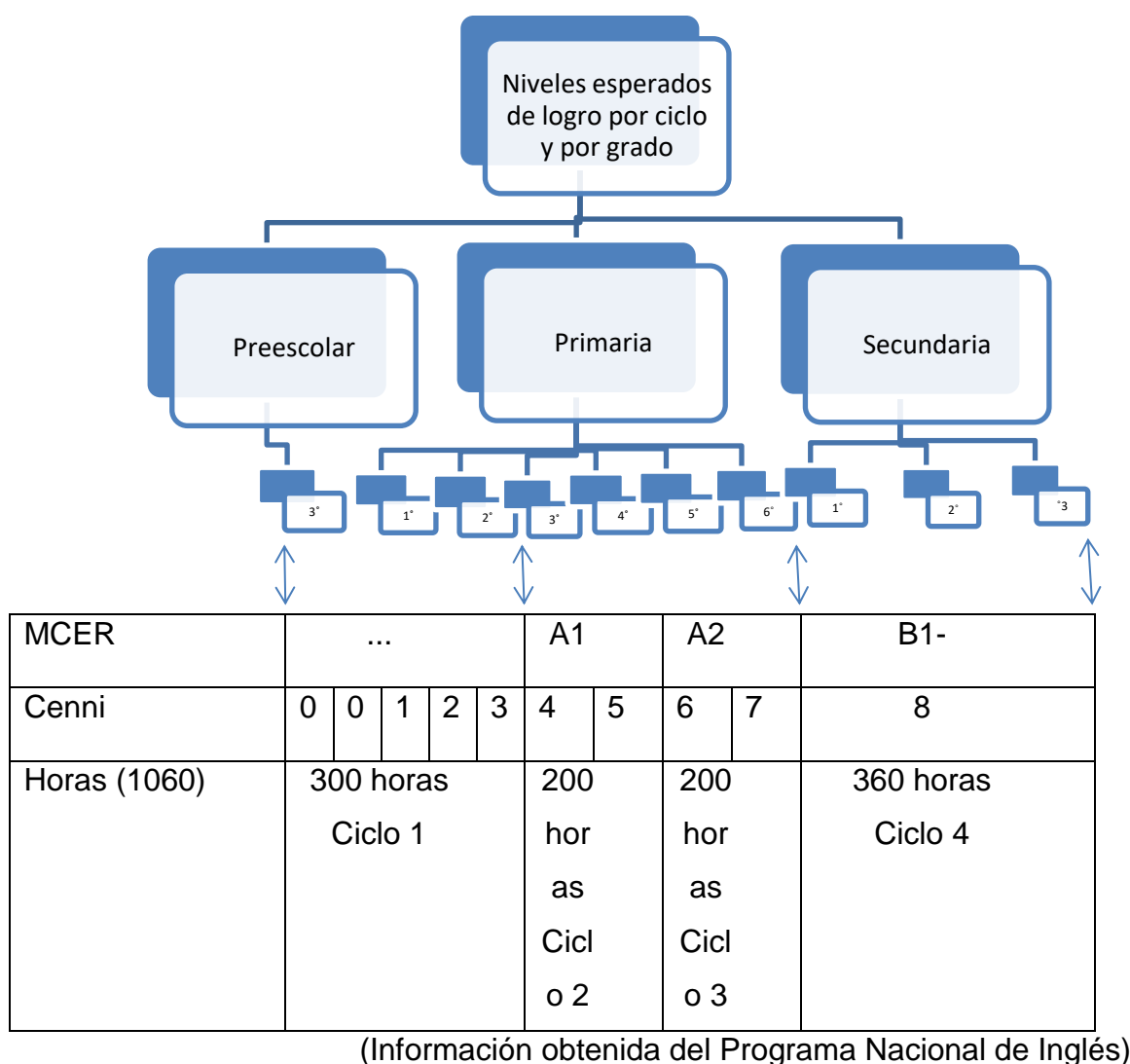
Para determinar el alcance y la amplitud de los programas de estudio se consideró el tiempo de estudios disponible en cada ciclo, así como el Marco

---

<sup>2</sup> ...se establece un conjunto de competencias específicas, que se conciben como configuraciones complejas y articuladas de hacer con el lenguaje, saberes sobre el lenguaje, y maneras de ser con el lenguaje, cuyo propósito es preservar las funciones que el lenguaje tiene en la vida social y sus aspectos formales. (Programa Nacional de Inglés en Educación Básica, 2011:29).

común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación (MCER, conocido por sus siglas en inglés como CFER)<sup>3</sup> desarrollado por el Consejo de Europa y la Asociación de Evaluadores de la Lengua en Europa (ALTE, por sus siglas en inglés).<sup>4</sup> (Programa Nacional de Inglés en Educación Básica, 2011:17).

Con base en estos estándares, los niveles que los alumnos deben alcanzar al final de la educación básica quedan representados en la siguiente gráfica:



<sup>3</sup> Common European Framework of Reference

<sup>4</sup> Association of Language Tasters in Europe.

Si tomamos en cuenta que el inglés pasó a ser una materia curricular en preescolar y primaria en la mayoría de las escuelas del Distrito Federal a partir del ciclo escolar 2010-2011 a la fecha se ha trabajado en el programa por 5 años y 10 meses. Si analizamos la información arriba mencionada los alumnos que ingresaron a preescolar en el 2010 ahora deberían estar cursando quinto año de primaria y por lo tanto, tener un nivel aproximado de A1.

Los alumnos que iniciaron a mi cargo en el 2010 en cuarto de primaria, deben estar ahora en tercero de secundaria y tener un nivel aproximado del dominio del inglés de A2+ o B1. En la observación de mi práctica y en la de colegas que se encuentran trabajando en el mismo nivel nos hemos percatado de que los niveles antes mencionados no han podido lograrse.

Además de lo anterior, hay que considerar la dificultad para obtener el dominio de una segunda lengua, lo que obliga a los profesores de idiomas, investigadores y lingüistas a seguirse preparando, buscando nuevas técnicas, materiales, métodos o estrategias de enseñanza con el fin de lograr los objetivos deseados, entendiéndose como objetivo principal el manejo de las cinco habilidades que se consideran necesarias para el dominio de un idioma.

Estas cinco habilidades necesarias para dicho dominio de una lengua son la comprensión auditiva, comprensión escrita, expresión escrita y expresión oral, dividiéndose esta última en la interacción oral y en la exposición oral —como por ejemplo en una conferencia—, de acuerdo con el Centro Virtual Cervantes, administrador en español del Marco de Referencia Europeo de las Lenguas.

Con la expresión *destrezas lingüísticas o habilidades lingüísticas* se hace referencia a las formas en que se activa el uso de la lengua. Tradicionalmente la didáctica las ha clasificado atendiendo al modo de transmisión (orales y escritas) y al papel que desempeñan en la comunicación (productivas y receptivas). ([www.cvc.cervantes.es/enseñanza/diccio\\_ele/indice.htm](http://www.cvc.cervantes.es/enseñanza/diccio_ele/indice.htm): 2014).

Si bien en la actualidad existen diversos métodos y enfoques para introducir una segunda lengua, no se acuerda con precisión cuál de éstos es el más favorable para lograr que los estudiantes obtengan un dominio de una L2 fuera del



contexto de habla como lengua franca, partiendo con la incertidumbre de usar o no usar la lengua materna dentro del salón de clases, aunque varios autores coinciden en defender que lo importante es lograr comunicarse y por tanto el efecto deseado en el receptor, antes que saberse de memoria formas oracionales o conjugaciones que no permitan darse a entender.

Es muy importante planear las actividades que se llevarán a cabo en el salón de clases tomando en cuenta el contexto en el que se está inmerso. Las necesidades e intereses de los alumnos, así como, los requerimientos institucionales, nacionales e internacionales. Considerando también, los conocimientos previos de los alumnos y sus características sociales, económicas y culturales.

Es imprescindible también, prestar atención al hecho de que los alumnos son personas únicas e irrepetibles, por lo tanto, cada uno de ellos cuenta con características propias e individuales de aprendizaje. Al planificar nuestras actividades es importante usar nuestro ingenio para ofrecer una gama de posibilidades de aprendizaje, en esta forma motivamos a nuestros alumnos a seguir aprendiendo, porque las actividades no llegan a ser una rutina, y de esta manera es posible que logremos satisfacer las distintas formas de aprendizaje.

El conocimiento específico de cada uno de los alumnos constituye la base para establecer con ellos una relación de respeto. Es necesario partir de los conocimientos previos de los alumnos para generar nuevos saberes. Cada persona tiene una historia que la hace única y especial. No hay dos personas iguales, los antecedentes de cada estudiante a nuestro cargo difieren radicalmente a pesar de que cada uno pertenezca a una misma sociedad, regida por valores y objetivos similares.

El profesor tiene entre sus responsabilidades la de encontrar la forma de insertar y atraer al alumno a la segunda lengua. Es importante que el alumno aprenda la lengua haciendo uso de ella. A mayor contacto con la lengua meta, el alumno tendrá mayores oportunidades de profundizar su dominio.

De lo anterior surgen las siguientes preguntas: ¿Cómo se enseña una segunda lengua? ¿Cómo se puede mejorar esta enseñanza? ¿Qué material de

apoyo se puede usar para esa enseñanza? ¿Cómo crear ese material para que sea más significativo en la práctica educativa?

De esta manera, el presente trabajo quedó organizado de la siguiente manera:

En el primer apartado se analiza el aprendizaje de los sujetos objetos de este estudio que son los niños que se encuentran en el sexto año de primaria, con una edad promedio de 11 a 14 años, esto con el fin de que las actividades incluidas en el material didáctico sean congruentes al grado cognitivo de los estudiantes a quienes está dirigido.

En el segundo apartado se presenta un análisis de la adquisición-aprendizaje del lenguaje tomando en cuenta dos corrientes teóricas que tratan acerca de este fenómeno: la corriente nativista y la corriente empirista con el fin de incluir actividades dentro del material que permitan a los estudiantes adquirir y/o aprender el idioma a pesar de no ser su lengua materna.

En el apartado tres se reflexiona acerca de lo que plantean algunos métodos y enfoques en la enseñanza del inglés. Empezando con el método de gramática – traducción que a pesar de ser uno de los métodos más antiguos se sigue utilizando en la actualidad. Se reflexionó también sobre otros métodos que surgieron posteriormente, cuyas ideas son muchas veces opuestas a lo que se plantea en el método de Gramática – Traducción, como es el método directo y el método audio lingual.

Por último, se observaron otros métodos que surgieron más recientemente y que hoy en día son usados ampliamente por los resultados obtenidos al ser puestos en práctica como son presentación, práctica y producción PPP tomado del inglés, (*Presentation, Practice, Production*), el Aprendizaje basado en problemas, TBL (*Task Based Learning*) y el enfoque comunicativo. Lo anterior con el propósito de incluir actividades que satisfagan las necesidades y las diferentes formas de aprender de los estudiantes.

En el cuarto apartado se analizan los planes y programas de inglés en educación básica, cuyas especificaciones deben de ser tomadas en cuenta por ser parte del currículo actual.

En seguida se presenta una revisión de la literatura existente sobre la temática de este trabajo como base de comparación y de mejora en el desarrollo del material didáctico.

Finalmente, se explica el proceso para la elaboración del material didáctico el cual comprendió de cuatro etapas básicas, en la primera se aplicó un cuestionario a una muestra de 100 docentes para conocer sus necesidades en la enseñanza del inglés como L2 en primaria y las cualidades que debiera tener un material didáctico que funcionará como auxiliar para coadyuvar a la solución de sus necesidades. En un segundo momento, se elaboró el material motivo de esta propuesta el cual fue sometido a jueces para su valoración y al respecto se aplicaron las sugerencias comentadas por los jueces. En un tercer momento se realizó una intervención educativa con alumnos de sexto grado de primaria, con los cuales se trabajó una unidad temática del material elaborado para comprobar que se cumpliera el objetivo por el cual fue realizado y la eficacia del mismo. Por último, se presentan los resultados y la versión final del material propuesto.

# Unidad I

## Marco contextual

Este material fue pensado y diseñado para satisfacer las necesidades de las escuelas denominadas como “de turno ampliado” o “jornada completa”, primarias públicas que tiene en su currículo la materia de segunda lengua (inglés).

La prueba del material didáctico se llevó a cabo en dos fases, en la primera se sometió a un jueceo y en la segunda se utilizó la unidad didáctica 3B, la cual se probó con alumnos de 6B de la Escuela Primaria Ricardo Gómez.

Esta escuela se encuentra localizada en la avenida México en la colonia Tizapan, San Ángel. Ubicada en la delegación Alvaro Obregón en la ciudad de México.

El grupo con el que se trabajó es el sexto grado B. Un grupo mixto de 29 estudiantes de los cuales 15 son niñas y 14 son niños. Sus edades van desde los 11 hasta los 13 años.

## Objetivos generales

- ✓ Elaborar un material didáctico para la materia de inglés en sexto año de primaria que esté en concordancia con el curriculum y con los estándares establecidos por la SEP, la RIEB y el PNIEB.
- ✓ Demostrar la confiabilidad del material didáctico elaborado a través de una intervención controlada para observar el logro de los aprendizajes por parte de los alumnos participantes en la intervención.

## Objetivo específicos

- ✓ Desarrollar un marco teórico conducente para el aprendizaje del inglés como L2, desde la perspectiva del curriculum y de la teoría pedagógica predominante en la enseñanza de L2: enfoque comunicativo.
- ✓ Presentar el enfoque aplicado al diseño de material didáctico para el aprendizaje del inglés como L2 en alumnos de 6º grado de educación primaria.

- ✓ Crear un material didáctico que ayude al profesor de inglés en educación básica para que los alumnos obtengan el dominio del inglés de forma significativa, promueva el aprendizaje por medio de actividades donde se use el idioma en situaciones reales, permita a los estudiantes aprender haciendo uso del idioma.
- ✓ Probar la funcionalidad del material, se realizaron dos acciones básicas; la primera someter el material a jueceo y la segunda a partir de una intervención controlada, aplicando la Unidad didáctica 3B, usando el material en un grupo de 6º año de primaria.

## Unidad II

### Cómo aprenden los estudiantes de educación básica

En esta parte se realizó una reflexión sobre los procesos de desarrollo de los seres humanos con el fin de diseñar el material con actividades aptas y apropiadas de acuerdo a la etapa en la que se encuentran los estudiantes a quienes va dirigido. Este análisis se fundamentó con las etapas psicosociales que desarrolló el psicólogo Erik Erikson y las etapas de desarrollo cognitivo que estableció Piaget.

Erikson establece ocho etapas que se dan a lo largo de la vida del ser humano en donde cada una de éstas se caracteriza por la resolución de un conflicto y se presentan dos resultados posibles. Cabe señalar que por medio de la socialización las personas adquieren una identidad desde las primeras etapas de la vida hasta su fin. “Erikson propuso un modelo de etapas de desarrollo, nombrando 5 etapas hasta la edad de 18 años y tres etapas más después en la adultez.” ( McLeod:2013) (Tr. A.G.)

Si los sujetos terminan cada una de estas etapas exitosamente obtendrán una personalidad sana con interacciones sanas en el medio social con el que se relacionan. Si por algún motivo se fracasa en alguna de estas etapas será difícil que el sujeto se relacione adecuadamente. Afortunadamente, esto puede solucionarse en un futuro.

A pesar de que se hizo mención de las ocho etapas, este análisis se concretó en la cuarta y quinta ya que es en éstas donde quedan incluidos los sujetos- objeto de este trabajo.

- Primera etapa: *Confianza básica vs desconfianza*. Desde el nacimiento hasta aproximadamente los 18 meses.
- Segunda etapa: *Autonomía vs vergüenza y duda*. Desde los 18 meses hasta los tres años aproximadamente.
- Tercera etapa: *Iniciativa vs culpa*. Desde los tres años hasta los cinco aproximadamente.

- Cuarta Etapa: *Industria vs inferioridad*. Desde los cinco años hasta los 13 aproximadamente.

Esta etapa inicia en la niñez y llega hasta la pubertad. Los niños se sienten orgullosos de sus trabajos, proyectos y logros. Empiezan a reconocerse como individuos, se involucran en el trabajo con tenacidad para ser responsables, haciendo bien las cosas y siendo buenos. Están más dispuestos a compartir y colaborar. Es importante entonces que el profesor o adulto que acompaña al niño en su proceso de aprendizaje los anime, premie o recompense por su iniciativa para que ellos confíen en sus capacidades y logren sus metas.

Por el contrario, si esta iniciativa es restringida o censurada el niño tenderá a sentirse inferior, dudando de sus habilidades y capacidades, por lo tanto, puede ser que no alcance a desarrollar todo su potencial o a terminar con éxito esta etapa.

Si no es capaz de hacer ciertas actividades, y de hacerlas bien, aun perfectas; se siente insatisfecho. Algunas veces llega a sentirse inferior a los demás, ya sea por su situación económica, por su género, configuración física o por alguna característica que lo distinga del resto.

Es aquí donde el profesor debe usar su ingenio para crear ambientes de aprendizaje cómodos y seguros para que los estudiantes no se sientan expuestos al resto de sus compañeros.

Tomando en cuenta lo anterior, en el material didáctico elaborado se incluyeron actividades donde los alumnos trabajan en equipo para la elaboración de proyectos, al finalizarlos los comparten con el resto de sus compañeros. Las actividades los motivan a compartir, valorar y respetar los trabajos de sus compañeros, creando ese ambiente de confianza que necesitan para expresarse libremente.

- Quinta etapa: *Búsqueda de identidad vs confusión de rol*. Desde los 13 años hasta los 21 aproximadamente. En esta etapa el ser humano busca su identidad y su independencia. Hay confusión entre seguir siendo niño o pasar a ser adolescente. Se cuestiona todo lo que antes era una certeza.

Los jóvenes se preocupan por ser aceptados y cómo son vistos principalmente entre iguales. Comienza la etapa del enamoramiento sin llegar a ser éste formal. “La gente joven también puede ser notablemente exclusivista, y cruel con todos los que son “distintos”, en el color de la piel o en la formación cultural, en los gustos y las dotes,” (Erikson, 1983: 236).

Se da paso a la independencia, se empieza a formar la identidad propia basándose en el resultado de las experiencias vividas. El peligro de esta etapa es la confusión del rol cuando los sujetos no logran obtener el sentido de quienes son y tienen una sensación de confusión sobre sí mismos y del papel que juegan en el mundo.

En la observación de mi práctica educativa me he podido percatar de que los jóvenes a esta edad tienen miedo a hacer el ridículo, y se preocupan por lo que los demás piensan de ellos, principalmente lo que piensan sus compañeros y amigos. Sienten miedo a participar en clase y a realizar, por ejemplo, alguna conversación en la lengua meta por temor a equivocarse y a que sus compañeros se mofen de ellos.

- Sexta etapa. *Intimidad vs aislamiento*. Desde los 21 años hasta los 40 aproximadamente.
- Séptima etapa. *Generatividad vs estancamiento*. Desde los 40 años hasta los 60 aproximadamente.
- Octava etapa. *Integridad del yo vs desesperación*. Desde los 60 años aproximadamente hasta la muerte.

Por lo anterior mencionado, fue esencial crear situaciones implícitas en las actividades desarrolladas en el material didáctico para que los alumnos pudieran trabajar en situaciones de confianza y un ambiente de respeto dentro del salón de clases pudiendo así superar los conflictos de las etapas que los caracterizan.

## **Características fundamentales de los estadios piagetianos**

Piaget afirma que el desarrollo intelectual de los sujetos se basa en la actividad constructiva de éstos con su medio ambiente, y en la necesidad del sujeto de



adaptarse a los desequilibrios que encuentra en dicho ambiente. Así, el ser humano desde recién nacido encuentra situaciones y problemas que no conoce o domina en su entorno, e intenta adaptarse y sobrevivir en su relación con dicho medio.

El equilibrio y la adaptación se alcanzan cuando el individuo logra construir una respuesta adecuada que le permite asimilar una nueva capacidad o conocimiento y, con ella, ampliar sus habilidades para relacionarse con su medio. “Piaget describió dos procesos usados por el individuo en su intento de adaptación: asimilación y acomodación. Ambos usados a través de la vida del individuo al tratar de adaptarse al medio ambiente de forma más compleja.” (Huitt, W., & Hummel, J. 2003) (Tr. A.G.)

Piaget estableció como hemos afirmado cuatro etapas o estadios que caracterizan a los seres humanos en su desarrollo cognitivo a lo largo de su vida. Siendo éstos los siguientes:

- Sensorio-motor (0-2 años) Estructura espacio-tiempo y causal de las acciones. Inteligencia práctica basada en las acciones.
- Preoperatorio (2-7 años) Inteligencia simbólica o representativa. Razonamiento por intuiciones, no lógico. Operaciones concretas
- Operaciones concretas (7-12 años) Primeras operaciones, aplicables a situaciones concretas, reales. Razonamiento lógico.

En esta edad promedio se encuentran los niños a quienes se dirige el material propuesto, en el que se aplica la información al respecto. Los niños en esta etapa se vuelven operacionales, su pensamiento es más lógico y sus habilidades para la solución de problemas se organizan en operaciones concretas. Desarrollan la habilidad de clasificar, agrupar y reagrupar distintos objetos. Son capaces de pensar en reversa, solucionar problemas concretos y lógicos, realizar operaciones de forma mental, se ponen en el lugar del otro y razonan moralmente.

Tomando en cuenta que los niños son capaces de realizar operaciones concretas es importante crear actividades que permitan a los niños solucionar problemas específicos y desarrollar habilidades para aprender a

aprender, así como, capacidades de razonamiento lógico que los ayuden a encontrar sentido a sus experiencias dentro del salón de clases para lograr aprendizajes que les sean significativos.

Por otro lado, si bien los niños son capaces de razonar de manera lógica, todavía dependen de las experiencias concretas directas, es decir, la capacidad para imaginar tales experiencias de modo vivido. Aún no pueden razonar respecto a contenidos abstractos, aunque pueden memorizar declaraciones abstractas o definiciones que en realidad no comprenden del todo.

Surge el egocentrismo infantil. Los niños se vuelven más capaces de cooperar con los demás y de reconocer las reglas del juego y los convencionalismos sociales. Reconocen la justicia, adquieren nociones de reciprocidad y buscan ser bien tratados. (Wadsworth: 1989 p.69)

- Operaciones formales (adolescencia) Desligamiento de lo concreto. Razonamiento hipotético-deductivo y abstracto. El pensamiento se vuelve más científico, surgen preocupaciones y conflictos acerca de la identidad y en la interacción social con su medio.

Comienza alrededor de los 12 años de edad y se consolida de manera gradual a lo largo de la adolescencia y los años de adulto joven. Se desarrolla la capacidad para pensar en términos simbólicos y comprender el contenido abstracto sin requerir de objetos físicos o incluso de imaginación basada en la experiencia pasada con tales objetos.

Se siguen usando operaciones formales como conceptos lógicos de inferencia usados en el razonamiento avanzado.

Tomando en cuenta las dos últimas etapas, ya que los niños a quienes va dirigido el material se encuentran a finales de la tercera y a principios de la cuarta, en el material elaborado se incluyeron actividades donde los alumnos realizan seriaciones (con números por ejemplo), clasifican palabras (distintos tipos de comida), ordenan de mayor a menor (usando sílabas), piensan en reversa y hacen operaciones mentales (contando y usando series de números).

Se incluyen también actividades que dan oportunidad a los estudiantes de que piensen en cosas con que nunca han tenido contacto, por ejemplo, cuando leen una historia del Reading Book, imaginan que ellos se encuentran en la situación dentro de la historia; pueden generar ideas de eventos que nunca ocurrieron y pueden hacer predicciones sobre hechos hipotéticos o futuros; por ejemplo, si el gobierno diera la oportunidad a los jóvenes de pintar muros con grafiti en forma de arte ¿qué pasaría?

Otras actividades motivan al alumno a involucrarse en discusiones sobre filosofía, creencias, comportamientos sociales y valores, como por ejemplo, al diseñar un anuncio y decidir si advertir o no las cosas negativas del producto.

## **Cómo adquieren y aprenden el lenguaje los estudiantes**

La adquisición o aprendizaje de un idioma es compleja, dependiendo no sólo de las características individuales de cada persona sino también del entorno y de las circunstancias en las que se da dicho proceso. Por lo tanto, los profesores de idiomas debemos estudiar y tomar en cuenta, entre otras cosas, las distintas teorías de adquisición - aprendizaje del lenguaje al momento de planificar las clases, y en la creación de materiales de enseñanza para ofrecer un servicio más apto adecuándolo a las necesidades e intereses de los alumnos.

Bajo la mirada anterior, cobra sentido el componente pedagógico en el marco de la formación de maestros y empleo de materiales de apoyo, pues este conocimiento permite no sólo comprender las características de los procesos de construcción del conocimiento desde las edades más tempranas, sino además, realizar un trabajo de intervención cognitiva que estimule el proceso de aprendizaje del alumno y la obtención de logros intelectuales significativos en la medida en que se active el desarrollo de las diferentes dimensiones psico intelectivas.

Cabe destacar que este accionar del maestro debe estar enmarcado en las teorías y recientes investigaciones que explican el funcionamiento de la mente en actividades tan importantes como el procesamiento de la información, la adaptación social y cultural, la producción y creación de cultura, la resolución de

problemas y la creatividad. Las variables que mayormente inciden en el desarrollo cognitivo son: la maduración de las estructuras neuro-psicológicas del sujeto, el contexto sociocultural y la experiencia.

Estar frente a un grupo es una responsabilidad muy grande. Conocer las distintas teorías de aprendizaje o adquisición del lenguaje, así como, los paradigmas educativos y los métodos o enfoques de enseñanza-aprendizaje de idiomas nos ayudarán a analizar, problematizar y reflexionar sobre los fenómenos educativos. El análisis de un mayor número de teorías o paradigmas educativos enriquece la calidad de la enseñanza. La inmersión de múltiples disciplinas nos explica sus distintas dimensiones y contextos.

Pienso que es acertado tener presentes las distintas teorías de desarrollo y aprendizaje al planear nuestras clases y al momento de desarrollar materiales didácticos. Creo además, que al ser flexibles en el uso de los distintos paradigmas educativos y, también, al combinarlos damos variedad a la clase haciéndola más amena y permitimos que los alumnos tengan varias opciones para obtener los conocimientos de acuerdo a sus particularidades, y a la forma en la que crean sus propios significados.

“Las distintas disciplinas de la educación recurren a otras ciencias (educativas o no educativas) a fin de mejorar las descripciones, explicaciones, interpretaciones o propuestas de tipo prescriptivo que desarrollan,” (Hernández, 1998: 41).

## ¿Cómo se adquiere el lenguaje?

El análisis de las investigaciones sobre el tema que explican cómo se adquiere el lenguaje parten de posturas e ideas diferentes que no permiten encontrar coincidencias bien delimitadas, aunque sirven de base para comprender el proceso mismo. Hay varias corrientes que tratan de explicar este fenómeno, de las cuales a continuación reflexionaremos sobre dos de ellas.

La **corriente nativista** declara que el lenguaje es una habilidad con la que nacemos, algo con lo que contamos por el simple hecho de ser seres humanos. “Las teorías nativistas explican la adquisición de lenguas mediante un carácter

innato, puede referirse a un talento específico de la lengua o a los mecanismos cognitivos que intervienen en la adquisición,” (Alcón, 2002: 67). Todos los niños aprenderán un lenguaje tarde o temprano a menos de que exista un problema que se los impida. En general, esta teoría puede aplicarse a lo que se denomina lengua materna, que es la lengua que se emplea en el entorno familiar en el que nace el niño.

Por otro lado, **la corriente empirista** afirma que desarrollamos la capacidad de comunicarnos a través del lenguaje por medio de la interacción y las relaciones que se dan en nuestro entorno social.

El término empirismo viene de la voz griega ‘empeiría’ que se puede traducir como “experiencia”. Cuando hablamos de “experiencia” en este contexto nos referimos más exactamente a la experiencia sensible o conjunto de percepciones. En un sentido amplio llamamos empirista a toda teoría filosófica que considera los sentidos como las facultades cognoscitivas adecuadas para la adquisición del conocimiento (Torre de Babel Ediciones, s/f).

Esta tradición otorga una importancia central a los “datos sensoriales” —cosas concretas y materiales que pueden ser vistas, tocadas, oídas, registradas y medidas— como punto de partida y base para la investigación científica, (Johnson, 2008: 76).

De estas dos corrientes han surgido distintas teorías sobre la adquisición y aprendizaje del lenguaje, a continuación se citarán algunas de ellas.

## **Teoría Conductista**

Los protagonistas principales del conductismo fueron Watson (considerado como el padre del conductismo), Thorndike y, Skinner, este último empleó el modelo del condicionamiento operante adiestrando animales y posteriormente lo aplicó a niños y jóvenes mediante el proceso de estímulo-respuesta-recompensa, a partir de ello, Pavlov utilizó a unos perros para lograr un proceso de condicionamiento y explicar cómo funciona.

El conductismo afirma que el ser humano adquiere el lenguaje cuándo se es niño como respuesta a estímulos de repetición y corrección por parte de los adultos del entorno, y que hay un proceso de imitación donde el niño obtiene hábitos o respuestas a cambio de lo que el adulto le proporciona para cubrir o satisfacer sus necesidades.

El aprendizaje del buen uso del lenguaje —uso de vocabulario correcto y gramática—, se da a través del condicionamiento operante, el adulto aprueba o desaprueba por medio de recompensas o castigos al niño, incluso simbólicos, como expresiones o aceptación del enunciado del niño. Así, los niños imitan el lenguaje de los padres o de los adultos que están dentro de su entorno.

Las diferentes teorías de aprendizaje otorgan diversos grados de importancia al organismo y al medio. En el conductismo, el medio lo es todo, y el papel del organismo se considera insignificante. Se suele emplear dos metáforas vívidas para describir esta perspectiva del organismo: se dice que un niño nace como una “pizarra en blanco” (la frase en latín es *tabula rasa*) en la que la experiencia “escribe” o “dibuja” sus mensajes; una segunda metáfora, similar a la primera, es la del niño como un papel fotográfico sin usar, que cuándo es “expuesto” al mundo y a las experiencias comienza a reflejar imágenes de éstos (Johnson, 2008: 79, 80).

Cuando esta teoría es aplicada a la educación, al aprendizaje de una lengua extranjera para ser más exactos, el maestro realiza ejercicios de repetición motivando al alumno para producir palabras u oraciones en forma oral o escrita, mientras que el alumno deberá adquirir léxico y formas gramaticales con base en la memorización y, finalmente, el maestro lo recompensará ya sea con una felicitación o algún premio.

Considero que —a pesar de que en la actualidad la teoría conductista es muy cuestionada porque se considera que cuando los alumnos memorizan los conocimientos, éstos sólo durarán poco tiempo en la memoria y después se olvidarán, cuando ya no esté el estímulo y la recompensa que los provoca—, es sumamente eficaz sobre todo para la adquisición de vocabulario y reglas

gramaticales y, cuando se combina con otras teorías o métodos de enseñanza, se convierte en una herramienta sumamente poderosa para el aprendizaje de idiomas.

Desde mi punto de vista, los alumnos pueden obtener aprendizajes significativos aún de la memorización y de las formas controladas de enseñanza en donde el maestro es el que deposita los saberes, siempre y cuando éste tenga la habilidad de crear situaciones en donde los alumnos empleen el idioma usando diferentes técnicas y procedimientos que sean de su agrado y que por medio de éstas se generen cambios o se refuercen los saberes previos de los estudiantes, de esta manera, los alumnos pueden acceder a distintos registros de una lengua para expresar una situación determinada; por ejemplo, comprar, preguntar dónde está un lugar, etc.

## **Teoría innatista**

Propuesta por el lingüista Noam Chomsky, la teoría innatista plantea que las personas poseen un Dispositivo de Adquisición del Lenguaje (DAL) que programa al cerebro para analizar el lenguaje escuchado y descifrar sus reglas. Chomsky plantea que el niño nace con un dispositivo de adquisición del lenguaje el cual permite a éste realizar la tarea de comunicarse.

Esta teoría forma parte de la corriente nativista, el lenguaje es adquirido y no aprendido, simple y sencillamente porque los seres humanos, por el simple hecho de serlo, están dotados para ello. Todas las personas van a adquirir una lengua porque cuentan con los recursos para lograrlo, sin importar el grado de complejidad de cada lengua, ya que todas coinciden en tener universales de composición gramatical que se refieren a los intereses sobre el mundo y las funciones que los seres, inanimados y animados, realizan.

Para adquirir un lenguaje no es necesario que el adulto corrija al niño, la imitación no es necesaria para su logro, el aprendizaje de un lenguaje es una facultad del ser humano y la única condición para obtenerlo es la de estar en contacto con él; entonces, a pesar de que no haya una corrección explícita, el sujeto corrige el uso de las palabras y los enunciados según se dé a entender de las personas que lo rodean.

Para explicar su teoría, Chomsky propone el concepto de Dispositivo para la adquisición del lenguaje (DAL), que sería algo así como un procesador lingüístico innato donde hay grabada una gramática universal o el conocimiento de reglas presentes en todas las lenguas. Los principios abstractos básicos de la lengua generativa y transformativa son innatos por lo que el niño no tiene que aprenderlos. Este dispositivo es capaz de recibir el input lingüístico y, a partir de él, derivar las reglas gramaticales universales (Pensamiento y lenguaje, 2008).

Esta teoría presupone que los niños no necesitan aprender el lenguaje porque éste va a ser adquirido cuando estén en contacto con la lengua nativa, por lo tanto, el único requisito necesario para la adquisición de una lengua es que el niño interactúe en un grupo donde esta lengua sea de uso. Con esto se entiende que si por alguna razón el niño no tuviese la oportunidad de estar en contacto con la lengua meta no sería capaz de producirla.

Chomsky señala también, que hay un periodo crítico en la adquisición del lenguaje, es decir, el DAL después de cierto tiempo se atrofia. Cuando esto sucede es muy difícil desarrollar lenguaje alguno con la fluidez y pronunciación de un nativo hablante. Afortunadamente, algunos autores opinan que este DAL “oxidado” se puede “aceitar” con diversas técnicas o estrategias de enseñanza por parte de los profesores y estar en funcionamiento de nuevo. “Si se logra aceitar el DAL para volver a ponerlo en funcionamiento, éste es muy capaz de “descifrar” el idioma por sí solo,” (Johnson, 2008: 277).

De esta teoría se deriva que existen principios universales que rigen a todas las lenguas humanas, concepto conocido como Gramática Universal. Desde un punto de vista lingüístico, el lenguaje sería una facultad autónoma, separada de la inteligencia.

Por ejemplo, en todas las lenguas hay sustantivos, es decir palabras que nombran las cosas, los animales y las personas; hay adjetivos muy cerca de los nombres que indican las cualidades de los sustantivos; hay verbos que señalan las acciones. Las lenguas difieren en vocabulario, aspectos fonéticos y construcciones gramaticales. Así, hay funciones universales y construcciones particulares. Estas



construcciones responden a los modelos que deben ser aprendidos cuando pasamos de una lengua a otra, como en este caso del español al inglés, (Rojas, 2015).

Esta maquinaria propuesta por Chomsky desempeña el trabajo en la adquisición de la lengua materna: lo único necesario es que el ser humano esté en contacto con ella, sin este contacto no será posible la adquisición de lenguaje alguno.

## **Teoría constructivista**

Propuesta por Piaget, él afirmaba que el lenguaje se logra con el desarrollo de la inteligencia; la inteligencia es condición indispensable para la apropiación del lenguaje. “El lenguaje es un producto de actividades mentales. A pesar de su importancia fundamental en una etapa ulterior de la vida, el lenguaje, al igual que el juego, aparece como parte del continuo desarrollo intelectual” (Maier, 2001: 105).

Para Piaget un niño inicia su desarrollo cognitivo desde el momento en que nace, y aprenderá a hablar hasta que tal desarrollo cognitivo se haya desarrollado adecuadamente para lograrlo. Piaget afirmaba que el pensamiento y el lenguaje se dan por separado, para él, el pensamiento es el que permite la aparición del lenguaje.

Propuso, además dos tipos de lenguaje que ubicó en dos etapas bien definidas: la pre-lingüística y la lingüística. Se concluye que esta perspectiva psicolingüística complementa la información aportada por los innatistas en el sentido de que junto a la competencia lingüística también es necesario una competencia cognitiva para aprender y evolucionar el dominio del lenguaje, lo que contribuye a documentar no sólo la creatividad del sujeto en la generación de las reglas, sino la actividad que le guía en todo ese proceso (Calderón, s/f).

El constructivismo está basado en dos aspectos fundamentales: el primero es que los individuos son los que construyen sus propios significados de todo aquello que los rodea con base en sus experiencias, logrando así el segundo aspecto, sus propios conocimientos basados a partir de las cuatro etapas de

desarrollo humano propuestas por Piaget.<sup>5</sup> Las cuatro etapas son las que a continuación se describen.

a) La etapa sensorio motora de aprendizaje dura desde el nacimiento hasta los dos años aproximadamente. La manera más importante de explorar el medio ambiente es a través de los sentidos.

b) La etapa pre-operacional abarca desde los dos años hasta los siete aproximadamente. Los pensamientos de los pequeños empiezan a ser más flexibles haciendo uso de la imaginación y la memoria.

c) La etapa de operaciones concretas se presenta desde los siete hasta los trece años. Los niños son capaces de tener pensamientos más elaborados y comprenden ahora los procesos en reversa.

d) La etapa de operaciones formales se alarga desde los trece años hasta el final de la vida. Los individuos son capaces de tener razonamientos abstractos.

Desde mi percepción, tomando en cuenta los aspectos fundamentales del constructivismo, considero que el lenguaje se va construyendo a medida que la inteligencia se desarrolla con base en las experiencias que el niño tiene con todo aquello que lo rodea.

La teoría constructivista relacionada al desarrollo humano nos ofrece otra explicación de cómo se diferencia el aprendizaje entre los niños, los jóvenes y los adultos. Mientras que los niños ciertamente tienen la habilidad de obtener la pronunciación de un nuevo idioma fácilmente, por otra parte, sólo son capaces de obtener los otros conocimientos a través de operaciones concretas, los jóvenes están en el umbral entre obtener conocimientos de operaciones concretas y de operaciones formales, mientras los adultos pueden hacer uso total de la abstracción para la adquisición de conocimientos, lo cual les proporciona muchas otras formas de aprendizaje.

Si llevamos esta teoría a la enseñanza-aprendizaje de una lengua extranjera en la educación de niños y jóvenes, creo que el maestro debe crear situaciones en

---

<sup>5</sup> “Los individuos están activamente envueltos desde el nacimiento en construir significados personales, esto quiere decir, entendimiento personal, en base a sus experiencias. En otras palabras, todo mundo crea su propio sentido del mundo y de las experiencias que lo rodean,” (Williams, 2007: 21. tr, A.G.).

donde los alumnos sean los que construyan sus propios conocimientos con la resolución de problemas con base en el desarrollo cognitivo que poseen de acuerdo a las etapas de desarrollo descritas por Piaget.

Podemos ver que tan importante es pensar en el aprendiz como un ser único activamente envuelto en la construcción de significados. Cuando los aprendices aprenden un nuevo idioma, ellos están, en estos términos, activamente envueltos en crear su propio sentido del lenguaje que reciben y que los rodea tanto como de las actividades que se les presentan. Por eso, es importante que los maestros ayuden y motiven a los aprendices en este proceso y que no los vean como receptores pasivos del lenguaje (Williams, 2007: 23, tr. A.G.).

## **Teoría socio culturalista**

El paradigma sociocultural fue desarrollado por Vigotsky y después seguido por Bruner, quien se apoya también en las ideas de Piaget sobre la apropiación del lenguaje. Para Bruner el lenguaje es obtenido con el desarrollo cognitivo como lo señalaba Piaget.

Los niños adquieren y aprenden el lenguaje inconscientemente como resultado de la constante exposición con éste en su entorno social. Bruner afirma que el desarrollo cognitivo se logra con la interacción del niño y su entorno social. Su desarrollo dependerá de los estímulos proporcionados principalmente por sus padres o las personas que estén más constante involucradas en la transformación. “Para Bruner el lenguaje se debe adquirir en situaciones sociales concretas, de uso y de real intercambio comunicativo” (Calderón, 2004).

“El psicólogo norteamericano Bruner sostiene que el niño está en constante transformación. Su desarrollo está determinado por varios estímulos y también por elementos culturales como sus padres, profesores, amigos y demás personas que son parte de su medio ambiente” (Foreign Language Education, 2007).

Al hacer uso de esta teoría, creo que el maestro debe buscar actividades en donde los alumnos tengan la oportunidad de practicar el idioma en situaciones que

les permitan interactuar en contextos reales de comunicación socializando con los otros para que ellos tengan la oportunidad de adquirir o aprender el idioma utilizándolo, como afirma Williams (2007: 39, tr. A.G.): “Aprendemos un idioma usándolo para interactuar significativamente con otras personas”.

## **Enfoque sociolingüístico**

Es a partir de la década de los setenta del siglo XX que surge una visión intermedia entre la visión empirista y la innatista, una visión más centrada sin caer en los extremos, la llamada revolución sociolingüística. Esta visión se preocupa del uso de la lengua en la sociedad, es decir el uso de la lengua para la comunicación entre los seres humanos.

Dentro de la concepción de la lengua como un sistema que cumple una finalidad, Jacobson (1984), propuso en su obra *Ensayos de lingüística general* estudiar primero todos los factores que constituyen cualquier acto de comunicación verbal, para luego poder identificar las funciones del lenguaje.

El hombre en cuanto a usuario normal de la lengua, lengua hablada, lengua escrita e impresa, está constantemente ligado a los demás mediante normas de conducta compartidas. La sociología del lenguaje examina la interacción entre estos dos aspectos de la conducta humana, el uso de la lengua y la organización social de la conducta (Fishman, 1979: 33, tr. A.G.).

Hymes (1970) argumenta que lo “viable”, “el uso” y “lo apropiado” son factores que deben ser tomados en cuenta y no sólo las estructuras que las reglas del sistema lingüístico permiten. Un ejemplo de lo viable es una oración escrita correctamente en su estructura gramatical, pero muy difícil de generar, por lo tanto una oración que no es usada. Al referirnos al uso es cuándo no hay motivos por los que una oración no pueda utilizarse ya que da una idea clara de lo que la persona quiere expresar, sin embargo no suele utilizarse en determinado idioma. Por último, al referirnos a lo apropiado, nos referimos a la manera correcta de usar el lenguaje dependiendo del contexto y la cultura donde nos encontremos.

Esta teoría nos acerca más a lo que considero sería lo ideal para el aprendizaje de una lengua extranjera: el maestro debe crear situaciones en donde

los alumnos usen el lenguaje para comunicar (actos de habla), ya sea en forma oral o escrita y que sean capaces de comprender a los otros escuchando o descifrando el código escrito en situaciones de uso real de la lengua. Si llevamos esta teoría al aprendizaje de una lengua extranjera, el maestro podría hacer buen uso del enfoque comunicativo ya que éste tiene características similares en varios aspectos como lo veremos más adelante.

Para terminar con este breve análisis señalamos que hasta el momento existen varias teorías sobre la adquisición o aprendizaje del lenguaje, cada una de ellas es la manera de percibir o explicar la realidad desde el punto de vista de las diferentes comunidades científicas. Conocerlas nos ayuda a entender o a comprender, como se adquiere o se aprende un lenguaje. En esta forma se puede analizar, evaluar, debatir e intercambiar ideas acerca de los aspectos que lo conforman.

Al nacer contamos con la herencia genética de nuestros antepasados, por lo tanto estamos dotados o tenemos la capacidad de adquirir una lengua como se menciona en la corriente innatista. Sin embargo, también es cierto el papel que juega el medio en el que nos desenvolvemos, las personas y todo aquello que nos rodea para que se dé la adquisición o aprendizaje del idioma como lo dice la corriente empirista.

La sociedad en la que vivimos desde el momento en que nacemos nos ayudará o no a adquirir el idioma de forma adecuada aunado a nuestras capacidades cognitivas; por lo tanto, creo que todas las teorías antes mencionadas son invaluable y deben ser consideradas para la enseñanza.

## Unidad III

### Métodos de enseñanza para el aprendizaje de lenguas y el Enfoque Comunicativo

En la enseñanza del inglés existen diversos métodos, los cuales van desde aquellos que son conocidos por las escuelas o profesores de lenguas en general hasta aquellos que son creación exclusiva de una escuela en particular. A continuación se analizarán sólo algunos de ellos.

- Método de Gramática-Traducción
- Método Directo
- Método Audiolingual
- Presentación, práctica y producción (PPP)
- Aprendizaje basado en problemas (TBL)
- El enfoque comunicativo

#### Método de Gramática-Traducción

El método de Gramática-Traducción tiene su origen en el enfoque milenario de la enseñanza del latín. Se basa en la memorización tanto de vocabulario como de una serie de reglas gramaticales, además de poner más atención al lenguaje escrito que al lenguaje oral. Por lo tanto, los que aprenden de esta manera cuando se ven enfrentados al lenguaje oral, ignoran como hacerlo, principalmente en aspectos relacionados con la pronunciación.

El método de GT se desarrolló de principios a mediados del siglo XIX. Una de sus grandes ideas es una secuencia de actividades en clase. La secuencia comienza con la formulación de la regla, con frecuencia seguida de una larga lista de vocabulario que ha de ser aprendida de memoria. Después están los ejercicios de traducción y de la lengua meta. En la mayoría de los ejercicios se traducen oraciones sueltas o pares de oraciones, y se reserva la traducción de pasajes completos para el final del curso. (Johnson, 2008: 256-257).

## Método Directo

El Método Directo se diseña como una reacción que contrasta con el método G-T, porque pone mayor atención al lenguaje oral que al escrito y se evita tanto la memorización de vocabulario como la explicación de las reglas gramaticales. Este método considera que el aprendizaje de una segunda lengua o de una lengua extranjera ocurre de forma semejante a la que un niño aprende su lengua materna, es decir, se expone al estudiante al idioma verbalmente.<sup>6</sup>

“La traducción fue abandonada a favor del habla entre estudiantes y el maestro, relacionando las formas gramaticales en estudio a objetos y dibujos para poder establecer su significado... Era considerado vitalmente importante que sólo la lengua meta debería ser usada en el aula,” (Harmer, 2007: 63. tr. A.G.).

## Método Audiolingual

En la metodología Audiolingual se incluye la presentación sistemática de las estructuras gramaticales con una progresión de lo simple a lo complejo. A pesar de que se basa en la gramática, no hay explicaciones de ésta y se recomienda en tanto como sea posible no usar la lengua materna de los alumnos. La mayor parte de la clase consiste en ejercicios con los cuáles los alumnos practican de manera repetitiva y se habitúan a las reglas gramaticales automáticamente.

Este método se basa en la teoría de que el uso del lenguaje consiste esencialmente en la formación de hábitos. Por lo tanto, los estudiantes tienen que realizar constantemente ejercicios de repetición. Este método se justifica desde el punto de vista o enfoque de que el aprendizaje de una lengua extranjera es básicamente un proceso mecánico.<sup>7</sup> “La metodología audiolingual hace su mejor esfuerzo para desvanecer los errores por completo. Su propósito era la formación

---

<sup>6</sup> Hay más de un solo Método Directo, pero el más conocido se relaciona con un alemán que se fue a vivir a los Estados Unidos en 1870. Su nombre era Maximilian Delphinius Berlitz; su método se sigue utilizando hoy en muchos lugares y muchas ciudades del mundo siguen ostentando su propia Escuela Berlitz (Johnson, 2008: 261).

<sup>7</sup> “El punto de partida del AL fue la necesidad práctica. Hacia el final de la segunda Guerra Mundial, los estadounidenses estaban desplegando tropas en diversas partes del mundo, sobre todo en el sureste de Asia. Los soldados necesitaban aprender idiomas, y este sencillo hecho hizo que el Programa de Entrenamiento Especializado del Ejército (abreviado en inglés con las siglas ASTP e iniciado en 1943) participara en un singular y estimulante experimento de enseñanza de idiomas” (Johnson, 2008: 268).

de hábitos a través de una constante repetición de frases correctas, motivadas y apoyadas por el reforzamiento positivo,” (Harmer, 2007: 64, tr. A.G.).

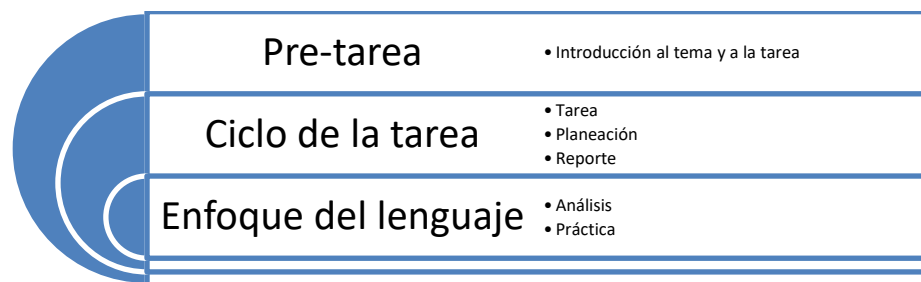
## Presentación, Práctica, producción

En este método, el maestro genera una situación por medio de la cual el lenguaje que se pretende enseñar es contextualizado y presentado. Los alumnos practican el lenguaje a través de repetición coral, individual y usando repetición con clave de respuesta para lograr formas exactas de pronunciación. Este método es una variación del audiolinguismo. Posteriormente, en la producción, los estudiantes crean sus propias oraciones haciendo uso del lenguaje.

## El aprendizaje basado en problemas

En el aprendizaje basado en problemas, por sus siglas en inglés (TBL), *Task-Based learning*, el maestro presenta a los alumnos un problema o tarea por resolver. El maestro enfatiza palabras o frases que serán de utilidad para que los alumnos puedan resolver la tarea en la fase previa a la presentación del problema. Lo más importante de la actividad es la resolución del problema y no las estructuras gramaticales que se usen. Una vez que los estudiantes fueron capaces de resolver la tarea, el maestro junto con los alumnos analizan las estructuras que se utilizaron.

La siguiente gráfica fue tomada del libro *The Practice of English Language Teaching* de Jeremy Harmer.p.71, tr. A.G.



Pasamos a revisar con mayor detalle el enfoque comunicativo debido a que, al llevarlo a cabo en mi práctica educativa, he obtenido muy buenos resultados y



considero que este último es muy efectivo para la enseñanza de idiomas. Por otro lado, porque el material didáctico realizado está basado principalmente en este enfoque.

## **El enfoque comunicativo**

Los modelos cognitivos de Piaget y Vigotsky surgen en los años setenta como una posibilidad contraria a los modelos conductistas con los que se trabajaban en varias áreas además de la educación. En lingüística las ideas de Chomsky se imponen, y su concepción del lenguaje como facultad innata del ser humano se enfrenta con las ideas conductistas de Skinner. Se produce en esos momentos un verdadero cambio en el mundo de la enseñanza de segundas lenguas con el surgimiento de los diferentes métodos "humanistas" y del enfoque comunicativo en Europa, que responden a la nueva concepción de la lengua y de su aprendizaje.

La esencia del enfoque comunicativo radica en la necesidad de crear situaciones de uso de la lengua donde los estudiantes puedan utilizar los contenidos de la lengua extranjera para comunicarse y lograr una competencia comunicativa. Según Hymes (1972), la competencia comunicativa es el conocimiento y la habilidad por el uso de la lengua, al determinar con precisión qué decir, a quién, por qué, cómo, dónde y cuándo, e incluye el uso correcto y apropiado de ésta.

El enfoque comunicativo se basa en el uso del idioma y pierde el foco único hacia la gramática de la lengua. Este enfoque prioriza la creación de situaciones comunicativas en clase, enfatizando el uso del lenguaje, no a la forma en como éste es usado, si no en el efecto que causa entre los interlocutores al quedar en un mismo código de comprensión mutua, aunque aspectos como la pronunciación o la selección de las palabras más correctas o adecuadas no se dé.

Para que exista una verdadera comunicación, las actividades en el enfoque comunicativo se llevan a cabo a partir de tres principios (Centro Virtual Cervantes, 1997-2015):

- *Vacío de información.* Los estudiantes tienen un propósito real de comunicación puesto que desconocen la información de sus compañeros, a medida que la obtengan se logra dicho objetivo.
- *Libertad de expresión.* El estudiante decide cuándo, cómo y dónde efectuar sus participaciones, no se le limita en el vocabulario que ha de usar o las estructuras gramaticales.
- *Retroalimentación.* El grado de interacción de los participantes determina el éxito de la conversación.

El enfoque comunicativo tiende a culminar sus lecciones con los juegos teatrales o dramatizaciones, así como con los proyectos, en los que los profesores sociales del lenguaje juegan un papel fundamental.

- *Proyectos:* éstos pueden durar desde unos cuantos minutos hasta el curso por completo, se define la actividad por realizar, las responsabilidades y los participantes, al final se redacta un trabajo final o se expone el trabajo ante el grupo.

El uso de la lengua extranjera en la clase es esencial en el enfoque comunicativo, tanto en las explicaciones, instrucciones, y participaciones, reservando la lengua materna para casos excepcionales. Cuando se considera necesario se dan breves explicaciones gramaticales a pesar de que la presentación de la gramática suele ser inductiva y directamente aplicada a la situación en específico.

El papel más importante es siempre el del alumno; el profesor es el encargado de analizar las necesidades del alumno y de crear las situaciones comunicativas. El profesor es un acompañante, un guía, asesora y participa como un compañero más, elabora materiales, etcétera. El éxito de la clase depende del mayor tiempo posible en que los alumnos se encuentren participando en situaciones prácticas para lograr la habilidad comunicativa.

Es esencial que el alumno participe y se involucre en la clase, ya que se considera que el alumno por medio de la interacción aprende a través de situaciones prácticas y útiles para él, además de que se considera al maestro como un guía o facilitador de las situaciones dentro del salón de clases; también es de

vital importancia que el alumno goce las experiencias, por lo cual el maestro debe generar situaciones que motiven a los alumnos a apropiarse del idioma.

Este enfoque considera a la lengua como un verdadero instrumento de comunicación. En él se enfatiza la función o uso del idioma; la estructura o forma se subordina a la función, ya que la forma del idioma se adquiere a través de su uso... se desea que a la vez que los alumnos aprendan a comunicarse utilizando algunas funciones del lenguaje, desarrollen una actitud reflexiva y crítica, y que la clase de lengua constituya un espacio donde se pueda opinar, decidir y crear en una atmósfera agradable y de respeto, donde el maestro se acerque a los educandos y los aliente a expresarse y a sentir que aprender una lengua extranjera, además de ser factible puede ser placentero. (Hierro, 1994: 11-12)

En correlación con sus recomendaciones sobre el uso del lenguaje, el enfoque comunicativo considera el uso de materiales auténticos, porque ofrecen una riqueza cultural inagotable con éstos se enfrenta al alumno con el lenguaje en forma semejante a la que se enfrenta el nativo hablante en las más variadas situaciones de comunicación.

Por lo anterior planteado, en el material didáctico elaborado se incluyeron actividades donde los estudiantes ponen en práctica el uso del lenguaje para comunicarse e interactuar entre pares. Con este propósito, se emplearon textos y materiales auténticos que procuran imitar con fidelidad la realidad fuera del aula.

Se incluyeron tareas reales, donde la lengua es un medio para alcanzar un fin. Por ejemplo, pedir información acerca de un vuelo, para saber la entrada y salida de los aviones en determinado lugar, preguntar y dar precios del vuelo, leer artículos sobre comida para aprender sobre buenos hábitos alimenticios, y posteriormente compartirlo con el grupo, escribir una invitación a un evento y enviarla, responder a una invitación, etc.

## **Análisis de planes y programas en educación básica**

Los programas de la SEP, así como los que establece el PNIEB se analizaron a partir de dos elementos: lo que requiere el programa de estudios y las necesidades

de los usuarios directos, en este caso los estudiantes y los profesores para la detección de necesidades.

La Secretaría de Educación Pública (SEP) considera necesario que los alumnos cuenten con los medios necesarios y que se les otorguen a todos las mismas oportunidades, así como la capacitación de docentes<sup>8</sup>, actualización de programas, métodos de enseñanza y recursos didácticos para elevar la calidad de la educación en México, de acuerdo con los principios que establece el artículo 3° constitucional.

El estado garantizará la calidad en la educación obligatoria de manera que los materiales y métodos educativos, la organización escolar, la infraestructura educativa y la idoneidad de los docentes y los directivos garanticen el máximo logro de aprendizaje de los educandos. (Adicionado mediante decreto publicado en el diario oficial de la federación el 26 de febrero de 2013). (Instituto de investigaciones jurídicas de la UNAM: folio 8801).

Por lo anterior citado, la SEP decidió incluir la asignatura de inglés en educación preescolar y primaria. “La SEP puso en marcha el Programa Nacional de Inglés en Educación Básica (PNIEB, o NEPBE: *National English Program in Basic Education*), del que se derivan programas de estudio para los tres niveles de Educación Básica.” (Programa Nacional de Educación Básica).

El inglés ocupa ahora por primera vez en la historia un lugar en la educación preescolar y primaria de México, lo cual fue establecido en el mapa curricular de educación básica 2011. Incorporándose con el nombre de asignatura, segunda lengua: inglés. Lo anterior fue logrado gracias a lo que estipula el Plan Nacional de Desarrollo 2007-2012 (PND) en su eje 3, “...igualdad de oportunidades.”

---

<sup>8</sup> Una de las condiciones que se requieren para el aprendizaje de una lengua no nativa es la exposición constante a ella, resulta esencial que los docentes tengan un dominio sólido, de manera que cuenten con los niveles de conocimiento y las habilidades deseables para lograr los propósitos planteados en los diferentes ciclos y- , en consecuencia, garantizar el nivel de dominio que se espera alcancen los alumnos al término de cada uno. (Programa Nacional de Inglés en Educación Básica, 2011:21)

Promover la educación integral de las personas en todo el sistema educativo”, e indica que la educación para ser completa, debe abordar, junto con las habilidades para aprender, aplicar y desarrollar conocimientos, el aprecio por los valores éticos, el civismo, la historia, el arte y la cultura, y los idiomas.” (Presidencia de la República (2007) en Programa Nacional de Inglés en Educación Básica. 2011:12).

El inglés no tiene el mismo esquema que presentan las otras asignaturas en educación básica. Las asignaturas como español y matemáticas entre otras se integran por grados, en cambio el inglés se clasifica por ciclos. Estos ciclos están divididos en cuatro quedando de la siguiente manera: 3° de preescolar, 1° y 2° de primaria conforman el primer ciclo, 3°, y 4° de primaria ciclo 2. 5°, y 6° de primaria ciclo 3, y por último 1°, 2°, y 3° de secundaria el ciclo 4.

Por otro lado, el PNIEB divide el programa de inglés en dos etapas, el contacto y la familiarización con el idioma (ciclo 1) y la enseñanza formativa del inglés (ciclos 2, 3 y 4). Por lo tanto, la enseñanza del inglés en sexto grado de primaria se encuentra dentro de esta segunda etapa y se imparte en tres sesiones de 50 minutos a la semana o dos sesiones a la semana de hora y media.

Cada ciclo se compone de cinco bloques, que corresponde a los cinco bimestres en los que está conformado el año escolar. Los bloques se integran con una práctica social del lenguaje y una competencia específica. Cada bloque se subdivide en A y B, por lo tanto, el ciclo completo se compone de 10 prácticas sociales del lenguaje. Al final de cada uno de los bloques se elabora un producto basado en el currículo y en cada una de las prácticas sociales.

Los contenidos de la asignatura de inglés se trabajan a través de prácticas sociales del lenguaje y competencias específicas del lenguaje dentro del enfoque comunicacional el cual difiere relativamente del enfoque comunicativo en cuanto éste propone logros desde el emisor y, el comunicacional pone en juego la interacción emisor - receptor. “El propósito general del programa nacional de inglés en educación básica es que los alumnos obtengan los conocimientos necesarios para participar en prácticas sociales del lenguaje orales y escritas con hablantes

nativos y no nativos del inglés mediante competencias específicas.” (Coordinación de inglés en el D.F. 2012:19).

Las prácticas sociales del lenguaje son situaciones o formas de interacción con un propósito comunicativo y están ligadas a una situación cultural. Es todo aquello que se hace con el lenguaje para comunicarse. Las competencias específicas del lenguaje están ligadas a las prácticas sociales del lenguaje, se consideran como competencias generales que pueden ser divididas en habilidades más precisas. Por ejemplo la competencia comunicativa.

Como el inglés es una lengua extranjera, los estudiantes no tienen la oportunidad de practicarla en el diario acontecer de sus vidas fuera de la escuela, salvo en situaciones muy específicas. Por lo anterior, el inglés se enseña por medio de ambientes sociales de aprendizaje que ayudan a promover el uso de la lengua en el salón de clases.

Los ambientes sociales contribuyen a generar las condiciones para el aprendizaje de una lengua, en este caso el inglés, porque implican el desarrollo de actividades colectivas que favorecen el intercambio entre iguales a partir de la participación de lo que cada uno sabe hacer y necesita aprender para superar con éxito el desafío de comunicarse en inglés con un propósito social específico. (Programa Nacional de Inglés en Educación Básica, 2011:34).

Estos ambientes sociales de aprendizaje se dividen en tres: ambiente de aprendizaje familiar y comunitario, ambiente de aprendizaje académico y de formación y ambiente de aprendizaje literario y lúdico.

En el ambiente familiar y comunitario se inserta al alumno al idioma a través de ambientes que sean familiares o cercanos para él. En el ambiente de aprendizaje académico los alumnos aprenden a aprender y a estudiar por medio del lenguaje oral y escrito, formal y académico. Por último, en el ambiente Literario y Lúdico, el alumno aprende a través de la literatura y los juegos, se fomenta la creatividad y la reflexión de los alumnos.

## Evaluación

La evaluación del inglés a nivel primaria no se hace como con las otras materias. Hasta el momento no se entrega ningún tipo de documento a los alumnos o a los padres de familia que indique un número o porcentaje del desempeño de los alumnos. Aunque las autoridades de la SEP informan a los maestros de inglés en juntas colegiadas o cursos de capacitación que ellos pueden extender estos documentos sin tener un valor oficial o curricular. Si los maestros deciden elaborar boletas o reportes de calificación tendrán que obtenerlos por sí mismos, desde su diseño de elaboración hasta el aporte de los recursos necesarios para tenerlos.

La evaluación de acuerdo con el PNIEB son las acciones tomadas con el propósito de obtener información acerca del rendimiento de los alumnos en curso continuo antes, durante y después de los procesos educativos que se lleven a cabo. La evaluación sirve también para reflexionar sobre el trabajo en el aula.

En este sentido, la evaluación, ya sea como auto-evaluación o evaluación entre pares, ayuda al alumno a reflexionar sobre lo que sabe y sobre lo que aún le falta aprender para poder comunicarse de manera efectiva usando el inglés. Por otra parte, el profesor es capaz de reflexionar sobre su propia práctica, analizar los errores y los aciertos, éxitos y fracasos para mejorar el proceso de enseñanza-aprendizaje.

## Unidad IV

### Desarrollo del material didáctico

El material que aquí se propone, como hemos explicado, toma en cuenta dos elementos, el primero de ellos es ajustarse a los aprendizajes sociales en el programa de estudios y, en un segundo término toma como base el enfoque comunicacional. Se desarrolló para el curso de sexto grado en el cual, de acuerdo con el programa del PNIEB al final del ciclo se espera que los alumnos mediante la interacción hagan uso del lenguaje.

### Objetivos del material:

- ✓ Facilitar el aprendizaje de la lengua meta, en este caso el inglés, a partir de su uso.
- ✓ Facilitar el desarrollo de habilidades lingüísticas.
- ✓ Contar con una guía que facilite planear en tiempo y forma las clases.

### Procedimiento

La elaboración del material didáctico como se mencionó arriba, comprendió de cuatro etapas básicas, en la primera se aplicó un cuestionario a una muestra de 100 docentes para conocer sus necesidades en la enseñanza del inglés como L2 en primaria y las cualidades que debiera tener un material didáctico que funcionara como auxiliar para coadyuvar a la solución de sus necesidades.

En un segundo momento, se elaboró el material motivo de esta propuesta el cual fue sometido a jueces para su valoración y al respecto se aplicaron las sugerencias comentadas por los jueces. En un tercer momento se hizo una intervención educativa con alumnos de sexto año de primaria donde se puso a prueba el material elaborado y se efectuaron los cambios requeridos. En la elaboración de este material se tomó en cuenta las necesidades y especificidades de los estudiantes a quienes está dirigido, así como las recomendaciones del programa nacional de inglés y el análisis de la teoría de distintos métodos y enfoques de la enseñanza de idiomas.



Finalmente, se presentan los resultados y la versión final del material propuesto.

Este material didáctico está dirigido a cumplir el propósito de la enseñanza del inglés del ciclo 3, ya que es donde se encuentra ubicado el sexto grado de educación primaria. Se espera que en este ciclo los alumnos sean capaces de comprender y producir información de uso diario mediante recursos verbales y no verbales. Analicen la diferencia entre su lengua materna y la segunda lengua. Sean capaces de analizar y comprender textos académicos en inglés. Utilicen el idioma inglés para dar opiniones, descripciones y mensajes. Comprendan textos orales y escritos y usen el idioma para socializar.

El propósito de la enseñanza del inglés en el ciclo 3 de Educación Básica (5° y 6° de primaria) es que los alumnos desarrollen competencias específicas, propias de prácticas sociales del lenguaje que les permitan mediante la interacción con textos orales y escritos, comprender y usar el inglés para desarrollar tareas comunicativas simples y cotidianas sobre temas conocidos o habituales relacionados con los ambientes Familiar y comunitario, Académico y de formación, o el literario y lúdico (Programa Nacional de Inglés en Educación Básica, 2011:20).

Para empezar a planear las actividades de este material didáctico de acuerdo al NEPBE en principio fue necesario identificar en cada unidad la práctica social del lenguaje y su medio social de aprendizaje. Después de esto, tomar en cuenta la competencia específica que determina la complejidad de la práctica social y establecer los aprendizajes esperados.

Por otro lado, la competencia específica articula los tres tipos de contenido que deben de ser tomados en cuenta para la planeación o en la creación de cualquier material didáctico: hacer con el lenguaje, saber el lenguaje y ser a través del lenguaje.

... se establece un conjunto de competencias específicas, que se conciben como configuraciones complejas y articuladas de haceres con el lenguaje, saberes sobre el lenguaje y maneras de ser con el lenguaje, cuyo propósito es preservar las funciones que el lenguaje tiene en la vida social y

sus aspectos formales, (Programa Nacional de Inglés en Educación Básica, 2011:29).

Fue necesario también estudiar el producto sugerido en el programa de cada unidad e identificar sus etapas. Entonces, desarrollar cada etapa articulando los tres tipos de contenido. Pensar en varias actividades que integran los contenidos articuladamente y asegurarse de obtener un sub-producto para cada etapa, logrando los aprendizajes esperados.

Posteriormente, socializar el producto en su totalidad para obtener los indicadores del desarrollo de los alumnos, a partir del análisis de jueces. Para lo anterior, se entregó un ejemplar del material a cada uno de los jueces con una carta invitación y una rúbrica de evaluación para ser llenada por ellos en la que pueden agregar observaciones a fin de registrar estas observaciones y colocar al material en un proceso de mejora continua, producto de las sugerencias marcadas por los jueces.

Con este material los estudiantes son introducidos al idioma por medio de prácticas sociales que se enfocan en la aproximación a la literatura a través de la lectura, escritura e intercambios orales donde los aprendizajes esperados activan el conocimiento que los alumnos tienen acerca del mundo que los rodea.

Los estudiantes se familiarizan con el inglés, al crear sus propios productos. Adquieren el idioma tanto escrito como hablado gradualmente al participar en las prácticas sociales y en su relación con la cultura de países de habla inglesa.

Así, cuando los estudiantes terminan sus productos finales, se sentirán orgullosos de mostrarlos porque habrán aprendido a ser al crear sus trabajos artísticos compartiendo y respetando las expresiones culturales de sus compañeros en el salón de clases y de otros en el mundo del habla inglesa.

El material está compuesto por 5 productos: El "*Teacher's Book*", el "*Student's Book*", el "*Reading Book*", Las "*Flash Cards*" y los "*CD Tracks*".

En la guía didáctica o "*Teacher's Book*", hay una sección donde se explica claramente la función y la organización de cada uno de los componentes. En este producto, se guía en el uso, seguimiento y relación de las actividades a través del "*Student's Book*", el "*Reading Book*", Las "*Flash Cards*" y los "*CD Tracks*".

El uso de los “CD Tracks”, está claramente marcado y explicado en cada una de las actividades donde será usado. También contiene una lista de bibliografía y referencias de páginas de la Internet para maestros y alumnos para consultar información y para tener práctica extra.

El “*Reading Book*”, consiste en temas y artículos desarrollados apropiadamente que toman en cuenta los aspectos cognitivos, factores sociales, sentimientos, características psicológicas y características lingüísticas de los estudiantes. Contiene ilustraciones, cuentos, fábulas, trabalenguas, adivinanzas, y canciones entre otras cosas que cubren los tres ambientes sociales de aprendizaje con contenidos significativos y apropiados que ayudan a los estudiantes a aprender valores y al mismo tiempo aprender el idioma.

El “*Reading Book*”, contiene textos narrativos e informativos. Estos textos fueron especialmente elegidos y escritos para ayudar a los estudiantes a comprender y entender el idioma inglés en forma significativa, tomando en cuenta sus intereses y necesidades.

Los textos están relacionados con las competencias específicas para cada ambiente social. Incluyen glosarios gráficos para introducir nuevo léxico contribuyendo a adquirir los aprendizajes esperados.

En la elaboración del material fue necesario crear secuencias didácticas de enseñanza y aprendizaje para planificar, dar uniformidad y claridad a las actividades realizadas. Según Couso (2003), las secuencias de enseñanza y aprendizaje son herramientas que sirve para planificar las clases y para investigar la didáctica en el diseño y validación de los instrumentos. La secuencia debe estar determinada por un tema concreto con situaciones planificadas. Estas comprenden los materiales que el profesor utiliza en el aula. Para realizarlas hay que tomar en cuenta el contexto, los objetivos, un orden para elaborarlas y su evaluación.

Para la elaboración de las secuencias didácticas del *Student’s Book*, se agruparon las actividades realizadas en tres etapas en cada una de las lecciones de la unidad. Como se mencionó anteriormente el programa está dividido en cinco unidades. En este material didáctico se elaboraron ocho lecciones por unidad que corresponden a la parte A y B en las cuáles están subdivididas.

A estas tres etapas se les dio el nombre de: “*Start your Road*”, “*On the Road*” y “*End your Road*”. La etapa de “*Start your Road*”, está compuesta de uno o dos actividades para introducir a los estudiantes al tema y a la práctica social de cada unidad.

La etapa de “*On the Road*”, es una serie de actividades que continúan la práctica social y guían a los estudiantes hacia los aprendizajes esperados articulando el saber del lenguaje, hacer con el lenguaje y ser con el lenguaje en subproductos.

En la tercer etapa, “*End your Road*”, se socializan todas las actividades y competencias con las que los estudiantes han trabajado y se combinan para hacer un producto final donde pueden aplicar todo lo que han aprendido en la práctica.

Estos productos de aprendizaje, presentan situaciones comunicativas como las que los estudiantes usarían en circunstancias de la vida real a través del desarrollo de competencias específicas.

Las “*Flash Cards*”, están compuestas de 7 tarjetas para cada unidad. Estas tarjetas tienen ilustraciones que ayudan al maestro a practicar más ampliamente los temas vistos en clase. Cada tarjeta contiene varias sugerencias de uso.

## Unidad V

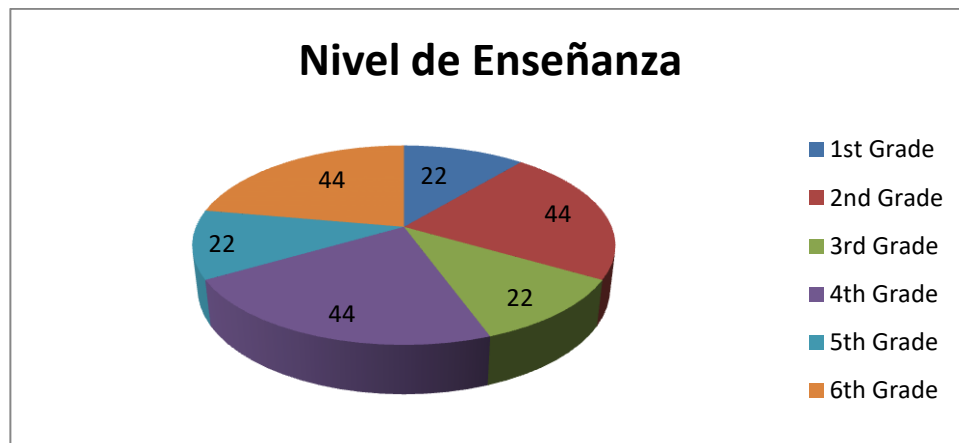
### Diagnóstico

Como se mencionó en la introducción de este trabajo, fue necesario realizar un diagnóstico que permitiera acercarnos a las causas principales del hecho de que los alumnos en primaria aún no han logrado alcanzar el nivel esperado en el dominio del inglés.

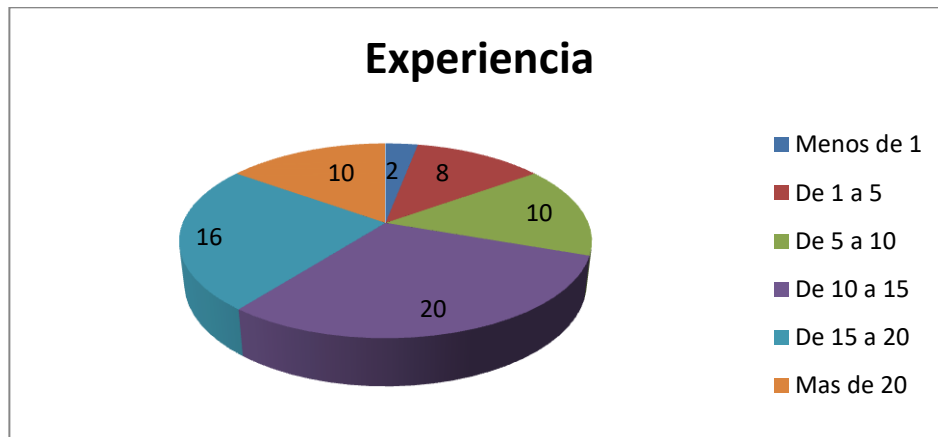
Se aplicó el cuestionario mostrado en el anexo 1 a tres grupos de profesores de inglés de nivel primaria, en total lo respondieron 66 profesores. Ya que los profesores asistían a un curso de actualización se procuró que el cuestionario pudiera ser aplicado en forma breve antes de dar inicio el curso o al término de éste por lo tanto sólo se incluyeron cuatro preguntas.

Los cuestionarios fueron analizados de forma cuantitativa elaborando gráficas comparativas obtenidas de las distintas preguntas. De las cuales podemos observar lo siguiente:

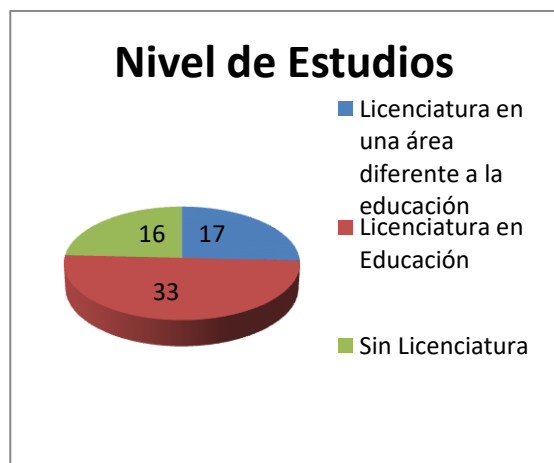
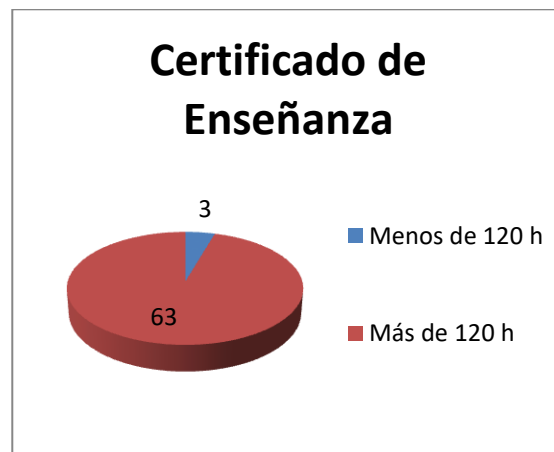
Los maestros que respondieron el cuestionario se encuentran enseñando en el siguiente nivel.



De la experiencia de los maestros se obtuvo la siguiente gráfica:



Del nivel de estudio de los maestros se obtuvo la siguiente información:



De la pregunta 1 se obtuvo la siguiente información:

1. Do you think children in primary have now the expected English level? That is, students in 5th and 6th grade must have a Level A1 +, A2 +.
1. ¿Crees que los niños en primaria tienen el nivel de inglés esperado? Lo que es Nivel A1 +, A2+ en 5 y 6 grado.



2. If your answer was "no", do you think it could be possible because teachers don't know how to teach them or because teachers don't have the required English level? Explain your answer.

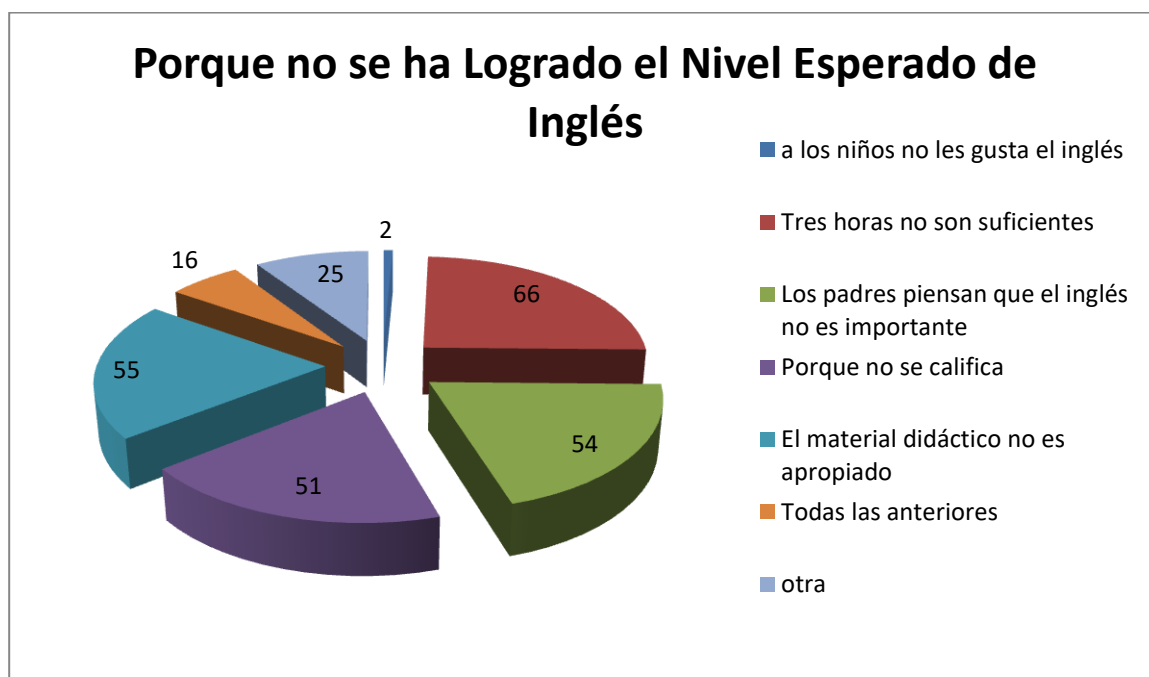
Si tu respuesta fué no, ¿Piensas que eso es posible debido a que los maestros no saben cómo enseñar o porque los maestros no tienen el nivel esperado de inglés? Explica tu respuesta.



Cuando los maestros eligieron la opción de que los maestros no saben cómo enseñar por lo general dejaron una nota explicando su respuesta, de la que sobresalió: Los maestros no saben cómo enseñar debido a diferentes factores, el tipo de contenido, el sistema o método que los maestros usan para enseñar y porque los estudiantes tienen muchos problemas relacionados con sus familias que los maestros no saben cómo enfrentar.

3. If your answer was “No”, what do you consider some of the reasons could be?

Si tu respuesta fue no, ¿Cuáles consideras que podrían ser algunas de las razones?

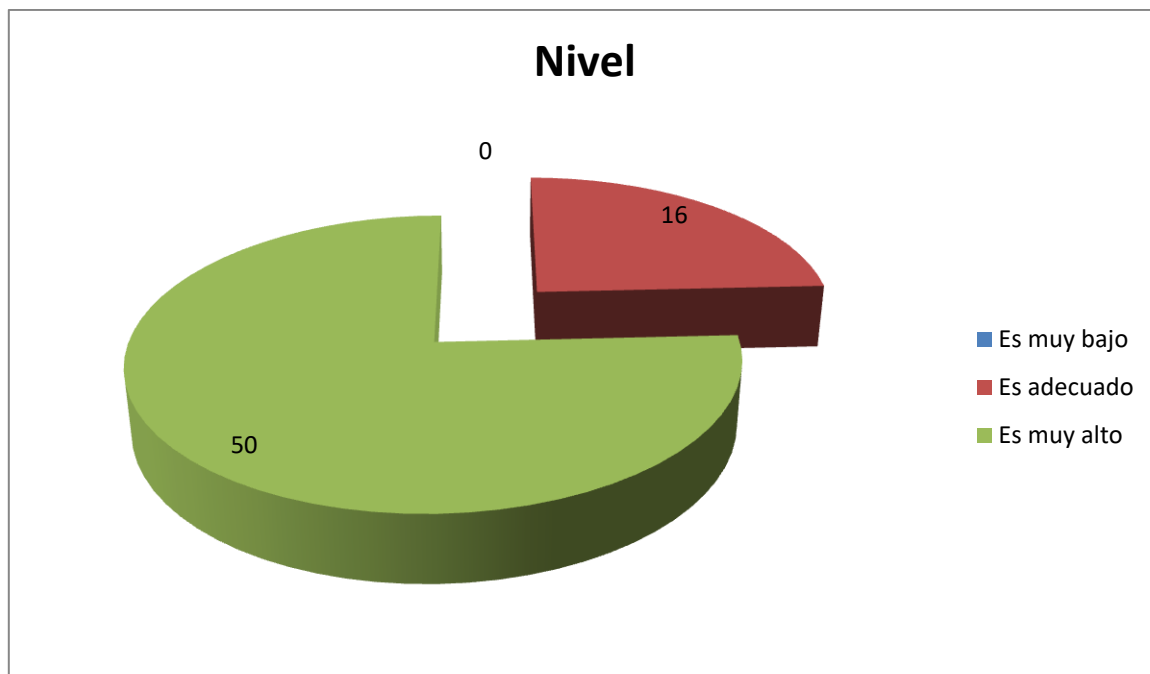


En otra respuesta sobresalió: El programa de la SEP no es el adecuado para enseñar a los estudiantes, el contenido no es apropiado para los estudiantes, el método que la SEP pide a los maestros que usen no es el apropiado.

4. What do you think of the students' expected English Level according to the SEP?

¿Qué piensas del nivel esperado de los estudiantes de acuerdo a la SEP?





La mayoría de los maestros agregaron una pequeña nota en esta respuesta, de donde sobresalió que el nivel de inglés que se espera que los niños obtengan en primarias públicas es muy elevado tomando en cuenta el contexto de las primarias de gobierno.

Se realizaron también entrevistas estructuradas como técnica de recogida de datos a cuatro maestras, una de cada uno de los grupos antes mencionados y a la maestra encargada del grupo con la que se hizo la intervención; para detectar los principales problemas que a juicio de las entrevistadas enfrenta la enseñanza del inglés en sus instituciones y grupos, con el fin de comprender los fenómenos que esto implica, y entender contextos o puntos de vista de los actores involucrados.

Las entrevistas fueron analizadas de forma cualitativa empleando técnicas de eliminación y de constancia. De acuerdo con Herriot y Firestone (1983) en la investigación cualitativa de políticas en múltiples sitios o de múltiples casos (Multisite qualitative policy research) la generalización permite a los investigadores ignorar aspectos únicos de cada sitio o caso poniendo atención a los procesos o contextos que harán contribuciones especiales al fenómeno de interés.

“...son tres las condiciones más importantes para producir conocimiento, que muestran las alternativas de investigación cualitativa: a) la recuperación de la

subjetividad como espacio de construcción de la vida humana, b) la reivindicación de la vida cotidiana como escenario básico para comprender la realidad socio-cultural y c) la intersubjetividad y el consenso, como vehículos para acceder al conocimiento válido de la realidad humana.” (Sandoval, 2002:34).

La maestra 1 actualmente da clases a los grupos: 1°, 4°, y 6°; ha dado clases por más de veinte años y tiene la siguiente preparación académica:

- Licenciatura en Educación (Universidad Pedagógica Nacional1).
- Maestría en Educación.
- Certificado en la Enseñanza del inglés de más de 120 horas.
- Diplomado en la Enseñanza del inglés (Instituto Politécnico Nacional).
- Especialización en la Enseñanza del Inglés (Universidad Pedagógica Nacional).
- Certificaciones de los cursos de TKT 1, 2 y 3 , Practical y Young Learners otorgados por Cambridge University Press.
- Certificado de nivel de dominio de la lengua B2+ (CENNI)

La maestra 2 actualmente da clases a los grupos: 2°, 3°, y 5°; ha dado clases por más de cinco años y tiene la siguiente preparación académica:

- Licenciatura en un área diferente a Educación. (Veterinaria, Universidad Nacional Autónoma de México).
- Certificado en la Enseñanza del inglés de más de 120 horas
- Nivel B2+
- Especialización en la Enseñanza del Inglés (Universidad Pedagógica Nacional).
- Certificaciones de los cursos de TKT 1, 2 y 3, Practical y Young Learners otorgados por Cambridge University Press.
- Certificado de nivel de dominio de la lengua B2+ (CENNI)

La maestra 3 da clases actualmente a los grupos: 1°, 2°, 3°, 4°, 5° y 6°; ha dado clases por más de quince años y tiene la siguiente preparación académica:

- Licenciatura en Pedagogía (Universidad Pedagógica Nacional1).

- Certificado en la Enseñanza del inglés de más de 120 horas.
- Nivel B2.
- Certificaciones de los cursos de TKT 1, 2 y 3 otorgados por Cambridge University Press.
- Certificado de nivel de dominio de la lengua B2 (CENNI)

La maestra 4 da clases a los grupos: 1°, 4°, y 6°; ha dado clases por más de diez años y tiene la siguiente preparación académica:

- Bachillerato.
- Certificado en la Enseñanza del inglés de más de 120 horas.
- Nivel B2.
- Certificaciones de los cursos de TKT 1, 2 y 3 otorgados por Cambridge University Press.
- Certificado de nivel de dominio de la lengua B2 (CENNI)

Las preguntas generadoras de información fueron: Desde su percepción, ¿los alumnos de primaria han logrado el nivel de inglés esperado y planteado por el Programa Nacional de Inglés? De no ser así, ¿Cuáles han sido las causas principales?

De sus respuestas sobresalieron las siguientes: El número de horas asignadas es considerado inadecuado. Los maestros de inglés no son suficientes para cubrir el total de primarias, tan solo en el DF.

“No hay suficientes docentes de inglés que tengan el nivel requerido para atender a todas las primarias en la ciudad de México, esto lo pude comprobar tan solo observando la comunidad donde vivo que es el pueblo de Santo Tomas Ajusco, ubicado en la delegación Tlalpan, aquí las escuelas primarias aún no cuentan con la materia de inglés.” (maestra 1).

En su mayoría, los maestros consideran que el nivel de inglés de los docentes en escuelas primarias en el D.F., es el adecuado, incluso en algunos casos sobrepasa lo que un docente debe saber o dominar para enseñar de forma adecuada y efectiva a los estudiantes, lo que el PNIEB requiere. “Yo pienso que los maestros están sumamente preparados, es más, están hasta sobre preparado para

el nivel que tenemos que enseñar” (Maestra 2) Los requisitos para ingresar a trabajar en primarias en la ciudad de México actualmente son muy altos, sin embargo, consideran que las horas de clase no son suficientes para que los alumnos obtengan el nivel esperado. “the hours for students to learn English are not enough” (Las horas para que los estudiantes aprenden inglés no son suficientes.) (maestra 2)

Por otro lado, los padres de familia no ayudan a que sus hijos aprendan el idioma ya que consideran que es una materia que no es importante. El inglés no está incluido en la boleta de calificaciones, por lo tanto no se le da el valor necesario tanto por padres de familia como por alumnos. “En algunas ocasiones llega a ser por apatía de los alumnos, desinterés de los padres y falta de información” (maestra 4). “...the lack of involment of the parents.” (...la falta de compromiso de los padres.) (maestra 2).

Tres maestras coincidieron en que el material didáctico no es adecuado para cubrir lo que marca el programa y las necesidades de los estudiantes. “No hay materiales didácticos adecuados para trabajar en clase. “... sería mejor si contaran con actividades más creativas y significativas para el alumno” (maestra 4). “Los libros con los que trabajan los alumnos llegan muy tarde, muchas veces no tienen relación con el programa y no tienen el nivel adecuado”. (maestra 1). “...the lack of appropriate didactic material.” (...la falta de material didáctico adecuado.) (maestra 2).

A pesar de que la maestra 4 considera que los alumnos en algunos casos no han logrado el nivel esperado por que los maestros no están capacitados adecuadamente, las otras maestras consideran que los maestros poseen el conocimiento y la experiencia para enseñar adecuadamente, atribuyendo las causas del problema a otros factores. “En otros casos, el maestro no tiene la técnica adecuada para enseñar” (maestra 4).

## Unidad VI

### Diseño de la estrategia de intervención educativa.

Una vez que se detectó el problema, el cuál es que los alumnos de primarias públicas no han logrado obtener el nivel esperado y recomendado por el PNIEB, Programa Nacional de Inglés en Educación Básica, así como por la SEP; se llevó a cabo un diagnóstico que nos permitiera ver con claridad cuáles son las causas del mismo.

Sobresaliendo los siguientes puntos:

- No hay suficientes maestros de inglés capacitados adecuadamente para cubrir a todas las primarias tan solo en el D.F. (Ahora Ciudad de México).
- El tiempo que se trabaja con los estudiantes no es suficiente para que adquieran el nivel pretendido.
- Falta de interés y apoyo, tanto de padres de familia, como de los propios estudiantes.
- El hecho de que la materia de inglés no se califique.
- El nivel de inglés que se espera que los estudiantes obtengan es muy alto tomando en cuenta el contexto de las primarias publicas.
- El material didáctico con el que se trabaja no es el adecuado.

Todos los problemas detectados son sumamente importantes, sin embargo, considero que por mi parte, solo podría actuar tratando de mejorar los problemas que se presentan dentro de mi espacio laboral. Por lo tanto, decidí elaborar material didáctico que me ayude a mejorar mi práctica; tratando que mediante su uso, los estudiantes se apropien de los conocimientos necesarios para lograr el nivel de dominio del idioma que se pretende. Con la esperanza, de que este material, sirva también a otros docentes que se encuentren en situaciones similares a la mía.

### ¿Por qué intervenir?

Sin embargo, la elaboración de material didáctico no ayuda a solucionar el problema por sí mismo, es necesario elaborar un material didáctico que mejore al

ya existente por un lado, pero además, probar ese material didáctico para saber que en realidad es efectivo y funcional. Por lo tanto, en este trabajo se planteó realizar una intervención para poner en práctica el material didáctico elaborado y analizar sus beneficios.

Si aquello que realizamos, en este caso la elaboración de material didáctico se queda guardado en nuestros archivos, si no lo mostramos a los demás, si no lo ponemos a prueba, nuestro trabajo no contribuirá a cambiar o mejorar en la menor medida lo ya existente. De nada nos servirá un proyecto que se queda en la parte teórica, porque no podremos experimentar con él y analizar sus repercusiones.

Es pertinente y necesario elaborar un proyecto de intervención educativa para transformar nuestra práctica docente en congruencia con el enfoque actual de la reforma educativa porque al llevar a cabo acciones para alcanzar objetivos específicos podemos cubrir y cumplir los propósitos fundamentales de estas nuevas propuestas educativas.

El proyecto de intervención educativa nos permitió tomar el control de la propia práctica profesional mediante un proceso de indagación-solución que se realizó con base en un proceso de planeación, actuación y evaluación de todo aquello que se llevó a cabo.

Una propuesta de intervención educativa nos ayuda a estar dentro de un proceso de mejora continua y es una opción para sistematizar y mejorar nuestra práctica profesional; nos ayuda a cubrir necesidades y situaciones problemáticas; en otras palabras nos ayuda a cambiar y mejorar nuestra actuación docente.

Por otro lado, fue necesario analizar la importancia y la pertinencia de nuestra intervención, y para poder lograrlo fue necesario primero tener bien claro lo que significa el término de intervención para poder comprender claramente este proceso.

Como podemos analizar en el texto de Ardoino, Jacques. Intervenir proveniente del latín “interventio” es venir entre, interponerse. Intervención es sinónimo de mediación, de intercesión, de buenos oficios, de ayuda, de apoyo y de cooperación, pero al mismo tiempo en diferentes contextos es sinónimo de

intromisión, de injerencia, de intrusión, que es la intención violenta o por lo menos correctiva, un mecanismo regulador que puede asociar la coerción y la represión para el mantenimiento o el restablecimiento del orden establecido.

Como menciona González, comprender el concepto de intervención pedagógica requiere la reflexión de los procesos de práctica profesional que se llevan a cabo. Se convierte en el terreno que posibilita la elección y la decisión para la acción. El objetivo de una intervención es el conocimiento de las situaciones estudiadas y la dinámica de la evolución y del cambio que pueda derivarse de ella.

De acuerdo con Micaela González se reconocen tres enfoques en la intervención los cuales son: el enfoque funcionalista, el enfoque terapéutico y clínico y el enfoque antropológico.

### **Enfoque funcionalista**

Lo podemos observar en los trabajos de Durkheim en la división del trabajo social y en el origen de las profesiones de Spencer. La intervención se da en las funciones de la vida y de la sociedad, donde se dan reglas para la vida social para el éxito de las empresas guerreras. Es necesario transformar lo que es distinto, fomentar e imponer la conformidad para que todo sea semejante, para hacer cumplir las reglas establecidas en una sociedad. Se aceptan o se rechazan a los individuos de acuerdo a los esquemas sociales dominantes para ordenar las sociedades en el flujo de los tiempos. “Todas las estructuras de la sociedad resultan de especializaciones de una masa relativamente homogénea”. (Spencer) Las profesiones se constituyen como formas distintas de intervenir.

### **Enfoque Terapéutico Clínico**

La intervención se da a partir de la salud y de la enfermedad, el mal y la cura, nace en el ámbito de la medicina y la psicología. Sus aportes tienen la intención de ayudar, dar asistencia, de cuidar y de reparar. Emerge cuando el ser humano se humaniza y se organiza para constituir sociedades, producir cultura y

comunicarse por medio del lenguaje, cuando los seres humanos se convierten en sujetos.

Se da a partir de las necesidades del ser humano. Las necesidades primarias dan origen a las instituciones basadas en el principio territorial. Siendo otras necesidades como las secundarias las que permiten que emerja lo cultural y lo social. La institucionalización permitió que apareciera la necesidad y la demanda.

## **Enfoque Antropológico**

La antropología aplicada inicio sus prácticas en la época de la segunda guerra mundial. Posteriormente con la profesionalización de este campo se impulsaron proyectos personalizados en el campo laboral como formas de intervención social.

Los sujetos intervenidos se encuentran en un lugar de experimentación en los que se insertan los discursos expertos, y se hace difícil determinar los cambios ya que éstos parecen estar impuestos en los sujetos.

## **Principios éticos de la intervención**

Es natural hablar de intervención en la práctica educativa, más no su forma de instaurarse porque implica una serie de agresiones ya sea de orden simbólico e imaginario o en su forma práctica y conceptual. Se crean como el principio para la comprensión, en busca de solventar problemas y necesidades con mecanismos de poder oculto que comprometen a los sujetos que las realizan.

Como menciona Mier, no hay un destino específico ni anticipable para la intervención, no hay procedimiento ni técnica, que dé por sí mismo un fundamento ético a la violencia que esto conlleva. La violencia que se genera al intervenir no se justifica aun cuando se actúe bajo buenas intenciones.

Hacer intervención representa una agresión de una u otra forma, al hacer ésta de forma consensuada, informando lo que se pretende hacer y poniéndose de acuerdo con los actores implicados hace que su implicación se vuelva ética, Por otra parte, la intervención se debe de llevar a cabo con propósitos de investigación que permitan mejorar aquello en lo que se está interviniendo. Se trata de justificar a la intervención por medio de valores éticos de la investigación.



Una forma de intervenir éticamente se da desde el ámbito de las ciencias sociales donde no se interviene directamente sobre los sujetos. Se interviene desde los procesos sociales desde el orden simbólico y subjetivo que modificarán sus prácticas sociales. Estos son procesos que se dan en la dimensión social, cultural, simbólica y desde los imaginarios sociales.

Se reflexiona sobre dos puntos importantes donde se menciona que nadie tiene derecho a intervenir en la vida del otro y de quitarle aquello que tiene por dado o establecido. El ser humano es capaz de decidir, escoger e intervenir en el mundo por sí solo, por lo tanto es necesario motivar y estimular esa capacidad. Instaurar la necesidad ética de saber que el cambio es difícil, pero posible.

La intervención cobra sentido desde el proceder profesional. Se sistematiza desde los sujetos que viven la experiencia misma, desde la visión de las instituciones que permiten la práctica profesional y que establecen la demanda, desde la visión de los docentes que guían la intervención y desde la lógica del proyecto institucional.

La intervención es posibilidad de cambios en significados, deseo de movilidad, vínculos de experiencia, de la institución de lo normativo y la construcción simbólica de las necesidades. Es una forma de intervenir que posibilitará instrumentos de control. La intervención promueve intercambios e invención de significaciones que tienen que ser tomados en cuenta y por lo tanto la hace necesaria.

## **Principios de ética profesional que guiaron la propuesta de acción**

Esta intervención se guio bajo los principios éticos de ser usada para la investigación, con el propósito de mejorar los procesos educativos que implica la enseñanza aprendizaje de una segunda lengua y mejorar la propia práctica.

- Se actuó con ética, valores y actitudes positivas por mi parte al realizar las actividades que apoyaron a los alumnos para que estos adquieran los conocimientos esperados.

- Todas las actividades propuestas y puestas en práctica con los estudiantes fueron pensadas y llevadas a cabo siempre con el respecto que los actores implicados merecen.
- Ya que esta dimensión se relaciona con el logro educativo, fue necesario que las actividades planeadas y las decisiones tomadas giraran hacia la obtención de los aprendizajes del estudiante.

## **Proyecto de Intervención**

### **Consideraciones o características Generales**

En este proyecto de intervención, se trabajó con un grupo de sexto año, de una primaria pública para poner a prueba el material didáctico elaborado.

Se trabajó con el grupo 6°B, con la unidad didáctica 3B del plan de estudios del Programa Nacional de Inglés. Este trabajo se llevó a cabo en los meses de Febrero y Marzo del presente año, trabajando un total de 14 horas, en un plazo de cuatro semanas y media, que es el tiempo real que se tiene para trabajar una unidad didáctica de acuerdo al programa.

Al inicio de la intervención, se aplicó un examen a los estudiantes con el contenido de la unidad 3B. Posteriormente, se trabajó con el contenido del material didáctico elaborado otorgándole a cada estudiante una copia del material, (Student's Book y Reading Book). Para finalizar la intervención, se aplicó nuevamente un examen a los estudiantes con el mismo contenido del primer examen variando levemente los ejercicios.

### **Ámbito**

Este trabajo se efectuó en educación básica en una primaria pública.

### **Sujetos**

Los sujetos con los que se llevó a cabo la intervención educativa son alumnos del grupo sexto grado B, de una primaria pública, con edades que varían entre los once y los trece años. El grupo 6°B, es un grupo mixto, el cual tiene 16 niñas y 12 niños, lo cual da un total de 28 estudiantes.

### **Contexto**

La escuela donde se realizó la intervención es la primaria pública Ricardo Gómez que se encuentra ubicada en Tizapan, San Ángel. Esta es una escuela denominada como "de turno Ampliado", por lo que los alumnos se encuentran en la institución desde las 8:00 hasta las 14:30 horas. A partir de agosto del 2010 la

escuela fue favorecida con la inclusión del inglés como materia curricular. Los alumnos estudian el idioma tres horas por semana, y los grupos son mixtos de aproximadamente treinta alumnos cada uno.

La intervención sólo se realizó en uno de los grupos de sexto año y se trabajó con una unidad didáctica del material elaborado por el tiempo con el que se contaba. En esta escuela hay dos maestras de inglés y cada una de ellas trabaja un total de 18 horas a la semana para poder cubrir las tres horas semanales que el programa especifica. Los grupos tienen tres clases de inglés a la semana con una duración de 60 minutos.

### **Objetivos de la intervención**

- ✓ Corroborar que el material diseñado facilita el aprendizaje de la lengua meta, en este caso el inglés, a partir de su uso.
- ✓ Corroborar que el material diseñado facilita el desarrollo de habilidades lingüísticas.
- ✓ Corroborar que el material diseñado es una guía que facilita planear en tiempo y forma las clases.

### **Preguntas de investigación que se respondieron:**

- ✓ ¿El material didáctico diseñado facilita el aprendizaje del inglés a través de su uso?
- ✓ ¿El material diseñado facilita el desarrollo de habilidades lingüísticas?
- ✓ ¿El material diseñado es una guía que facilita planear en tiempo y forma las clases?

## Contenidos de la intervención

### Recursos

#### Material didáctico elaborado

Contenido	Recursos	Función	Fecha
<p>Unidad tres B del programa de estudios de inglés de sexto grado en Educación Básica</p> <p>Social Practice of the Language: Read and record information to solve a problem.</p> <ul style="list-style-type: none"> <li>• Identifies by name school related problems.</li> <li>• Formulates questions.</li> <li>• Uses a table to record questions and solutions to a problem.</li> <li>• Looks for information that answers</li> </ul>	<p>Student's Book</p> <p>Reading Book</p> <p>Flash Cards</p> <p>Teacher's Book</p>	<ul style="list-style-type: none"> <li>✓ Identify school-related problems of interest to students.</li> <li>✓ Point out situations with school-related problems in order to find solutions.</li> <li>✓ Name school-related problems.</li> <li>✓ Select a school problem.</li> <li>✓ Formulate questions.</li> <li>✓ Explore written questions such as: Why is it a problem? Who is it a problem for? What are its consequences? Why put it forward? How can it be solved?</li> <li>✓ To identify the pronunciation of questions.</li> <li>✓ Identify used words to ask questions.</li> <li>✓ Formulate questions about a problem and how to solve it.</li> <li>✓ Write questions.</li> <li>✓ Examine the written form</li> </ul>	<p>febrero 28 a Marzo 15</p>

<p>previously formulated questions.</p> <ul style="list-style-type: none"> <li>• Answers questions by writing.</li> </ul>		<p>of questions.</p> <ul style="list-style-type: none"> <li>✓ Identify word order and words used to ask questions.</li> <li>✓ Record questions in a chart.</li> <li>✓ Look for information that answers questions in different sources.</li> <li>✓ Use a table of contents and titles from sources to find information.</li> <li>✓ Read and select information.</li> <li>✓ Clarify the meaning of words.</li> <li>✓ Record in a chart information that answers question about solving a problem.</li> <li>✓ Look for solutions to a problem based on questions and reliable information.</li> <li>✓ Classify information whether it is related to a problem or a solution.</li> <li>✓ Read questions and answers aloud.</li> <li>✓ Topic, purpose, and intended audience.</li> </ul>	
---	--	--	--

		<ul style="list-style-type: none"> <li>✓ Textual and graphic components.</li> <li>✓ Acoustic characteristics.</li> <li>✓ Type of sentences.</li> <li>✓ Question words.</li> <li>✓ Verb form: auxiliaries.</li> <li>✓ Verb tenses: present and past.</li> <li>✓ Punctuation.</li> <li>✓ Use language as a means of solving problems.</li> <li>✓ Respect the participation of others.</li> <li>✓ Cooperate to provide a solution to problems.</li> </ul>	
--	--	--	--

### **Método y actividades**

En la presentación de las actividades de clase y la forma de trabajo con los estudiantes se usó principalmente el enfoque comunicativo, variando con otros métodos o enfoques en la presentación de algunos temas según convino a las actividades y a las situaciones que se presentaron dentro de la práctica.

### **Método de la intervención**

El método usado en la intervención es una adaptación del método ABA. Applied Behavioral Analysis, cuyas siglas son ABA y la traducción al español es Análisis Conductual Aplicado, conocido también como método de Modificación de Conductas. Este método empezó a usarse en la década de los setentas para modificar conductas principalmente de niños autistas. El objetivo principal de ABA es enseñar nuevas habilidades, promover la generalización de ellas y reducir comportamientos no deseados mediante un refuerzo sistemático. (Lovaas, 2000).

Todas las intervenciones tienen en común lo siguiente: la planificación, intervención y evaluación continua. La intervención tiene que ser diseñada después de una evaluación detallada de las habilidades y preferencias de cada niño, y también de los objetivos familiares. El analista tiene que reunirse regularmente con la familia para planificar los programas del futuro, revisar el progreso, obtener la retroalimentación y hacer los ajustes necesarios.

Este modelo de intervención tiene su origen en los EU. El doctor Ivar Lovaas es considerado el pionero en su aplicación en la Universidad de Los Ángeles-California, en 1987. En este método se realiza una evaluación o análisis para determinar el problema de comportamiento. Posteriormente se desarrolla un plan de intervención basado en la evaluación funcional y en el manejo de cómo se va desarrollando el proceso de intervención en el niño. El objetivo es que el niño modifique su conducta y enseñarle comportamientos adecuados.

Para adecuarlo y adaptarlo a esta intervención quedó conformado de la siguiente forma: se aplicó una evaluación para saber si los estudiantes dominaban o no los temas de la unidad 3B; siendo esta la parte donde se analiza y se evalúa el problema del comportamiento. En este caso se evaluó el conocimiento de los estudiantes en el grupo antes de llevar a cabo la intervención. Posteriormente se hizo la intervención en el grupo, con el uso del material didáctico, se observó el proceso, y se hicieron los ajustes necesarios, al igual que se hace en el método ABA. Por último, se evaluó nuevamente el conocimiento de los estudiantes para saber si obtuvieron los resultados esperados.

El objetivo final en el método ABA, es que el niño modifique su conducta. El objetivo final de la intervención fue que los estudiantes modificaran sus conocimientos, es decir, que adquirieran el conocimiento de los temas en la unidad 3B usando el material didáctico, después de haber corroborado en un principio que no dominaban los temas con los que se trabajó.

## **Etapas o momentos del método**

En un primer momento se planeó la intervención de acuerdo al contexto donde se llevó a cabo tomando en cuenta recursos y tiempos. Esto es, tomando en cuenta



los tiempos de entrega de este trabajo, se planteó la posibilidad de trabajar únicamente con una unidad temática del material didáctico realizado.

Para establecer con que unidad temática se trabajaría fue necesario ponerse en contacto con la institución donde se llevó a cabo la intervención, en la cual previamente se había pedido autorización para trabajar con uno de los grupos de sexto año tanto a la directora de la escuela como a la maestra de inglés del grupo seleccionado.

Previo a la intervención, se platicó con la maestra de inglés para saber en qué parte del programa se encontraba trabajando el grupo y en esa forma saber que unidad se trabajaría, por otra parte, para llegar a un acuerdo de cuando se empezaría a trabajar con el grupo, obtener información de los alumnos y para detallar las condiciones y el tiempo del proceso de intervención.

De este primer encuentro se llegó al acuerdo de trabajar con la unidad didáctica 3B del Programa Nacional de Inglés, la cual tiene como propósito que los alumnos lean y registren información para solucionar un problema, identifiquen problemas relacionados con la escuela, formulen preguntas, usen tablas para registrar preguntas y soluciones de un problema y buscar información para llegar a una solución que responda a preguntas previamente formuladas y responder preguntas de forma escrita.

En un segundo momento se puso a prueba lo establecido, analizando y reflexionando sobre la marcha para decidir si se continuaba como se había previsto o se modificaba el plan de acción de acuerdo a las necesidades que fueron surgiendo.

El primer día con los estudiantes, se trabajó con una actividad donde cada uno de ellos se presentó y dio información acerca de sus gustos y sus preferencias, por ejemplo su color favorito, música o deporte. Lo anterior se realizó con varios motivos, romper el hielo ante la situación de un maestro nuevo, establecer confianza con los estudiantes y reconocer el nivel de dominio del idioma de los alumnos para preparar las clases adecuándolas al contexto.

En el segundo día, se aplicó a los estudiantes una evaluación con el contenido temático de la unidad 3B. En esta parte, fue necesario analizar lo más

pronto posible el resultado de los exámenes para saber si se seguía con las actividades planeadas previamente o decidir si se haría alguna modificación.

Después de este primer análisis se decidió seguir tal como se había planeado con antelación. Se entregó a cada uno de los estudiantes copias de la unidad con la que se trabajó tanto del "Student's Book" como del "Reading Book". Y se procedió a trabajar con los estudiantes con las actividades de ambos libros. Se registraron en una bitácora los progresos de los estudiantes y la forma en la que reaccionaban ante las distintas actividades que se trabajaron.

En un tercer momento se analizó, y se reflexionó sobre el trabajo del grupo para saber si el material didáctico elaborado sirvió de ayuda para que los alumnos obtuvieran los conocimientos esperados.

En el caso de esta investigación se usó el análisis de las situaciones presentadas en el grupo a través de observación, los resultados de exámenes, trabajos elaborados por los estudiantes con el uso del material y los productos elaborados por los mismos al término de la unidad.

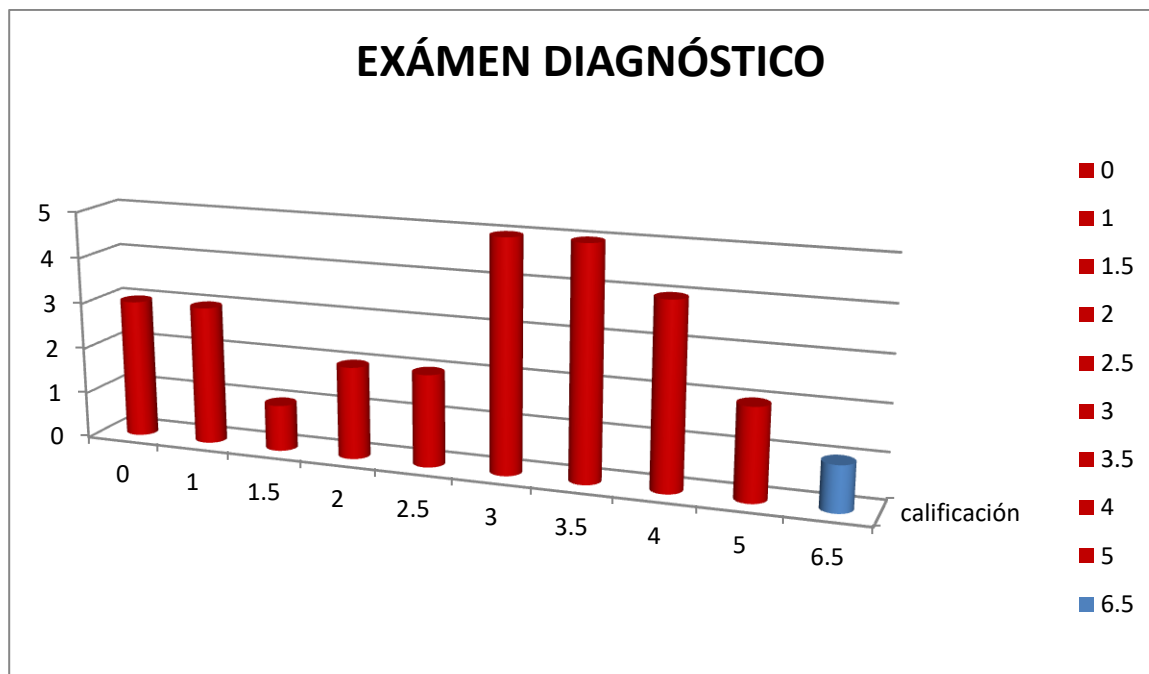
## **Proceso básico**

El proceso básico del ABA está diseñado por el modelo "ABC" ("Antecedent, Behavior and Consequence"), en español, antecedente, conducta, consecuencia. (Autismoaba, consultado en 2016).

- Antecedente: El estado o condición del ambiente anterior a una respuesta (HCC).
- Comportamiento: una "respuesta" del niño; ya sea a través de una acción o no.
- Consecuencia: un cambio del ambiente después del comportamiento.

El antecedente se determinó con el análisis de los exámenes que se les realizó a los estudiantes en el segundo día de clases. Se evaluó el conocimiento de los estudiantes en el grupo con respecto al contenido temático con el que se trabajó antes de llevar a cabo la intervención. Para la calificación de los exámenes fue necesario elaborar una rúbrica, la cual se presenta en el anexo 5.

Este análisis arrojó la siguiente información:



Del análisis anterior se determinó que los alumnos no dominaban los temas de la unidad temática con la que se trabajó, a pesar de que un solo alumno aprobó el examen con una calificación de 6.5, se hace una generalización y se determina que el estándar del grupo desconoce los temas de la unidad didáctica 3B del Programa Nacional de Inglés.

En la etapa del comportamiento, se espera una "respuesta" de los estudiantes a través de una acción, en este caso intervenir en las clases usando el material didáctico elaborado.

En esta parte fue sumamente importante registrar en una bitácora los comportamientos y las reacciones de los alumnos al hacer uso del material para obtener información con una evaluación continua que se llevó a cabo de forma cualitativa.

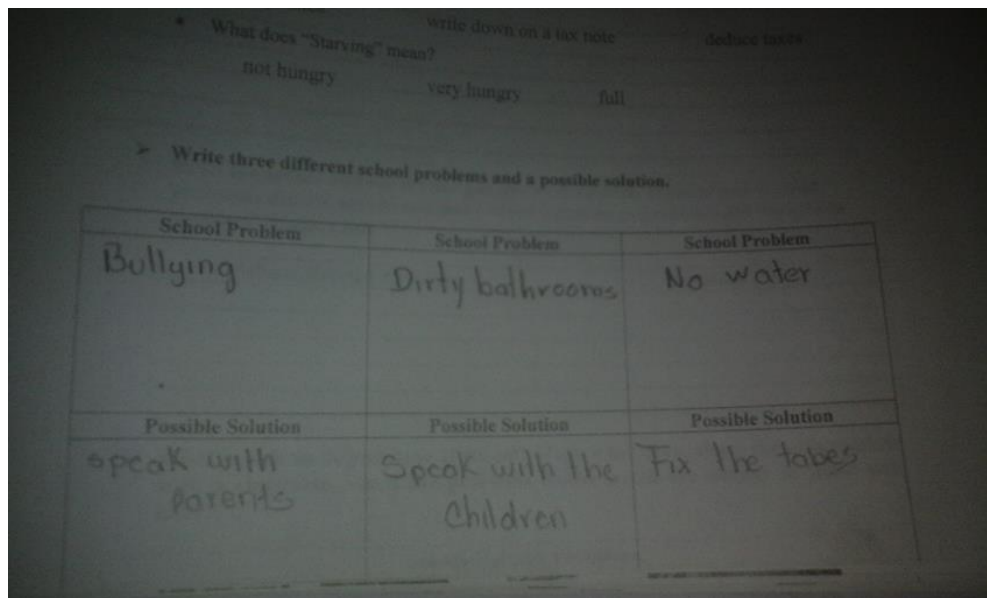
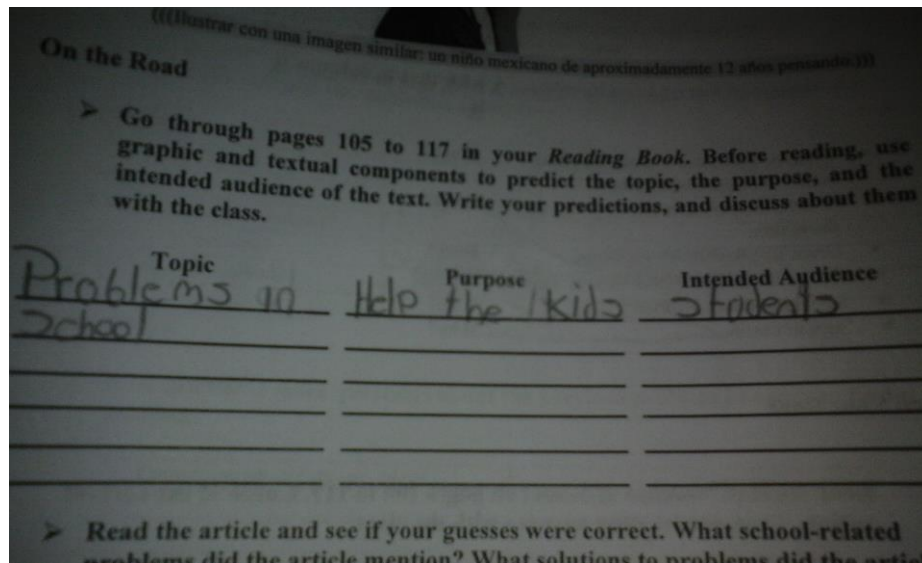
En esta parte se observó lo siguiente:

Los alumnos se mostraban atraídos con los ejercicios del Student's Book y del Reading Book, se usaron las imágenes de ambos como componentes gráficos para que los alumnos entendieran los temas nuevos. "Teacher, Bullying es uno de los problemas in the school" (mencionó Ángel en una de las lecturas cuando observaban las imágenes).

En las lecturas del "Reading Book" hay dos textos donde la información se plantea por medio de personajes, esto es, varios niños hablando acerca de un problema escolar. Los alumnos levantaban sus manos para interpretar a los personajes leyendo en voz alta, eso demostró interés en la clase generado a partir del material. Después de las lecturas se socializaban los temas para saber si habían entendido el contenido, los alumnos siempre pudieron decir las ideas principales de los textos.

Las actividades del "Student's Book" les permitieron a los estudiantes regresar a los textos y releerlos, ante una relectura los alumnos comprendían en mayor grado la información. "Yo entiendo casi todo, aquí dice que los papás también tienen que ayudar" (comentó Emiliano).

Los alumnos identificaron el tema de la unidad, su propósito y la audiencia a quienes están dirigidos los textos por medio de componentes gráficos y textuales. Los alumnos identificaron problemas y soluciones después de leer los textos.

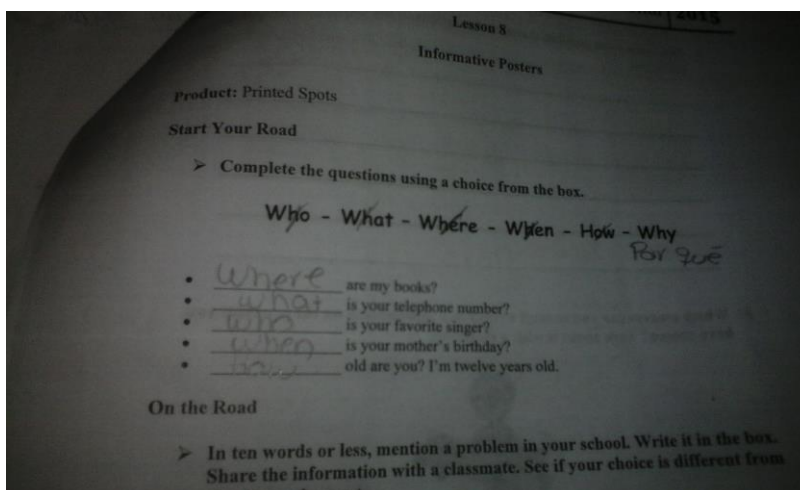


Usando las imágenes del material, los alumnos elaboraron preguntas y dieron una respuesta a estas. Los alumnos resolvían con facilidad los ejercicios donde tenían que responder preguntas de un problema escolar en específico. Fue realmente agradable ver que participaban y que se sentían atraídos ante el material ya que las actividades no les resultaban difíciles de resolver, pero tampoco tan fáciles como para perder el interés. Como menciona Krashen en la Hipótesis del Input Comprensible: esta hipótesis sostiene que un estudiante solamente puede adquirir una L2 si le es posible comprender "input", (entrada de la lengua meta), con elementos o estructuras lingüísticas ligeramente superiores a su nivel actual (i

+1). El “input” es comprensible gracias a la información proporcionada por el contexto, la situación, los factores extralingüísticos y el conocimiento del mundo.

La Hipótesis del Input dice que los humanos adquieren el lenguaje solo en una forma \_ entendiendo mensajes, o recibiendo ‘entradas comprensibles’. Progresamos de acuerdo al orden natural (hipótesis 2) entendiendo entradas que contienen estructuras que se encuentran en la etapa siguiente \_ estructuras que están un poco más allá de nuestro nivel actual de competencia. (Nos movemos de  $i$ , nuestro nivel de competencia actual, a  $i+1$ , el siguiente nivel dentro del orden natural, entendiendo entradas que contienen  $i+1$ ...(Krashen, 1985:80). Tr, AG.

En la segunda semana de clases los estudiantes eran capaces de reconocer y comprender rápidamente las palabras que hacen preguntas: “(Who, What, Where, When. How, Why).



Tomando en cuenta las sugerencias del “Teachers’s Book”, se hicieron juegos con los estudiantes para que practicara el uso y la formulación de las preguntas de forma hablada y después se regresaba a las actividades del material didáctico. Era fácil reconocer que los alumnos disfrutaban con la actividad al mismo tiempo que aprendían a elaborar oraciones en forma hablada. Los alumnos reían y se mostraban entusiasmados, se disfrutaba la actividad al ver las caras sonrientes y su deseo de participar. Después de esta actividad los estudiantes formularon preguntas en forma escrita con mayor facilidad.

Play The Question Word Game: Ss sit in circle. Stand at the middle of the

circle, throw a soft ball to a student, and say a question word. The S who catches the ball says a question using the word you said. The activity continues the same until everybody participates. Example, T: What? S: What time is it? (Teacher's Book p. 82)

Ya que no fue posible acudir al salón de cómputo debido a los horarios de los otros grupos se pidió a los estudiantes que trabajarán en casa con ejercicios y juegos usando páginas de Internet sugeridos en el "Teacher's Book" donde ponían en práctica lo aprendido en clase. "ICT: Ss complete sentences using appropriate questions words in this site:

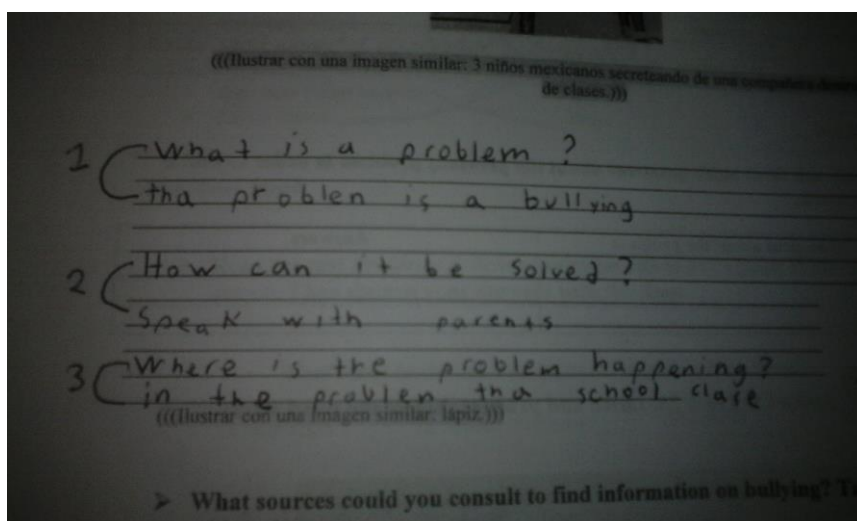
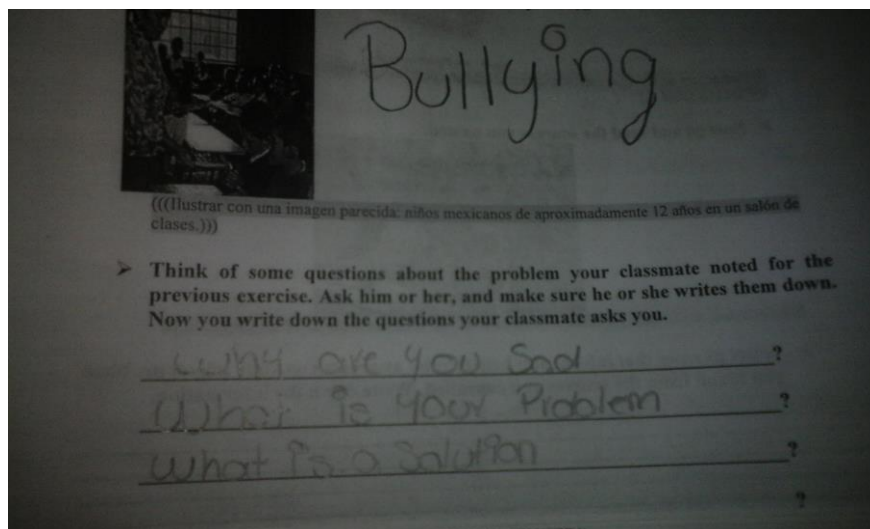
<http://www.englishexercises.org/makeagame/viewgame.asp?id=1898>"

La gran mayoría de los estudiantes practicaron con los ejercicios y comentaban en clase que les gustaron las actividades porque se les otorgaba una calificación y en caso de estar equivocados podían realizar los ejercicios nuevamente hasta obtener un 100%. Después de trabajar con estos ejercicios deseaban participar para mostrar a sus compañeros lo que habían aprendido.

En algunas de las clases había estudiantes a los que les costaba más trabajo participar y tener las respuestas acertadas que a otros, por eso fue necesario incrementar actividades donde trabajaran en pares o en equipos para que en esta forma se sintieron más cómodos sin quedar expuestos ante los demás y para que sus propios compañeros les ofrecieran una forma distinta de aprendizaje.

En la tercera semana de trabajo, los estudiantes podían elaborar preguntas y dar respuestas de diversos temas basados en problemáticas escolares y de otros temas. En la última semana los alumnos elaboraron sus proyectos en donde formularon preguntas y respuestas basadas en ilustraciones o problemas escolares.





Por último, en la etapa de la consecuencia, se analizaron las actividades diarias registradas en la bitácora para saber si el uso del material favoreció a que los alumnos adquirieran el conocimiento de los nuevos temas y se registraron las calificaciones del examen final para saber si los alumnos obtuvieron los conocimientos esperados, esto es un cambio del comportamiento o conocimientos después de la puesta en práctica, después del comportamiento ejerciendo una acción a través de la intervención.

Del análisis de la bitácora, se reconoció que los ejercicios puestos a la práctica con el material didáctico elaborado, tanto del “Student’s Book”, del “Reading Book”, del “Teacher’s Book” y de las “Flash Cards” beneficiaron a los estudiantes porque facilitó el aprendizaje del inglés a través de su uso. Lo anterior



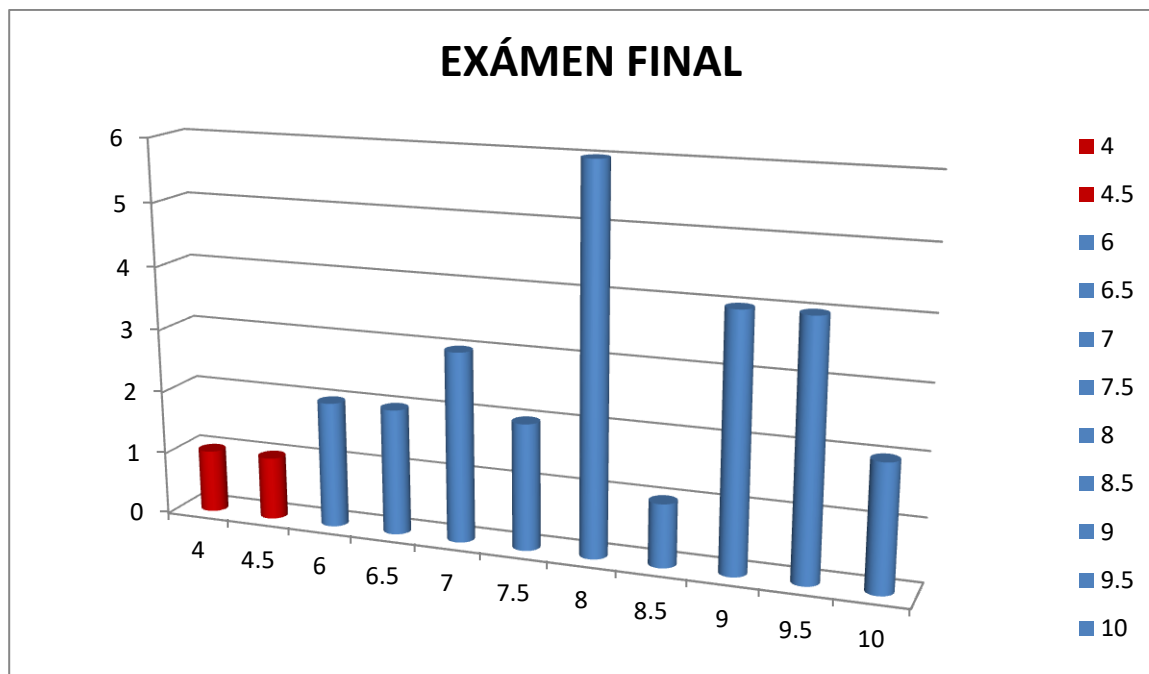
se corroboró al observar y analizar el avance y progreso paulatino de los estudiantes en el uso del idioma en clase en la adquisición de los nuevos temas.

El material diseñado facilitó el desarrollo de habilidades lingüísticas porque como se observó en las actividades desarrolladas en clase, el uso del material fomentó y motivó a los estudiantes a poner en práctica sus capacidades y habilidades para realizar una mejor comunicación usando la lengua meta, tanto en el uso de las habilidades lingüísticas receptoras al leer y escuchar, así como en el uso de las habilidades lingüísticas productivas al escribir y hablar.

El material diseñado es una guía que facilita planear en tiempo y forma las clases porque permitió cubrir todos los temas especificados en la unidad didáctica del programa invirtiendo un tiempo mínimo en la planeación de las clases ya que las ideas y sugerencias del “Teacher’s Book” se apegan totalmente a su contenido.

Se determinó que los estudiantes obtuvieron los conocimientos esperados al analizar los resultados del proyecto final de la unidad. Los alumnos fueron capaces de realizar preguntas con sus respectivas respuestas usando temas referentes a los problemas escolares, así como de temas aislados. De 23 de los estudiantes se obtuvieron proyectos catalogados desde “Bien” a “Excelente”, 5 estudiantes presentaron trabajos con problemas de escritura y estructuración. (Anexo 6).

También se determinó que los estudiantes obtuvieron los conocimientos de los temas trabajados en la unidad al analizar los resultados de los exámenes finales, los cuales quedaron reflejados de la siguiente forma:



A pesar de que el 8 % de los estudiantes no aprobaron el examen, conocen los temas parcialmente, esto se dedujo porque sus calificaciones en el examen final incrementaron notoriamente, y es necesario mencionar que estos alumnos no asistieron a la mayoría de las clases. Otro punto importante a destacar, es que el alumno que obtuvo una calificación de 6.5 en el examen diagnóstico obtuvo una

calificación de diez en el examen final. Al igual que se hizo en la primer etapa del método, al generalizar los resultados se obtiene el resultado de que los alumnos sí dominan los contenidos con los que se trabajaron.

## Duración y programación

Esta intervención se realizó solo con la unidad temática 3B dentro del currículo establecido por el PINIEB. Este trabajo tuvo una duración de un mes, iniciando el 16 de febrero y culminando el 17 de Marzo, se trabajaron tres horas por semana, con un total de 14 horas de trabajo frente a grupo.

### Horario de trabajo

Martes	Jueves	Viernes
8:00 - 9:00	9:00 - 10:00	13:30 - 14:30

Fecha	Tiempo	Tema
16-02-16	1 hora	Presentación y exploración del grupo.
18-02-16	1 hora	Examen Diagnóstico.
19-02-16	1 hora	Identificar problemas relacionados con la escuela.
23-02-16	1 hora	Identificar palabras que se usan para preguntar.
25-02-18	1 hora	Formular preguntas.
26-02-16	1 hora	Consejo Técnico escolar.
01-03-16	1 hora	Identificar problemas en textos escritos.
03-03-16	1 hora	Usar tablas para registrar preguntas y soluciones a un problema.
04-03-16	1 hora	Elaboración de proyectos.
08-03-16	1 hora	Buscar información que responda a preguntas formuladas previamente.
10-03-16	1 hora	Contestar preguntas de forma escrita.
11-04-16	1 hora	Formular y responder preguntas oralmente.
15-04-16	1 hora	Presentación de proyectos.
17-04-16	1 hora	Examen Final.

## Evaluación

“La evaluación de los aprendizajes es un proceso, a través del cual se observa, recoge y analiza observación relevante, respecto del proceso de aprendizaje de los estudiantes, con la finalidad de reflexionar, emitir juicios de valor y tomar decisiones pertinentes y oportunas para mejorar el proceso de enseñanza-aprendizaje.” (Díaz Barriga)

La evaluación aplicada a la enseñanza y el aprendizaje consiste en un proceso sistemático y riguroso de obtención de datos, incorporado al proceso educativo desde su comienzo, de manera que sea posible disponer de información continua y significativa para conocer la situación, formar juicios de valor con respecto a ella y tomar las decisiones adecuadas para proseguir la actividad educativa mejorándola progresivamente.

La evaluación:

- Debe ser pertinente y continua.
- Necesita técnicas e instrumentos
- Se usa para mejorar el proceso de enseñanza-aprendizaje.
- Lleva a juicios de valor y toma de decisiones

La evaluación educativa es parte de los procesos de la reforma educativa y tiene el objetivo de mejorar la calidad y los enfoques para la enseñanza de la educación. Antonia Casanova afirma que la evaluación debe ser sencilla y directa, ya que sirve para mejorar, apoyar, orientar, reforzar, y ajustar el sistema escolar y al alumnado.

Dentro del sistema educativo aparecen tres grandes ámbitos para aplicar la evaluación:

1. La administración educativa.
2. Los centros escolares.
3. Los procesos de enseñanza y aprendizaje.

De esta manera, se parte de modelos para llevar a cabo el proceso de evaluación. El modelo social donde es muy importante que las administraciones que toman decisiones políticas o técnicas acerca del funcionamiento del sistema

educativo en su ámbito de gestión sean conscientes de las implicaciones de su forma de actuar.

El modelo de evaluación etnográfica, cualitativa, cuya forma de aplicación debe ser decidida por cada equipo de docentes en función de las características de su centro. La evaluación, garantía de calidad para el centro educativo, donde se hacen planteamientos teórico-prácticos abiertos, de manera que sea posible que los equipos directivos y docentes puedan organizar su evaluación interna en función de sus necesidades y capacidad de acción.

Los procesos que se tiene que seguir en la evaluación son los siguientes:

- Para qué evaluar (objetivos de la evaluación)
- Qué se va a evaluar (objeto de la evaluación)
- Quienes participarán y de qué manera (sujetos de la evaluación).
- Fases de la evaluación y temporalización de las mismas: (¿Cuándo y dónde?).
- Metodología de la evaluación (Con qué, cómo).
- Obtención de conclusiones finales. (Qué se logró).

Los agentes que participan son los maestros, los alumnos, la administración educativa, directores y todos aquellos actores implicados en el diseño y puesta en práctica de la evaluación.

Es necesario partir de objetivos que nos conduzcan a saber para qué y qué es lo que se va a evaluar, quienes participarán, cómo y cuándo, al igual que la forma en la que se va a evaluar.

De acuerdo con lo expuesto hasta ahora, los objetivos que permiten perseguir la aplicación de un modelo evaluador cualitativo, formativo y continuo, adaptado convenientemente a los procesos de enseñanza y aprendizaje, no se limitan ya a comprobar lo aprendido por el alumnado cada cierto tiempo, sino que amplían sus expectativas y posibilidades y cubren un campo más extenso, más completo, pues la evaluación se incorpora, desde el principio, al camino del aprender y enseñar, y ofrece, en consecuencia, mayores aportaciones y apoyos al conjunto del proceso que transcurre.

Tipos de evaluación:

- Evaluación diagnóstica: lo que sabe el alumno en un inicio.
- Evaluación formativa: en tanto a lo que el alumno está aprendiendo.
- Evaluación sumativa: qué aprendió al final del proceso.

La evaluación debe basarse en instrumentos válidos y confiables, para que sea posible hacer inferencias apropiadas sobre los conocimientos, habilidades y capacidades de las personas evaluadas.

La evaluación del trabajo que se está realizando es necesaria para saber y conocer que logros y debilidades hemos alcanzado, para tener una percepción de los aprendizajes de los alumnos y para orientar y reorientar las estrategias de aprendizaje, controlar las sesiones y organizar la planeación de nuestra intervención.

## **Evaluación de la intervención**

En la evaluación del proyecto de intervención se usó tanto evaluación procesual como la evaluación final. Procesual porque se realizó la valoración continua sobre los aprendizajes de los alumnos y de aquello que enseñó el profesor. Final, porque los alumnos tuvieron un examen final al término de la unidad.

Esta evaluación se efectuó como un proceso continuo observando y valorando si las actividades realizadas por medio del material didáctico elaborado ayudaron a los alumnos a aprender y adquirir la lengua meta. Al mismo tiempo, la información obtenida ayudó al profesor a autoevaluar su actuación y mejorar o cambiar aquello que fue necesario.

La evaluación además de que fue final, fue sumativa porque su finalidad fue evaluar la totalidad de la unidad didáctica 3B, saber si el uso del material ayudó a que el alumno adquiriera las habilidades lingüísticas necesarias para hacer uso del idioma inglés.

Por otra parte la evaluación fue también formativa porque la finalidad del proyecto entre otros aspectos, es mejorar o perfeccionar el proceso de enseñanza y aprendizaje.

Fases de la evaluación

- a) Recopilación de datos.
- b) Análisis de la información obtenida.
- c) Formulación de conclusiones.
- d) Establecimiento de un juicio de valor acerca del objeto evaluado.
- e) Adopción de medidas para continuar la actuación correctamente.



## Reflexiones finales

El análisis y reflexión sobre el resultado de este trabajo sirve para mejorar la actuación docente en todos los ámbitos que le competen con el propósito principal de potenciar los conocimientos en los estudiantes.

Actualmente, enfrentamos cambios muy acelerados en todos los ámbitos de la vida, por lo tanto, ya no es posible conformarse con los saberes con los que contamos, ya que siempre hay algo nuevo que aprender. La importancia de aprender idiomas, en especial el inglés, es elemental para obtener información de los textos contemporáneos ya sea impresos o digitales. Además el inglés es necesario en el uso e indicaciones de muchas de las herramientas tecnológicas.

Por otra parte, para poder competir en una sociedad avanzada como la nuestra es necesario prepararse y sobresalir del resto si es que queremos tener un lugar dentro de la misma. Aprender otro idioma, nos da esa ventaja porque nos abre otros horizontes y mercados.

Por lo tanto, el profesor de inglés se ve ante la necesidad de usar distintas herramientas y actividades diversas para que el alumno adquiera habilidades y desarrolle las capacidades necesarias para usar la lengua inglesa, en las situaciones que se le presenten a lo largo de su vida.

La elaboración de material didáctico adecuado al contexto de los alumnos en primarias públicas es una herramienta que contribuye a que los estudiantes adquieran el idioma inglés.

La intervención que se llevó a cabo con los estudiantes usando el material didáctico favoreció la evolución de los conocimientos en los estudiantes y el análisis y la autoevaluación de mi desempeño profesional.

## **Reflexiones generales finales: conclusiones**

La reflexión y análisis de este trabajo arrojó los siguientes datos:

El material didáctico diseñado facilitó a los estudiantes el aprendizaje del inglés a través de su uso porque los motivó a participar en clase usando la lengua meta en las distintas actividades que se realizaron en el salón de clases. Identificaron problemas relacionados con la escuela, formularon preguntas, usaron tablas para registrar preguntas y soluciones de un problema.

El material diseñado facilitó el desarrollo de habilidades lingüísticas porque los alumnos usaron el idioma inglés leyendo y registrando información para solucionar problemas. Los estudiantes buscaron información para obtener una solución que respondiera a preguntas previamente formuladas en forma oral y en forma escrita. Por lo tanto los estudiantes usaron tanto las habilidades lingüísticas receptoras, así como en el uso de las habilidades lingüísticas productivas usando el idioma inglés.

El material resultó atractivo para los estudiantes, prueba de esto fue su compromiso en las actividades que realizaron. El material fue significativo para los estudiantes, se llegó a la conclusión anterior observando la notable participación de los estudiantes a través de su uso.

El material diseñado es una guía que facilita planear en tiempo y forma las clases, porque su uso me permitió cubrir el contenido de forma oportuna ya que las actividades del material cubren totalmente los temas establecidos por el Programa Nacional de Inglés.

Por último, se reconoce que la SEP está realizando un gran esfuerzo para que la educación en las escuelas mexicanas sea equitativa y de calidad, implementando el idioma inglés como una más de las materias desde preescolar hasta educación secundaria en forma oficial. Los maestros que nos encontramos dentro de ese proceso debemos considerarnos afortunados porque estamos viviendo un momento histórico educativo nunca antes experimentado.

Como parte de este proceso histórico, es nuestro deber prepararnos constantemente y evaluar nuestra práctica continuamente para ser mejores maestros. Sobre todo, porque somos conscientes de que los procesos de

enseñanza-aprendizaje en general y del inglés en particular son complejos, nuestra meta siempre debe ser que los estudiantes de una u otra forma adquieran el idioma para que en un futuro tengan la oportunidad de competir con el resto y lograr una sociedad más equilibrada.

Si bien se reconoce que las acciones realizadas en este trabajo no son suficientes para mejorar la enseñanza del inglés en México, el trabajo realizado con esta intervención es una pequeña contribución para tratar de brindar una educación de calidad en la enseñanza del inglés, por lo menos al nivel de mi práctica, a los estudiantes que antes siempre habían sido dejado de lado, los estudiantes de las escuelas públicas.

## Referencias

- Alcon, Eva. 2002. *Bases Lingüísticas y Metodológicas para la Enseñanza de la Lengua Inglesa*. Castelló de la Plana: Universitat Jaume I.
- Calderón Astorga, María Natalia. 2004. *Desarrollo Comunicativo-Lingüístico y sus Teorías*. [www.espaciologopedico.com/articulos2.php?Id\\_articulo=592](http://www.espaciologopedico.com/articulos2.php?Id_articulo=592), (consultado en marzo del 2009).
- Centro Virtual Cervantes (2014). *Marco Común Europeo de Referencia*. [www.cvc.cervantes.es/enseñanza/diccio\\_ele/indice.htm](http://www.cvc.cervantes.es/enseñanza/diccio_ele/indice.htm)
- Coordinación de inglés en el D.F. 2012. *2º Taller de Normatividad en Materia Educativa*. D.F. Secretaría de Educación Pública.
- Couso, D. (2011). *Las secuencias didácticas en la enseñanza y aprendizaje de las ciencias: modelos para su diseño y validación*. En A. Caamaño (Coord.), *Didáctica de la Física y la Química II* (pp. 57-83). España: Graó.
- Delors, J. (1996). *La Educación Encierra un Tesoro. Informe a la Unesco de la Comisión Internacional sobre la Educación para el siglo XXI*. Madrid: Santillana/Unesco.
- Dirección General de Servicios Educativos (2010). *Escuelas de Jornada Ampliada. La Escuela Pública del Siglo XXI de la Ciudad de México. Ciclo Escolar 2010-2011. Lineamientos Generales*. SEP.
- Fishman, Joshua. 1979. *Sociología del Lenguaje*. Madrid. Cátedra.
- Harmer, Jeremy (2007). *The Practice of English Language Teaching*. England. Pearson Education, Longman.
- Herriott, R. E., & Firestone, W.A. (1983). *Multisite qualitative policy research: optimizing description and generalizability*. Educational Researcher.
- Hernández Rojas, Gerardo (1998). *Paradigmas en Psicología de la Educación*. México. Paidós Educador.

- Hierro García, Margarita. 1994. *Libro para el maestro: Educación Secundaria – Inglés*. México, D.F.: Subsecretaría de Educación Básica y Normal, Secretaría de Educación Pública
- Huitt, W., & Hummel, J. (2003). *Piaget's theory of cognitive development. Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date] from <http://www.edpsycinteractive.org/topics/cognition/piaget.html>
- Hymes, Dell H. (1972). "On communicative competence". In Pride, J.B.; Holmes, J. *Sociolinguistics: selected readings*. Harmondsworth: Penguin. pp. 269–293.
- Johnson, Keith (2008). *Aprender y enseñar lenguas extranjeras: una introducción*. México, D.F.: Fondo de Cultura Económica.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Nueva York: Longman.
- Lovaas. 2000. *Clarifying Comments on UCLA Young Autism Project*. USA: UCLA University.
- López Ruiz, Miguel (1995). *Elementos para la investigación: Metodología y redacción*. México, D.F.: Universidad Nacional Autónoma de México.
- Maier, Richard (2001): *Comportamiento y Lenguaje*. México. McGrawHill.
- McLeod, Saul. 2013. *Simply Psychology: Erik Erikson*. <http://www.simplypsychology.org/Erik-Erikson.html>
- Pardinas, Juan E. Sorry. *El Aprendizaje del Inglés en México*. Mexicanos Primero. 2015.
- Programa Nacional de Inglés en Educación Básica Segunda Lengua: *Inglés. 2011. Fundamentos Curriculares. Preescolar. Primaria. Secundaria*. México: Secretaría de Educación Pública.
- Sandoval, Carlos A. 2002. *Programa de Especialización en Teoría, Métodos y Técnicas de Investigación Social: Investigación Cualitativa*. Colombia: ARFO Editores e impresores Ltda.

Wadsworth, B. J. (1989). *Piaget's theory of cognitive and affective development*. 4th ed. New York: Longman.

Williams, Marion and L. Burden Robert. 2007. *Psychology for Language Teachers: A Social Constructivist Approach*. The United Kingdom. Cambridge University Press.

Instituto de Investigaciones Jurídicas de la UNAM. Vigente al 7 de abril de 2015. *Constitución Política de los Estados Unidos Mexicanos*.  
<http://info4.juridicas.unam.mx/>

<http://www.e-torredebabel.com/Psicologia/Vocabulario/Empirismo.htm>

Pensamiento y Lenguaje. 2008. *Teoría Innatista de Chomsky*.  
[urjcvicalvaro.blogspot.es](http://urjcvicalvaro.blogspot.es), (consultado en 2008).

<http://autismoaba.org/contenido/procedimientos-b%C3%A1sicos-para-el-aprendizaje-discriminaci%C3%B3n-y-generalizaci%C3%B3n> (Consultado en 2016).

## Anexo 1

**Questionnaire to know if children in primary have obtained the expected English level. If the answer is no, why is that?**

Name: \_\_\_\_\_

School: \_\_\_\_\_

What level do you teach?: \_\_\_\_\_

Years of teaching experience:

<input type="checkbox"/> less than 1 <input type="checkbox"/> 1 to 5	<input type="checkbox"/> 5 to 10 <input type="checkbox"/> 10 to 15	<input type="checkbox"/> 15 to 20 <input type="checkbox"/> More than 20
---	---	--

Level of studies:

<input type="checkbox"/> Teaching certificate (more than 120 hours)	<input type="checkbox"/> Less than B1
<input type="checkbox"/> Teaching certificate (less than 120 hours)	<input type="checkbox"/> B1 level
	<input type="checkbox"/> B2 level
	<input type="checkbox"/> C1 level
	<input type="checkbox"/> C2 level
<input type="checkbox"/> Specialization in the teaching of English	<input type="checkbox"/> Bachelor's degree in any area of education
<input type="checkbox"/> Diplomado in the teaching of English	<input type="checkbox"/> Bachelor's degree in a different area of education
	<input type="checkbox"/> None of the above (specify) _____

1. Do you think children in primary have now the expected English level? That is, students in 5<sup>th</sup> and 6<sup>th</sup> grade must have a Level A1 +, A2 +.

- Yes  
 No

2. If your answer was no, do you think it could be possible because teachers don't know how to teach them or because teachers don't have the required English level? Explain your answer.

---

---

3. If your answer was no, what do you consider some of the reasons could be?

- Students don't like English.  
 Three hours for them to learn is not enough.  
 Parents think learning English is not important.  
 The fact that English doesn't appear in the report card.  
 Didactic materials are not good enough.  
 All of them  
 Other \_\_\_\_\_

4. What do you think of the students' expected English Level according to the SEP?

- It's too low.  
 It's OK.  
 It's too high.

## Anexo 2

### QUESTIONNAIRE TO OBTAIN INFORMATION TO ELABORATE DIDACTIC MATERIAL FOR THE ENGLISH CLASS IN PRIMARY- 6 GRADE

Name: \_\_\_\_\_

School: \_\_\_\_\_

What level do you teach?: \_\_\_\_\_

Years of teaching experience:

<input type="checkbox"/> less than 1 <input type="checkbox"/> 1 to 5	<input type="checkbox"/> 5 to 10 <input type="checkbox"/> 10 to 15	<input type="checkbox"/> 15 to 20 <input type="checkbox"/> More than 20
---	---	--

Level of studies:

<input type="checkbox"/> Teaching certificate (more than 120 hours)	<input type="checkbox"/> Less than B1
<input type="checkbox"/> Teaching certificate (less than 120 hours)	<input type="checkbox"/> B1 level
	<input type="checkbox"/> B2 level
	<input type="checkbox"/> C1 level
	<input type="checkbox"/> C2 level
<input type="checkbox"/> Specialization in the teaching of English	<input type="checkbox"/> Bachelor's degree in any area of education
<input type="checkbox"/> Diplomado in the teaching of English	<input type="checkbox"/> Bachelor's degree in a different area of education
	<input type="checkbox"/> None of the above (specify) _____

1. Do you think it is necessary to use didactic material in class?  
 Yes  
 No
2. Do you think children are more interested and participate more in class when using appropriate didactic material?  
 Yes  
 No
3. Does the use of didactic material help you to plan your classes?  
 Yes  
 No
4. What skills do you think students need to practice in class to have a full command of the language?  
 Listening  
 Writing  
 Reading  
 Speaking  
 All of them



5. What language do you use to teach your students?

- Spanish
- English
- Both

6. Does the SEP provides students and teachers with textbooks for the English class?

- Yes
- No

7. If your answer was “Yes”. Do you work with them?

- Yes
- No

8. Are those books good enough for your classes?

- Yes
- No

Why?

---

---

---

9. What would you add or change to these books?

---

---

---

---

---

10. Do you and the students receive the English textbooks at the beginning of the school year?

- Yes
- No

11. Would you like to have didactic material in concordance with the SEP specifications and the curriculo of the grade you're teaching?

- Yes
- No

Why?

---

---

---

12. Would you like to count with didactic material in concordance with the context of your practice at the beginning of the school year eventhough you know you're going to recieve it sooner or later?

- Yes
- No

Why?

---

---

---

13. How would you like an English book to be integrated?

- Through social practices of the language
- Through fuctions and use of the language
- Through grammar structures

Why?

---

---

---

### Anexo 3

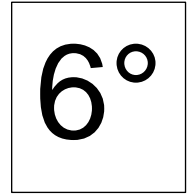
#### Observaciones del jurado:

Los ejercicios son adecuados para el nivel educativo para el que se presenta	SI	NO
Observaciones:		
Las ilustraciones son adecuadas para el nivel educativo para el que se presenta	SI	NO
Observaciones:		
Las lecturas son adecuadas para el nivel educativo para el que se presenta.	SI	NO
Observaciones:		
Las secuencias en las actividades permiten el aprendizaje.	SI	NO
Observaciones:		
Hay pertinencia en las actividades.	SI	NO
Observaciones:		
Los ejercicios presentados cubren el currículo.	SI	NO
Observaciones:		
Las actividades presentadas son atractivas.	SI	NO
Observaciones:		
Las actividades presentadas promueven el uso del idioma inglés.	SI	NO
Observaciones:		
Las actividades presentadas promueven el uso de las habilidades lingüísticas.	SI	NO
Observaciones:		
Las actividades presentadas son claras.	SI	NO
Observaciones:		

## Anexo 4



ESCUELA PRIMARIA RICARDO GÓMEZ  
45-1623-406-00-x-021



ENGLISH EXAM  
SCHOOL YEAR 2015-2016  
UNIT 3B

1. Unscramble the words. They are words used to make questions.

- yhw \_\_\_\_\_
- heewr \_\_\_\_\_
- ohw \_\_\_\_\_
- hwne \_\_\_\_\_
- athw \_\_\_\_\_
- hwo \_\_\_\_\_

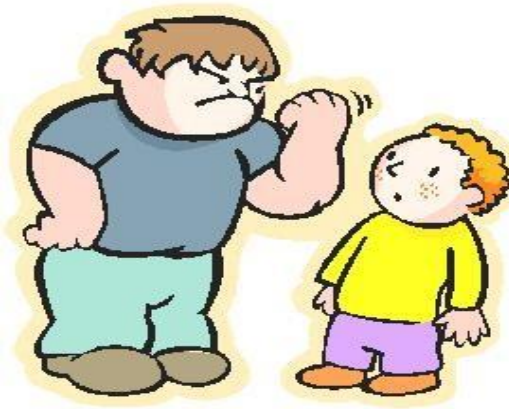
2. Name three problems you have in your school.

---

---

---

3. Write a question and its answer using the picture and the word: "Why?"



---

---

4. Write a question and its answer using the picture and the word: "Where?"



---

---

5. Write a question and its answer using the picture and the word: "What?"



---

---

6. Complete the sentences with a suitable word.

1. \_\_\_\_\_ are you sad?

Because I don't have friends.

2. \_\_\_\_\_ is your birthday?

October 12th.

3. \_\_\_\_\_ do you live?

I live in Canada.

4. \_\_\_\_\_ is the school?

It is big and beautiful.

5. \_\_\_\_\_ is he?

He is my brother.

## Anexo 5



ESCUELA PRIMARIA RICARDO GÓMEZ  
45-1623-406-00-x-021

6°

EXÁMEN DE INGLÉS  
CICLO ESCOLAR 2015-2016

ASIGNATURA	INGLÉS 6°	
BLOQUE	3B	
APRENDIZAJES ESPERADOS	Read and record information to solve a problem.	
CONTENIDO(S)	<ul style="list-style-type: none"> <li>• Identifies by name school related problems.                             <ul style="list-style-type: none"> <li>• Formulates questions.</li> </ul> </li> <li>• Uses a table to record questions and solutions to a problem.</li> <li>• Looks for information that answers previously formulated questions.                             <ul style="list-style-type: none"> <li>• Answers questions by writing.</li> </ul> </li> </ul>	
<b>PREGUNTA CERRADA</b>		
<p>1. Unscramble the words. They are words used to make questions.</p> <ul style="list-style-type: none"> <li>• yhw _____</li> <li>• heewr _____</li> <li>• ohw _____</li> <li>• hwne _____</li> <li>• athw _____</li> <li>• hwo _____</li> </ul>		

<b>ASPECTOS A EVALUAR</b>			
Comprensión de la pregunta, y escritura correcta en las respuestas de la misma.			
<b>RÚBRICA Y PUNTUAJE</b>			
Respuesta totalmente correcta  1 punto	Respuesta incompleta o parcialmente correcta  0 puntos	Sin respuesta  0 puntos	
Puntaje máximo: 6 puntos			
<b>PREGUNTA ABIERTA</b>			
2. Name three problems you have in your school.			
_____			
_____			
_____			
<b>ASPECTOS A EVALUAR</b>			
Comprensión de la pregunta, y escritura correcta en la respuesta de la misma.			
<b>RÚBRICA Y PUNTUAJE</b>			
Respuesta totalmente correcta en inglés.  3 puntos	Respuesta totalmente correcta en español.  2 puntos	Respuesta incompleta o parcialmente correcta.  1 punto	Sin respuesta  0 puntos
Puntaje máximo: 3 puntos			
<b>PREGUNTA ABIERTA</b>			
3. Write a question and its answer using the picture and the word: "Why?"			






---



---

**ASPECTOS A EVALUAR**

Comprensión de la pregunta, y escritura correcta en la respuesta de la misma.

**RÚBRICA Y PUNTUAJE**

Respuesta totalmente correcta en inglés	Respuesta incompleta o parcialmente correcta	Sin respuesta
2 puntos	1 punto	0 puntos
Puntaje máximo: 2 puntos		

**PREGUNTA ABIERTA**

4. Write a question and its answer using the picture and the word: "Where?"




---




---

<b>ASPECTOS A EVALUAR</b>		
Comprensión de la pregunta, y escritura correcta en la respuesta de la misma.		
<b>RÚBRICA Y PUNTUAJE</b>		
Respuesta totalmente correcta en inglés  2 puntos	Respuesta incompleta o parcialmente correcta  1 punto	Sin respuesta  0 puntos
Puntaje máximo: 2 puntos		

**PREGUNTA ABIERTA**

5. Write a question and its answer using the picture and the word: "What?"



---

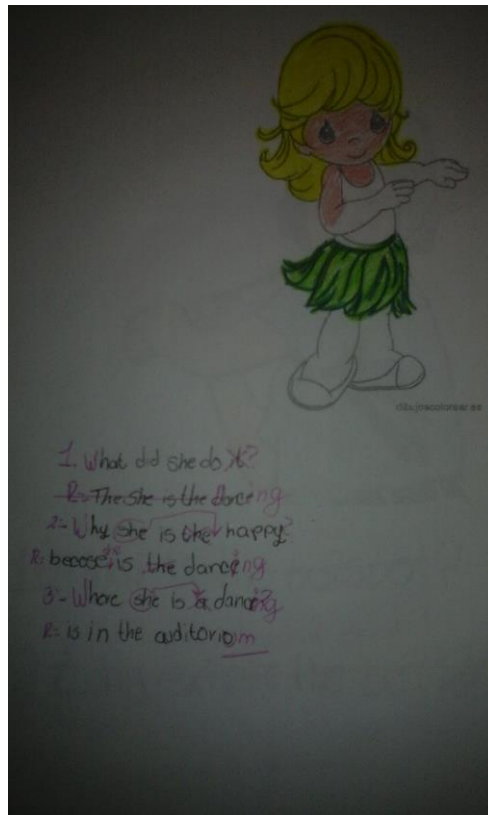


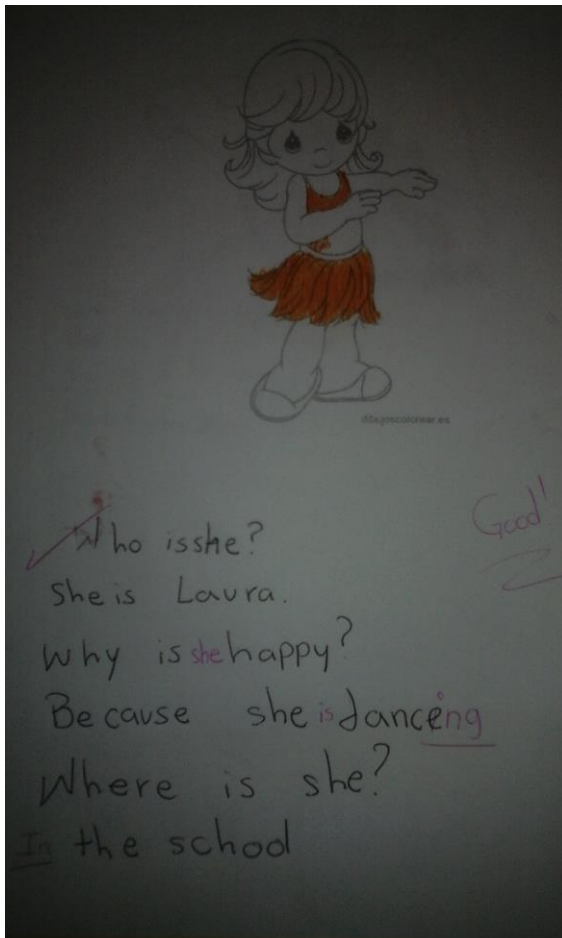
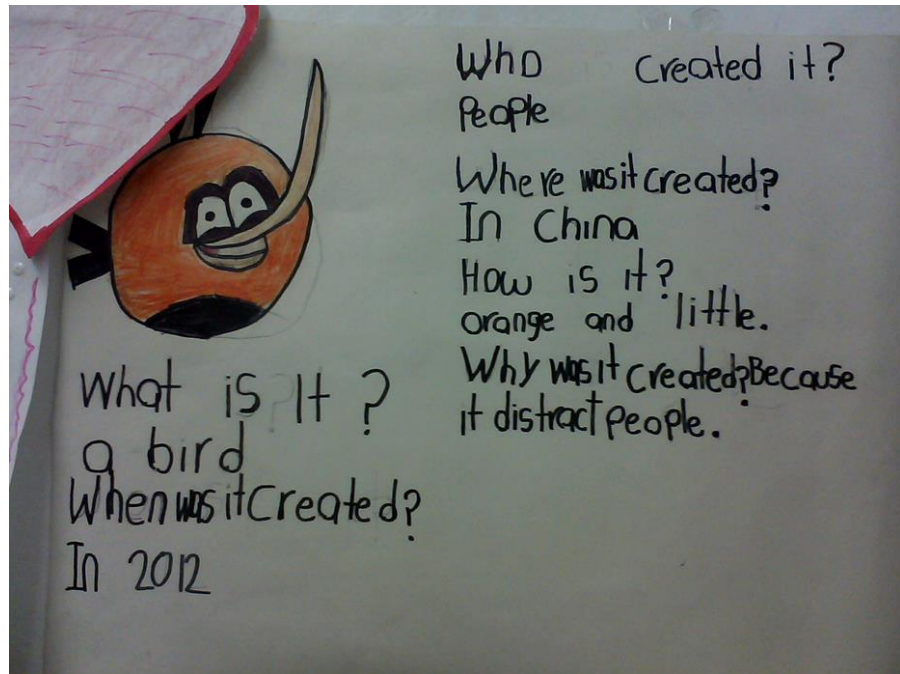
---

<b>ASPECTOS A EVALUAR</b>		
Comprensión de la pregunta, y escritura correcta en la respuesta de la misma.		
<b>RÚBRICA Y PUNTUAJE</b>		
Respuesta totalmente correcta en inglés	Respuesta incompleta o parcialmente correcta	Sin respuesta

2 puntos	1 punto	0 puntos
Puntaje máximo: 2 puntos		
<b>PREGUNTA ABIERTA</b>		
6. Complete the sentences with a suitable word.		
1. _____ are you sad? Because I don't have friends.		
2. _____ is your birthday? October 12th.		
3. _____ do you live? I live in Canada.		
4. _____ is the school? It is big and beautiful.		
5. _____ is he? He is my brother.		
who	what	where
when	how	why
<b>ASPECTOS A EVALUAR</b>		
Comprensión de la pregunta, y selección correcta en la respuesta de la misma.		
<b>RÚBRICA Y PUNTUAJE</b>		
Respuesta totalmente correcta  1 puntos	Respuesta incompleta o parcialmente correcta  0 puntos	Sin respuesta  0 puntos
Puntaje máximo: 5 puntos		
<b>PUNTUACIÓN MÁXIMA EN EL EXÁMEN: 20 PUNTOS QUE REPRESENTAN UNA CALIFICACIÓN DE DIEZ</b>		


## Anexo 6








Angel Rodrigo Correa Vazquez



Good!

Why do you play baseball?  
 because it is funny  
 What is baseball?  
 it is a game  
 Who plays baseball?  
 los beisbolistas v  
 Baseball players


Regina Caceres Lomeli



Very Good!

What is your name?  
 R= My name is Regina.  
 Where is she?  
 R= She is in the Classroom.  
 When is the dancing?  
 R= The dancing is Monday.


Maria Leticia Lopez Hernandez



Very Good!

What is your name?  
 Jessenia Hernandez Rivera  
 Who is she?  
 she is a dancer  
 Where does she dance?  
 in the Auditorium

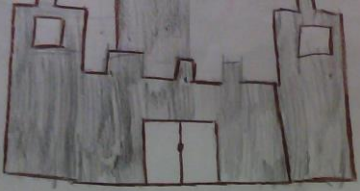
Yvina Genive Garcia Medina G-E




Excellent!

What is your name?  
 My name is Abigail  
 Where is your home?  
 in Oaxaca Oaxaca  
 how is she?  
 beautiful  
 who is she?  
 a new student

1. What color is it? Red  
 2. Who washed it? Pamela  
 3. Where did she wash it? In the roof  
 4. When was it washed? In 18<sup>th</sup> June  
 5. Why was it washed? Because it was dirty  
 6. How was it washed? With water and soap

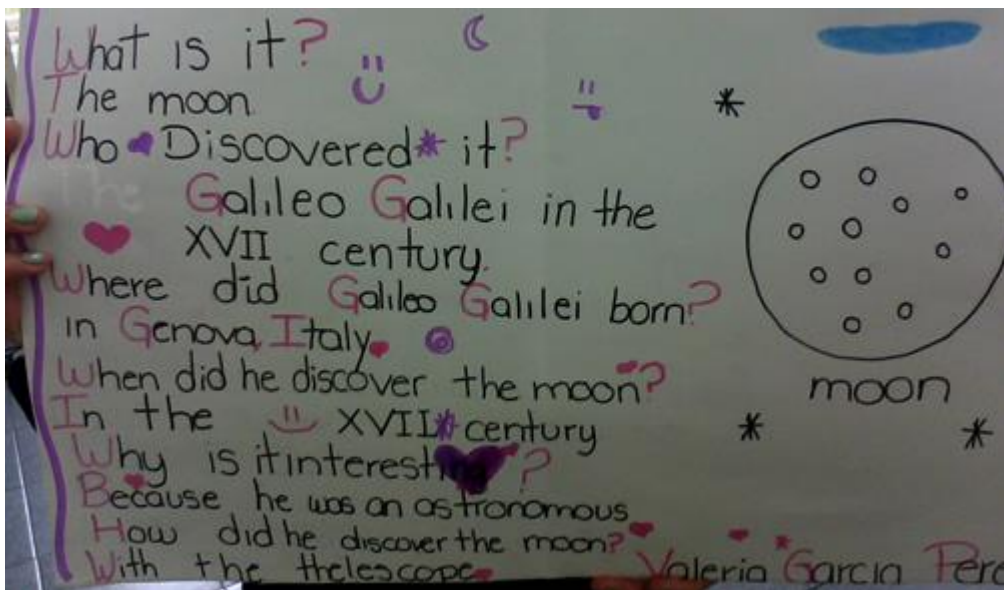
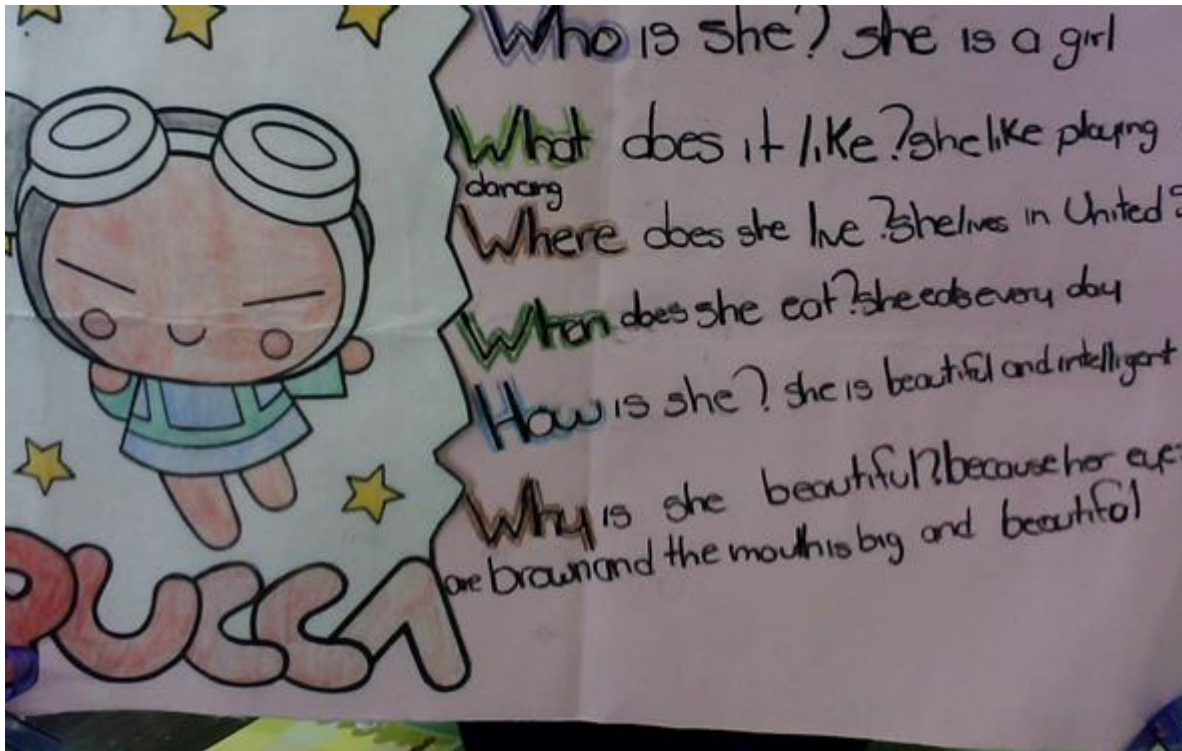


What is it? it is a castle  
 Who created it? people  
 Where was it created? In the USA  
 When was it created? 14<sup>th</sup> October  
 Why was it created? Because people lived there  
 How was it created? With bricks



ICE CREAMS

What is it? is the ice creams  
 Who eat? I and people  
 Where they sell the ice creams holders? In the ice cream shop  
 As you bought with salary  
 is the delicious





## Anexo 7 – Parte II: Material Didáctico

# English Road! 6

## Student's Book



**Alma Delia García Salazar**

Dear students,

**Welcome to sixth grade!**

**To prepare well for Middle School, we have a nice book where you can comprehend and produce expressions about the purchasing of basic need items; interpret fantasy stories and exercise imagination; classify and interpret information about a topic of interest to present a report; to write a news report; to participate in language games; to read and to record information to solve school problems, and comprehend and respond to invitations through letters.**

**That's not all! You will also interpret historical chronicles to compare cultural aspects of Mexico and English speaking countries, read and record information to elaborate a report about activities related to a job or occupation, and follow and give directions to go to places as well as to commute using public transportation.**

**You will study each of these topics by doing exciting activities and creating nice products.**

**It is time to start and enjoy all the new experiences that this school year has in store for you. So let's have fun and begin learning!**

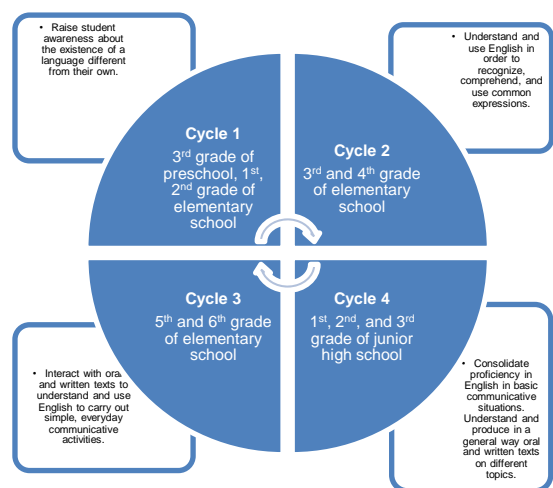
**Sincerely,**

**The author**

Teaching English in mandatory schooling is important to raising the quality of education so students can improve their achievement, raise their quality of life, and contribute to national development. The current holistic reform is focused on adopting the 21st century model based on competencies which envisions greater articulation and efficiency from preschool to middle school. The Secretariat of Public Education thus aligns its curriculum with UNESCO's guidelines for educational systems to prepare students to face the new challenges of a globalized world in

The purpose for teaching English in mandatory education is for students to gain the knowledge necessary to engaging in social practices in spoken and oral language so as to interact with native and non-native English speakers via specific competencies with the language.

### NEPBE (Stages and Cycles)



**Social Practices with English**  
The SEP's approach for teaching all languages, including Spanish and indigenous languages, is comprised of their social practices, which are patterns or ways of interaction as well as the several activities linked to them for the production and interpretation of spoken and written texts. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. These are realized by *doing*, *knowing*, and *being* in the language.

Miniaturas de todos los complementos

English Road is an excellent book where students are introduced to the language via social practices that focus on approaching literature through reading, writing, and oral exchanges where expected learning outcomes activate knowledge students already have about the world.

Because children are often surprisingly perceptive and critical, this book is chock full of handy, interesting tasks situated within three learning environments: Familiar and Community activities, Literary and Ludic, and the Academic and Educational field. The topics in this book were chosen to inspire students creating products derived of their own self-expression, which blossom into vehicles for the learning process.

Learners gradually become competent in the conventions of conversation and written expression by participating in the social practices of English-speaking cultures. In English Road, they become familiar with the language by becoming familiar with their own artistic works — works they can be proud to put on display.

English Road groups the learning progression into three stages: Start your Road!, On the Road!, and End your Road!

Start your Road!

Start your Road! is composed of one or two activities to introduce the students to the topic and the social practice for the unit.

Reducción de la página donde se ve la fase Start your road!

On the Road!

On the Road! is a series of activities that continue with the social practice and guide toward the expected learning outcomes by articulating *doing, knowing, and being* into

Reducción de la página donde se ve la fase On the road!

End your Road!

End your Road! socializes all the activities and competences students have worked on and combines them into a final product where they can put everything they learned into practice.

Reducción de la página donde se ve la fase End your road!

## Método de trabajo

### Proyectos didácticos

The way of working in English Road is through products of learning where in the final stage students can visualize and put into practice everything they learned, which have been concretized into achievements. These products of learning present communicative situations like those students would use in real life circumstances. These contexts are not the result of, but rather a way toward, developing specific competencies.

Reducción de la página de un proyecto

Reducción del Teacher's Book

The teacher is guided in how to use, follow through with, and join the activities through the Student's Book, Reading Book, flash cards, and CD tracks. The content is distributed into the five units corresponding to the social environments for language acquisition. The use of the CD tracks is clearly explained in each activity where they are going to be used. There are also bibliographic and web references for teachers and students.

<b>Unit 1 Magic stories and healthy food.....</b>	<b>9</b>
<b>Lesson 1 How much is it?.....</b>	<b>10</b>
<b>Lesson 2 Let’s make a food pyramid.....</b>	<b>13</b>
<b>Lesson 3 Good and bad products.....</b>	<b>16</b>
<b>Lesson 4 Product: “Bullet Point Sheet” for buying –and- selling transactions of basic need items.....</b>	<b>18</b>
<b>Lesson 5 Tell me about your family.....</b>	<b>21</b>
<b>Lesson 6 Let’s read!.....</b>	<b>23</b>
<b>Lesson 7 Let’s write.....</b>	<b>26</b>
<b>Lesson 8 Product: Fantasy family tree.....</b>	<b>29</b>
<b>Assessment.....</b>	<b>32</b>
<b>Unit 2 A news report.....</b>	<b>33</b>
<b>Lesson 1 Reading and writing.....</b>	<b>34</b>
<b>Lesson 2 Let’s research.....</b>	<b>37</b>
<b>Lesson 3 Find the main idea.....</b>	<b>40</b>
<b>Lesson 4 Product: Report.....</b>	<b>42</b>
<b>Lesson 5 Graphic and textual components of news.....</b>	<b>45</b>
<b>Lesson 6 Let’s sing.....</b>	<b>47</b>
<b>Lesson 7 Let’s write.....</b>	<b>50</b>
<b>Lesson 8 Product: News report.....</b>	<b>53</b>
<b>Assessment.....</b>	<b>56</b>
<b>Unit 3 At school.....</b>	<b>57</b>
<b>Lesson 1 Syllables.....</b>	<b>58</b>
<b>Lesson 2 Describe a word game.....</b>	<b>61</b>
<b>Lesson 3 What’s your last name again? .....</b>	<b>64</b>
<b>Lesson 4 Product: Word game contest.....</b>	<b>66</b>
<b>Lesson 5 School problems.....</b>	<b>69</b>
<b>Lesson 6 Oh, more problems!.....</b>	<b>71</b>
<b>Lesson 7 Let’s talk!.....</b>	<b>74</b>
<b>Lesson 8 Product: Printed spots.....</b>	<b>77</b>
<b>Assessment.....</b>	<b>80</b>

<b>Unit 4 I'm going to have a party!</b> .....	<b>81</b>
<b>Lesson 1 Invitation letters</b> .....	<b>82</b>
<b>Lesson 2 What is an invitation letter?</b> .....	<b>85</b>
<b>Lesson 3 Elements of an invitation letter</b> .....	<b>88</b>
<b>Lesson 4 Product: Invitations letters</b> .....	<b>90</b>
<b>Lesson 5 Chronicles</b> .....	<b>93</b>
<b>Lesson 6 A time line</b> .....	<b>95</b>
<b>Lesson 7 Let's talk!</b> .....	<b>98</b>
<b>Lesson 8 Product: Comic</b> .....	<b>101</b>
<b>Assessment</b> .....	<b>104</b>
<b>Unit 5 Jobs and transportation</b> .....	<b>105</b>
<b>Lesson 1 Jobs and occupations</b> .....	<b>106</b>
<b>Lesson 2 Describing jobs</b> .....	<b>109</b>
<b>Lesson 3 All jobs are important</b> .....	<b>112</b>
<b>Lesson 4 Product: Illustrated report</b> .....	<b>114</b>
<b>Lesson 5 Places</b> .....	<b>117</b>
<b>Lesson 6 How do I get to Golden Gate Park?</b> .....	<b>119</b>
<b>Lesson 7 Means of transportation</b> .....	<b>122</b>
<b>Lesson 8 Product: Instructios brochure on how to use means of transport</b> .....	<b>125</b>
<b>Assessment</b> .....	<b>128</b>



## Unit 1

### Magic Stories and Healthy Food

#### Achievements

- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.




Lesson 1.

How much is it?

Social Practice of the Language. Participate in Commercial Transactions.

Start Your Road

➤  Learning Numbers



MATHEMATICAL FIGURES	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
	47	78	25	45 ÷ 8 =
+ PLUS	<u>+52</u>	<u>-31</u>	<u>×32</u>	
- MINUS				
× TIMES				
÷ DIVIDED BY				
= EQUALS				

On the Road

➤ Numbers

 Listen and practice. Part A

0	zero	10	ten	20	Twenty	30	Thirty
1	one	11	eleven	21	twenty one	40	forty
2	two	12	twelve	22	twenty two	50	fifty
3	three	13	thirteen	23	twenty three	60	sixty
4	four	14	fourteen	24	twenty four	70	seventy
5	five	15	fifteen	25	twenty five	80	eighty
6	six	16	sixteen	26	twenty six	90	ninety
7	seven	17	seventeen	27	twenty seven	100	one hundred
8	eight	18	eighteen	28	twenty eight	101	one hundred and
9	nine	19	nineteen	29	twenty nine	102	one
							one hundred and
							two

➤  Listen and practice. Part B. Notice the word stress.



➤ Write the Totals. Then say the equation aloud.

- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| a. $3 \times 7 =$ | _____ | k. $4 \times 7 =$ | _____ |
| b. $7 + 10 =$     | _____ | l. $6 + 5 =$      | _____ |
| c. $2 \times 6 =$ | _____ | m. $100 \div 4 =$ | _____ |
| d. $0 + 45 =$     | _____ | n. $9 \times 3 =$ | _____ |
| e. $10 + 10 =$    | _____ | o. $0 + 78 =$     | _____ |
| f. $5 \times 8 =$ | _____ | p. $5 \times 3 =$ | _____ |
| g. $8 - 7 =$      | _____ | q. $30 \div 10 =$ | _____ |
| h. $22 + 56 =$    | _____ | r. $13 + 7 =$     | _____ |
| i. $1 + 99 =$     | _____ | s. $50 \div 10 =$ | _____ |
| j. $47 - 3 =$     | _____ | t. $8 \times 9 =$ | _____ |

➤ Can you name some fruits and vegetables? Find ten hidden words in the table.

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



**End Your Road**

➤  **Conversation. How much is it?**

**Listen and Practice. Part A**

Peter: Good Morning ma'am.  
 Ma'am: Good Morning. May I help you?  
 Peter: How much is the lettuce?  
 Ma'am: Which one?  
 Peter: The Italian one.  
 Ma'am: It's 10 pesos a piece.  
 Peter: And how much are the peaches?  
 Ma'am: 45 pesos a kilo  
 Peter: That's expensive. How about the pineapples?  
 Ma'am: 20 pesos each.  
 Peter: I will have the lettuce and the pineapple.  
 Ma'am: Here you are.  
 Peter: Thank you.



➤  **Part B. Listen to the second part of the conversation. Check (✓) True or False.**

	True	False
Peter bought strawberries.	<input type="checkbox"/>	<input type="checkbox"/>
Tomatoes are very cheap.	<input type="checkbox"/>	<input type="checkbox"/>
Peter paid \$50 in total.	<input type="checkbox"/>	<input type="checkbox"/>

➤  **Listen and practice.**

How much is the lettuce?  
It is \$15.



Which one?  
The Italian one.  
The big one.  
It's \$25.

How much are the apples?  
They're \$40 a kilo.



Which ones?  
The red ones.  
The small ones.  
They are \$10 each.

**Prices**  
 That's expensive. \$25 = twenty five pesos  
 That's cheap. \$47.50 = forty seven fifty  
 forty seven fifty centavos

Lesson 2

Let's make a food pyramid

Start Your Road

- Write the numbers. Check your answers with a partner. Read the numbers aloud.



- a. 110
- b. 36
- c. 27.50
- d. 12
- e. 29
- f. 379
- g. 56
- h. 78
- i. 37.80
- j. 500

---

---

---

---

---

---

---

---

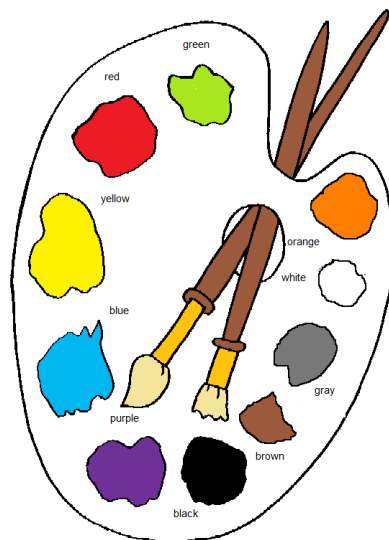
---

---

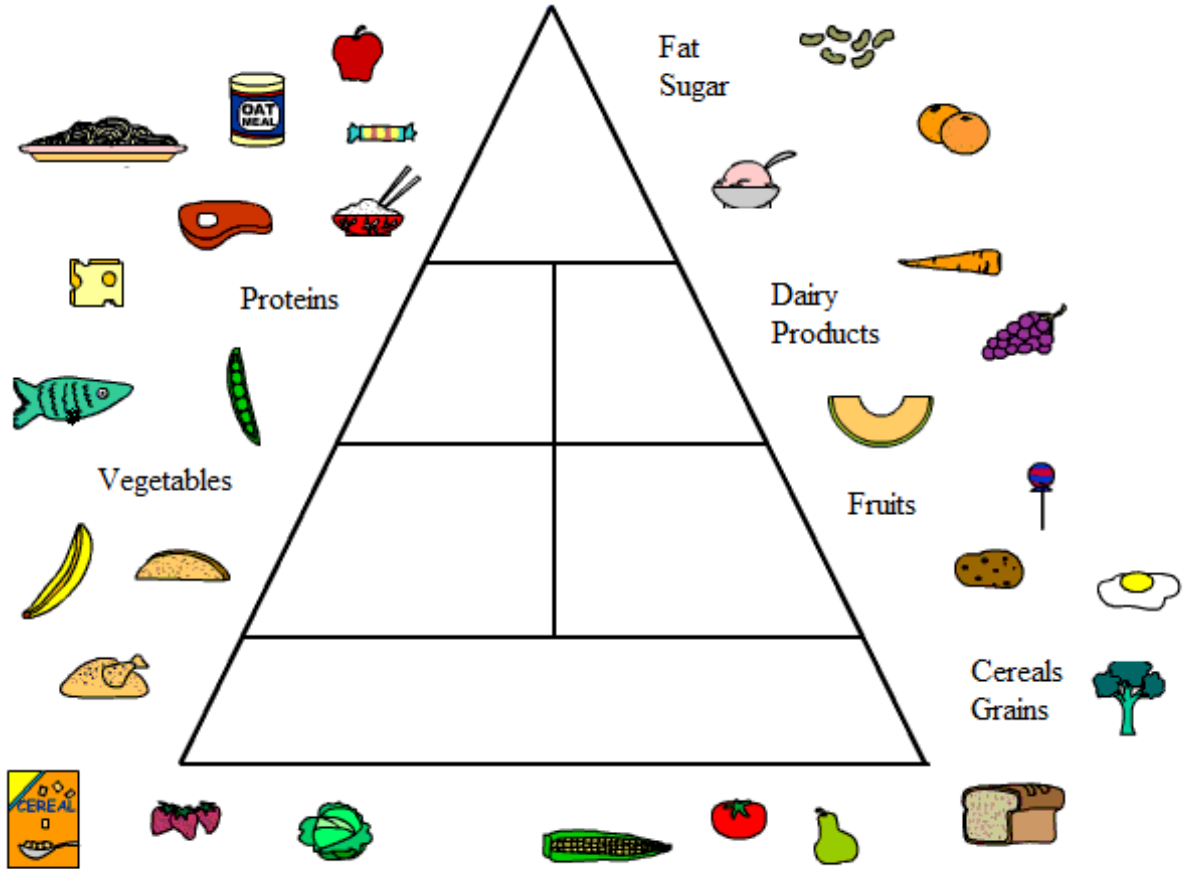
On the Road

-  Colors.

Listen and Practice.



- Place the food where it belongs. Explain the order in which the food is placed in the pyramid.



- Put the words in the appropriate column. Add two more examples to each category.

broccoli      pizza      potatoes      beans      chips  
 oranges      lettuce      cake      limes      sugar

**Healthy Food**

**Unhealthy Food**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**End Your Road**

➤  **Places and things. Where can you buy a sandwich?**

Where can you buy these items? Match the items with the pictures. Then listen and practice.



Drugstore



Supermarket



Restaurant



Bookstore



Department Store



Market

1. sandwich \_\_\_\_\_
2. apple jam \_\_\_\_\_
3. medicine \_\_\_\_\_
4. clothes \_\_\_\_\_
5. book \_\_\_\_\_
6. vegetables \_\_\_\_\_

**You can buy a sandwich in a restaurant.**



Lesson 3

Good and bad products

Start Your Road

➤  Listen and practice.

juice?	limes?
much the	much the
How is	How are

On the Road

➤ At the Supermarket.

Complete the conversations. Then practice the dialogues with your partner.

A: \_\_\_\_\_ morning Miss. May I help you?  
 B: Good morning. How \_\_\_\_\_ is the juice?  
 A: Which \_\_\_\_\_?  
 B: The apple juice.  
 A: It's \$16 a liter.  
 B: Oh, \_\_\_\_\_ cheap. I'll take it.  
 A: Thank you.

A: Excuse me Sir. How much \_\_\_\_\_ the limes?  
 B: Which \_\_\_\_\_?  
 A: The small ones.  
 B: \_\_\_\_\_\$35 a kilo.  
 A: Oh, that's \_\_\_\_\_.



**On the Road**

➤ **Order the sentences into a dialogue.**

- They're 15 pesos each.
- The yellow ones.
- That's expensive. Thank you.
- Good Morning. May I help you?
- Which ones?
- You are welcome.
- Good Morning Mrs. Jones.
- How much are the peppers?

Good Morning Mrs. Jones.

---



---



---



---



---



---



---



---

**End Your Road**

➤ **Read the information on page 85 from your Reading Book. What are the advertisements about? Write good and bad characteristics of each one. Share the information with your classmates.**

**Advertisement 1**

**Advertisement 2**

Good	Bad	Good	Bad

Lesson 4

**Product:** “Bullet Point Sheet” for buying –and- selling transactions of basic need items.

**Start Your Road**

- **Read and analyze the information below. What’s the product’s name? Where can you buy it? How much does it cost? Is it healthy? Describe the product.**

Product	Name	Characteristics
Orange juice	Yummy Yummi	Orange Delicious Vitamin A, C, D Sugar Pure water
Where you can buy it	Price	Additional information
Supermarket Stores	\$14	Address: 34 Revolución Av. Phone number: 55 93 15 62 <a href="mailto:yummyjuice@gmail.com">yummyjuice@gmail.com</a>

Warning
298 calories per liter

**On the Road**

- **Now write about two different products you consume frequently**

Product	Name	Characteristics
Where can you buy it	Price	Additional information

Warning

Product	Name	Characteristics
Where you can buy it	Price	Additional information

Warning






Lesson 5

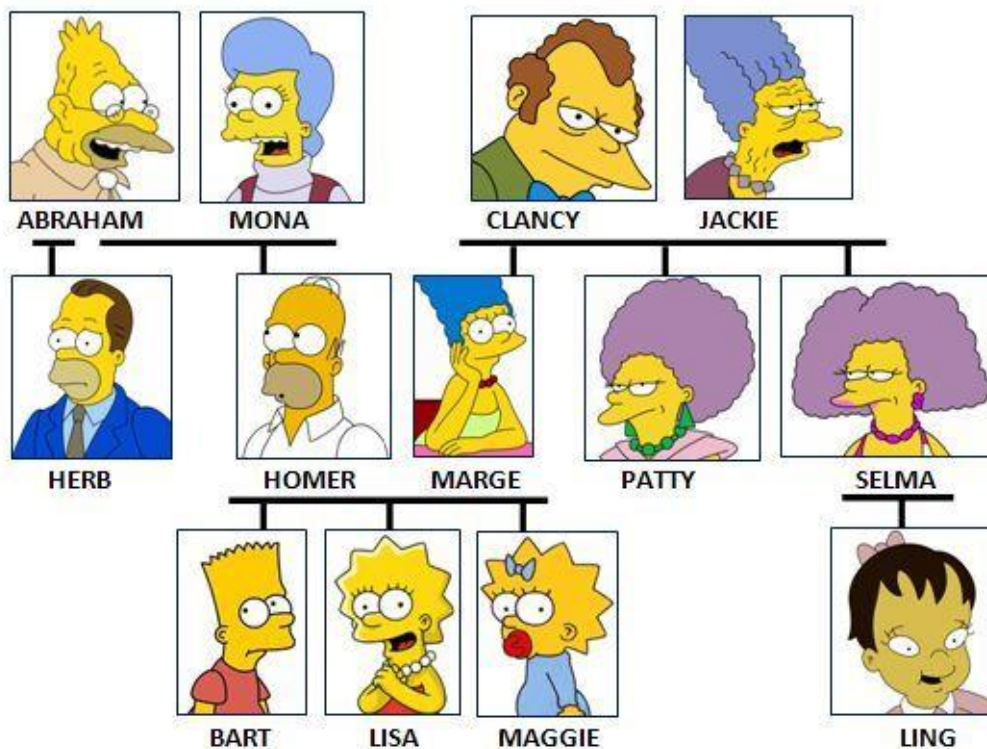
Tell me about your family

Social Practices of the Language: Read aloud stories and legends

Start Your Road

-  How much do you know about the Simpson family? Complete the sentences. Then listen to the track and check your responses.

# THE SIMPSONS



<p>a. Marge is Homer's _____ wife _____.</p> <p>b. Bart, Lisa, and Maggie are their _____.</p> <p>c. Homer is Marge's _____.</p> <p>d. Abraham is Homer's _____.</p> <p>e. Paty and Selma are Marge's _____.</p> <p>f. Ling is Selma's _____.</p> <p>g. Mona is Lisa's _____.</p> <p>h. Clancy is Ling's _____.</p> <p>i. Lisa is Paty's _____.</p> <p>j. Herb is Homer's _____.</p>	<p>mother father sister brother son daughter wife husband grandfather grandmother cousin niece nephew</p> <p>kids = children mom = mother dad = father mother and father = parents</p>
--	--

**On the Road**

- **Talk to your classmate about your family.**

My mother is Rosa. My father is Enrique. I have two brothers. Their names are...

- **Write five sentences about your family.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**End your Road**

- **Bob is talking about his family. Complete the sentences with the words in the box.**



Jack and Helen



Bob and Karen



Susan and Tony

- sister father grandparents mother parents brother
1. Susan and Tony are my parents. Susan is my \_\_\_\_\_ and Tony is my \_\_\_\_\_.
  2. Kate is my \_\_\_\_\_. I am her \_\_\_\_\_.
  3. Jack and Helen are my \_\_\_\_\_.

Lesson 6 Let's Read

Start your Road

- **What is fiction? Talk about it with a classmate. Then share your answers with the group.**

Fiction is about characters and events that writers make up. Myths, folktales, and stories are types of fiction.

Identify protagonist, characters, plot, and setting.

As you read fiction, think about the protagonist, characters, plot, and setting.

- The *protagonist* is the principal character.
- The *characters* are the people or animals in the story.
- The *plot* is what happens in the story.
- The *setting* is the time and place of the story.

On the Road

- **Read this Native American folktale.**

**How Bear Lost His Tail**

Many years ago in North America, Bear had a long tail. One cold winter day, Bear saw Fox at the lake. Fox was sitting on the ice next to many fish. "How did you catch those fish?" Bear asked. "With my tail," Fox lied. He wanted to fool Bear. Bear put his tail into the icy water. Soon Bear was asleep. Fox went home to eat his fish. When Fox returned, Bear was still sleeping. "Bear!" Fox shouted. "Can you feel a fish on your tail?" Bear jumped up, and his frozen tail broke off. And that's why bears have short tails today. (Wiley, 2004)



- **Read the folktale again. Answer the questions, and then discuss them in group.**

1. Who are the characters?
2. Is there a protagonist? Who is it?
3. What is the plot?
4. What is the setting of the story?



- **Read the tale of “*Jack and the Beanstalk*” in your Reading Book. Identify the protagonist, the characters, the plot and the setting of the story. Compare your answers with a partner.**

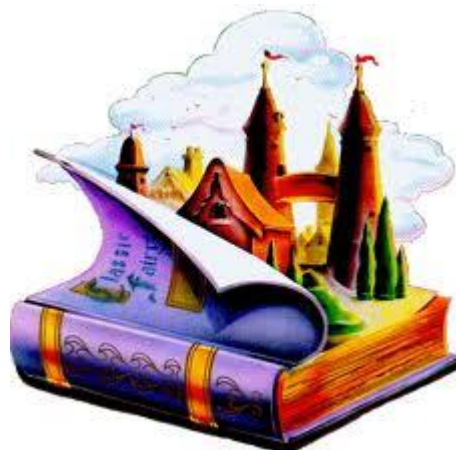
Protagonist: \_\_\_\_\_  
Characters: \_\_\_\_\_  
Plot: \_\_\_\_\_  
Setting: \_\_\_\_\_



- **Read the next information. Talk about it with your class.**

The *topic* is the subject the author is talking about. The *audience* is the public the text was written for. An *author* is the person who writes something. Authors write for different purposes, or *reasons*.

- To entertain
- To teach something
- To inform
- To sell





**End your Road**

- **Read the poem of “*Jack and the Beanstalk*” on page 17. As you read think about the topic of the story, the author’s purpose for writing it, and whom it was written for.**
- **Write words and details that show or give information about the topic, the author’s purpose, and audience. Write them down.**



- **Discuss the information you gathered with your classmate and draw up a conclusion. Check your answers with the class.**

**Topic:** \_\_\_\_\_

**Author’s purpose:** \_\_\_\_\_

**Audience:** \_\_\_\_\_

Lesson 7

Let's Write

Start Your Road

➤  Listen and practice.

eat	ate	eaten
have	had	had
visit	visited	visited
fly	flew	flown
live	lived	lived
be – am – are – is	was – were	been

On Monday he had eaten through one apple.  
 On Tuesday he had eaten through two pears.  
 On Wednesday he had eaten through three plums.

On the Road

➤  Listen to the next short story. Then read aloud.

**The Very Hungry Girl**

Once upon a time, there was a girl who lived in a big, big, city. Her name was Lisa. On Monday, Lisa had eaten one pizza. On Tuesday Lisa had eaten many vegetables. On Wednesday Lisa had eaten a caterpillar. On Thursday Lisa had eaten ten bananas. On Friday Lisa had eaten fish and rice. On Saturday Lisa had eaten spaghetti. On Sunday Lisa visited the doctor. Oh! Poor Lisa had a stomachache.



➤ **Using punctuation**

Good writers use proper punctuation. It is important to punctuate your writing correctly so that readers understand what you want to say. There are three kinds of end marks: *periods*, *question marks*, and *exclamation points*.



Use a *period* to end a sentence.

They were quite poor.

Use a *question mark* to end a question.

How will the beans feed us?

Use an *exclamation point* to end a sentence that expresses strong feeling.

No way!

A comma separates part of a sentence. Use *commas* to separate nouns and phrases in a series. Use *commas* to set off a speaker's quoted words in a sentence.

"Fee, Fi, Fo, Fum, I smell the blood of an English man!"  
"Wise choice," said the old man,

➤ **Copy the sentences below into your notebook. Add proper punctuation to each. Then compare your sentences with a classmate's.**

How much  
Magic beans how stupid  
Jack reached home  
"Yes she is" Jack said

**End Your Road**

- Use the correct punctuation and follow the example in the short story, *The Very Hungry Girl* to write your own story.



**Lesson 8**

**Product: Fantasy family tree**  
**By the way, my name is Andrea**

**Start Your Road**

➤ **Predicting**

**Predict**



To “predict” means to *guess* what will happen. To predict, follow these steps:

- Observe the illustrations, titles and subtitles. Use your previous knowledge and try to predict the topic of the story.
- Stop after each paragraph. Ask yourself, “What will happen next?”
- Use the clues from the story and what you already know to anticipate what will happen.

**On the Road**

- **Before reading the tale of *The Evil Bird Princess*, predict or guess what the story will be about. Write your guesses in the table. Read the story. At the end of the story, see if what you predicted was correct.**

- Reread the story of *The Evil Bird Princess*. Answer the questions. Discuss your answers with the class.



Who is the protagonist?

Who are the characters?

What was the problem in the story?

Was the bird princess the only one in the story who acted badly?

What have you done if you were the king?

Was Sebastian a good boy?

Do you know someone like the princess?

- Write three sentences about the story *The Evil Bird Princess*. Follow the examples.

Lisa is Homer's daughter.  
Homer is Marge's husband.



---

---



**End Your Road**

- **Draw the characters from *The Evil Bird Princess* story in the family tree. Tell your classmates who the characters are.**



Comprehension Check



Write what you eat in the chart. Compare your chart with a partner.

Food Group	Example
Sugar and fat	
Vegetables	
Fruits	
Dairy Products	
Cereals and Grains	
Protein	

➤ What do you think of these prices? Write a response.

That's cheap.    That's OK.    That's very expensive.    That's reasonable.

1. Five thousand pesos for a computer.  
\_\_\_\_\_
2. A hundred pesos for a kilo of apples.  
\_\_\_\_\_
3. Six hundred and seventy pesos for a sweater.  
\_\_\_\_\_

➤ Match.

- |   |                |
|---|----------------|
| ( ) The principal character.            | a. Setting     |
| ( ) The people or animals in the story. | b. Protagonist |
| ( ) What happens in the story.          | c. Characters  |
| ( ) The time and place of the story.    | d. Plot        |



## Unit 2

### A News Report

#### Achievements

- **Formulates questions about a selected topic.**
- **Uses tables of contents, titles and keywords on sources to find information.**
- **Clarifies the meaning of words using contextual clues or a bilingual dictionary.**
- **Identifies main and supporting ideas.**
- **Organizes information in mind maps.**
- **Writes paragraphs to make a report.**
- **Identifies topic, purpose, and intended audience of the news.**
- **Recognizes the parts of the news.**
- **Understand the general idea of the news.**
- **Paraphrases the main idea orally and in writing.**
- **Locates information that responds to questions: who, what, when, where, how, and why.**
- **Writes sentences to express news reviews.**



**Lesson 1.**

**Reading and Writing**

**Social Practice of the Language:** Participate in Formal Communicative Events.

**Start Your Road**

➤ **Predicting**

**Predict**

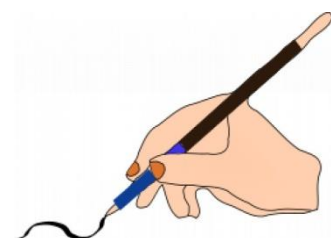


Predicting helps you to become a better reader. Before you read, predict or *guess* what the story will be about. To predict, follow these steps.

- Look for clues in the story and in the pictures.
- Think about what will happen next.
- At the end of the story, see if what you predicted was correct.

**On the Road**

- **Start reading the story *News Report* on pages 26 to 29. Before reading, predict or *guess* what the story will be about. Write your guesses in the table. Read the story. At the end of the story, see if your prediction was correct.**



- Predict the topic.

Issue 21 Issue 21, November, 2011

In the future, solar energy will play a major role. Presently, solar power plants are common a food, and in utility-scale power generation. Solar power plants can produce energy in two ways:

- Solar thermal power plants - In the hot sun, solar energy heats a transfer fluid, which is used to heat water. That water creates steam to spin a turbine that can then produce electricity.
- Solar photovoltaic (PV) plants - PV plants utilize solar power panels to convert solar radiation directly into electricity.

The solar energy is a today highly accessible energy source that can be implemented at home to residences, industries, building, or on a ground site designed just for that. Also, this energy is FREE!! You just need to pay for the installation or an installation, then after all the energy you get is free of charge. Also, you contribute to make a more green environment, you reduce the other energy sources that produce Greenhouse gases, like Oil, Coal, Gas, etc.

**Flood** Pág. 1  
**Ana Gutierrez** Pág. 14  
**Education** Pág. 10

¡¡Insertar imagen para el artículo: inundación, Ana Gutierrez y libros. Si inserta solo el robot las imágenes!!

**Newspaper For Kids**




¡¡Insertar imagen para el artículo: Energía solar!!

**The Little Journal**  
 Science Section

**What is a tree?**

Trees are an important part of our daily lives. They also absorb carbon dioxide (a greenhouse gas) and give us oxygen to breathe. Trees make our environment beautiful with their different colours, flowers and shapes and they provide us with shade and relief from the sun's heat and harmful rays. Trees help absorb the rain and help stabilize the weather. Trees are very important to us!



¡¡Insertar imagen para el artículo: un árbol!!

**Benefits from trees**

Produce oxygen and absorb carbon dioxide. Trees are necessary for our survival. Through photosynthesis trees produce the gas that we cannot live without: oxygen (O<sub>2</sub>). As we breathe in, our bodies take in oxygen and when we breathe out, we release carbon dioxide (CO<sub>2</sub>). Trees do the opposite. They take in CO<sub>2</sub> and release O<sub>2</sub>. This cleans the air by removing harmful CO<sub>2</sub>, so that people and animals can breathe.

**What is a forest?**

A forest is a highly complex, constantly changing environment made up of a variety of living things (wildlife, trees, shrubs, wildflowers, ferns, mosses, lichens, fungi and microscopic soil organisms) and non-living things (water, nutrients, rocks, sunlight and air). Trees are the biggest part of this complex community.



¡¡Insertar imagen para el artículo: un bosque!!

There are many different kinds of forests around the world—tropical rain forests, temperate rain forests, boreal forests, mangrove forests, Caribbean forests... to name but a few. In Canada, we have eight different forest regions: the Boreal, Subalpine, Montane, Coast, Columbia, Deciduous (Carolinian), Great Lakes-St. Lawrence and Acadian forest regions.

Topic: \_\_\_\_\_ Topic: \_\_\_\_\_

➤ **Parts of a text and its organization**

**Parts of a text**



- **Introduction:** The introduction is probably the most important part of your text because it gives the reader an indication of what to expect. The first lines in the paragraph determine the reader's attitude toward the whole article. Wake up the reader's interest to continue reading. The main idea of the paragraph is generally located in this part.
- **Body or development:** Explains and gives details of the theme. In this part you present the main points of your argument.
- **Conclusion:** Ends the idea or part of the theme. The conclusion ties together the main threads of your argument.

- Here you have an example of an introduction to an article on chocolate. Write a different one. Compare your answer with a classmate

Chocolate	Chocolate
<p>Researchers have some news for chocolate lovers: it may be good for you. Scientists reported preliminary evidence recently that cocoa may keep high blood pressure down, your blood flowing, and your heart healthy.</p>	

- **Function, Purpose, and Intended Audience**

Authors write for different function, purposes, and audiences.

- Authors can write to entertain, to teach, to persuade, and also to inform. Your *purpose* for writing determines what you write, the point of your writing, and how you will make that point.
- Your audience determines what you write, what examples and details to include, what to emphasize, word choice, and tone. Authors can write to young people or to adults, to women or to men.
- Knowing your audience and your purpose helps to keep focus while writing.

- **Read the article called *The Newspaper for the Classroom* on page 29. Check  the correct option. Discuss your answers with the class.**

- The author wrote the article to...

entertain                       persuade                       inform                       teach

- The intendance audience for the article is most probably...

girls                       boys                       children                       adults

### End Your Road

- **Rewrite the introduction you wrote for the article about chocolate. Write more details about it so you can create the body of the text. Then to conclude, write a final idea to end it. While you are writing, think about a purpose and the intended audience.**



Lesson 2

Let's Research

Start Your Road

➤ How do we obtain information?



Asking questions makes you a better researcher and a better reader because you get more information. The questions you should ask yourself are *Who? What? Where? When? How? Why?*

- You use *who* to ask about a person or people.
- You use *what* to know about things.
- You use *where* to ask about place or position.
- You use *when* to know the time or moment.
- You use *how* to ask about way or manner.
- You use *why* to ask about a reason.

Take note that English speakers always say these questions in this order.

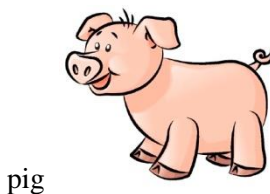
➤ Read the article called *Newspaper for Kids* on page 31.

- Stop after the first paragraph and ask yourself one of the six questions.
- Now try to answer the question from what you learned in the text.
- Read on and see if your answer is correct.
- Then ask more questions.
- Continue reading the article and ask yourself all of the six questions above.
- Note down the answers.


On the Road

➤  Listen and practice.

The letters *i*, *o*, and *u* often stand for short vowel sounds.



Short <i>i</i> is the middle sound you hear in the word <i>pig</i> .	Short <i>o</i> is the middle sound you hear in the word <i>box</i> .	Short <i>u</i> is the middle sound you hear in the word <i>sun</i> .
--	--	--

➤  Listen to the words and write them in the appropriate column.

sob      pub      tin      dog      lid      dug

Short <i>i</i>	Short <i>o</i>	Short <i>u</i>





➤ What is the title?

**Green Tips**

Here are 10 things you can do to help stop global warming.

April 22, 2011  
by IFK Staff

- 1. Change a light.** Replace a regular bulb with a more energy-efficient compact fluorescent bulb.
- 2. Drive less.** Walk, bike, use public transportation like a subway, bus or even carpool. Talk to your parents about considering a hybrid, or alternative fuel, vehicle. And keep your tires inflated properly. It can improve gas mileage by more than three percent.
- 3. Recycle more.** Think before you throw trash away. Recycle instead. Cut down on how much you throw in the trash, which ultimately ends up in a landfill. And be sure to take e-waste, like computers, cell phones, and hazardous waste to a special recycling facility.
- 4. Avoid products with a lot of packaging.** When it comes to your shopping habits, consider buying products that are better for the environment or that are made from recycled materials, and have less or no packaging. And when it comes to food, support local farmer's markets.


The title of the article at the left is *Green Tips*.

➤ Write the title.


The Newspaper for the Classroom

Issue 61 October/November 2011


www.newspaper.classroom.news



Giant tree p. 5



Dead rhino p. 9




Polluted river p. 16

[[Insertar imágenes similares: Un árbol gigante, un rinoceronte muerto, y un río contaminado. El texto que está debajo de las imágenes debe ir sobre estas.]]

### The Newspaper for the Classroom

*Today's readers, tomorrow's learners*



[[Insertar imagen parecida: que represente reuso del agua. Se debe respetar tamaño, color y fuente de las letras arriba de la imagen.]]

Issue 61

The October/November 2011 issue of *The Newspaper for the Classroom* was published on October 23rd.

What is Water Recycling?

Recycle: verb 1.a. To recover useful materials from garbage or waste, b. To extract and reuse.

While recycling is a term generally applied to aluminum cans, glass bottles, and newspapers, water can be recycled as well.

Water recycling is reusing treated wastewater for beneficial purposes such as agricultural and landscape irrigation, industrial processes, toilet flushing, and replenishing a ground water basin. Water recycling offers resource and financial savings.

Wastewater treatment can be tailored to meet the water quality requirements for planned reuse. Recycled water for landscape irrigation requires less treatment than recycled water for drinking water.

No documented cases of human health problems have been reported due to contact with recycled water that has been treated to standards, criteria, and regulations. *continúa en page 17*

Title: \_\_\_\_\_

Issue 21

In the future, solar energy will play a major role in powering our lives. Presently, solar power plants are gaining a foothold in utility-scale power generation.

Solar power plants can produce energy in two ways.

- Solar thermal power plants - In this set-up, solar energy heats a transfer fluid, which is used to heat water. That water creates steam to spin a turbine that can then produce electricity.
- Solar photovoltaic (PV) plants - PV plants utilize solar power panels to convert solar radiation directly into electricity.

The solar energy is a highly accessible energy source today that can be implanted close to residences, industries, building, or on a ground site designed just for that. Moreover, the sun is FREE!! You just need to pay for the installation, then afterward all the energy you get is free of charge. Also, you contribute to make a more green environment, you reduce the other energy sources that produce greenhouse gases like oil, coal, and gasoline.



Flood p. 5



Ana Guevara p. 13



Education p. 10

[[Insertar imágenes parecidas: inundación, Ana Guevara y libros. El texto debe ir sobre las imágenes.]]

### Newspaper for Kids



[[Insertar imagen parecida: Energía solar con paneles fotovoltaicos.]]

Title: \_\_\_\_\_

➤ **Ways to clarify the meanings of words.**

- To clarify the meaning of a word you can use synonyms: **Change a light. Replace** a regular bulb.
- To clarify the meaning of a word you can use antonyms: **Recycle** more. Think before you **throw** trash **away**.
- To clarify the meaning of a word you can give definitions: **Recycle**: verb 1.a. To **recover** useful materials from garbage or waste, b. To **extract** and **reuse**.
- To clarify the meaning of a word you can exemplify: **greenhouse** gases like **oil**, **coal**, and **gasoline**.

➤ Exemplify to explain the meaning of *small*. \_\_\_\_\_

➤ **Read the article *Green Tips* again, and answer these questions. Discuss them in class.**

- Who is it written for?
- What is the title?
- What is the article about?
- Where can we recycle?
- When can we plant a tree?
- How can we stop global warming?
- Why should we help?

**End Your Road**

- **Go to the article *The Little Journal*. Change the title. Make questions to obtain more information about it. Read and see if your answers are correct. Write down your notes. Compare them with a classmate.**





**Lesson 3**

**Find the Main Idea**

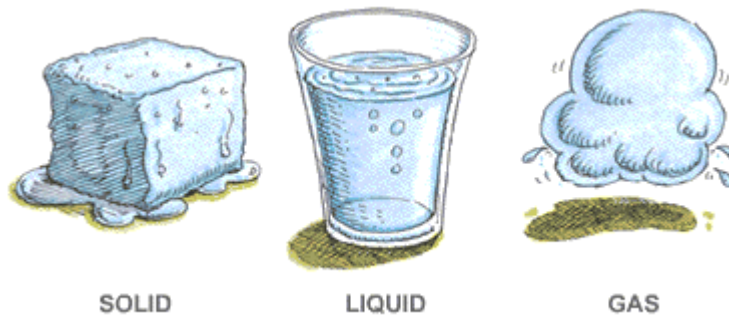
**Start Your Road**

- **Identify main ideas and supporting ideas.**

**Main ideas and supporting ideas**

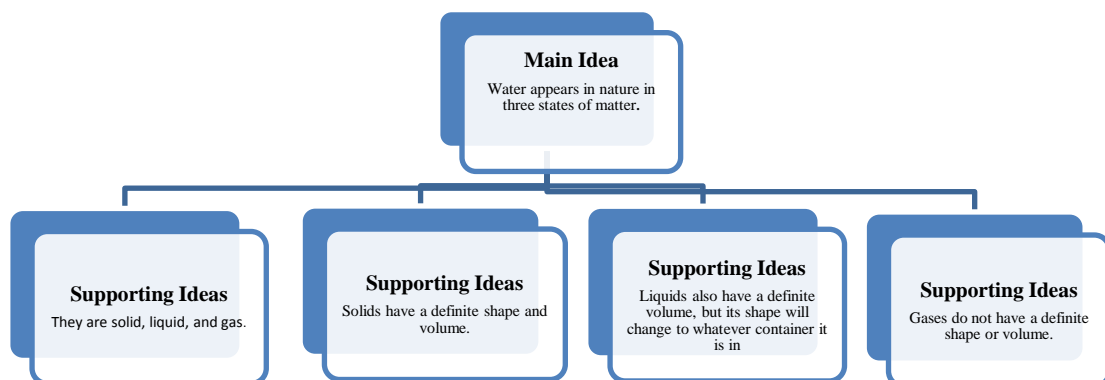
- The main idea is the biggest or most important piece of information in a text.
- Supporting ideas are details, other ideas, or facts about the main idea. This information broadens, exemplifies, and complements the main idea.

- **Read the text and analyze the information in the mind map.**



**Water**

Water appears in nature in three states of matter. That is, solid, liquid, and gas. Solids have a definite shape and volume. Ice is a solid because its particles are tightly held together in a geometric pattern. Liquids also have a definite volume, but its shape will change to whatever container it is in. The particles in water can move over and around each other, so they do not have a definite shape but they do have a definite volume. Gases do not have a definite shape or volume. Water vapor does not have a definite shape or volume and its particles are not held together in anyway.



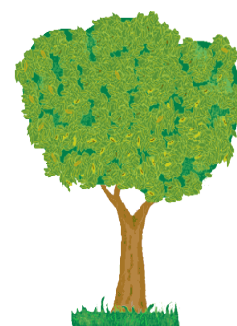
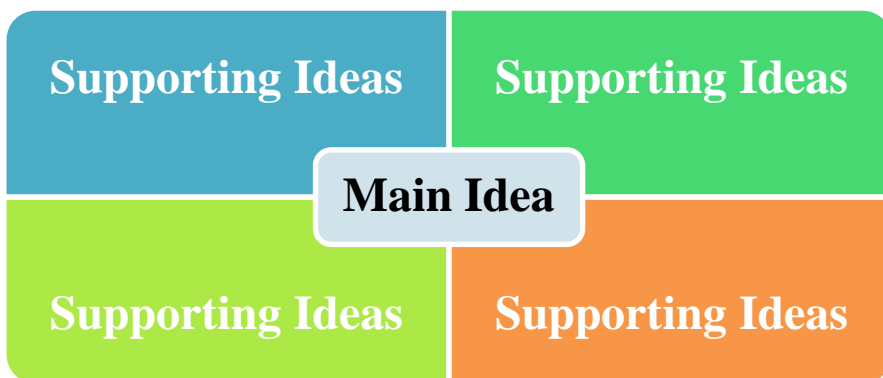


**On the Road**

- **Read the text. Copy the mind map and organize the information. Write the main idea. Then write some supporting ideas or details about it.**

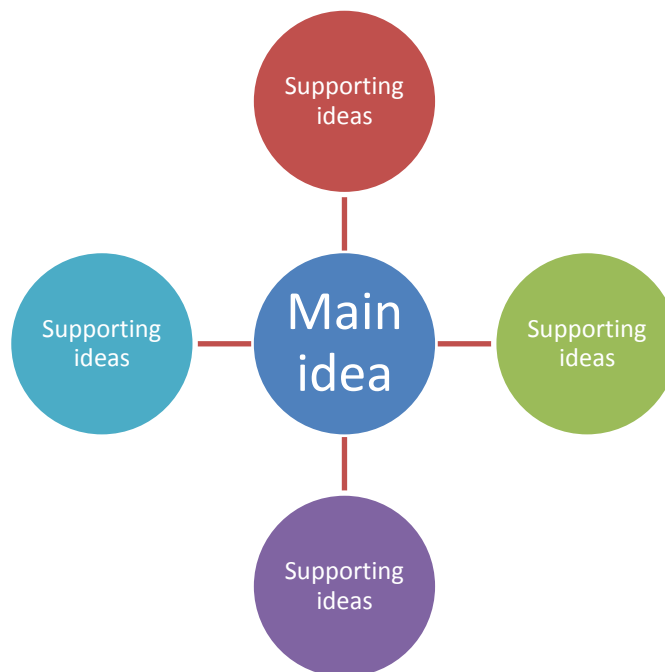
**What Is a Tree?**

Trees are an important part of our daily lives. They absorb carbon dioxide (a greenhouse gas) and give us oxygen to breathe. Trees make our environment beautiful with their different colours, flowers and shapes and they provide us with shade and relief from the sun’s heat and harmful rays. Trees help absorb the rain and help stabilize the weather. Trees are very important to us!



**End Your Road**

- **Think of a new design to make your mind map. Choose a topic and write a main idea about it. Then write supporting ideas using the information in the mind map and write your article with an appropriate title.**



Lesson 4

Let's Make a Report

**Product:** Report

**Start Your Road**

- **Establish correspondence between phrases or ideas.**

We use the phrase *that is* to exemplify. We use the word *but* to show contrast. We use the word *and* to add information.

We use the word *so* to express consequence.

- Water appears in nature in three states of matter. **That is**, solid, liquid, and gas.
  - Liquids also have a definite volume, **but** its shape will change to whatever container it is in.
  - The particles in water can move over **and** around each other **so** they don't have a definite shape **but** they do have a definite volume.
- 
- **Copy the sentence starters in column A into your notebook. Find the corresponding idea in column B that best completes each sentence. Finish writing each sentence in your notebook. Check your answer with a classmate.**



**Column A**

The girl is extremely beautiful, but  
 The girl is extremely beautiful, and  
 The girl is extremely beautiful, so  
 The girl is extremely beautiful. That is,

**Column B**

she gets people's attention very easily.  
 not very intelligent.  
 she is pretty, nice, and kind.  
 very intelligent.

**On the Road**

-  **Listen and practice.**

**Active Voice**

Leaves release water.  
 People clear forest all around the world.  
 Our bathing suits absorb water.

**Passive Voice**

Water is released from leaves.  
 Forests are cleared all around the world.  
 Water is absorbed by our bathing suits.

-  **Listen and practice. Notice the sentence stress.**



- **Rewrite the sentences below in your notebook, and then write them again to change them from the active voice to the passive voice. The first one has been done for you. Does the sentence sound better in the active or passive voice? Discuss it in class.**

- People all around the world visit beaches.  
Beaches are visited by people all around the world.
- Acid rain destroys forests.
- Mexico produces oil.
- Children eat lots of candy.

- **Writing Bibliography**



**Formal Bibliography Entries**



**Book**

Author's Last Name, Author's First Name. Date published. Book Title. City: publisher.

**Web Site**

Author's Last Name, Author's First Name or company's name. Date Last Updated. Web Page Title. Web Page Address.

**Newspaper**

Author's Last Name, Author's First Name. Month, Day, Year. "Article Title." Name of Newspaper.

**Time for Kids. 2011. Green Tips. [www.timeforkids.com/news/green-tips/10961](http://www.timeforkids.com/news/green-tips/10961)**



**End Your Road**

- **Select a topic. Look for information in different sources and classify it into main ideas and supporting ideas based on the models in Lesson 3. Use a mind map to organize the information you found. Write the report by paraphrasing, that is, use your own words to rewrite the author's idea. Write in the box below a first version of your final report. Check the spelling with your teacher's help. On a piece of cardboard write the final version of the report; include illustrations or images. Remember to include bibliographical sources. Show the report to the class and paste it on a bulletin board.**



Lesson 5

Graphic and Textual Components of News

**Social Practices of the Language:** Listen to, read and record information from diverse media

Start Your Road

➤ **Graphic and Textual Components**

- *Graphic components* are resources in a text to facilitate reading comprehension, for example, images, photos, tables, pictures, diagrams, mind maps.
- *Textual components* are written resources to facilitate reading comprehension. For example, titles, subtitles, quotation marks, italics, bold, underlining, change of font, font color and size, capital letters, small letters.

- **Go to the reading *A Classroom Newspaper*. Before reading predict the topic. Use graphic and textual components. Explore their distribution and the section where they are located. Discuss your answers with the class.**



On the Road

- **Read the piece of news on page 101. Check  the correct option. Discuss your answers with the class.**

- The author wrote the article to...

- entertain                       persuade                       inform                       teach

- The intended audience for the article is most probably...

- girls                       boys                       children                       adults

- The topic of the article is...

- And I love her               Harrison in Mexico               Harrison's movie               A song

- Find the word *lowercase* near the end of page 96. Do you already know it? If not, look closer. It is a word with two parts. Can you find them? Here it is in a big font. Draw a line to separate the two parts.

lowercase

Did you find them? If not, look again. Remember that it's not fair to look ahead to the answer, because this is your chance to learn something new.

Now that you are done, we hope you found *lower* and *case*. What does each of these words mean? If you know, then think about the combination of the two.

The next hint is to look for another word on the same line that means the same thing. (In fact it is there twice!)

Now that you know what *lowercase* means, it is time to challenge a classmate. Find another word in the article that is new, and ask a classmate to, first, take it apart and, second, find another in the same paragraph that means the same thing.

Check your answers in a dictionary.

### End Your Road

- Go back to the mind map you made when you ended your road in Lesson 3. Use textual and graphic components as tools to write a new and more interesting version of those main ideas and those supporting ideas.



**Lesson 6**


**Let's Sing**

**Start Your Road**

➤ **Referents**

Look again at the descriptions of newspapers.

Now a day, you can easily find **newspapers** on Internet. In most cases **they** are free and you can access to **them** with no trouble.

Now a day, you can easily find the  on Internet. In most cases  are free and you can access  with no trouble.

*Referents* are those words that are used in the place of or to substitute nouns. In this passage, the words *they* and *them* substitute the word *newspapers*.

**On the Road**



- **We have changed Harrison's song a little. Here is the challenge for you. English has two words for girls and women, *her* and *she*. Each time Alma's name appears, change it for one of these words. Which one goes in each place? After you are finished, listen to the song to check your answer. Sing along.**

**And I Love Alma**

I give Alma all my love  
That's all I do  
And if you saw my love  
You'd love Alma too  
I love Alma

Alma gives me everything  
And tenderly  
The kiss my lover brings  
Alma brings to me  
And I love Alma

A love like ours  
Could never die  
As long as I  
Have you near me

Bright are the stars that shine  
Dark is the sky  
I know this love of mine  
Will never die  
And I love Alma

Bright are the stars that shine  
Dark is the sky  
I know this love of mine  
Will never die  
And I love Alma

- We have taken some of the words out of this chart. Your job is to put them back in.

I you his she it our them

subject	object	possessive
	me	mine
you		your, yours
he	he	
	her	her, hers
it	it	its
we	us	
they		their, theirs

(The possessives that end in -s are typically used when the word comes at the end of a sentence; such as when answering a question, like this: “Whose cell phone is this?” “It’s hers!”)

- Read the sentences and choose the correct option.

- What does the word “their” refer to in this sentence from page 96? You can analyze some newspaper articles before starting to work, so you can check all of their components.

newspapers                      articles                      analyze

- What does the word “them” refer to in this sentence from the same page? Once the students chose the articles, you can put them together in the classroom and decide if you want to include all of them.

students                      articles                      classroom

- What does the word “it” refer to in this sentence from page 103? A good story is something that people want to hear about. It must be interesting and/or entertaining.

people                      good                      story

- Paraphrase

You  
put other  
your own  
paraphrase,  
several  
away.  
learned in



paraphrase when you  
people’s ideas into  
words. To  
read the information  
times, then put it  
Write what you  
your own words.

If you use other people’s words exactly as they appear in the original writing, you must use quotation marks to cite the name of the writer, so in that way you do not commit plagiarism.



➤ Here you have an example of paraphrasing.

original	paraphrase
<p><b>What is a Newspaper?</b></p> <p>A newspaper is a daily, weekly, or monthly publication that contains news and informative articles, editorials, advertisements, and other items.</p> <p>Newspapers are usually printed on large folded sheets of inexpensive paper. Now a day, you can easily find the newspapers on Internet. In most cases they are free and you can access to them with no trouble.</p>	<p><b>Description of What a Newspaper Is</b></p> <p>Newspapers are journals written periodically about information on topics of interest to the community. They are usually free on Internet. Print newspapers are not expensive because they are made of cheap paper.</p>

➤ Read this paragraph several times. Rewrite the information in your own words in the box on the right. Remember to write what you learn about the topic. Compare your answer with a classmate.

original	your paraphrase
<p>The <i>publisher</i> is the owner of a newspaper or company. <i>Editors</i> are in charge of the content; they are the persons who make corrections on spelling, grammar, and style to the articles. <i>Reporters</i> research and write the articles. In Mexico, the freedom of the press is guaranteed by the Constitution, this means reporters have the freedom to write whatever they choose.</p>	

**End Your Road**

➤ Read the whole article *A Classroom Newspaper* and answer these questions orally with a classmate. Use referents and paraphrase whenever you can. Discuss your answers with the class.

- Who is the publisher?
- What do you have to do first to write a news report?
- Where do you write the most significant information about an event?
- When do you need to define and assign all roles and responsibilities?
- How do you grab the reader’s attention when writing a news report?
- Why do newspapers promote other activities?

**Lesson 7**

**Let's Write**

**Start Your Road**

➤ **Direct Speech and Indirect Speech**

You use direct speech when you say what other people said using their exactly words between quotation marks.



You use indirect speech when you say what other people said without quotations changing the expressions to the past.

**Direct Speech**

She said, "I take classes every day."  
 He said, "I go to my mother's house on Mondays."  
 She said, "I took classes every day."  
 He said, "I went to my mother's house on Mondays."

**Indirect Speech**

She said (that) she took classes every day.  
 He said (that) he went to his mother's house on Mondays.  
 She said (that) she had taken classes every day.  
 He said (that) he had gone to his mother's house on Mondays.

➤ **What did these people say?**

- Mary: "I am the best student." What did Mary say?  
\_\_\_\_\_
- Mary: "I was the best student." What did Mary say?  
\_\_\_\_\_
- Peter: "My wife prepares the lunch." What did Peter say?  
\_\_\_\_\_
- Peter: "My wife prepared the lunch." What did Peter say?  
\_\_\_\_\_

**On the Road**

- **Say a sentence aloud. Then your classmate tells another what you have just said.**

Examples

- Ana: I'm hungry.  
Ana's classmate: She said (that) she was hungry.
- Héctor: I went to the bathroom.
- Héctor's classmate: He said (that) he had gone to the bathroom.

-  **Listen and practice.**

I am = I'm  
she is = she's  
he is = he's  
you are = you're


do not = don't  
did not = didn't  
I will = I'll  
will not = won't

**emphatic**

I am working right now.  
I do not know the answer.  
They will not go to school.

**normal**

I'm working right now.  
I don't know the answer.  
They won't go to school.

-  **Which one is a response to the question, "What are you doing?" And which is the response to "Why aren't you working?"**

<b>am</b>					
work	right				
					work
<b>I</b>	<b>ing</b>	<b>n</b>			
			I'm	right	
		ow.		ing	now.

- **The use of contractions**

You use contractions to shorten the form of a word or group of words, with the missing letters usually marked by an apostrophe. Contractions are rarely written; they mostly appear in cartoons, conversational e-mails, and chatrooms.



➤ Write the short forms of the words.

- do not \_\_\_\_\_
- did not \_\_\_\_\_
- does not \_\_\_\_\_
- have not \_\_\_\_\_
- is not \_\_\_\_\_
- are not \_\_\_\_\_
- will not \_\_\_\_\_
- shall not \_\_\_\_\_
- cannot \_\_\_\_\_
- could not \_\_\_\_\_
- must not \_\_\_\_\_
- had not \_\_\_\_\_
- I am \_\_\_\_\_
- they are \_\_\_\_\_
- you are \_\_\_\_\_

Who's  
He's  
Haven't  
She's  
They're  
Would've

➤ Rewrite the sentences in your notebook. Use the short forms of the words where possible.

- Well, if the raising of funds is not enough, then here are some other great reasons to produce your own school newspaper.
- There is a feel-good factor for all concerned - advertisers, student journalists, teachers, and parents.

**End Your Road**

➤ Read page 103 in your *Reading Book*. Stop after each paragraph and orally paraphrase the main idea, using indirect speech and contractions whenever you can. Share your answers with a classmate. Then write down your answers.

Journalism Tips	What Makes a Good Headline?	Photography Tips

**Lesson 8**  
**Writing a News Report**

**Product:** News Report

**Start Your Road**

- **Reread the article *A Classroom Newspaper*, in that way you can better understand how to write a news report. Select a recent event of interest for you and your classmates. Identify the topic and write it in the box**



**On the Road**

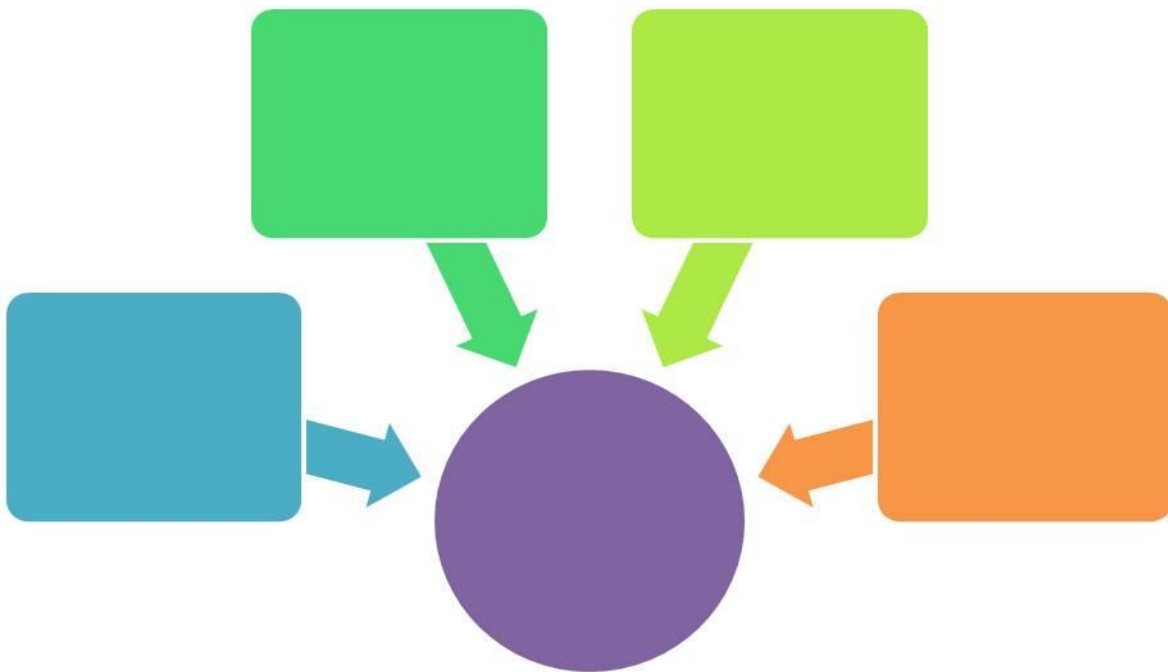
- **Question yourself about the topic.**

- Who \_\_\_\_\_ ?
- What \_\_\_\_\_ ?
- Where \_\_\_\_\_ ?
- When \_\_\_\_\_ ?
- How \_\_\_\_\_ ?
- Why \_\_\_\_\_ ?

- **Chose a headline that summarizes the content. Write it in the box.**

- Think of a single phrase or question about the topic to catch the reader's attention. Write it in the box below.

- Write a main idea for your chosen topic. Then, write supporting ideas or details.



- Using the information above, write your first paragraph. Remember to answer the questions you wrote at the beginning of *On the Road*.

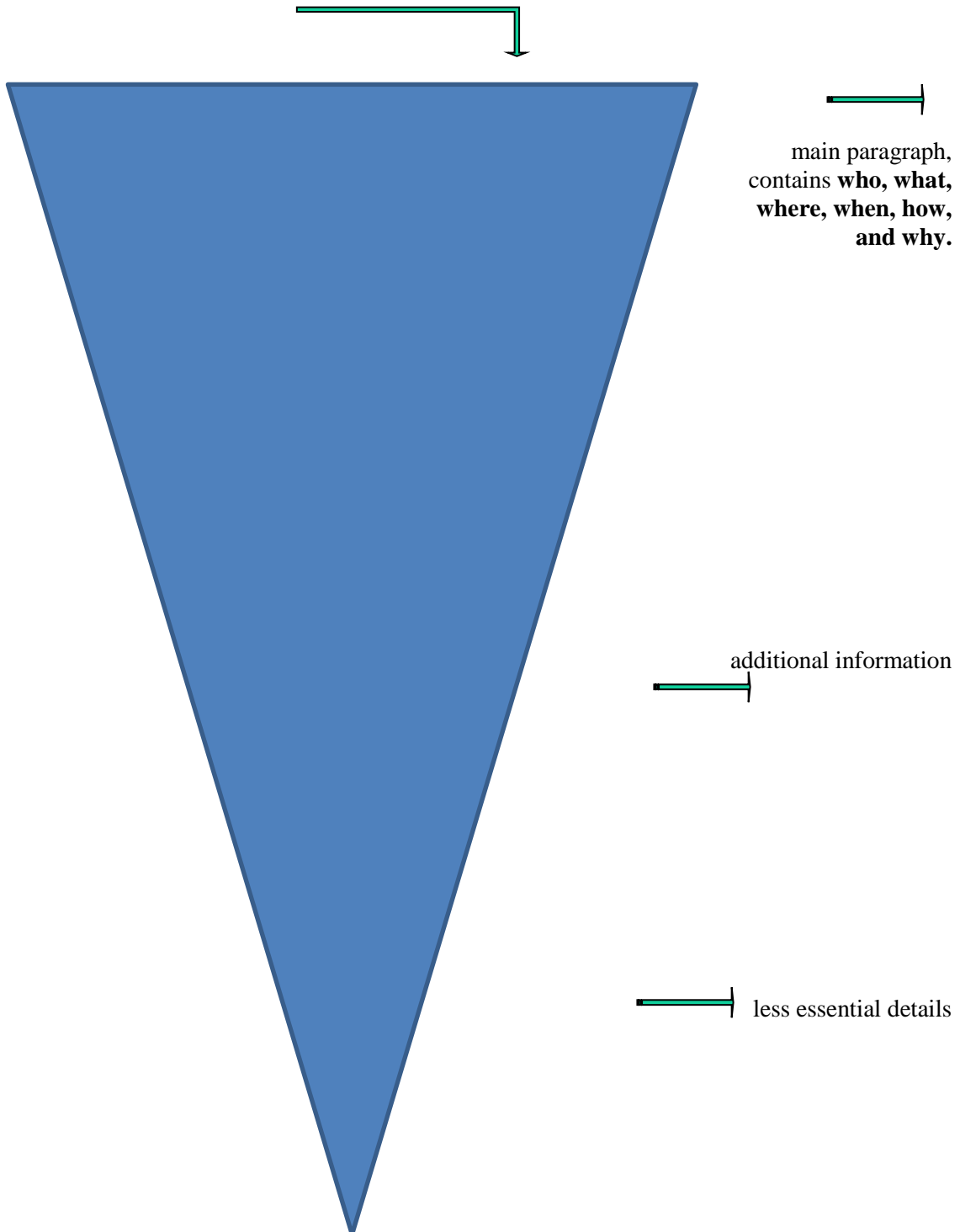


www.artof.com

**End Your Road**

- Use the inverted pyramid to write a first version of your news report. Write more paragraphs with additional information and other details. Remember to use what you learned in this lesson. After you finish, remember to check your spelling in a dictionary. Then make a final version of the graphic and textual information. Copy that final version onto a piece of cardboard, and remember that it is important that you distribute and highlight the information. Finally, paste the news report onto the bulletin board.

Headline



**Comprehension Check**

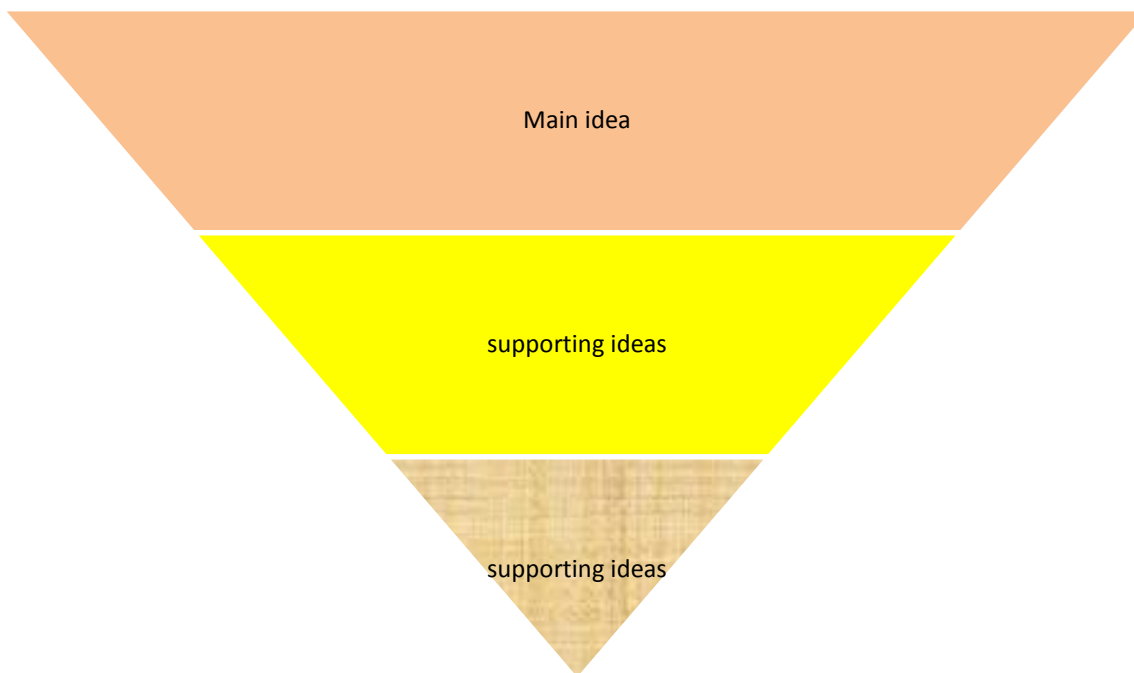


- **Classify the information into main ideas and supporting ideas.**

**George Harrison Comes to Mexico**

Coming this December, the movie *George Harrison: A Living Concert* by Martin Scorsese traces the life of the Beatle in an intensely personal film, weaving together previously unseen archival materials, home movies, and interviews with Eric Clapton, Terry Gilliam, Eric Idle, George Martin, Paul McCartney, Yoko Ono, Tom Petty, Phil Spector, Ringo Starr, Jackie Stewart, and others.

The debuts in Mexico on December 5 and 6 at the National Auditorium will be hosted by Paul McCartney.



- **Write the bibliographic information.**

information	reference data for your bibliography
The author is John Smith and he wrote it in 2003. The title of the book is English for Everybody. It was published in Bangkok by Lotus Press.	
Website. An article by James Hassock. The address is www.education.edu. The article is called Free Education. The name of the Website is Teach Freely. The article was put on the internet Dec. 26, 2009.	



### Unit 3

#### At School

#### Achievements

- Reads a list of previously selected words aloud.
- Spells words with different numbers of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress on different types of words while listening.
- Spells, pronounces, and stresses previously selected words.
- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.



Lesson 1

Syllables?

**Social Practice of the Language:** Participate in language games with expressive and aesthetic purposes

Start Your Road

- These words are divided into syllables. Analyze them and say what syllables are. Discuss your answer with a classmate.

to-mor-row  
u-ni-ted  
ar-ro-gant


- Read and discuss the information with the class.

Syllables are the individual sounds that make up a word. “The number of times that you hear the sound of a vowel (*a, e, i, o, u*) in a word is equal to the number of syllables the word has.” (Grade Level Technology, 2009)

pan-to-mime



On the Road

-  Audio CD Track 20. Listen. Classify the words from the box according to the number of syllables. Then add two more to each category.


little call arrogant puzzles ignorant kind sentences English tiles

1 syllable

2 syllables

3 syllables

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

-  Audio CD Track 21. Listen and practice. Notice the word stress.



- Say each word aloud, and then divide them into syllables. Write them on the lines. Some lines will be empty.



teenage  
teen-age

- language    lan \_\_\_\_\_    guage \_\_\_\_\_    \_\_\_\_\_
- learn        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- fun            \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- players      \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- tiles          \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- remember    \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- win            \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- lose           \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- letters        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_
- spelling      \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_

- Divide these words you know into syllables.

riddles	
difference	
countries	
forget	
markers	

Now divide these words you know into syllables.

famous	
total	
before	
enjoy	
repeat	

- Analyze the two previous exercises. Why did you break words into syllables? Is there a reason? Discuss the answer with a classmate.
- Read the information and discuss it in class.

You divide syllables between two consonants. You divide syllables before a single consonant.

sup-per, su-per  
 mat-ter, ma-ter  
 trig-ger, ti-ger

**End Your Road**

- Select some words from the reading *Word Game Contest* on pages 37 to 49. Write a list on the lines in the left column. Work with a classmate. Pronounce and stress the words, clap every time you say a syllable. Write the words in the column from the right. This time divide them into syllables.

<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p style="text-align: center; color: red; font-size: 1.2em;">syll-a-bles</p>
--	---

Lesson 2

Describe a Word Game

Start Your Road

➤ Match

- *In your turn you think of a secret word, count the number of letters in that word, and draw a line for each letter.*
  - *A competition where contestants, usually children, are asked to spell English words.*
  - *The letters fit into the squares to make words in the across and down positions. Sometimes words interlock with each other.*
  - *One player whispers a phrase into the next player's ear.*
  - *You only need to write words or phrases on cards and then act them out in pantomime, that is, you can not talk or make any sounds.*
- a. *Crossword puzzles*
  - b. *Charades*
  - c. *Telephone*
  - d. *Hangman*
  - e. *Spelling Bee*

On the Road

- **Go to your Reading Book pages 37 to 49. Before reading, use graphic and textual components like titles, subtitles, and illustrations to predict the purpose of the reading. Write your guesses in the box. Read the article and check if your guesses were correct.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



➤ Reread the story *3 Word Game Contest* on pages 37 to 49. Check  the correct option. Discuss your answers with the class.

- The author wrote the article to...

entertain                       persuade                       inform                       teach

➤ The intended audience for the article is most probably...

girls                       boys                       children                       adults


➤ The word “puzzle” has six letters. Can you say what a letter is? Discuss the answer with a classmate.

p-u-z-z-l-e

➤ The next sentence has 11 words. Can you say what a word is? Discuss the answer with a classmate.

**They score points by making words with letters on little tiles.**


➤ Read the information below. Discuss it in class.



A letter is the smallest unit possible in a word.

A word is the minimal unit possible in a sentence or phrase.

A word is a unit of language that means something.



➤ Identify the number of letters in each word.

- upset \_\_\_\_\_
- tomorrow \_\_\_\_\_
- thinks \_\_\_\_\_
- audacious \_\_\_\_\_
- everything \_\_\_\_\_
- lives \_\_\_\_\_
- spending \_\_\_\_\_
- vacation \_\_\_\_\_
- comes \_\_\_\_\_
- united \_\_\_\_\_

➤ **Identify the number of words in each sentence.**

- Hello Rebeca. \_\_\_\_\_
- Tomorrow I have my English class and I don't like it. \_\_\_\_\_
- Why? \_\_\_\_\_
- English is very difficult because you say everything backwards. \_\_\_\_\_
- What do you mean by "play?" \_\_\_\_\_

- **Read pages 42 and 43 in your Reading Book again. What game are the characters from the story talking about? How many participants can play the game? What are the participants' roles? What steps do players have to follow to play the game? Write your answers in the box below. Then share them with the class.**

**End Your Road**

- **Think of a word game you know different from those described in your *Reading Book*. Write a brief description of it in the box provided. Share the game to the class.**

Lesson 3

What's Your Last Name Again?

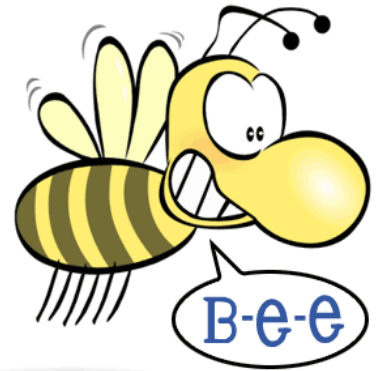
Start Your Road

-  **Audio CD Track 22. Listen and practice. Then spell the words in pairs.**

word  
games  
class  
come  
laugh


contest  
upset  
cousin  
matter  
English

tomorrow  
united  
arrogant  
audacious  
difficult



On the Road

- **Write the missing letters. The lines tell you how many are missing.**
- There are different kinds of cr \_ \_ \_ word p \_ \_ \_ les.
  - You have to find or guess words from their meaning, or from the cl \_ \_ s or hints you have in the info \_ \_ \_ \_ ion given.
  - You have to fit w \_ \_ \_ s into a box of black and w \_ \_ \_ e squares?
  - There are lots of w \_ \_ \_ ites to make crosswords automatically, you just t \_ \_ e the words and they arrange the puzzle for you.
  - The le \_ \_ \_ \_ s fit into the squares to make w \_ \_ \_ \_ s in across and down position. Sometimes words interlock with each other.

-  **Audio CD Track 23. What's Your Last Name Again? Listen and practice.**

Telephone Conversation

Secretary: Good morning. Doctor Morales' office

Diane: Excuse me. Is doctor Morales there?

Secretary: He's not here at this moment. Would you like to leave a message?

Diane: Yes please. Ask him to call me as soon as he comes back. I have some questions about my headache treatment.


Secretary: Sure. What's your complete name?

Diane. Diane Siders.

Secretary: Excuse me. What's your last name again?

Diane: Siders. S-I-D-E-R-S



-  **Audio CD Track 24. Listen to the second part of the conversation. Doctor Morales and his secretary are checking a list of names from the doctor's clients. Check the correct option.**

Diane	<input type="checkbox"/>	Dian	<input type="checkbox"/>
Rebeca	<input type="checkbox"/>	Rebecca	<input type="checkbox"/>
Christopher	<input type="checkbox"/>	Kristofer	<input type="checkbox"/>
Yazmin	<input type="checkbox"/>	Jasmin	<input type="checkbox"/>
Yair	<input type="checkbox"/>	Jair	<input type="checkbox"/>

- **Play the chain game. Work in teams of four and sit in a circle. Say a word, the person next to you says a different word starting with the last letter of the word you said. The activity continues the same until you do not know more words.**

**The Chain Game**

**puzzle - elephant - tennis shoes - shorts - say - yes**



**End Your Road**

- **Play in pairs. Look for a word in your reading book from pages 37 to 49. Spell it, your classmate writes it on the lines provided in his/her book. If the classmate writes it correctly, he or she gets a point. Then change roles. The winner is the one who gets the most points.**

**Write on these lines the words your classmate dictates.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Lesson 4

Let's Play

**Product:** Word Game Contest

**Start Your Road**

- **Play with a classmate. Call out a word from the left column. Your classmate crosses out a word from the right box that rhymes with it.**

players	lot
tiles	numbers
write	letter
again	tell
winner	get
remember	like
but	game
play	game
money	fun
let	red
time	make
call	longer

**On the Road**

- **Reread Story 3, *Word Game Contest*, on pages 37 to 49. Answer and discuss these questions in class.**
  - Why is Rebeca upset?
  - Does she like for her cousin to come to Mexico? Why? Why not?
  - Did she learn something about word games?
  - Are word games only played in Spanish?
  - What is the most important thing about playing games?
  - Is it important to compete against others with respect and dedication? Why? Why not?
- **Look at this phrase. Talk about it with a partner, then, discuss it with the class.**

**The most important thing when playing is to participate, to learn, and to have fun — not to win.**

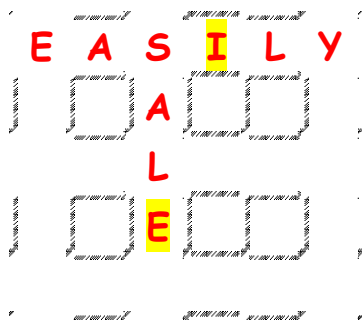
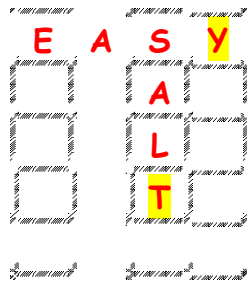


**End Your Road**

- **On a piece of cardboard write a final version of the game instructions. Include illustrations to make it more attractive. Organize the contest and invite others groups to participate. Remember the importance of respect for others when playing.**

## Words behind Words

This game is like a crossword puzzle. Participants have to write words horizontally and vertically. To start the game each player takes twenty tiles; each tile has a letter on it. The left tiles are placed in a place where everybody can get them in case they need to choose them when they cannot form more words with their remaining tiles. You can put tiles on the words already formed to make new words. The first person with no tiles is the winner. All types of words are allowed.



### Words Behind Words Contest

December 10<sup>th</sup>

7 to 13 years old

Just form a team of four and participate

Winners compete in a final contest on December 12th

**Lesson 5  
School Problems**

**Social Practices of the Language:** Read and record information to solve a problem

**Start Your Road**

- Do you remember what textual and graphic components are? Can you name some? Discuss the answer with your partner.



**On the Road**

- Go through pages 105 to 117 in your *Reading Book*. Before reading, use graphic and textual components to predict the topic, the purpose, and the intended audience of the text. Write your predictions, and discuss about them with the class.

Topic	Purpose	Intended Audience

- Read the article and see if your guesses were correct. What school-related problems did the article mention? What solutions to problems did the article mention? Make a list.

School-Related Problems	Solutions

- What problems do you have at school? Make a list, then, share the information with a classmate. See if the problems he/she wrote are similar to those you have.

School-Related Problems

➤ **What words are used to make questions? Identify and circle them on the sentences below.**

- What is a problem?
- Why is it a problem?
- Where do you have problems?
- Who has a problem?
- How can it be solved?



➤ **Match the information in column A with that in column B.**

**A**

- Give us information about the place where the action takes place.
- Names the person or persons who do the action.
- Gives information about things.
- Gives information about time or date.
- Says how things happen.
- Says a reason.

**B**

- When?
- What?
- How?
- Where?
- Who?
- Why?

### End Your Road

➤ **Read the text *Problems at School* on pages 105 to 117. Check  the correct option. Then discuss your answers with the class.**

- What would be the best description of the topic in this reading?

Education       School Problems       School       Addictions

- The author wrote the article to \_\_\_\_\_ .

entertain       persuade       inform       teach

- The article was probably written for \_\_\_\_\_ .

girls       teenagers       children       adults

Lesson 6

Oh, More Problems!



Start Your Road


- Choose one of the problems you have in your school. Write it in the space provided. Answer the questions about it.

<b>Problem</b>	
Why is it a problem?	Because...
Who is it a problem for?	
What are its consequences?	
Why put it forward?	
How can it be solved?	


On the Road

- Now ask three more questions about the previous problem in order to find a solution.

Questions about the problem	Answers

-  Audio CD Track 25. Listen and practice. Notice the word stress.



-  Audio CD Track 26. Listen and practice. Draw arrows on the musical staff to show the intonation in these questions.

- What are its consequences?
- How can it be solved?



➤ Analyze how these questions are written. How are they formed? What is the first word in each one? Discuss it in class.

- What is a problem?
- Why is it a problem?
- Where is the problem happening?
- Who has a problem?
- How can it be solved?

➤ *Bullying* is a common problem in schools nowadays. What questions would you ask in order to find a solution to it? Record your questions in the box.



Handwriting practice lines consisting of ten horizontal lines. A yellow pencil icon is positioned at the end of the lines on the right side.

➤ What sources could you consult to find information on bullying? Talk about it with a classmate.





- Look at these titles from Internet. Which one would you read to find information about bullying? Why? Discuss your selection with a classmate.

**The Strong, the Weak, and the Confused**

Molesting and Malice

Public Psychological Problems

- Look at these book titles. Which ones would you read to find information about bullying? Why? Discuss your selection with a classmate.

**Harassment in Our Classrooms**

Gifted and Tormented

Bullying Policy

- Go to your Reading Book and answer these questions about Problems at School.

- What did Lucero suggest to repair the windows?

\_\_\_\_\_

- What does *Hñähñu* mean?

\_\_\_\_\_

- Who makes cutbacks?

\_\_\_\_\_

- Which demographic band is at risk?

\_\_\_\_\_

- What are some ways to prevent graffiti?

\_\_\_\_\_

**End Your Road**

- Now go to real Internet and book sources to find answers to the questions you wrote earlier in order to find a solution for bullying. Write the answers in the box below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Lesson 7**

**Let's Talk!**

**Start Your Road**

- **How can we solve problems? Talk about it with a classmate.**



**On the Road**

- **Read. What do you think about the phrases below?**

**Use language as a means of solving problems.**

**Respect the participation of others.**

**Cooperate to provide a solution to problems.**



- **Write the information in the appropriate column.**

broken windows	drug abuse	find qualified volunteers to repair them
dropping out of school	talk to the children	motivate students

<b>Problems</b>	<b>Solutions</b>

➤ **Check the best answer.**

- What does the word *donations* signify?

people                       money                       gifts                       articles

- What does the word *dozen* mean?

10 times                       15 times                       17 times                       12 times

- \_\_\_\_\_ are examples of “*drugs*.”

Alcohol and tobacco                       Fruits and veggies                       Vitamins                       Science and technology

➤ **Read these sentences. What is the difference among them? Talk about it with a classmate.**

Who should you talk to if you have a question or problem?

Listen to what he or she says and ask more questions.

Severe substance abusers may drop out of school.

We do not read enough.



➤ **Complete the sentences. Use words from the box.**

**Who    What    Where    When    How    Why**

- \_\_\_\_\_ is he? He is my brother.
- \_\_\_\_\_ is the classroom? It is big and pretty.
- \_\_\_\_\_ were you born? I was born in 1969.
- \_\_\_\_\_ was it broken? Because a student dropped it.
- \_\_\_\_\_ is the party? At my house.
- \_\_\_\_\_ is the problem? Students dropping out.

➤ Look at these questions. What words do you use to ask questions? Write the words on the lines provided. Share your answer with a classmate.

- Why don't they fix the windows? \_\_\_\_\_
- How many windows are missing \_\_\_\_\_  
at school?
- Who can fix them? \_\_\_\_\_
- What can we do to collect that \_\_\_\_\_  
much money?
- Why don't you? \_\_\_\_\_

**End Your Road**

➤ How would you solve *bullying*? Write questions and answers for this problem. Read the questions and answers aloud. Discuss them in class.

Questions	Answers



**Lesson 8**

**Informative Posters**

**Product:** Printed Spots

**Start Your Road**

- Complete the questions using a choice from the box.

**Who - What - Where - When - How - Why**

- \_\_\_\_\_ are my books?
- \_\_\_\_\_ is your telephone number?
- \_\_\_\_\_ is your favorite singer?
- \_\_\_\_\_ is your mother's birthday?
- \_\_\_\_\_ old are you? I'm twelve years old.

**On the Road**

- In ten words or less, mention a problem in your school. Write it in the box. Share the information with a classmate. See if your choice is different from that he or she wrote.

**This is a problem in my school.**



- Think of some questions about the problem your classmate noted for the previous exercise. Ask him or her, and make sure he or she writes them down. Now you write down the questions your classmate asks you.

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

- Now write some possible answers or solutions to the questions your classmate asked you.

---

---

---

---

---

---

---

- Which sources can you consult to find *real* information on the problem you have chosen? Talk about it with a classmate.



- Now go and read the sources you named.



- Select phrases that inform and help to raise awareness on your school problem you found from the sources you consulted. Write down the information.

---

---

---

---

---

---

---

---



**End Your Road**

- **On a piece of cardboard, design the poster to print your spot. Write the information you found. Illustrate and highlight the article's content. Display the posters around the classroom.**

**Bullying**



**What is Bullying?**

**Bullying** is a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power.

It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability.

Bullying consists of three basic types of abuse - emotional, verbal, and physical. It typically involves subtle methods of coercion such as intimidation.

Comprehension Check



➤ Unscramble the words.

- yhw \_\_\_\_\_
- heewr \_\_\_\_\_
- ohw \_\_\_\_\_
- hwne \_\_\_\_\_
- athw \_\_\_\_\_
- hwo \_\_\_\_\_

➤ Complete the sentences with a suitable word.

1. \_\_\_\_\_ are you happy?  
Because I finished school.

2. \_\_\_\_\_ is your birthday?  
May 12th.

3 \_\_\_\_\_ are you going?  
I'm going to London.

4. \_\_\_\_\_ is the school?  
It is big and beautiful.

5. \_\_\_\_\_ is she?  
She is my mother.

➤ Read the words out aloud, break them into syllables, and then mark the stressed syllable.

problem	
another	
everyone	
pantomime	
sounds	



**Unit 4**

**An Invitation Letter/Two Different Peoples**

**Achievements**

- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies de parts of an invitation letter.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.
- Identifies topic, purpose and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.



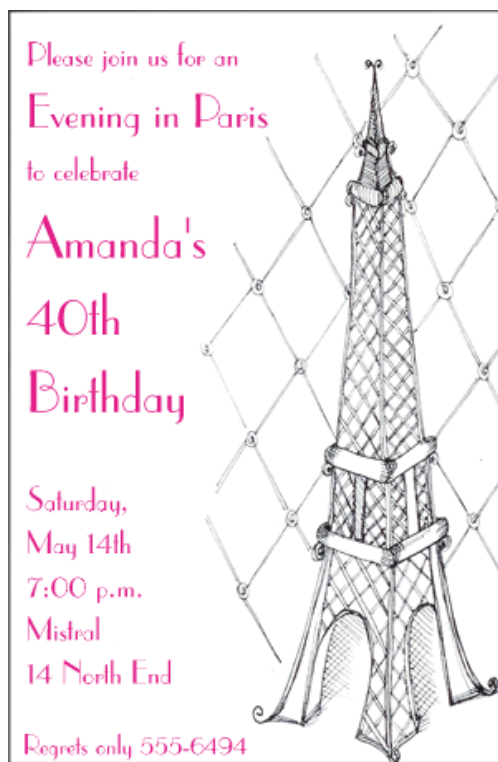
Lesson 1

Invitation Letters

**Social Practice of the Language:** Comprehend and respond invitations through letters

**Start Your Road**

➤ **What kind of text is it?**



- a song of Paris
- a poem of Paris
- an invitation letter
- a food recipe

**On the Road**

➤  **Audio CD Track 27. Listen and practice.**

A: Hello.


B: Hello Rose. This is Andrea.

A: Would you like to come to my house this Saturday night? I'm going to have a pajama party.

B: Sure. What do you need?

A: Well, there are just little beverages. Could you bring a few bottles of soda?

B: Sure. See you in your house next Saturday.

-  **Audio CD Track 28. Listen to the second part of the conversation. What else does Andrea need for the party? Thick the correct answers.**

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="checkbox"/> lettuce      | <input type="checkbox"/> limes   |
| <input type="checkbox"/> bread        | <input type="checkbox"/> ham     |
| <input type="checkbox"/> some chicken | <input type="checkbox"/> avocado |
| <input type="checkbox"/> cheese       | <input type="checkbox"/> onion   |
| <input type="checkbox"/> tomatoes     | <input type="checkbox"/> ketchup |

- **Scan the story 4 *I'm going to have a party* on pages 52 to 61. Check  the correct option. Discuss your answers with the class.**

- The author wrote the article to...
 

<input type="checkbox"/> entertain	<input type="checkbox"/> persuade	<input type="checkbox"/> inform	<input type="checkbox"/> teach
------------------------------------	-----------------------------------	---------------------------------	--------------------------------
- The intended audience for the article is most probably...
 

<input type="checkbox"/> girls	<input type="checkbox"/> boys	<input type="checkbox"/> children	<input type="checkbox"/> adults
--------------------------------	-------------------------------	-----------------------------------	---------------------------------

- **Reread story 4 *I'm going to have a party* on pages 52 to 61 and answer these questions.**

- What kind of party is David going to have?
- What is the first thing you should put in an invitation letter?
- What other information should the letter include?
- What does RSVP mean?
- What kinds of invitations does the article mention?

- **Now read page 57 and complete the information.**

Names of the party hosts: \_\_\_\_\_

Type of event: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

RSVP yes no

Are children allowed? yes no

**End Your Road**

- **Analyze these invitations. Who are they written for? Who is going to receive them? Who sent them?**



Lesson 2

What is an Invitation Letter?

Start Your Road

- What is an invitation letter? When are they used? Discuss it with a classmate.



*You're invited*

*Come join the party*

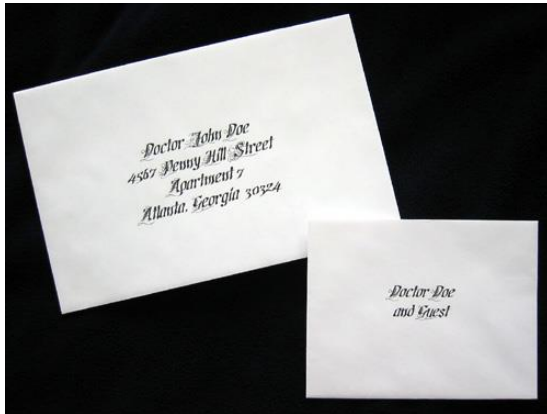
On the Road

Read and complete the information about invitation letters.

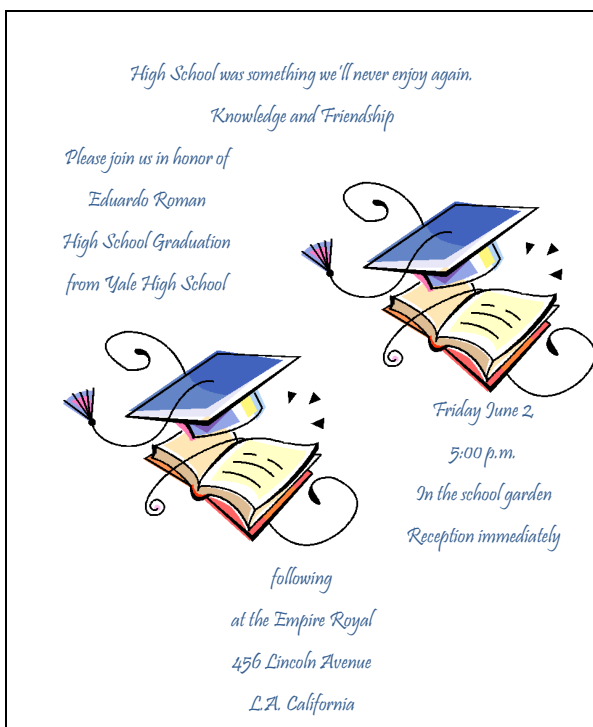
written    invite    personal    guest    business    event

An invitation letter serves the purpose of \_\_\_\_\_ a \_\_\_\_\_ to a party, \_\_\_\_\_ or celebration. A letter of invitation is \_\_\_\_\_ to people who you are inviting for a special occasion or event in your personal and professional life. An invitation letter is written for \_\_\_\_\_ events as well as for \_\_\_\_\_ occasions like birth days, family reunion, etc.

➤ Look at these invitations letters. Identify the addressee and circle it.



➤ Is the invitation formal or informal? Why? Talk about it with a classmate.



**End Your Road**

- **Order and organize the information in the letter at the bottom of the page.**



Friday January 7<sup>th</sup>  
24 Rosa Blanca street  
Ice Cream, Cake  
is turning ONE!  
Please join us for  
7:00 p.m.  
55 56 80 40 20  
Tons of fun  
Molino de Rosas  
regrets to Rosa  
Our little girl  
Maria's birthday





Lesson 3

Elements in an Invitation Letter

Start Your Road

- Go to your *Reading Book* page 60. Identify textual components in the invitation letter. Talk about it with a classmate.

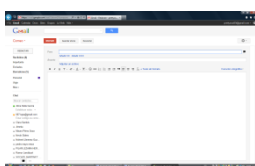
On the Road

- This is the invitation letter David designed for his birthday party. Identify greeting, message, and closing. Compare with a classmate.



- Look at this text. What is it?:

Dear Susy,  
 Thank you for the invitation.  
 It would be a pleasure to be at your house  
 this Saturday at 5:00 p.m.  
 Thank you  
 Elizabeth Arellano






- This morning you received this invitation letter. Write a respond to it in the box at the right.

--	--

- Look at these invitations. What information is missing?



A Graduation Party  
 Saturday, June 13th  
 2 o'clock pm  
 American Auditory  
 34 Road Av

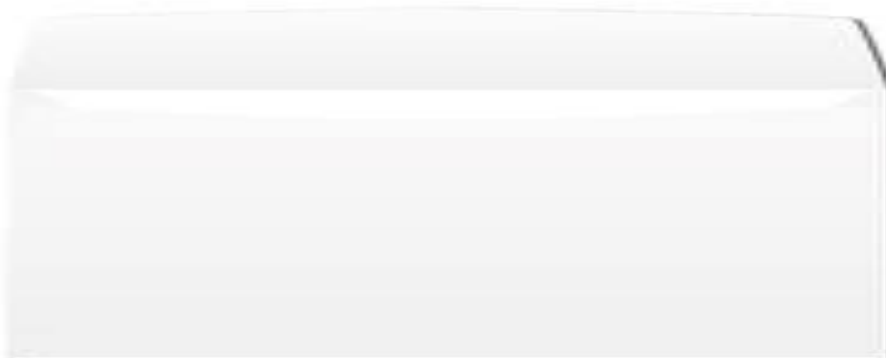


*It's my birthday!  
 Come and light up my day with your presence!*

cancunflowershop.com

**End Your Road**

- Write on this envelope an imaginary sender and an imaginary addressee.



Lesson 4

Let's Make an Invitation Letter

**Product:** Invitation Letter

**Start Your Road**

- Look at the invitation letters you have in your *Reading Book* through pages 52 to 61. In which of them is a reply expected? How do you know it? What elements tell you a reply is expected?

**On the Road**

- What kind of invitation is it? \_\_\_\_\_
  - Is it a public or private event? \_\_\_\_\_
  - What kind of party is it? \_\_\_\_\_
  - Who is having a party? \_\_\_\_\_
  - When is the event? \_\_\_\_\_
  - Where is the event? \_\_\_\_\_
  - What time is the event going to be held? \_\_\_\_\_
- Analyze the information in the box. What does “green” mean? Use your dictionary and discuss the answer with a classmate.



The green boy will not assist to the exam.



The boy is wearing a green sweater.

- Complete the text using vocabulary from the box, then, discuss the information with the whole group.

sentence	meanings	context	words
----------	----------	---------	-------

English \_\_\_\_\_ sometimes have different \_\_\_\_\_ or significances. You can know the exact meaning of the word by the \_\_\_\_\_ of the whole \_\_\_\_\_.

➤ Use your dictionary and say to a classmate the meaning of the underlined words.

- Clearly write the date of your party.
- My sister is going to have a date with her boyfriend next Monday.
- It does not mean to respond only if you're coming.
- The dog is very mean.
- Can you bring some plastic glasses?
- The can is empty.

➤ Match the invitations with a suitable addressee.



- **The whole family**
- **little boys and girls**
- **women**



Lesson 5

Chronicles

**Social Practices of the Language:** Read and compare various aspects of Mexico and English speaking countries

**Start Your Road**

- **What kind of text is it?**

**THE OLD ENGLISH, OR ANGLO-SAXON PERIOD**

600-800 Rise of three great kingdoms: Northumbria, Mercia, Wessex. Supremacy passes from one kingdom to another in that order.

ca. 600 Christianity introduced among Anglo-Saxons. Irish missionaries also spread Celtic form of Christianity to mainland Britain.

793 First serious Viking incursions.

800 Charlemagne, king of the Franks, crowned Holy Roman Emperor; height of Frankish power in Europe

840s-870s Viking incursions grow worse and worse...

- a letter
- a tale
- a chronicle
- a recipe
- a song



**On the Road**

- **Look at these texts. The first one is a novel; the second one is a chronicle. What is the difference between them? Mention situations in which chronicles are narrated. Talk about it with a partner.**

**Little Dorrit**

A blazing sun upon a fierce August day was no greater rarity in southern France then, than at any other time, before or since. Everything in Marseilles, and about Marseilles, had stared at the fervid sky, and been stared at in return, until a staring habit had become universal there. Strangers were stared out of countenance by staring white houses, staring white walls, staring white streets, staring tracts of arid road, staring hills from which verdure was burnt away. The only things to be seen not fixedly staring and glaring were the vines drooping under their load of grapes. These did occasionally wink a little, as the hot air barely moved their faint leaves...

**The Middle English Period**

1066-1075 William crushes uprisings of Anglo-Saxon earls and peasants with a brutal hand; in Mercia and Northumberland.

1204 The English kings lose the duchy of Normandy to French kings.

1205 First book in English appears since the conquest.

1258 First royal proclamation issued in English since the conquest. ca.

1300 French is taught to children as a foreign language rather than used as a medium of instruction.

1337 Start of the Hundred Years' War between England and France.

1362 English becomes official language of the law courts. More and more authors are writing in English...



➤ Scan your *Reading Book* from pages 119 to 129 and check the best answer.

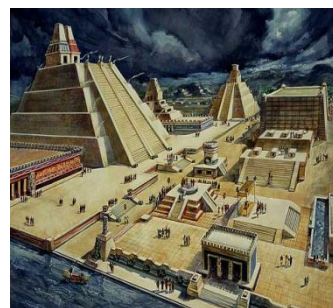
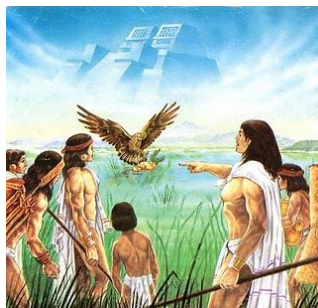
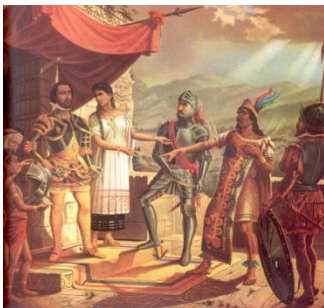
- The author wrote the article to...

entertain                       persuade                       inform                       teach

- The intended audience for the article is most probably...

girls                       boys                       children                       adults

➤ Re-read the text in your *Reading Book* from pages 120 to 125. Organize the events, write numbers from 1 to 6. Use a chronological order.



### End Your Road

➤ Complete the information with an appropriate word from the box.

record events historical line chronological

A **chronicle** is a \_\_\_\_\_ description of facts and \_\_\_\_\_ ranged in \_\_\_\_\_ order, as in a time \_\_\_\_\_. A chronicle is a \_\_\_\_\_ of events in the order of when they took place.

Lesson 6

A Time Line

Start Your Road

- Complete the text using words from the box. Then go to your *Reading Book* page 126 and check your responses.


die fail...force bring live

Tribes in North America as hunter-gatherers, or as settle farmers in a wide range of environments. Native Americans were invaded by Conquistadors. Indians were not treated as humans; they were chained around the neck and \_\_\_\_\_ to gather and carry food and clothing for the Spaniards. Indian women were raped, their children were abused; all were infected by foreign diseases.



Millions of Indians \_\_\_\_\_ due to foreign diseases \_\_\_\_\_ by DeSoto's army. Spaniards \_\_\_\_\_ to colonize America but others would be influenced by their reports of the land, resources and natives.

On the Road

-  **Audio CD Track 29. Listen and order the events in chronological order. Write numbers from 1 to 8. Then scan your book through pages 126 to 129 and check your answers.**

- In 1790, there was a desperate Indian attempt to resist the pressure of European settlers.
- The Spaniards failed to colonize America.
- Settlers in Roanoke Island initially enjoyed good relations with the Indians which did long for a while.
- Europeans met an unfriendly reception in the territory of the Powhatan.
- Hundreds of Sioux, including women and children were assassinated.
- When the pilgrims were struggling through their first winter on American soil, they found the Wampanoag, a friendly tribe.
- The Indians with whom the English first made contact in America were from the Algonquian group of tribes.
- DeSoto's people sighted Florida.

➤ **Choose the correct option.**

- The word *less* means...  
 more                      a smaller amount                      a bigger amount
- The word *hunter* means...  
 fisher                      grower                      huntsman
- The word *supplies* means...  
 science                      brainpower                      equipment
- The word *hone* means...  
 impoverish                      perfect                      cram
- The word *fail* means...  
 not succeed                      succeed                      thrive

➤ **Look at the pictures and read the text aloud. What is the best title for it? Why?**

- Native American Houses
- Wigwam Homes
- An Extraordinary House

*Wigwams* (or *wetus*) are Native American houses used by Algonquian Indians in the woodland regions. *Wigwam* is the word for "house" in the *Abenaki* tribe, and *wetu* is the word for "house" in the *Wampanoag* tribe. Sometimes they are also known as birchbark houses. *Wigwams* are small houses, usually 8-10 feet tall. They are made of wooden frames which are covered with woven mats and sheets of birchbark. The frame can be shaped like a dome, like a cone, or like a rectangle with an arched roof. Once the birchbark is in place, ropes or strips of wood are wrapped around the wigwam to hold the bark in place. (Native Languages of the Americas. 1998-2011. Native American Houses. [www.native-languages.org/houses.htm](http://www.native-languages.org/houses.htm))



➤ **Now re-read the last article and write questions and their answers about it.**

- Who \_\_\_\_\_?
- Where \_\_\_\_\_?
- When \_\_\_\_\_?
- What \_\_\_\_\_?
- How \_\_\_\_\_?
- Why \_\_\_\_\_?

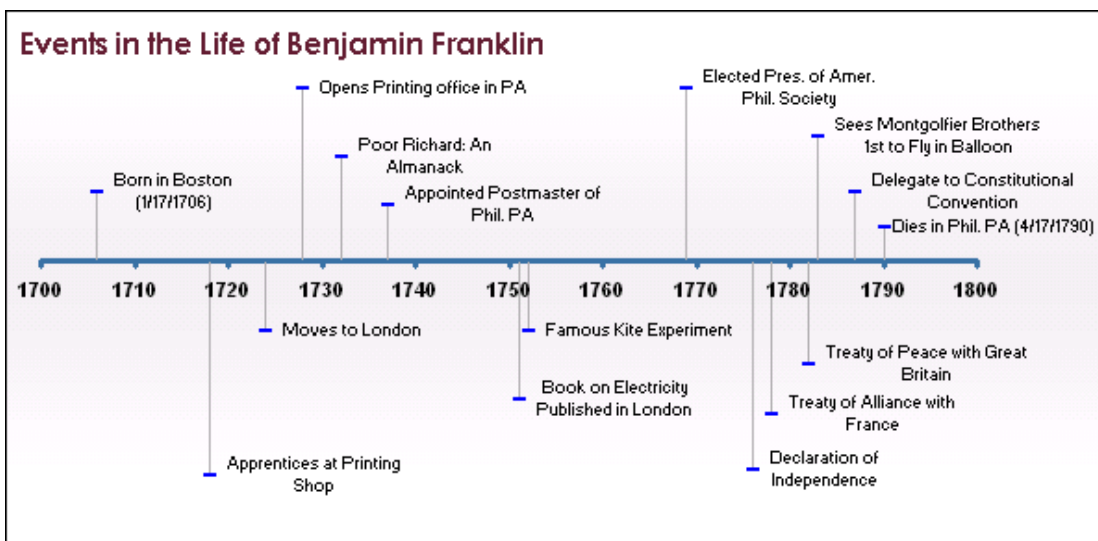


➤ **Are these sentences written correctly? Why? Why not? Talk about it with your group.**

- When the French, the British, and the Dutch arrive they were primarily interest in settling. correct    incorrect
- Long time ago the Indians of eastern America are semi-nomadic. correct    incorrect
- By 1622 the colonists number is more than 1000. correct    incorrect
- Opechancanough, decide to attack the English settlements, killing 347 colonists in a single day. correct    incorrect
- British in 1783 transfer to the new state the thirteen colonies. correct    incorrect

➤ **What kind of text is this? Talk about it with a partner.**

a song      a novel      a time line      a story



**End Your Road**

➤ **Complete the text with words from the box. Then read the information aloud and talk about it with a classmate.**

graphic    dates    represent    **timeline**    sequential

A \_\_\_\_\_ is a way of displaying a list of events in chronological or \_\_\_\_\_ order. It is a \_\_\_\_\_ design showing a long bar labeled with \_\_\_\_\_ and events alongside itself labeled on points to \_\_\_\_\_ where they took place.

Lesson 7

Let's Talk!

Start Your Road

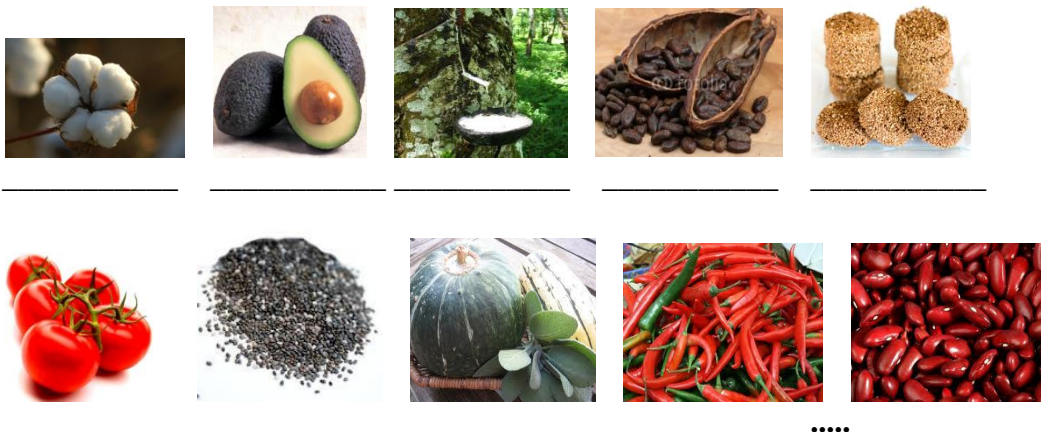
➤ Circle the letter “M” if the events belong to Mexico’s history, circle the letters “US” if the event belongs to the United States’ history, or circle the letter “B” if the event belongs to both countries.

- Tribes were semi-nomadic. M US B
- Mexica people formed a political body called the Triple Alliance. M US B
- Gold was discovered on their lands in 1829. M US B
- . The people of the tribe were shown how to build log cabins. M US B
- The arrival of Columbus in 1492 was a disaster for the original inhabitants of America. M US B
- When tribes develop a closer relationship with the new arrivals, they were frequently tricked, tormented and massacred by their visitors. M US B
- They built pyramids. M US B
- Nobles were called *pipiltin*. M US B
- Land, in the Indian view, was a communal space, impossible to own. M US B
- For three centuries, the country was a colony. M US B

On the Road

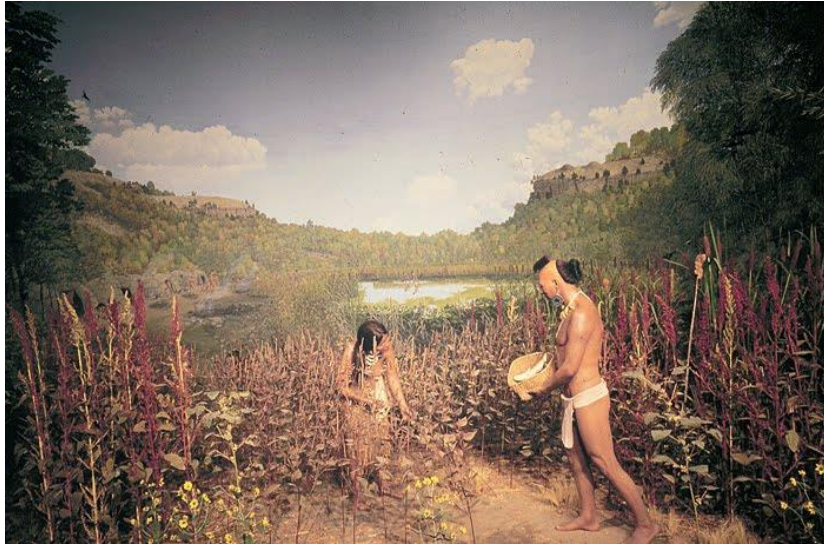
➤ Write the correct word under the picture. Then, say if these types of food were grow by Aztecs or by Native Americans.

cacao beans tomatoes avocados chia cotton beans chilies... squashes... amaranth... rubber



➤ Look at the picture and read the text aloud. What is the best title for the article?

- Healthy Food
- Native Americans
- American Native Food



Native Americans were healthy people before the European invasions. They lived on the land and in some areas cultivated rich soils and grew crops like corn, squash, beans and wild rice. For the Bison hunting Nations that were always on the move, their diets were mixtures of the meat that they hunted and the plants, nuts, berries and fruits that were found everywhere that they went. This country was a plentiful place hundreds of years ago.

➤ Re-read page 122 in your *Reading Book*. Write the roles of people and their organization in the Aztec society.

*altepetl mācehuātlīn pochtecah tlatoāni macehuālli pipiltin..... tlacotīn*

- People of second class, originally peasants, were called \_\_\_\_\_.
- Slaves were called \_\_\_\_\_.
- City-states were known as \_\_\_\_\_.
- Traveling merchants were called \_\_\_\_\_.
- Nobles were called \_\_\_\_\_.
- Common people were called \_\_\_\_\_.
- The king was called. \_\_\_\_\_.



➤ Read the information. Write the clothes' names under the appropriate picture.



**Native American Clothing**

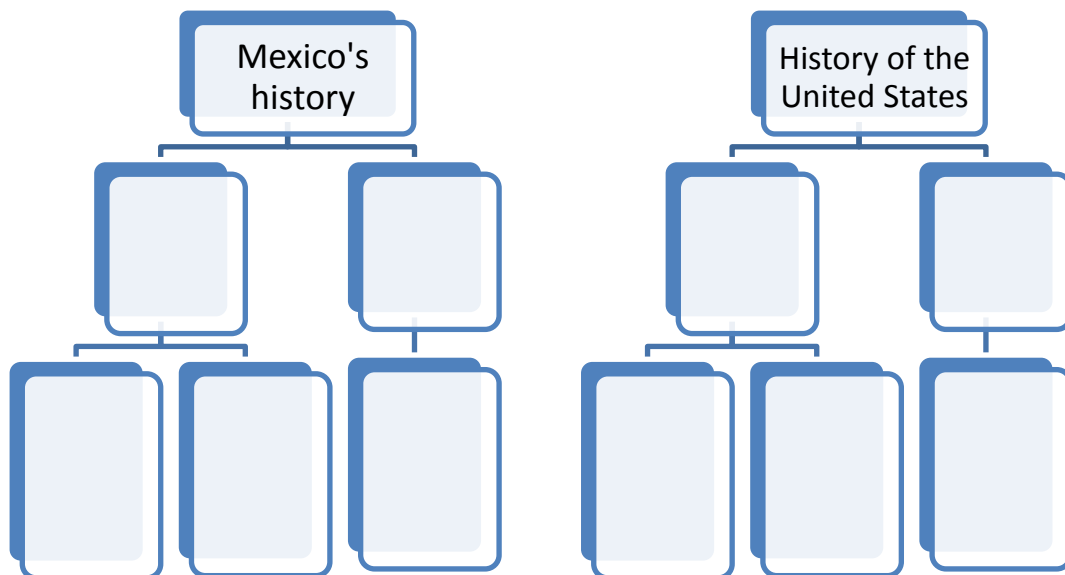
In most tribes, Native American men wore *breechclouts* (a long rectangular piece of hide or cloth tucked over a belt, so that the flaps fell down in front and behind), sometimes with *leather leggings* attached in colder climates. Most Native American women wore *one-piece dresses*, design, and material of the dresses varied from tribe to tribe. Nearly all Native Americans had some form of *moccasin* (a sturdy leather shoe).

**Aztec Clothing**

The basic garment for males was a breechcloth, called *maxtlatl*. The *maxtlatl* would often be worn under a cloak or cape called *tilmahtli*. Aztec women wore a blouse called *huīpilli* and a skirt called *cuēitl*. Sandals, called *cactli* were a sign of status. They were largely restricted to noble males.

**End Your Road**

➤ Compare aspects of Mexico's history with those of the United States beginnings. Write them down in these graphics.




**Lesson 8**

**Let's Make a Comic**

**Product:** Comic

**Start Your Road**

➤  **Audio CD Track 30. Listen and order the events in chronological order. Write numbers from 1 to 8. Then scan your book through pages 120 to 125 and check your answers.**

- After a protracted struggle Mexico declared its independence from Spain.
- The Aztecs found Tenochtitlán.
- The Aztecs found the promised omen.
- The Spaniards fled the town.
- The Aztecs formed a political body called the Triple Alliance.
- France invaded Mexico.
- Hostilities broke out, culminating in the massacre in the Main Temple and the death of Moctezuma II.
- The empire reached its height during Ahuitzotl's reign.

**On the Road**

➤ **Select natural, historical and cultural aspects relevant to a chronicle of aspects of Mexico and English-speaking countries. Write the topic of your article in the box.**

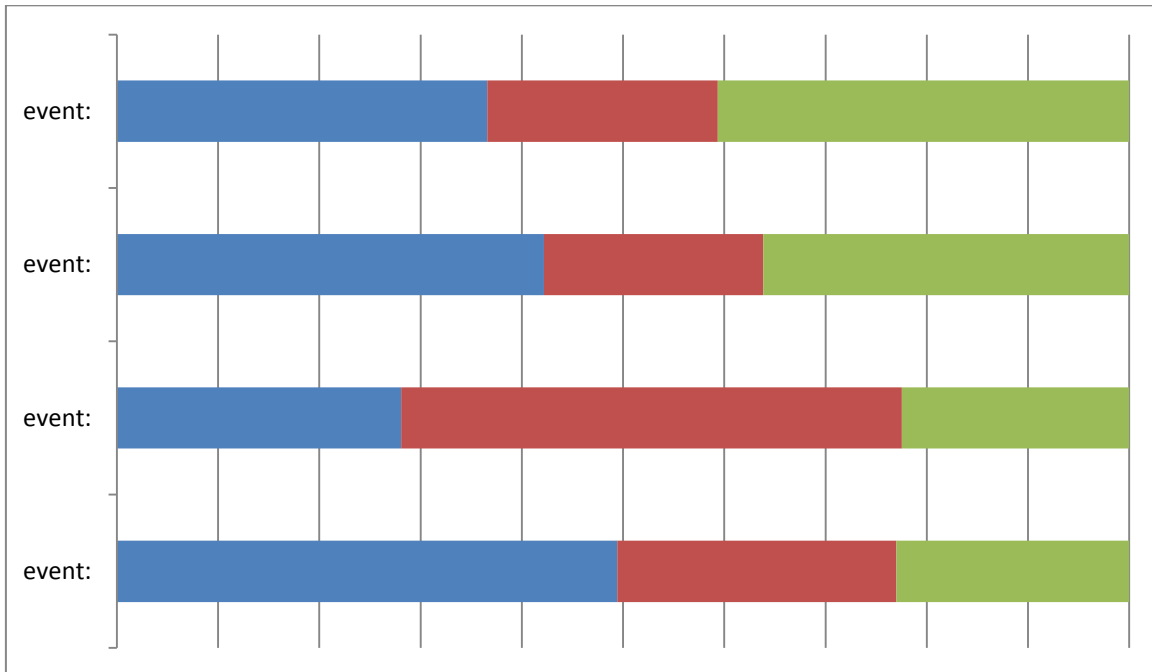
➤ **Now write questions and their answers about the topic you chose in order to find information.**

- Who \_\_\_\_\_?
- Where \_\_\_\_\_?
- When \_\_\_\_\_?
- What \_\_\_\_\_?
- How \_\_\_\_\_?
- Why \_\_\_\_\_?





- Rewrite the most important information. Make a timeline, use this graphic.



- Check the spelling and punctuations in the information you wrote before with your teacher's help.
- Read the adapted version aloud to a classmate.

**End Your Road**

- Using cardboard turn the adaptation into a comic strip. Draw animations to illustrate the information. Share the comic with other teams.



The arrival of Columbus in 1492



The first encounter was friendly



The celebration of Thanksgiving...

**Comprehension Check**



➤ **Answer.**

- What is an invitation letter?  
\_\_\_\_\_
- When do you use invitation letters?  
\_\_\_\_\_
- What information do you write in invitation letters?  
\_\_\_\_\_
- What is the principal information in an invitation letter?  
\_\_\_\_\_
- What does RVSP mean?  
\_\_\_\_\_
- When do you include the term RSVP in an invitation letter?  
\_\_\_\_\_

➤ **Answer.**

- When did Columbus arrive to America?  
\_\_\_\_\_
- Why tribes rapidly succumb to unfamiliar illnesses?  
\_\_\_\_\_
- What happened when tribes develop a closer relationship with the new arrivals?  
\_\_\_\_\_
- What did Spanish want when they arrive to territory that today is Mexico?  
\_\_\_\_\_
- What did Spanish want when they arrive to the territory that today is the United States?  
\_\_\_\_\_
- What did English want when they arrive to the territory that today is the United States?  
\_\_\_\_\_



## Unit 5

### Jobs and Occupations / Public Transportation in San Francisco

#### Achievements

- Says the names of jobs and occupations.
- Formulates and answers questions about jobs and occupations.
- Read informative texts that describe activities of a job or profession aloud.
- Distinguishes main ideas from supporting ideas in paragraphs.
- Identifies introduction, body, and conclusions.
- Writes information about jobs and occupations.
- Discriminates names of places and means of transport while listening and reading.
- Identifies names of destinations in double column charts.
- Reads times of departures and arrivals aloud.
- Understands directions to move from one place to another using public transport.
- Formulates questions to ask how to get to a place where you can take public transport and what is its cost.
- Writes directions to get from one place to another using public transport.



Lesson 1

Jobs and Occupations

**Social Practice of the Language:** Read and record information to make a record on activities related to a job or occupation

Start Your Road

- Observe these images. What do people in the pictures do? Talk about it with a classmate.



On the Road

- Now read the descriptions of the jobs and draw lines to match them with the images in the preceding exercise.

<p>Individuals entering this profession must be able to work outdoors in various kinds of weather along with having good strength and endurance. They will face such safety hazards as working at heights and with various tools that may cause injury if safety precautions are not observed. Their normal work week is around 40 hours, but can vary according to the time of year and need for new construction.</p>	<p>Proper care of a baseball field requires maintenance done on a daily, weekly, monthly, and annual basis. The groundskeeper is responsible for all aspects of keeping the field in top condition all year long. This involves taking care of both the grass and non-grass areas, including the bases and baseline areas and pitching mound, before each game.</p>	<p>There are different methods for fermentation. Workers on farms in Cote d'Ivoire and Ghana use the heap method, in which piles of wet cocoa beans are placed on leaves and then covered with more leaves. Workers have to turn the beans regularly to make sure that the fermentation process is taking place evenly. Once the beans are fermented, workers need to dry the beans by spreading them out on mats in the sun. After drying is completed, the beans are placed into bags and sold on to manufacturers who process the beans into chocolate.</p>
---	---	--

- Scan your *Reading Book* on pages 63 to 74. Identify graphic and textual components. What is the article about?

➤ Now re-read the article on pages 63 to 74. Answer these questions.

- The author wrote the article to...

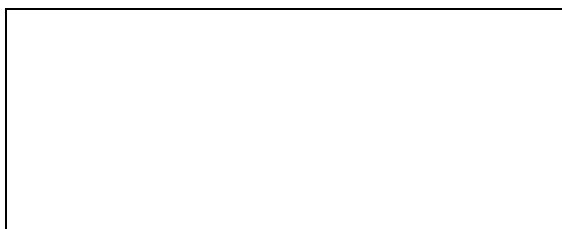
<input type="checkbox"/> entertain	<input type="checkbox"/> persuade	<input type="checkbox"/> inform	<input type="checkbox"/> teach
------------------------------------	-----------------------------------	---------------------------------	--------------------------------

- The intended audience for the article is most probably...

<input type="checkbox"/> girls	<input type="checkbox"/> boys	<input type="checkbox"/> children	<input type="checkbox"/> adults
--------------------------------	-------------------------------	-----------------------------------	---------------------------------

- Observe the illustrations you ordered in the previous exercise. What does she do? In order, tell a classmate about what she does in each illustration.

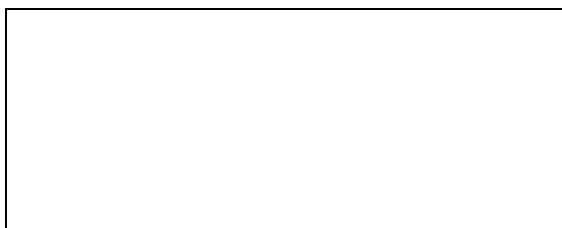
Then order the events in a sequence; write numbers from 1 to 5 in the blanks.



\_\_\_\_\_ (((imagen de la misma secretaria escribiendo en una computadora, hay un reloj que marca las 11:00 a.m.)))



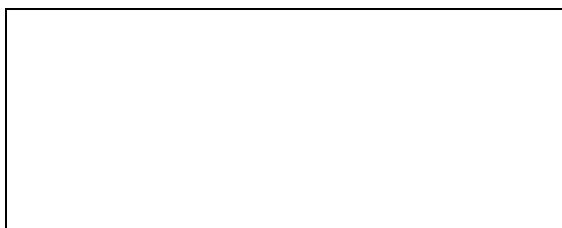
\_\_\_\_\_ (((imagen de la misma secretaria contestando el teléfono, hay un reloj que marca la 1:00 p.m.)))



\_\_\_\_\_ (((imagen de la misma secretaria guardando sus cosas, hay un reloj que marca las 6:00 p.m.)))



\_\_\_\_\_ (((imagen de la misma secretaria comiendo, hay un reloj que marca las 3:00 p.m.)))



\_\_\_\_\_ (((imagen de la misma secretaria llegando a la oficina, hay un reloj que marca las 9:00 a.m.)))

**End Your Road**



**Audio CD Track 31. Now complete these sentences with words from the box. Then, listen and check your answers.**

have   type   start   finish   answer   write

((imagen de una secretaria llegando a la oficina, hay un reloj que marca las 9:00 a.m.))  
She \_\_\_\_\_ to work at 9:00 a.m.

((imagen de la misma secretaria escribiendo en una computadora, hay un reloj que marca las 11:00 a.m.))  
She \_\_\_\_\_ information and \_\_\_\_\_ letters.

((imagen de la misma secretaria contestando el teléfono, hay un reloj que marca la 1:00 p.m.))  
She \_\_\_\_\_ the telephone.

((imagen de la misma secretaria comiendo, hay un reloj que marca las 3:00 p.m.))  
She \_\_\_\_\_ lunch at 3:00 p.m.

((imagen de la misma secretaria guardando su cosa, hay un reloj que marca las 6:00 p.m.))  
She \_\_\_\_\_ work at 6:00 p.m.

Lesson 2

Describing Jobs

Start Your Road

➤ Unscramble the words and write the name of the occupations.



(ecfh)

\_\_\_\_\_



(rfgieihterf)

\_\_\_\_\_



(ailort)

\_\_\_\_\_



(rnseu)

\_\_\_\_\_



(marfer)

\_\_\_\_\_



(riedrv)

\_\_\_\_\_



(iegsnr)

\_\_\_\_\_



(ieancchm)

\_\_\_\_\_

On the Road

➤ Write these sentences under the appropriate picture. Then write one more sentence.

- She works in a hospital.
- She makes patterns of clothes.
- She travels to different countries.
- She takes care of patients.
- She entertains people.
- She sews zippers on clothes.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

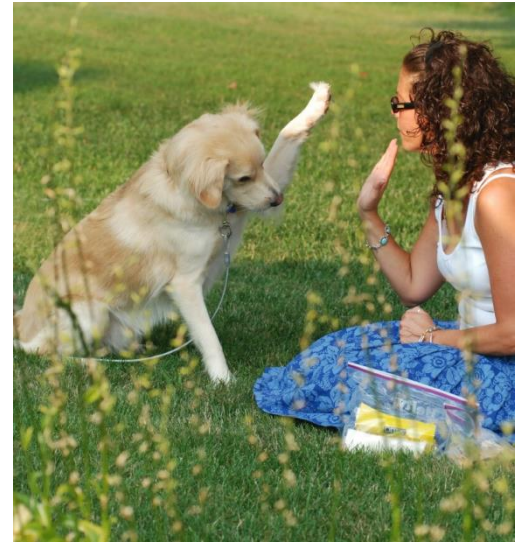



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



-  **Audio CD Track 32. Listen to the first part of the conversation and practice.**

Valeria: Where do you work, Daniela?  
 Daniela: I work for Animal Care.  
 Valeria: Animal Care? What do you do there?  
 Valeria: I'm a dog trainer. I train dogs as pets and guards.  
 Daniela: Wow! That's interesting.  
 Valeria: Yes, I love my job.



-  **Audio CD Track 33. Listen to the second part of the conversation and answer the questions.**

- What does Valeria do?  
\_\_\_\_\_
- Where does she work?  
\_\_\_\_\_
- Does she like her job?  
\_\_\_\_\_

- **Read this text aloud. Using your own words, tell a classmate what you understand about it.**

**Job Description of an Arachnologist**

By CodyS, eHow Contributor  
[http://www.ehow.com/facts\\_5906683\\_arachnologist-job-description.html](http://www.ehow.com/facts_5906683_arachnologist-job-description.html)

Arachnologists study spider behavior, spider habitats and ecology, collect specimens, teach, and often publish research on arachnids. Arachnologists must generally have a keen interest in animals, and should not mind close contact with spiders. They often must endure long hours outdoors and travel large distances.

Generally, professional arachnologists have university degrees, very frequently advanced degrees. These degrees typically involve concentration in biology, zoology or entomology. Professional arachnologists are employed as freelancers or by universities, museums, zoos, government agencies, and other institutions.





Lesson 3

All Jobs Are Important

Start Your Road

- Read again your *Reading Book* on pages 63 to 74. Answer these questions.
  - Which of the jobs mentioned in the descriptions is the most important in your opinion? Why?
  - What is the “sense of belonging to a community” and “being part of its activities?”

On the Road

- Read and analyze these phrases. Do you agree? Why? Why not?

**Respect the value of other people's jobs.  
All jobs are important.**

- Read these phrases. Classify and write them in the appropriate column.

- He harvests crops.
- He commutes to work.
- He cultivates fields.
- He talks by telephone.
- He works in an office.
- He cares for pigs and cows.

Jobs in the city	Jobs in the country
	



➤ Match the information in the two columns to make sentences on the lines below.

Seamstresses	sow seeds and harvest crops.
Bricklayers	help students to learn new things.
Sailors	sew and repair clothes.
Teachers	sail ships.
Farmers	build houses and walls.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### End Your Road

➤ Now link the occupations below with two phrases to form sentences.

- \_\_\_\_\_, but \_\_\_\_\_.
- \_\_\_\_\_, and \_\_\_\_\_.
- \_\_\_\_\_, so \_\_\_\_\_.

cultivate the crops	they do not sit all day
work in a school	they take care of animals
drive airplanes	they know how to do it



Lesson 4

Let's Make a Job Report

**Product:** Illustrated Report

**Start Your Road**

- **What kind of text is it?**

Some farmers raise animals like cows, chickens and fish. Other farmers raise plants like fruits, vegetables and grains. There are even farmers who grow plants for people to enjoy in their gardens! Farmers make a living by selling their plants, animals and animal products.

Being a farmer is hard work! Farmers care for their animals by giving them food and water. They plant and harvest crops. They make sure their plants and animals stay healthy. They also take care of the machines that help them farm, like tractors and plows". (Whyzz. Undated. What does a farmer do? <http://www.whyzz.com/what-does-a-farmer-do>)



- **A chronicle**
- **A report of activities**
- **A letter**
- **A novel**

**On the Road**

- **What is a report of activities? Mention situations in which reports on activities are made. Talk about it with a classmate.**
- **Read these titles and observe the pictures. Predict the content.**

**A Hard Profession**



**Game Tester**



**Sweet Job**



- **Select a job, occupation, or personal activity to write a report of activities. Write the job's title in the box.**

- **Make questions in order to get information about the job or occupation you chose.**

➤ \_\_\_\_\_ ?  
➤ \_\_\_\_\_ ?  
➤ \_\_\_\_\_ ?  
➤ \_\_\_\_\_ ?  
➤ \_\_\_\_\_ ?  
➤ \_\_\_\_\_ ?



- **Now collect information from various sources so as to answer the questions you wrote.**

➤ \_\_\_\_\_  
➤ \_\_\_\_\_  
➤ \_\_\_\_\_  
➤ \_\_\_\_\_  
➤ \_\_\_\_\_  
➤ \_\_\_\_\_



- **Write complete sentences that describe the activity you chose using the previous information. Use the descriptions of jobs in your *Reading Book* as models.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Put your sentences in order to formulate a full paragraph about the job you chose.

Blank writing area with horizontal lines and a yellow pencil icon.

- In the space below, use connectors to write the final version of the report on the job you chose.

Blank writing area with horizontal lines and a yellow pencil icon.

- With your teacher's help, check that the writing is complete, the spelling is correct, and the sequence of events is logical.

**End Your Road**

- Re-write the information on a piece of cardboard, and add illustrations to make it clearer.
- Present the report to the rest of the group in an exposition.

Lesson 5

Places

**Social Practices of the Language:** Follow and give directions to go to places

**Start Your Road**

- Match the words and the definitions.

bank	It's a place where you can...	exercise.
bookstore		consult and read books.
restaurant		eat.
gym		buy books.
library		save money.

**On the Road**

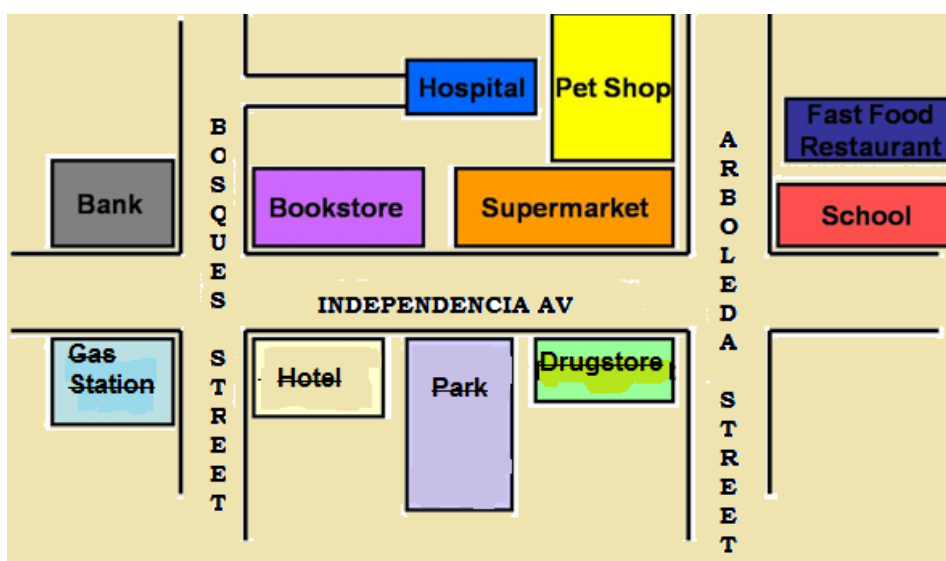
- Say definitions for these places.

theater      gas station      park      hotel      drugstore  
stationary store      cinema

A bank is a place where you can...

- Complete the sentences using words from the box.

on the corner of    in front of    next to    behind    between    on    across from



- The park is \_\_\_\_\_ the drugstore and the hotel.
- The bank is \_\_\_\_\_ the bookstore.
- The gas station is \_\_\_\_\_ Independencia Avenue and Bosques street.
- The pet shop is \_\_\_\_\_ Arboledas street.
- The supermarket is \_\_\_\_\_ the bookstore.

➤  **Audio CD Track 34. Listen and practice.**

Carlos: Excuse me, officer. Is there a bookstore around here?

Police officer: A bookstore? Yes, there's one next to the supermarket. It's on the corner of Bosques Street and Independence Avenue.

Carlos: OK. And is there a restaurant near here?

Police officer: There's one on Arboledas street. It's next to the school.

Carlos: Thank you, sir.



➤ **Answer these questions about places located near your school.**

- Excuse me. Is there a pet shop around here?

\_\_\_\_\_

- Is there a museum around here?

\_\_\_\_\_

- Where is a library near here?

\_\_\_\_\_

- Is there a park around here?

\_\_\_\_\_

- Where is a cinema near by?

\_\_\_\_\_

➤ **Go to your *Reading Book* on pages 131 to 142. Observe graphic and textual components. What places are mentioned in the reading?**

**End Your Road**

➤ **Read pages 131 to 142 on your *Reading Book* and choose the best answer.**

- The author wrote the article to...

<input type="checkbox"/> entertain	<input type="checkbox"/> persuade	<input type="checkbox"/> inform	<input type="checkbox"/> teach
------------------------------------	-----------------------------------	---------------------------------	--------------------------------

- The intended audience for the article is most probably...

<input type="checkbox"/> girls	<input type="checkbox"/> boys	<input type="checkbox"/> children	<input type="checkbox"/> adults
--------------------------------	-------------------------------	-----------------------------------	---------------------------------



Lesson 6

How do I Get to Golden Gate Park?

Start Your Road

- Go to your *Reading Book* on pages 131 to 142. Where are these places? What are their names? What do you know about them? What tourist attractions are popular in your country? Why?



On the Road

-  **Audio CD Track 35. Listen and practice.**

Karina: Excuse me, sir. Can you help me? How do I get to Golden Gate Park?

Sir: Walk up two blocks to Mission Street. There you can take the 49 bus and get off in the park, at the bus stop next to a Chinese restaurant.

Karina: Right. And how do I get to the Japanese Tea Garden?

Sir: The Japanese Tea Garden is inside Golden Gate Park.

Karina: Thank you, sir.



-  **Audio CD Track 36. Listen and practice. Notice the sentence stress.**

How do I	Golden Gate Pa	rk?	How do I	Japanese Tea Gar	den?
get to			get to the		

➤ **Answer these questions.**

- What do you ask to get to the airport?

\_\_\_\_\_

- What do you ask to get to the bus station?

\_\_\_\_\_

- What do you ask to get to the park?

\_\_\_\_\_

➤ **Complete and order the conversation on the lines below. Use the sentences and questions in the box.**

- Yes, walk to Constituyentes Avenue. Take the subway at Constituyentes station, and get off at Auditorio station. The museum is across from the park.
- Sure.
- You can get there by subway.
- You're welcome. Enjoy the museum!
- By subway?
- Is it near the auditorium?
- Thanks a lot.
- How can I get to the Anthropological Museum?
- Excuse me, officer! Can you help me?
- Yes, the Anthropological Museum is only a five minute walk from the subway station.



Elizabeth: Excuse me officer! Can you help me?

Officer: \_\_\_\_\_

Elizabeth: \_\_\_\_\_

Officer: \_\_\_\_\_

Elizabeth: \_\_\_\_\_


Officer: \_\_\_\_\_

Elizabeth: \_\_\_\_\_

Officer: \_\_\_\_\_

Elizabeth: \_\_\_\_\_

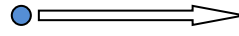
Officer: \_\_\_\_\_

➤  **Audio CD Track 37. Now listen to the audio and check your responses. Then practice the conversation with a classmate.**



➤ Match the words with the illustrations.

turn right    turn left    go ahead    walk up  
 walk down    near    far    street

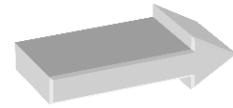
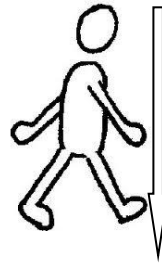
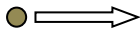


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_

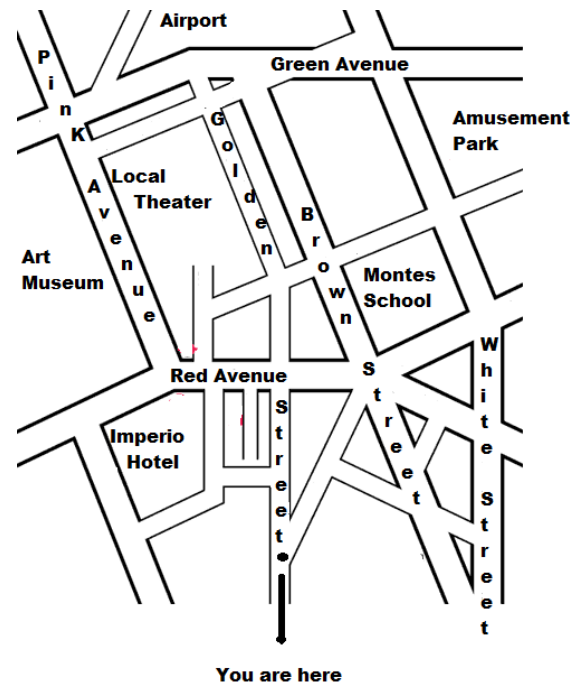
\_\_\_\_\_

\_\_\_\_\_

**End Your Road**

➤  **Audio CD Track 38.** Listen to the instructions and mark the route on the map. Each time, start from “you are here.” Where do you arrive to?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





➤ Complete the conversation. Use the information in the timetable.



Destination	Time	Price
San Francisco	3:00 p.m.	\$5,400
Las Vegas	12:00 p.m.	\$4,000
Los Angeles	5:00 p.m.	\$4,800
South Carolina	9:00 a.m.	\$6,500
Washington, D.C.	10:00 a.m.	\$6,800

Elena: Excuse me, miss. What time is the next flight to San Francisco?

Receptionist: It is at \_\_\_\_\_.

Elena: How much is the ticket?

Receptionist: It's \_\_\_\_\_.

Elena: O.K. I want a one way ticket to San Francisco.

Receptionist: Sure. What's your name?

Elena: Elena Trejo.

Receptionist: Here you are. Please be at the airport three hours before your plane leaves.

Elena: O.K. Thank you.

Receptionist: You're welcome. And have a nice flight on our airline!

➤ Work in pairs. Use the timetable in the previous activity. Choose different destinations and practice the conversation. You can vary the order of the conversation.

**A: Excuse me ma'am. How much is a flight to Las Vegas?**

**B: It's...**

➤ Look at the information. Answer the questions.

✈ Departures			
Time	Flight	Destination	Gate
12:00	OD 1961	NEW YORK	06
12:15	PN 0034	CHICAGO	18
12:20	T3 0529	LAS VEGAS	32
12:30	PN 2415	HONOLULU	14
12:50	GI 1872	SAN FRANCISCO	09
12:55	T3 0944	WASHINGTON	27
13:20	SF 2778	HOUSTON	20
13:45	OD 0061	MIAMI	31
13:50	BK 1532	BOSTON	04
14:05	OD 3487	NEW YORK	12
14:30	PN 0194	ATLANTA	03
14:35	SF 0028	CHICAGO	08

- What does the sign indicate? Are the flights coming or going? \_\_\_\_\_
- What time does the flight to Houston leave? \_\_\_\_\_
- What flight leaves at 2:30? \_\_\_\_\_
- What time does the flight to Miami leave? \_\_\_\_\_
- Where do you have to wait for your flight if you are going to Atlanta?  
\_\_\_\_\_

**End Your Road**

➤ Complete the sentence below using words from the box.

help    respect    important    offering  
courtesy    asking

It is \_\_\_\_\_ to show \_\_\_\_\_ and  
\_\_\_\_\_ when \_\_\_\_\_ and \_\_\_\_\_ for  
\_\_\_\_\_ .

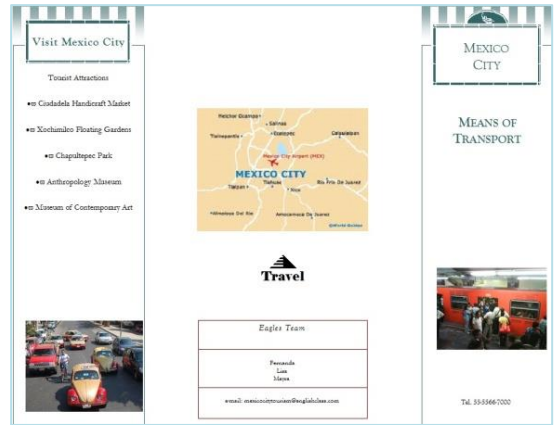
➤ Read and analyze the phrase. What is the message? Do you agree? Why? Why not?

Lesson 8

Let's Make a Brochure

**Product:** Brochure of means of transport use

Start Your Road



- Answer these questions.
- What do you ask to know where the bank is?

\_\_\_\_\_

- What do you ask to get to the taxi stand?

\_\_\_\_\_

- What do you ask if you want to know a departure time?

\_\_\_\_\_

- What do you ask if you want to know an arrival time?

\_\_\_\_\_

- What do you ask if you want to know the fare to get to someplace?

\_\_\_\_\_

On the Road

- Select three different locations near your school. Write them in this box. Draw an illustration for each one.

--	--	--

- Make a list with details required to get to the places you wrote before, that is, means of transport, cost, etc. Write them in the space provided.



---

---

---

---

---

---

---

---

---

---

- Write instructions to get to the places you chose based on the models in this unit. Use the school as a starting point.



- ---

---

---
- ---

---

---
- ---

---

---

- **Check your spelling and writing. Use a bilingual dictionary if needed.**
- **Make a map in the space below. Draw a route to the places you want to go from your school.**



- **Check that the instructions are clear and they take you to the place you want to go.**

#### **End Your Road**

- **Using cardboard design your brochure. Write the final version of the instructions to get to the places you chose. Illustrate your brochure with a sketch or a map. Display the brochure in a visible place in the classroom.**

**Comprehension Check**



➤ **Answer with complete sentences.**

- What do you do?  
\_\_\_\_\_
- What does your mother do?  
\_\_\_\_\_
- Mention five jobs or occupations you would like to perform in the future.  
\_\_\_\_\_
- Write one sentence to describe a nurse's job.  
\_\_\_\_\_
- Write one sentence to describe a seamstress' job.  
\_\_\_\_\_
- What are the most essential jobs? Mention three examples.  
\_\_\_\_\_
- Why are they essential?  
\_\_\_\_\_

➤ **Answer with complete sentences.**

- Write a definition for "coffee shop".  
\_\_\_\_\_
- Write a definition for "gas station".  
\_\_\_\_\_
- What is the opposite of "near"?  
\_\_\_\_\_
- What is the opposite of "down"?  
\_\_\_\_\_
- What is the opposite of "turn right"?  
\_\_\_\_\_
- What do you ask if you want to know how to arrive to Chapultepec Park?  
\_\_\_\_\_



*English Road is an excellent book where students are introduced to the language via social practices that focus on approaching literature through reading, writing, and oral exchanges where expected learning outcomes activate knowledge students already have about the world.*

*Because children are often surprisingly perceptive and critical, this book is chock full of handy, interesting tasks situated within three learning environments: Familiar and Community Activities, Literary and Play (called “Ludic”), and Academic and Educational. The topics in this book were chosen to inspire the creation of products of student self-expression, becoming vehicles for the learning process.*

*Learners become familiar with English by becoming familiar with their own products. They gradually become competent in the conventions of conversation and written expression by participating in the social practices of English-speaking cultures.*

# English Road! 6

## Reading Book



**Alma Delia García Salazar**

Dear reader,

Welcome to sixth grade!

**This is your Reading Book. Here you will find informative and narrative texts. The texts included in this book were specially chosen and written to help you comprehend and understand the English language in a meaningful way, taking into account your interests and necessities.**

**When reading you can travel to far away distant places, you can become a super hero or you can become your favorite animal. Reading is a world of adventures expressed in words by the author and converted into real images by the reader. By opening a book you can learn about people, cultures, science, or even the strangest things you have never heard about before. A book is a treasure of knowledge and imagination to be valued for a lifetime.**

**You will find texts about healthy food, fantasy stories, a classroom newspaper, tips for saving the planet, school problems, word games, invitation letters, cultural and historical aspects about Mexico and the USA, jobs and occupations, and public transportation in San Francisco.**

**Reading will help you become a much better person and we are happy to be part of that. We really hope you enjoy these stories,**

**So let's have fun!**

**Sincerely,**

**The author**

**My informative Readings**

**Unit 1.....5**  
**Magic stories and healthy food.....5**  
**Healthy food.....6**  
**Comprehension Check.....18**

**Unit 2.....19**  
**A news report.....19**  
**Save the planet.....20**  
**Comprehension Check.....29**

**Unit 3.....30**  
**At school.....30**  
**A word game contest.....31**  
**Comprehension Check.....43**

**Unit 4.....44**  
**Make a letter of invitation.....44**  
**I’m going to have a party!.....45**  
**Comprehension Check.....55**

**Unit 5.....56**  
**Jobs and occupations.....56**  
**Jobs and occupations.....57**  
**Comprehension Check.....69**

**My Narrative Readings**

**Unit 1.....70**  
**Magic stories and healthy food.....70**  
**A magic tale!.....71**  
**Comprehension Check.....83**

**Unit 2.....84**  
**A news report.....84**  
**A classroom newspaper.....85**  
**Comprehension Check.....95**

**Unit 3.....96**  
**At school.....96**  
**School problems.....97**  
**Comprehension Check.....109**

**Unit 4.....110**  
**Two different peoples.....110**  
**Two different peoples.....111**  
**Comprehension Check.....121**

**Unit 5.....122**  
**Jobs and transportation.....122**  
**Public transport in San Francisco.....123**  
**Comprehension Check.....134**

## Unit 1

### Fantasy Stories and Healthy Food

- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.



## Content 1

## Healthy Food



## Magic Beans

**\$20 each one**

**Small, purple, beautiful, unique, magic jumping beans.**

**Dig a hole in the soil and put the magic beans in it. Cover the beans with the earth and water them. Go to sleep and, as soon as you wake up, life will be different for you.**

**Address: 34 Wonderland Street**

**Phone number: 578 5432**

**Zip Code: 14710**

**magicland77@magicbeans.com**

### Beans

Beans have a high nutritional value and are an excellent source of vegetal protein. They have soluble and insoluble fiber, so they improve your digestion and prevent constipation. They are also a low fat food. They are rich in photochemical and antioxidants. Research has shown that they can help prevent and treat a wide variety of chronic diseases such as inflammatory diseases, heart disease, diabetes, osteoporosis, depression, obesity, cancer, and strokes.

Among their principal nutrients, beans have carbohydrates (principal source of energy), proteins, vitamins (especially B complex, that is, niacin, thiamin, folic acid, and riboflavin), and minerals (iron, calcium, zinc, copper, phosphorus, potassium and magnesium).

Beans come in different shapes, size and multiple colors, (black, yellow, red, white, brown, purple,) but they all have nutrients and flavor. Besides, depending on the way you cook them and on the ingredients you add to them, you can create unique recipes.



In Mexico there are around 70 varieties of bean, and their name in Nahuatl is *elt*. According to anthropological research, beans were one of the first crops in the Americas in places like Mexico, Central America, Peru, Bolivia, Chile, and Argentina.

Now that you know a little more about the properties and nutrients of beans, incorporate them into your diet and enjoy them.

## Healthy Food



Aztra Zeneca. 2011. A Balanced Diet. <http://www.patientthealthinternational.com>

To eat healthily, you need to eat the right amount of food for your energy needs. In Mexico, most adults are either overweight or obese. This means many of us are eating more than we need, and should eat and drink fewer calories in order to lose weight.

To be healthy every day you need to eat plenty of fruits (apples, oranges, watermelon, guavas, kiwi, strawberries, grapes, bananas, etc.) and vegetables (lettuce, broccoli, carrots, onion, spinach, tomatoes, etc.) of all colors. Fruits and vegetables provide you not only calories, but vitamins and minerals. Eat a lot of whole grains and cereals like rice, wheat, and oats. Eat some healthy protein in foods like fish, eggs, chicken, beef, pork, poultry, beans, and nuts. Eat some dairy products like milk, yogurt, and cheese. Eat little fatty and sugary foods. Remember to drink lots of water and limit sweetened beverages because they are high in calories but low in vitamins and minerals.

Check out [www.choosemyplate.gov](http://www.choosemyplate.gov) for more information on food and nutrition.



## Healthy Eating from Celebrating Chemistry

You may have heard someone say, “You are what you eat.” This does not mean that if you only eat French fries, you will become a French fry. It does mean that if you always eat foods of one sort, it can become a problem. When you were little, you probably did not have too many choices of what foods to eat. As you are growing up, you get to choose more often, especially in places like the school cafeteria or when you are out with your family or friends.

If you look at a nutrition label on a package of any of the foods you eat, you will see the words “carbohydrate,” “fat,” and “protein.” A carbohydrate is a sugar. There are two kinds of carbohydrates: simple sugars (glucose, fructose) and complex sugars, known as polysaccharides (starch and fiber). Your body needs carbohydrates for energy, but many people eat far too much simple sugar. Soft drinks and candy are loaded with simple sugars that we could do without. Eating an apple or a peach is a better choice for our bodies.





Fats also come in two types: saturated and unsaturated. Saturated fats are solid at room temperature (butter, shortening, coconut oil) and you should not eat much of this kind of fat. Unsaturated fats are liquid at room temperature (olive oil, corn oil, vegetable oil) and are considered better for you.



Your body needs a little fat each day, but too much can clog your arteries and cause you to gain weight. As a general rule, you should choose foods that are low in saturated fats.

Proteins are made of amino acids and are important for growth. Hair, skin, muscles, and fingernails are all made of protein. There are many amino acids, but just twenty of them are used to make your body's proteins. Nine of the amino acids must come from the foods you eat. Your body can make the other eleven amino acids itself. Chicken, eggs, fish, and dairy products are complete proteins foods that have all nine amino acids the body needs.

### Colorful Fruits and Vegetables Good for You.

Vitamin		Found in	What it does	If you don't get enough
A k C		Green and yellow vegetables	Helps you see, helps skin cells grow	Problems seeing at night, flaky skin
		Cabbage, spinach, leafy green vegetables	Protects blood cells, important for muscles	Weak blood cells and muscles
		Citrus fruits, tomatoes 	Helps fight infection and heal wounds; needed to make collagen found in muscle and bone	Weakness (anemia), cuts that do not heal well
Mineral		Found in	What it does	If you don't get enough
		Spinach	Helps grow strong bones and teeth, important for muscles	Poor bones and teeth
Calcium			Assists in muscle-building, muscle movement and sending messages through nerves	Muscle and nerve weakness, dry skin
Potassium		Bananas, vegetables		

In addition to carbohydrates, fats, and proteins, vitamins and minerals are also essential for a healthy lifestyle. One place you can find them: brightly colored fruits and vegetables. It is a good idea to eat a variety of foods, especially fruits and vegetables. By eating a varied diet, you are more likely to get the nutrients that you need to stay healthy and well. (American Chemical Society, 2004)



Most of us think that *eating out* makes us fat and that *eating in* makes us healthier. That is not always true. It is true that when you or your mother prepares the food in the house you have more opportunities to choose healthy food. And there you have the clue: you have to be selective when choosing what to eat. It does not really matter if you eat in your home or out in a restaurant. Remember that the most important part of a balanced diet that fulfills your body's requirements is to eat intelligently.



Madres en la red. 2009. La Importancia de la Comida en la Familia. <http://blog.madresenlared.es/tag/comer/>

You just have to eat a great amount of that food your body needs more and eat a reduced amount of that your body needs less of, as mentioned before. That is, eat many cereals, whole grains, vegetables, and fruits. Eat some proteins, little fat, and few sugary products. So whenever you go to the market, go to a restaurant, or eat at home make smart choices to have a healthy diet.



**Tuesday two pizzas for the price of one**

**The Best in Town  
The best ingredients  
11515 26 Mile Road  
N.W. corner at Jewell  
Telephone number: 586 786-1616  
pizzaturbo@pizza.com  
Open from 9:00 a.m. to 10:00 p.m.  
We deliver**

	<b>Small</b>	<b>Medium</b>	<b>Large</b>
<b>Mexican</b> avocado, chorizo, pepper, and onion	\$80	\$150	\$290
<b>Hawaiian</b> ham and pineapple	\$60	\$110	\$215
<b>Light</b> pepper, onion, mushrooms, olives, and tomato	\$80	\$150	\$290
<b>Vegetarian</b> pepper, mushrooms, zucchini squash, onion, olives, tomatoes, and oregano	\$80	\$150	\$290
<b>Extravaganza</b> pepperoni, ham, bacon, salami, and beef	\$100	\$190	\$350

## SALAD PARADISE RESTAURANT

**Healthy Food**  
**Come and Enjoy all kinds of salads**  
**At the same time take care of your health**  
**Kids really eat having fun**

**Vegetables and Fruits**



**Fruits and Vegetables**



34 Hamburgo Street  
Juárez, Zip 01675  
55 5735 6429

[healthyparadise@healthy.com.mx](mailto:healthyparadise@healthy.com.mx)



## Healthy Food

To be healthy eat lots of fruits.

To be healthy eat lots of fruits.

Eat bananas, kiwis, apples,

Guavas, oranges, pineapples.

To be healthy eat lots of fruits.

To be healthy eat vegetables.

To be healthy eat vegetables.

Eat potatoes, onions, carrots,

Lettuce, broccoli, avocado.

To be healthy eat vegetables.

To be healthy eat many grains.

To be healthy eat many grains.

Eat linseed, rice, wheat,

Barley, oat, and rye.

To be healthy eat many grains.

To be healthy eat protein.

To be healthy eat protein.

Eat beans, eggs, nuts,

Fish, chicken, pork.

To be healthy eat protein.



## Strawberry Fields Forever

The Beatles

Let me take you down, cos I'm going to Strawberry Fields  
 Nothing is real and nothing to get hung about  
 Strawberry Fields forever

Living is easy with eyes closed  
 Misunderstanding all you see  
 It's getting hard to be someone but it all works out  
 It doesn't matter much to me  
 Let me take you down, cos I'm going to Strawberry Fields  
 Nothing is real and nothing to get hung about  
 Strawberry Fields forever

No one I think is in my tree  
 I mean it must be high or low  
 That is you can't you know tune in but it's all right  
 That is I think it's not too bad  
 Let me take you down, cos I'm going to Strawberry Fields  
 Nothing is real and nothing to get hung about  
 Strawberry Fields forever

Always, no sometimes, think it's me  
 But you know I know when it's a dream  
 I think I know I mean a "Yes" but it's all wrong  
 That is I think I disagree  
 Let me take you down, cos I'm going to Strawberry Fields  
 Nothing is real and nothing to get hung about  
 Strawberry Fields forever  
 Strawberry Fields forever  
 Strawberry Fields forever

## Strawberry Health Benefits – Healing Properties of Strawberries

**Strawberry health benefits – Find out about diseases that can be prevented or treated with these miraculous berries.**



You've heard before that a diet rich in vegetables and fruits can help you combat cardiovascular disease, cancer, and prevent or delay the onset of many of the effects of aging. It's a statement that can't be denied. A lot of things have been said about strawberries and many of you know about the allergy caused by these berries, but we'll try to focus only on their positive qualities.

Strawberries are an excellent source of vitamin C, manganese, dietary fiber, iodine, potassium, folate, vitamin B5, vitamin B6, vitamin K, riboflavin, omega-3 fatty acids, magnesium and copper.

It has been shown that strawberries significantly reduce liver cancer cells due to ellagic acid. It also can be found in many red fruits and berries including raspberries, blackberries, and cranberries and of course strawberries. Ellagic acid prevents the destruction of the P53 gene by cancer cells and can also bind with cancer-causing molecules, making them inactive.

Studies have shown that strawberry consumption can increase anti-cancer activity in cancer cells of the breast, oesophagus, skin, colon, prostate and pancreas. An interesting study was carried out on a group of 1,000 elderly people, and found that the risk of developing cancer among those eating the most strawberries was only 33% of the risk among those who ate none.



A study published by the *Journal of Agriculture and Food Chemistry* has shown that strawberries significantly reduce the rate of cancerous liver cells.

Like many other berries, strawberries contain high amounts of antioxidants, in particular type 2 anthocyanins and ellagitannins. Anthocyanins have been shown by several studies to be effective in reducing the risk of developing cancer, cardiovascular disease and inflammation-related diseases. Anthocyanins have a function similar to cyclooxygenase inhibitors (such as aspirin) but without side effects, making them a safer version of aspirin's anti-inflammatory properties. A study at Lane University suggests that the high levels of antioxidants in these berries help neutralize the destructive effects of free radicals helping repairing the tissues by giving a boost of vitamin C. Strawberry extracts have also been shown to inhibit COX enzymes in vitro, which inhibits the inflammatory process. Anthocyanins contained in strawberries greatly reduce the rate of cell mutation, which is a direct measure for the risk of developing cancer and diseases such as atherosclerosis.

Strawberries have positive effects on blood vessels, platelets and lipoproteins, which can reduce the risk of coronary heart diseases.

Besides their beneficial effects on cancer and heart disease, the antioxidant qualities of strawberries are also good in the process of reversing the course of neuronal and behavioural aging. Due to this positive effect strawberries are helpful in slowing the beginning of Alzheimer's disease, reducing at the same time the effects of this disease. A key ingredient in strawberries is folate, which is a main part in manufacturing red blood cells and a possible aid in delaying the onset of Alzheimer's.





You must also know that a serving of strawberries will provide you with 200 mg of potassium, that in its turn helps regulate the electrolytes in your body, lowering your risk of heart attack and stroke.

Another important health benefit of strawberries is their effect on the skin; they also help clean the blood of harmful toxins. Strawberries, when rubbed on teeth and gums, remove tartar and strengthen and heal the gums. Data reported in a study indicates that eating 3 or more servings of fruit per day may lower your risk of age-related macular degeneration which is the primary cause of vision loss in older adults, by 36%, compared to persons who consume less than 1.5 servings of fruit daily. (Longevity Nutrition, 2010)

Nutrients in Strawberries	
1 cup (144 grams)	Percent of Daily Nutritional Requirement
Vitamin C	136.1%
Manganese	22%
Dietary Fiber	14%
Iodine	9%
Potassium	8%
Folate	7%
Vitamin B2 (riboflavin)	6%
Vitamin B5 (panthotentic)	5%
Omega 3 fatty acids	4%
Vitamin B6 (pyridoxine)	4%
Vitamin K	3.7%
Magnesium	3.7%
Copper	3.6%
43 Calories	3%

Now you know a little more about strawberries. Enjoy them raw, not in baked or cooked meals so that you will have the best flavor and benefit from its nutrients and digestion aiding enzymes. The sweet fragrant and deep red color of strawberries can brighten up the taste of any meal. Besides their great flavor, they are among the fruits and vegetables with highest amount of antioxidants. Antioxidants help combat the damaging effects of free radical activity to cellular structures and DNA.

Antioxidants are an important constituent of the diet, since antioxidants reduce the damage done by free radicals. Free radicals are elements that can damage the cells of the body, and they are thought to play a part in the formation of many kinds of cancer cells. Antioxidants also have the property of cheering you up. This is just another good reason to include strawberries in your diet whenever you can!

Strawberries should be purchased within a couple of days before they are to be eaten. Eat strawberries when they are in season. When choosing strawberries it is important to choose those which are fresh and firm with a deep red color. They will provide the best taste and the highest nutrient density. Most of the time small or medium sized strawberries are sweeter and more flavorful than larger ones. It is of course important to handle strawberries properly, and to store them well after they have been purchased. Strawberries, like all fruit, should be washed thoroughly and disinfected prior to eating or storing. Any strawberries that show signs of mold should be removed at once, as they could contaminate the remaining ones. Strawberries should be placed in a bowl, covered with plastic wrap and kept in the refrigerator. You can enjoy strawberries in many different ways, in a cake, in a beverage, or in a salad. Try them with cream, cinnamon, and a little sugar and you will love them forever.



**Comprehension Check**

➤ **Answer.**

- What should you eat to be healthy?

\_\_\_\_\_

- What should you avoid eating to be healthy?

\_\_\_\_\_

- Name some fruits.

\_\_\_\_\_

- Name some vegetables.

\_\_\_\_\_

- Name some dairy products.

\_\_\_\_\_

- Name some food that contains protein.

\_\_\_\_\_

- Name some grains.

\_\_\_\_\_

- Name some food which contains fat or sugar.

\_\_\_\_\_

## Unit 2

### Save the Planet

#### Achievements


- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.



**Story two****News Report**

My name is Oscar. I am 11 years old. I am in 6<sup>th</sup> grade of elementary school. My school's name is Monte Maya. It is beautiful, huge, and I really like it because I have many friends there. They are Diana, Victor, and Eduardo. This month we are working with a new project. Our teacher asked the class to write a news report. We have to work in teams. Fortunately the teacher allows us to choose our teammates. Of course I chose my friends. We didn't know where to start. Our teacher recommended we start by selecting a recent event of interest first.

We met at Victor's house to organize how we were going to work. Diana gave us an excellent idea. She suggested that each of us should look on Internet for a recent piece of news. It should be something we really like. After that, we'll get together again and select the most interesting of all.







As soon as I arrived to the house I went to my bedroom to look up some interesting news on line. I looked for nearly an hour and I couldn't find anything that I really liked. So I decided to ask my mom for help. My mother was cooking when I went into the kitchen. I explained what I have to do, and she gave me a brilliant suggestion. She said I should look again in the Internet, but this time at the kid's section. So I ran to my bedroom to follow her advice.




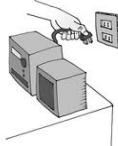



Wow! She was right. There are lots of articles and sections for children in the Internet. They are really attractive! I had a hard time selecting the material because there were lots of fascinating articles. Even though it was difficult to choose the news, I enjoyed searching in the web because I learned lots of interesting things. I couldn't wait to see my friends and show them what I found.

When Tuesday finally arrived we put the articles side-by-side to compare them. Victor's piece of news was about tips to save the environment. Let's have a look at it first.

### Green Tips

<p>Here are 10 things you can do to help stop global warming.</p> <p>April 22, 2011 by TFK Staff</p> <ol style="list-style-type: none"> <li><b>1. Change a light.</b> Replace a regular bulb with a more energy-efficient compact fluorescent bulb.</li> <li><b>2. Drive less.</b> Walk, bike, use public transportation like a subway, bus or even carpool. Talk to your parents about considering a hybrid, or alternative fuel, vehicle. And keep your tires inflated properly. It can improve gas mileage by more than three percent.</li> <li><b>3. Recycle more.</b> Think before you throw trash away. Recycle instead. Cut down on how much you throw in the trash, which ultimately ends up in a landfill. And be sure to take e-waste, like computers, cell phones, and hazardous waste to a special recycling facility.</li> <li><b>4. Avoid products with a lot of packaging.</b> When it comes to your shopping habits, consider buying products that are better for the environment or that are made from recycled materials, and have less or no packaging. And when it comes to food, support local farmer's markets.</li> </ol>	   
--	---

<p><b>5. Use less hot water.</b> It takes a lot of energy to heat water. Install a low flow showerhead and wash a full load of clothes in cold or warm water.</p> <p><b>6. Adjust your thermostat.</b> Moving your thermostat down two degrees in winter and up two degrees in summer can save a lot of energy. And ask your parents if your local utility company offers alternative power. If so, consider switching.</p> <p><b>7. Plant a tree.</b> A single tree will absorb one ton of carbon dioxide over its lifetime.</p> <p><b>8. Turn off electronic devices.</b> Simply turning off your TV, DVD player, stereo, and unplugging your iPod and cell phone charger when not in use, will save you thousands of pounds of CO<sub>2</sub> a year.</p> <p><b>9. Spread the word.</b> Talk to your friends, family, and school teachers. Teach them what you’ve learned and make your house and school as green as possible. Think of ways to raise awareness and educate others; create fund-raisers in your local community to make a change.</p> <p><b>10. Go Green!</b> Work to make these changes in your daily life so it becomes second nature. (Time for Kids, 2011)</p>	    
---	---

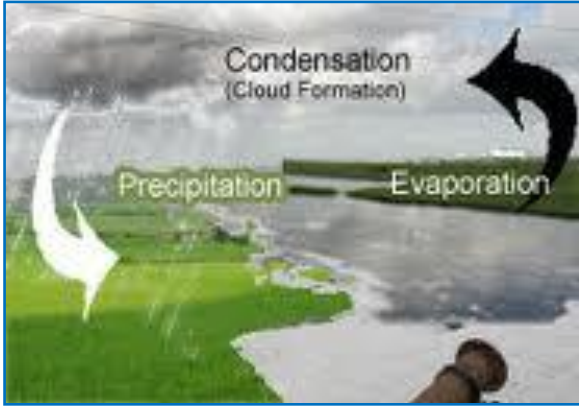
We all learned a lot from that article. Eduardo said he was worried about the way we pollute and destroy our planet. He added that we should use the monthly project to inform our classmates on ways in which we can help to save the environment. In this way we “kill two birds with one stone,” he said. “We not only do the assignment, but also make them aware of ecological problems.”

Even though Eduardo’s article was very impressive we had to give a chance to the other members of the team. Diana took a folder out of her schoolbag with an article from a newspaper. She said yesterday she ran out of electricity, so she wasn’t able to use the Internet. Her father gave her a newspaper and she chose an article from it. Here you can see it.

**The Newspaper for the Classroom**

<p style="text-align: center;"><b>Issue 61 October/November 2011</b></p> <p>www.newspaper.classroom.news</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Giant tree p. 5</p> </div> <div style="text-align: center;">  <p>Dead rhino p. 9</p> </div> <div style="text-align: center;">  <p>Polluted river p. 16</p> </div> </div> <p style="text-align: center;"><b>The Newspaper for the Classroom</b> <i>Today’ readers, tomorrow’s learners</i></p> 	<p style="text-align: center;"><b>Issue 61</b></p> <p>The October/November 2011 issue of <i>The Newspaper for the Classroom</i> was published on October 23rd.</p> <p>What Is Water Recycling?</p> <p>Recycle: <i>verb</i> 1.a. To recover useful materials from garbage or waste, b. To extract and reuse.</p> <p>While recycling is a term generally applied to aluminum cans, glass bottles, and newspapers, water can be recycled as well.</p> <p>Water recycling is reusing treated wastewater for beneficial purposes such as agricultural and landscape irrigation, industrial processes, toilet flushing, and replenishing a ground water basin. Water recycling offers resource and financial savings.</p> <p>Wastewater treatment can be tailored to meet the water quality requirements for planned reuse. Recycled water for landscape irrigation requires less treatment than recycled water for drinking water.</p> <p>No documented cases of human health problems have been reported due to contact with recycled water that has been treated to standards, criteria, and regulations. <i>continues on page 17</i></p>
---	--





Water is sometimes recycled and reused on site, for example, when an industrial facility recycles water used for cooling processes. A common type of recycled water is water that has been reclaimed from municipal wastewater, or sewage. The term water recycling is generally used synonymously with water reclamation.

Another type of recycled water is “gray water.” Gray water is reusable wastewater from residential, commercial, and industrial bathroom sinks, bath tub shower drains, and clothes washing equipment drains. Gray water is reused on site, typically for landscape irrigation. Use of non-toxic and low-sodium (no added sodium or substances that are naturally high in sodium) soap and personal care products is required to protect vegetation when reusing gray water for irrigation.

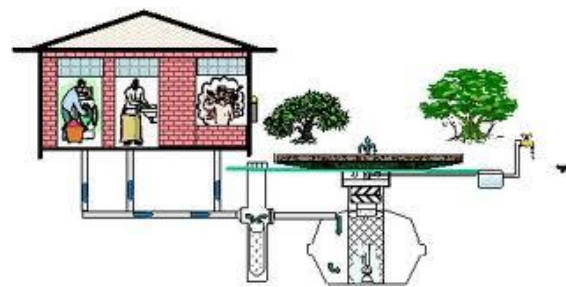
The National Science Foundation (NSF) has established a wastewater treatment task group for onsite residential and commercial gray water treatment systems.

**Natural and Planned**

Through the natural water cycle, the earth has recycled and reused water for millions of years. Water recycling, though, generally refers to projects that use technology to speed up these natural processes. Water recycling is often characterized as “unplanned” or “planned.”

A common example of **unplanned water recycling** occurs when cities draw their water supplies from rivers, such as the Colorado River and the Mississippi River, that receive wastewater discharges upstream from those cities. Water from these rivers has been reused, treated, and piped into the water supply a number of times before the last downstream user withdraws the water. Planned projects are those that are developed with the goal of beneficially reusing a recycled water supply.

*(adapted from EPA, United States Environmental Protection Agency, 2011).*



Diana’s article was really interesting too. “Water reuse” is another way in which we can help our environment. But that wasn’t all. Victor’s article was also great. Let’s look at it.

Issue 21

In the future, solar energy will play a major role in powering our lives. Presently, solar power plants are gaining a foothold in utility-scale power generation.

Solar power plants can produce energy in two ways.

- Solar thermal power plants - In this set-up, solar energy heats a transfer fluid, which is used to heat water. That water creates steam to spin a turbine that can then produce electricity.
- Solar photovoltaic (PV) plants - PV plants utilize solar power panels to convert solar radiation directly into electricity.

The solar energy is a highly accessible energy source today that can be implanted close to residences, industries, building, or on a ground site designed just for that. Moreover, the sun is FREE!! You just need to pay for the installation, then afterward all the energy you get is free of charge. Also, you contribute to make a more green environment, you reduce the other energy sources that produce greenhouse gases like oil, coal, and gasoline.

Issue 21 November 2011



Flood  
p. 5

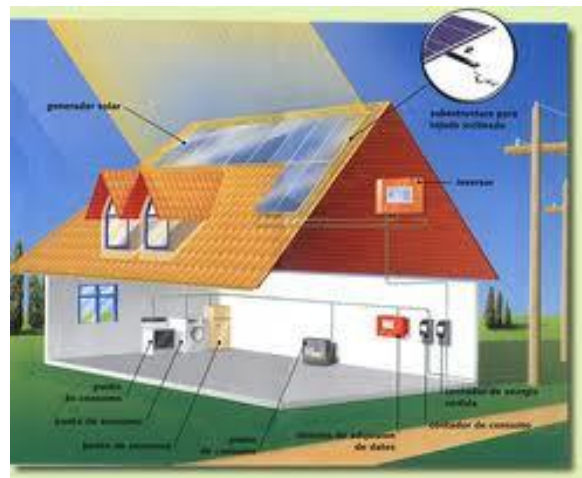


Ana Guevara  
p. 13



Education  
p. 10

## Newspaper for Kids



I think we were all worried about the environment. All my friends' articles were about ways to protect the planet. And mine was too. What a coincidence, that's why we are friends. Well, this is my article, from a Canadian magazine for kids.

## The Little Journal Science Section

### What is a tree?

Trees are an important part of our daily lives. They absorb carbon dioxide (a greenhouse gas) and give us oxygen to breathe. Trees make our environment beautiful with their different colours, flowers and shapes and they provide us with shade and relief from the sun's heat and harmful rays. Trees help absorb the rain and help stabilize the weather. Trees are very important to us!



### Benefits from trees

**Produce oxygen and absorb carbon dioxide.** Trees are necessary for our survival. Through photosynthesis trees produce the gas that we cannot live without: oxygen (O<sub>2</sub>). As we breathe in, our bodies take in oxygen and, when we breathe out, we release carbon dioxide (CO<sub>2</sub>). Trees do the opposite. They take in CO<sub>2</sub> and release O<sub>2</sub>. This cleans the air by removing harmful CO<sub>2</sub> so that people and animals can breathe.

### What is a forest?

A forest is a highly complex, constantly changing environment made up of a variety of living things like wildlife, trees, shrubs, wildflowers, ferns, mosses, lichens, fungi and microscopic soil organisms, and non-living things like water, nutrients, rocks, sunlight and air. Trees are the biggest part of this complex community.



There are many different kinds of forest around the world—tropical rain forests, temperate rain forests, boreal forests, mangrove forests, Carolinian forests... to name but a few. In Canada, we have eight different forest regions, the Boreal, Subalpine, Montane, Coast, Columbia, Deciduous (Carolinian), Great Lakes/St. Lawrence and Acadian forest regions.

That's a lot of fresh air! On average, a broad-leaved tree will absorb about 10 kg of CO<sub>2</sub> per year.

### Moderate temperature and rainfall



Trees help cool the earth's temperature.

Trees are like natural air conditioners and water pumps. They cool the earth by giving shade and recycling water. By cooling the air and ground around them, the shade from trees helps cool the earth's temperature overall. Trees also help moderate the earth's rainfall, which also helps keep the temperature cooler.

If you are at the beach and you come out of the water in a wet bathing suit and lay in the sun, the sun's heat removes the water from your bathing suit and soon you are dry. This is called evaporation: when water is removed by heat.

Forests help to make sure we get rain. Trees absorb a lot of water from the soil for nourishment. Later, when the sun shines on the trees, water is released from the leaves and absorbed back into the atmosphere—just like the water that is absorbed from our bathing suits. When the sun's energy removes water from the earth's surface, the water collects into clouds, and when the clouds are heavy with water they release rain back to the earth.



### Provide food, medicine, shelter and warmth

Every day we use or eat something that has come from a tree. Think about the paper we write on, the pencils we use and the furniture we sit on—they all came from trees. The uses of wood are virtually endless. In addition to being processed into products, trees are also cut down so their wood can be used as fuel to cook food and heat homes.



## Threats to our forests

### Deforestation



### Results of deforestation

Forests are cleared all around the world for a number of reasons, including:

- Harvesting of timber to produce wood and paper products
- Clearing land for farms, cash-crop plantations, and cattle ranching
- Clearing land for urban development, including homes and roads.

Forests are also being destroyed by acid rain resulting from our pollution-causing activities and through the introduction of disease and invasive species. Deforestation is a very real environmental threat. Our former vast forests are disappearing. All around the world, trees are being cut down too quickly for the Earth to regenerate new forests.

## What we can do?

Fortunately, **there are things that every one of us can do!** Planting trees is an easy way to help. Ask your parents if you can plant some in your yard or ask your teacher if your class can plant some trees in your schoolyard. It is important that everyone knows about forest issues. Tell your parents what you learned. Maybe you could even talk to your class about it. The more people that know, the more changes we can make!



We can also live in a way that creates zero waste at school, home and in our everyday lives. When we do this, we can help prevent deforestation, species loss, pollution and other environmental problems. We just need to remember and practice the 3 Rs: *Reduce, Reuse and Recycle.* (from Earth Day Canada. Ecokids).

The articles we found were really amazing, so we decided to include them all. Now we have to identify a common topic in the articles we brought. Then we have to write an opinion about each piece of news based on the model the teacher gave us. After that, we summarize the news content, and decide the format for our news report. We'll then make a final version of the graphic and textual information. After we're done we'll put it up on the bulletin board.

**Comprehension Check**

➤ **Circle “T” for True, or “F” for False.**

• To start a news report first you have to summarize the information.	T	F
• You can post up the news report on a bulletin board when it is done.	T	F
• To write a news report you have to look for an article you are interested in.	T	F
• To write a news report you do not have to identify a topic.	T	F
• To write a news report you have to write an opinion about the news	T	F

➤ **Why do you think the author wrote this story? Underline the correct answer.**

- to convince children to save the environment
- to inform children about how to make a News Report
- to teach children important facts about our environment

➤ **Circle the correct answer.**

Who is the narrator of this story?

- a. Diana                      b. Víctor                      c. Óscar

Who are Óscar’s friends?

- a. the teacher                      b. Diana and Eduardo                      c. Diana, Eduardo, and Víctor

Why does Óscar like his school?

- a. because it is huge                      b. because he has many friends there                      c. because it is beautiful

What did Óscar think was the most interesting piece of news?

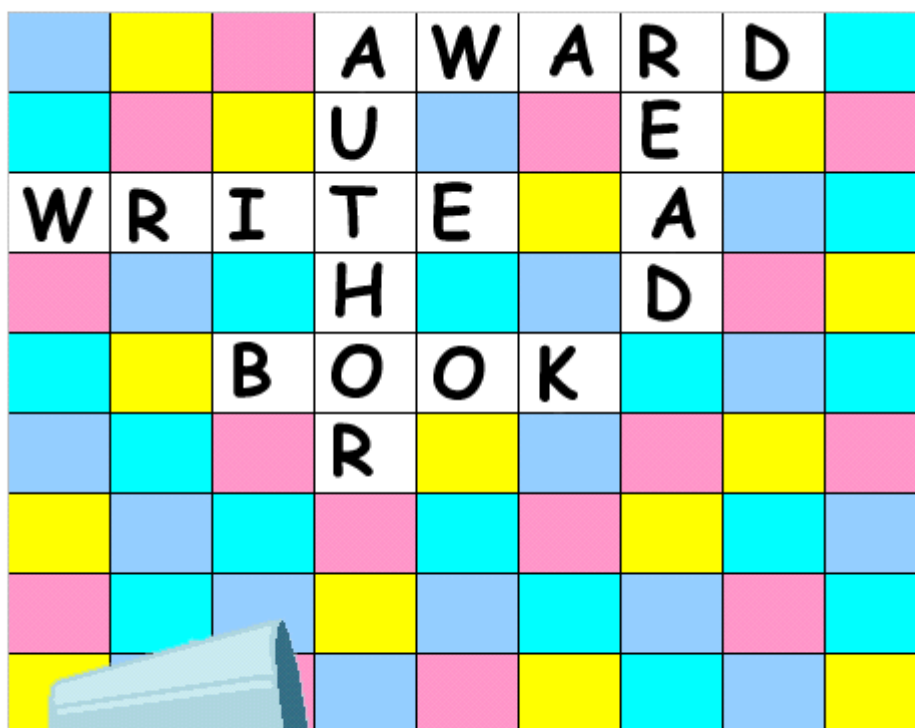
- a. Óscar’s                      b. Diana and Eduardo’s                      c. all of them

### Unit 3

## A Word Game Contest

### Achievements

- Reads a list of previously selected words aloud.
- Spells words with different numbers of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress on different types of words while listening.
- Spells, pronounces, and stresses previously selected words.



Story 3

Word Game Contest



*I'm very upset... tomorrow we have English classes and I don't really like the class. Oh! Oh! Here comes my cousin Edsel. He lives in the United States, but he is spending his vacation here in Mexico, and I don't like him either. I think he's kind of arrogant and audacious. He thinks he knows everything. I don't like that kind of person. Oh Oh! Here comes!*

Edsel: Hello Rebeca. What's up? You look a little upset. What's the matter?

Rebeca: Hi Edsel. Yes, I am very upset. Tomorrow I have my English class and I don't like it.

Edsel: Why?

Rebeca: Well, for many reasons. English is very difficult because you say everything backwards. I can't say what I want to, my partners laugh when I say something wrong, the pronunciation is very complicated, and you can't use the language to play.

Edsel: What do you mean by "play?"

Rebeca: English does not have what we call "word games."

Edsel: Of course it does!

Rebeca: Really? Can you tell me one?

Edsel: Not just one. There are lots of word games I can describe you some of them. Come, sit with me at the table and we can play them all.

Rebeca: If you say so. Well... let me see.... Why not? Let's go.





Edsel: First of all Rebe, do you know what a word game is?

Rebeca: [piensa] *He's arrogant and audacious.* [dice] Of course I know what a word game is! The teacher explained that word games are kind of like puzzles that test your skill with the language. You learn and have fun. They can be board games for spelling, getting more vocabulary, or knowing when to use the right words. [piensa] *Wow! At least I remember what the teacher said. I don't want him to treat me like I'm ignorant.*

*skill: ability, capacity*

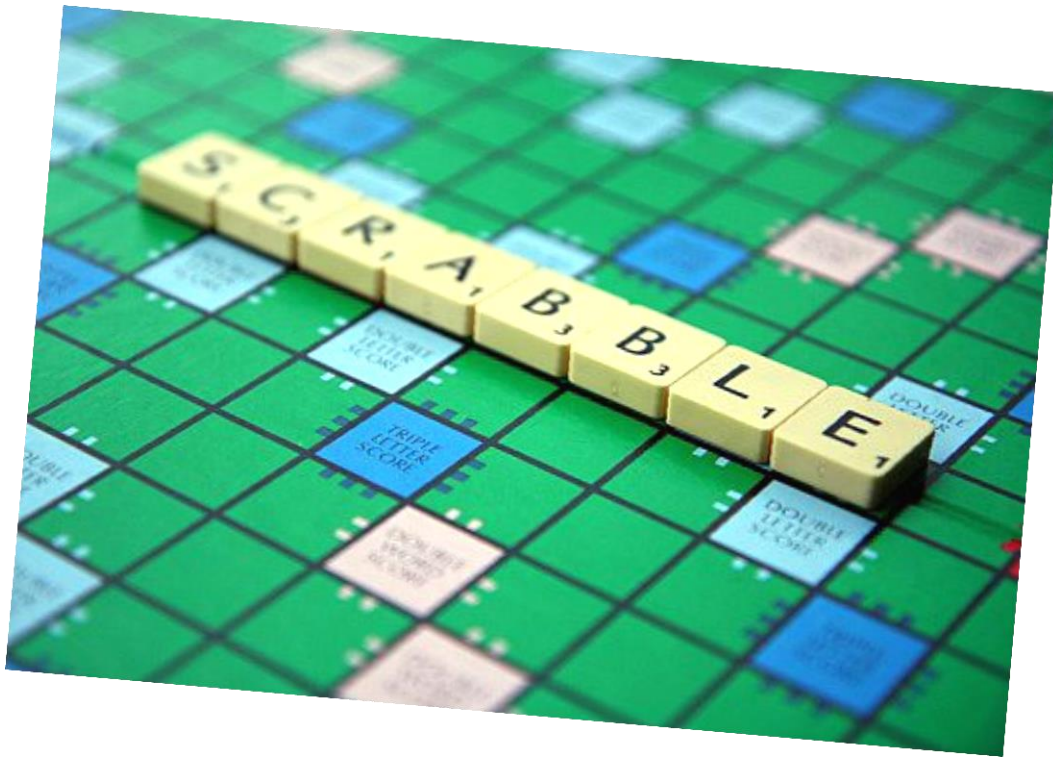
Edsel: Wow! You really know what a *word game* is! I'm so proud of you! We use them a lot at school to learn words and write sentences, and to study math, science, chemistry, and arts. Well, why don't we start by playing *Scrabble*?

Rebeca: Scrabble? What is that? How do you play it?

Edsel: *Scrabble* is a word game with two to four players. They score points by making words with letters on little tiles. The game board has 15 squares on a side. You can make words across and down, like a crossword puzzle does. Each little tile has a number in the right corner that tells you the number of points that letter gets. To start, each player takes seven tiles. They use the tiles to form words. And there are *blank tiles* you can use like a wild card for any letter you want. If you can't make a word with the tiles you have, you have to take more tiles until you can make one. The player who runs out of the tiles first wins.

*on a side: on every side*

*tile: small, flat, square of a hard substance, especially ceramic*



After the winner goes out, the rest of the players sum up the numbers on their tiles and write down the total. They play again and again as many times as they want, and the final winner is the player with the most points.

Rebeca: Well, well, now that you tell me how the game works, I remember I've seen it many times in the toy store, but I have never played it. It would be a nice idea to buy one.

Edsel: You don't need to buy it. We can make one with old stuff around the house. The reason to play it is to learn and to have fun. You don't need to spend a lot of money to have a good time. Besides, remember the meaning of "recycle," we can do at least a little to protect our environment.

*stuff*: things in general, (always in singular)

Rebeca: [piensa] *Here he goes!* [dice] Well, whatever. Can you tell about some other games?

Edsel: Once I played a game I really liked called *Alpha Blitz*. There's a bank of letters to play with. You use the letters to make words, but you can use each letter as many times as you like. For instance, if you have an N, a D, and an E you can make *den*, and the name *Ned*, and *need*, and *needed*.

*blitz*: sudden, surprise attack

To play *Alpha Blitz* you need to make 98 alphabet cards and 10 *blitz cards*, which are cards with lightning bolts that destroy words from other players.





Rebeca: It sounds interesting, but I don't quite understand it. Tell me more about it!

Edsel: Please let me finish! Players try to form very long words. When you make a word you get a point. If you form the longest word on the table you get an extra point for each additional letter. If you form a word with difficult letters like J, Q, X, and Z you get another extra point. The game is over when there are only two letter piles left. What's fun is to make the longest words.

*pile*: stack of things on top of each other

There is another option to play the game, called *Blitz*. *Blitz* is played in rounds, where everybody plays at the same time. Each player has two letter piles. The first player to call out a word gets one point (plus bonuses for those letters with red borders), and then is out. The next player who calls out a word must make it at least one letter longer than the previous one, and gets 2 points (plus bonuses). The next player must make a longer word, and so on. The last player in a round to make a word gets another bonus point, so sometimes players hold back until the last possible instant to call out their words. Once a player blitzes both of his or her letter piles, the game ends and the highest scoring player wins.

Rebeca: I've never heard of that game before. Maybe we should try it someday.

Edsel: Yes, I'm sure we'd have a great time drawing our own *alpha cards* and *blitz cards*.

Rebeca: Do we really have to make them? Well... tell more about some other games please.

Edsel: Of course. There is another game called *Charades*. You can play this game everywhere and anywhere.

Rebeca: How come? Tell me more about it.

Edsel: Be patient Rebeca, I'll tell you more about it. This game can be played with friends or with the family. Everyone enjoys it, children and adults. You can even play it with your parents or grandparents.

Rebeca: I don't think our parents or grandparents would enjoy playing with us. Come on Edsel, don't talk nonsense.

Edsel: Remember Rebeca, listen before making a judgment. As my grandma says...

Rebeca: [piensa] *Here he goes again. Think, Rebeca think! Say something to stop him from going on!* [dice] Yeah! Maybe you're right. I'm anxious to know more about it. Please don't waste my time. Tell me more about the game.

waste: spend or destroy something irresponsibly

Edsel: Oh, yes, yes. What game?

Rebeca: *Charades!* Cousin, *Charades!*

Edsel: Oh, of course I knew what we were talking about. Like I said before, Charades is a game you can play everywhere, anytime with everybody. You only need to write words or phrases on cards and then act them out in pantomime, that is, you can't talk or make any sounds. The phrases written on the cards can also be titles from movies, books, or songs.

I've got this cartoon, if you want to see it.





Rebeca: Before you continue let me tell you something. I think...

Edsel: Please don't interrupt. Now I've got a clear idea of what the game's about. If I forget something you're going to misunderstand. You don't want that to happen? Do you?

Rebeca: No, no. You're sometimes very...

Edsel: What?

Rebeca: Just go on!

Edsel: O.K. As you wish! To start playing this game you form two teams. Each team writes their own phrases or words on the cards. The phrases or words have to be difficult so the other team can't guess them too easy. You set a time limit. A person from each team acts out the word or phrase and the rest of the team tries to guess it before the time limit. Then it's the other team's turn. All the members of the team have to act out the words or phrases. The team with the most guesses is wins.

Rebeca: I know what you are talking about. I've played that many times. We call it *Caras y Gestos*.

Edsel: "*Caras y Gestos*?"

Rebeca: Yes, *Caras y Gestos*. We played it at Christmas last time you were here. Don't you remember?

Edsel: Hmm... I remember now! You're right. And we played it with the whole family. It was fun with everybody.

Rebeca: This time you're right. We had plenty of fun when we played the game. I can still remember how everybody laughed until after dinner was over.

<p><i>plenty</i>: a great amount, a satisfying quantity</p>
---

Edsel: What do you mean "this time"? I'm always correct.

Rebeca: Yes Edsel. Yes...you're always right... At least that's what you think.



Edsel: Of course I'm always right. Do you want to hear more about word games? Or have you decided to start making your own?

Rebeca: No, no I haven't decided yet. Tell more about other games.

Edsel: That's right. We can never miss *crossword puzzles*.

Rebeca: *Crossword puzzles*! I like them a lot! Do you also play them?

Edsel: Of course we do! Now you are the one saying nonsense!

*nonsense*: foolish, absurd words and ideas

Rebeca: I 'm sorry. Tell me, what kind of *crossword puzzles* do you play? Maybe they're like the ones we play here in our country.

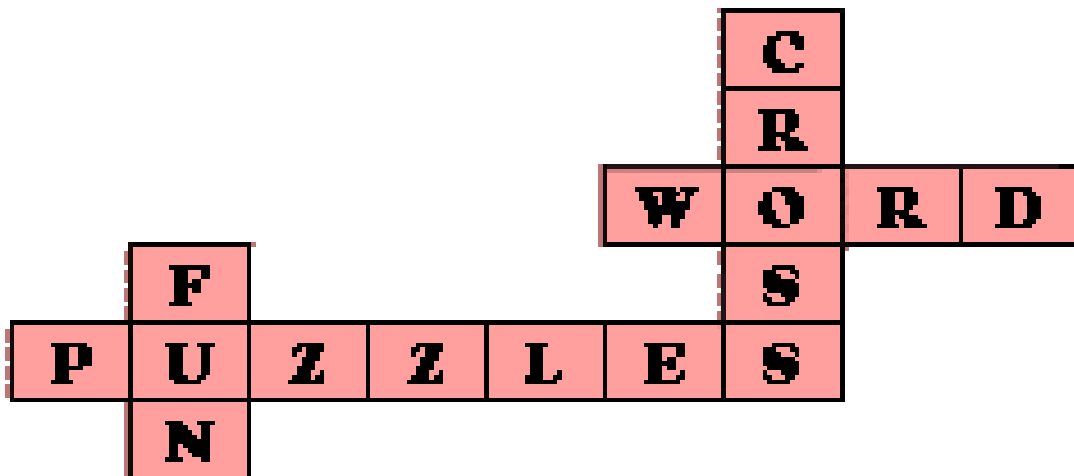
Edsel: There are different kinds of crossword puzzles. The ones I like the best are those where you have to find or guess words from their meaning, or from the clues or hints you have in the information given.

*clue*: piece of evidence that is small, but key to understanding

Rebeca: Are those the ones in which you have to fit words into a box of black and white squares?

Edson: Yes, the common ones come in black and white squares, but you can find them in diverse colors. Especially when you create them, original and inventive crossword puzzles are the best. There are lots of websites to make crosswords automatically, you just type the words and they arrange the puzzle for you. The letters fit into the squares to make words in across and down position. Sometimes words interlock with each other. There are different levels of difficulty in the crosswords, depending on what they are going to be used for and who they are focused for.

Rebeca: Good! I don't want to insult you, but I was really surprised English speakers also use crossword puzzles to play and to learn new things.



Edsel: I know and let me tell you something else I learned in school. The first crossword appeared in England in the 1800s. It was a children's game played by arranging a series of words with the same letters horizontally and vertically. And then the modern crossword puzzle was created in the United States. It was in the Sunday supplement to the *New York World*, a newspaper, in December 1913.(Oracle Think Quest)

Rebeca: Wow! There's no doubt you learn something new every day.

Edson: We can start right now thinking about questions and incomplete sentences to lay out our own crossword puzzles.

*lay out: design on a flat surface*

Rebeca: No, right now I'm interested in knowing more about word games. I want to know if they are similar or different from the ones I play with my friends. Please cousin, I want to hear more. Go on!

Edson: O.K. We can spend all the afternoon talking about word games. I don't have anything else to do. There's another game called *Telephone*. It's very easy. Like in *Charades* it can be played anywhere, everywhere with anyone. The only requirement is that it needs at least four players. The more players the funnier it gets.





To start playing the game players make a row or a semi-circle. One of the players at the one end of the line starts. That player whispers a phrase on the next player's ear, something like, "Apples are red, oranges are yellow, if you want to be my friend, just say hello!"

The second player in the line whispers the sentence to the third player, the third player to the fourth and so on until it goes to the last player at the other end. If one of the players doesn't understand the phrase, he or she can whisper "operator" back to the person before to hear the phrase again.

The last player says the sentence aloud, so everybody can hear it. This game is very funny because most of the time the sentences at the end is totally different from the first one. You laugh a lot at the nonsense people say.

Rebeca: We also play this game here in Mexico. It is called *El Telefono Descompuesto*. The only difference is that players are not allowed to ask for the sentence to be repeated.

This game also gives us the opportunity to realize how we change the information we hear when we repeat it later, even only a few seconds later. That's why we should be careful when someone tells you what somebody else said.





Edsel: Well Rebeca I've told you about many games. Have you decided what to play?

Rebeca: Not yet. Just one more please. It's the last one, I promise. Then I'll choose what to play.

Edsel: Is that a promise?

Rebeca: I give you my word!

*give my word: make a promise*

Edsel: Well then I am going to talk about a game I'm sure you've played or at least heard about.

Rebeca: I'm all ears.

Edsel: This game is called *Hangman*. All you need is a pencil and piece of paper. You can also play it using a board and markers.

Before starting to play, draw a hanging platform, like the wooden poles with a rope at the end we see in cartoons and cowboy movies where people are going to be hung.

*rope: long, thick string to tie things*



You also need to write all the letters of the alphabet on a line. To start playing the game, divide the players into two teams. The game can be played by just two players or more. If there are more than two players, they wait for their turn.

In your turn you think of a secret word, count the number of letters in that word, and draw a line for each letter. For example, if the secret word is "giraffe," the player must draw seven little lines \_\_\_\_\_.

The other team says a letter from the alphabet. If they guess the letter, the first player crosses that letter out from the alphabet and writes it in its place. The best strategy is to start with vowels, especially A, E, and I, so usually someone says the letter A. So the first team must write \_\_\_ a \_\_\_.

When the opponents guess right they get another turn, and so can continue guessing until they discover the whole word. They win and the first team loses. But when the opponents guess a letter that isn't part of the secret word, the first team draws a head in the hanging rope. Every time the opponents guess wrong, the first team player draws another part of the body until it is complete. When this happens, the first team wins.

The game can be played as many times as the participants want to. If they decide to play a series, then they must record how many times each team has won so they don't forget later.

I think that's it. What do you think? Have you ever played it before?

Rebeca: I sure have played it before. We call it Ahorcado in Spanish. I play it a lot with my friends at school at recess. We really like to play this game because we don't have to prepare any materials and everybody can join in. When we play, we decide how many parts the body is going to have before playing, so we don't argue about it later on. We sometimes select categories, like words about foods, animals, adjectives, verbs, countries, names of famous people, or singers, whatever. It can also be played with two or three words or with whole sentences, for example movie names, the titles of books, or even riddles.

*recess: a break, especially in elementary school*



Edson: You promised to choose. Do you remember?

Rebeca: Of course I remember, and I've made my decision. We aren't going to play any of the games you said. We're going to play something new.

Edson: Play something new? What do you mean? Please don't tell me you want to play some video game or go to the store and buy one!

Rebeca: Who do you think I am? The most important thing about playing games is to have fun doing activities where we learn something new. And NEW is the secret word!

Edsel: I still don't understand. Could you be more specific?

Rebeca: Sure! We aren't going to play any of the games you mentioned before because we're going to invent a new one!

Edson: Invent a new one!? That is not going to be easy!

Rebeca: I know, but like you said before it's very important to use your imagination, be original, and be creative.

Edson: Did I say that?

Rebeca: Well, nobody knows for sure. Remember that we shouldn't trust what somebody says about what other people said!

Anyway, I'm going to suggest to my friends and my teacher we play word games in English. I think it's a good idea to learn, and most importantly to enjoy the class.

Edson: Hands to work!

Rebeca: [piensa] *After all, I think I can enjoy English class, and even my egghead cousin when he's on vacation too!*

<i>egghead</i> : excessively intellectual
---



**Comprehension Check**

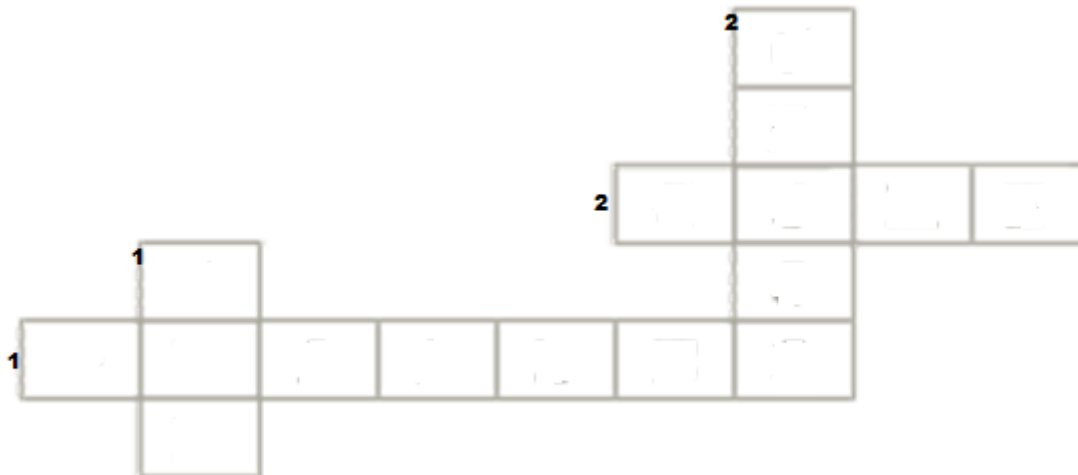
➤ **Circle “T” for True, or “F” for False.**

• Rebeca’s cousin is working in Mexico.	T	F
• Rebeca enjoys English class a lot.	T	F
• Rebeca and Edsel decided to play Telephone at the end.	T	F
• Rebeca loves that her cousin stays at her house.	T	F
• Edsel is a very shy person.	T	F

➤ **Why do you think the author wrote this story? Underline the correct answer.**

- to sell word games
- to inform children how word games are useful to learn new things
- to teach children important facts about word games

➤ **Answer.**



Across

- 1. Word games are kind of \_\_\_\_\_.
- 2. A \_\_\_\_\_ is an activity people enjoy.

Down

- 1. Opposite of *lose*.
- 2. You use \_\_\_\_\_ to form words when playing *Scrabble*.

## Unit 4

### Make a Letter of Invitation

#### Achievements

- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of an invitation letter.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Make sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.



## Story 4

### I'm Going to Have a Party!



Hello! My name is David and I'm very excited because I'm going to have a party next month. My parents asked me to prepare the invitations for my birthday party. The first thing I'm going to do is to search the web to see how to write them. I want them to be original and special, and also I want them to have all the information they require to be understood and clear for my guests. I would like for everybody I invite to come.

Let's see. Oh here I found a web site with information on how to write invitations. It's called About.com Entertaining, the article is called The Party Invitation - How to Write an Invitation, and the web site is <http://entertaining.about.com/cs/appetizerrecipes/ht/writeinvite.htm>. Let's have a look at it!

1. The first thing you should put in your invitation are the names of the party hosts or sponsoring organization.
2. Your invitation wording should include the type of event (birthday party, business networking meeting, etc.) to which your guest is being invited.
3. The next item you should write on your invitation is the place where the event will be held. If your guests aren't familiar with the party location, include directions in the envelope with the invitation.
4. Clearly write the date of your party, including date and day of the week.

5. Your invitation also needs to tell your guests what time to arrive and approximate or definite length of your party if there will be a specific end time.
6. You'll want to ask your guests to RSVP to your event, in order to let you know if they will be attending. Give them a date by which you'll need a response. Also include with your invitation information telling them how to RSVP. This might be a phone number, email address, or response card.
7. If there will be a question regarding how guests should dress for your party, be sure to let them know. Is it a black tie party? Should they come in dressy business attire? Are bathing suits the only garments necessary?
8. Provide a rain date if you're planning a party outdoors and don't have an indoor backup plan in case of bad weather.
9. Be specific about who is invited, whether addressee only, with guest, or with spouse and children.

**Tips:**

1. Always send written invitations for formal events such as business gatherings, formal dinners, and special occasions like showers, weddings or events honoring someone.
2. If guests are not from your local area, include a map to the location of your event.
3. Send invitations anywhere from 8-2 weeks in advance depending on the formality of the occasion. Weddings require the longest lead-time; casual dinners and brunches require the least. (((Aquí termina la cita)))







What do you think? I learned a lot from it. There's only one problem. I don't know what "RSVP" means. I'm going to keep looking on the web to find out what it means. Let's see, let's see. There's a lot of information, and lots of titles. Sometimes it's difficult to find what you're looking for... Oh! Here's another article that explains how to write an invitation letter. Would you like to see it? Yes? Me too! I really like to learn new things! This site is called Write Express and the article's title is Invitation Letters. The web site is <http://www.writeexpress.com/invitation.htm>

## **Invitation Letters**

### **How to write an invitation letter:**

The tone of an invitation should be always positive, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly.

Extend the invitation, naming the event and including the date, time, and place. If the event has a special purpose, such as honoring someone or celebrating an anniversary, state this.

Indicate if a gift is not expected if the event is a retirement, an anniversary, or a reception. If a gift is welcome, it is usually best to say nothing, except in the case of bridal or baby showers.

Indicate the appropriate dress, if there is any reason for question. Express anticipation. Ask for a response by a specific date. Try to send your invitation letter two weeks or more in advance. Be sure your invitation letter includes:

- The name of the person sponsoring the event (who is the host/hostess?)
- Exactly who is invited (can someone bring a guest, spouse, child?)
- What type of social event is being held
- The date, address, and time of the event
- Directions or a simple map if the location may be difficult to find
- What type of dress is appropriate or preferred
- The phone number and deadline to reply; precede these facts with “RSVP” (French abbreviation for “please reply”).

If you must decline to accept an offer, invitation, or gift, you should:

- Be gracious, whatever the reason is that you must decline.
- Thank the person for the invitation, offer, gift, suggestion, etc.
- State clearly that you are unable to accept.
- Briefly state the reason that you are unable to accept, if desired.
- In closing, restate your appreciation for the person’s consideration. (((Aquí termina la cita)))

Now everything is clearer, but I still do not quite understand what “RSVP” means. Yes, I read that it is a French abbreviation to say “please reply,” but is it always necessary to use it? How are people going to respond? Do they have to reply in a written way? Can they answer by phone? Oh! Here’s my dad. I’m going to ask him.



My dad says that invitations and responses can be written or spoken. He says there are formal and informal invitations. Formal invitations are those send by companies or institutions such as the presentation of a new product for sale, a conference or a workshop. Informal invitations are those send by friends or relatives such as a birthday party, a baby shower or a wedding anniversary.

My dad knows lots of things, but he needs to leave the house. He works a lot even on Saturdays. “Good bye daddy! Have a nice day!” Well, I would like to read more about the word RSVP, so I’m going to keep trying at Internet. Mmm! Here it is! Yes! “What RSVP means.” Oh it’s from the same website where I found the first article, About.com Entertaining, the article is called “What RSVP Means” and the web site is <http://entertaining.about.com/cs/etiquette/qt/tip122500.htm>. Let’s read it!

### What RSVP Means

The term RSVP comes from the French expression “répondez s’il vous plait,” meaning “please respond.” If RSVP is written on an invitation it means the invited guest must tell the host *whether or not they plan to attend the party*. It does not mean to respond only if you’re coming, and it does not mean respond only if you’re *not* coming (the expression “regrets only” is reserved for that instance). It means the host needs a definite head count for the planned event, and needs it.



Wow! Now I understand perfectly what RSVP means. When you receive an invitation, you are the guest, and when the invitation has the term RSVP you have to reply because the person who invited you, that is, the host needs to know how many people will attend the party in order to plan the event. There's no doubt we learn something new every day! What about you? Is it clear for you now? Yes? Excellent!

Now that I know exactly how to write my invitation letter I'm going to look for some designs. In this way I can have some ideas to create mine. Let's see, here's one called "Invitationsstyle.style." These invitation cards are beautiful. Here's one for a wedding ceremony. Would you like to see it?



These cards are O.K. I mean, they are nice; the thing is that, well... *I am never going to marry!* I promise! Even though I am never going to marry, I like wedding parties a lot. They are really fun, especially when the bride and the groom stand up on separate chairs. All the single women dance around the bride, making a circle while the groom is holding her veil. They dance and run while pretending to knock the bride to the ground, however they are very gentle and do not really want to do it. The funniest part is the men's turn. They also dance around the groom dancing and running very fast. Most of the time they succeed in knocking him to the ground. Well, O.K. Mmm. Mmm.

Talking again about the invitations we saw before. There was not only an example of an invitation card, but also a respond card and a reception card. You know a wedding ceremony is something very... very special and... formal. Are you going to marry someday? Whew! That's what I thought!

Let's keep trying! I'm going to search in a different web site, here are some games, more games, and they look interesting! Maybe I can play for a while... No, David! Concentrate, you're looking for invitation designs! That's right, here is something.

Oh! This is an invitation for a Christmas party. I love Christmas! Especially when you are with all the family, singing Christmas Carols and enjoying the food! Mmm! Turkey, romeritos, and punch! Yummy, yummy!



I'm sure you love Christmas too, but let's keep trying. I need to find designs for my birthday party. Do you remember? Yes, I know, I know. I'm the one who is distracting you. I'm sorry. By the way, do you know when people start celebrating birthdays? My grandmother once told me that people started celebrating birthdays when the calendar was created. She says that people become more vulnerable to evil spirits on their birthday. That's why people bring presents and stay near the person who is getting older, because in this way they are happy and keep evil away. Yes I know it is only superstition, but it is a humorous story. Don't you think so? Oh, excuse me! The telephone is ringing! I'll answer mom!



David: Hello.

Ashley: Hi David. This is Ashley. I'm calling to invite you to my Halloween party. It's this Friday at seven p.m. in my house. Will you come?

David: Sure. Do you want me to bring something?

Ashley: Well, now that you mention it. Can you bring some plastic plates?

David: Sure. Anything else?

Ashley: Oh, and I need a few bottles of soda please.

David: OK. I'll bring them. See you on Friday.

Ashley: Thank you. See you.

I'm sorry for the interruption but, well, at least it will serve as an example of a spoken invitation. I really want to go to that party. Ashley is my best friend. She's fantastic, and if someday I just have to marry, it would be with... mmm! mmm! Let's go back to our matter. Invitations, invitations, yes!



Here there are invitations for different events. Halloween, a rock concert, a linguistic conference... Wow! This one looks amusing, an invitation to a painting exhibition. It is not an ordinary painting exhibition. It's an exhibition of manga. Let's look at it!

### Manga-inspired photography exhibition opens in Rome

By Nelly Olani  
02 February 12



Photographers John Anders and Gael Lara have collaborated to create a manga-inspired collection of images.

Manga Dreams is an exhibition — at Olani Gallery — that incorporates photography, graphics, digital painting, and calligraphy and explores the concepts of identity, culture, and costume.

The subjects of the photos have been inspired by manga characters, with extreme hair styles and elaborate costumes.

British-born Anders and Colombian Lara have collaborated as the team since 1990.

In a statement, the artists had this to say, "Travelling in this mysterious world, we are left with a question we can no longer answer: Manga is something so divine, artists daydream creating manga; those artists will not exit forever. Will manga succeed?"

The exhibition is at Olani Gallery until 5 March. Check out the gallery above for some of the pieces.

Wow! Wow! Manga really drives me crazy. If only I could be in Italy. Well, maybe someday I could go. Yes, I'm sure I'll be there someday, mean while, mean while... I'm going to look for my invitation party design. Here's another invitation. This is for a graduation ceremony.





It was beautiful. Can you imagine when we finish primary? Then junior high and high school? Yes, I know, I know, there's still a long way to go. Oh! Finally here it is a design for a birthday party invitation! There's not only one. There are lots of them. I need to choose one. Which one? Which one? I like this one, please look at it! It's gorgeous! Wait a minute! Just let me change some information. Please wait, don't be impatient, two more seconds. Here you are!



What do you think? Was it worth the wait? I hope so! Now I have my invitation party ready, so I can start inviting everybody. Would you like to come?

**Comprehension Check**

➤ **Circle “T” for True, or “F” for False.**

• There are three types of invitation: academic, religious, and formal.	T	F
• If the term RSVP is on a letter you do not need to answer.	T	F
• The guest is the person who organizes the party.	T	F
• Wedding ceremonies are a kind of formal event.	T	F
• You do not need to specify the time in a party invitation.	T	F

➤ **Why do you think the author wrote this story? Underline the correct answer.**

- to make a party
- to sell invitation cards
- to inform on how to make an invitation card

➤ **Write numbers from 1 to 6 to order the instructions on how to write an invitation card.**

- Next you should write whether the event has a special or exceptional theme, so the guests know how to dress.
- Ask your guests to RSVP to your event.
- The first thing you should put in your invitation are the names of the party hosts or sponsoring organization.
- Write the date of your party, including date and day of the week.
- Write the type of event.
- The next item you should write on your invitation is the place where the event will take place.

## Unit 5

### Jobs and Occupations

#### Achievements

- Says the names of jobs and occupations.
- Formulates and answers questions about jobs and occupations.
- Read informative texts that describe activities of a job or profession aloud.
- Distinguishes main ideas from supporting ideas in paragraphs.
- Identifies introduction, body, and conclusions.
- Writes information about jobs and occupations.



## Story 4

### Jobs and Occupations

Have you ever thought about what profession you are going to have in the future? One of the most important things you have to take into account when choosing a vocation is enjoying what you do. If you take pleasure in what you do, you are going to perform your job well. Here you have descriptions of some jobs and occupations that could help you to know more about people's lines of work and their characteristics.

#### Arachnologist Job Description

By CodyS, eHow Contributor

[http://www.ehow.com/facts\\_5906683\\_arachnologist-job-description.html](http://www.ehow.com/facts_5906683_arachnologist-job-description.html)

Arachnologists study spider behavior, spider habitats and ecology, collect specimens, teach, and often publish research on arachnids. Arachnologists must generally have a keen interest in animals, and should not mind close contact with spiders. They often must endure long hours outdoors and travel large distances.

*keen*: sharp, intense

Generally, professional arachnologists have university degrees, very frequently advanced degrees. These degrees typically involve concentration in biology, zoology or entomology. Professional arachnologists are employed as freelancers or by universities, museums, zoos, government agencies, and other institutions.



#### Children's Book Illustrator Job Description

By Erin O. Smith, eHow Contributor

[http://www.ehow.com/facts\\_5024671\\_childrens-book-illustrator-job-description.html](http://www.ehow.com/facts_5024671_childrens-book-illustrator-job-description.html)

Children's book illustrators play a significant role in the creative development of children. When kids are first introduced to the wonders of reading, they adore poring over the colorful pictures lining the pages of their storybooks. The work of children's book illustrators leaves a lasting impact on the creativity and imagination of children for the rest of their lives. Illustrators of books for children have a creative task in that they must be able to produce artwork that is appropriate and appealing to a span of young ages and genders.

*pore over*: study intensely

*appeal*: desirable appearance



Authors of children’s books dream up the story and put it into words. Illustrators have the significant task of interpreting the author’s story and making it real in colorful pictures. When offering their illustrations as a guide for little imaginations, illustrators of books for children make it possible for little readers to lose themselves in their favorite stories.

Successful children’s book illustrators have to understand the inner workings of a child’s imagination. Understanding how a story would unfold in the imagination of a child is the sign of a truly

*unfold: grow or develop*

talented children’s book illustrator. Children’s eyes are most commonly drawn to bright colors and familiar images or images of fantasy, depending on the story. A children’s book illustrator needs the ability to capture these elements.



### What Does a Day’s Work Consist of on a Cocoa Farm?

By Kylie Lemon, eHow Contributor  
[http://www.ehow.com/facts\\_7370559\\_day\\_s-work-consist-cocoa-farm\\_.html](http://www.ehow.com/facts_7370559_day_s-work-consist-cocoa-farm_.html)

Cocoa trees are native to tropical forests of central and South America, but are cultivated in Asia and Africa as well. Cocoa is a cash crop that is in constant demand and 75 percent of the world’s

*cash crop: planted and harvested in 1 year*

cocoa is grown in West Africa. Child labor plays a role in cocoa production, with reports in Ghana and Cote d’Ivoire of children being injured while performing unsafe tasks in cocoa farming.

*ripe: mature plant*

On small, family owned farms in Ghana, Nigeria, and Cote d’Ivoire, the whole family will help out as well as neighbors and friends. The ripe pods are collected from the trees with the aid of knives that are attached to long poles. Workers must be careful not to destroy the flowers that will form new pods.

*pod: part of plant that carries seeds*



Workers collect cocoa pods in baskets which they balance on top of their heads. The pods are then opened individually by hand and the beans are taken out. There are about 30 beans in a cocoa pod and each bean is slightly less than an inch in length.



There are different methods for fermentation. Workers on farms in Cote d'Ivoire and Ghana use the heap method, in which piles of wet cocoa beans are placed on leaves and then covered with more leaves. Workers have to turn the beans regularly to make sure that the fermentation process is taking place evenly. In Malaysia and the West Indies, wooden boxes are used with holes at the bottom allow for drainage, while in Nigeria

*fermentation*: process where sugar becomes alcohol

*lined*: cover a container on the inside

fermentation takes place in leaf-lined baskets that are also covered with leaves. Once the

beans are fermented, workers need to dry the beans by spreading them out on mats in the sun. After drying is completed, the beans are placed into bags and sold on to manufacturers who process the beans into chocolate.



### Job Description for a Groundskeeper for a Baseball Field

By Carolyn Green, eHow Contributor  
updated October 09, 2011

*adapted from:* [http://www.ehow.com/info\\_12132086\\_job-description-groundskeeper-baseball-field.html](http://www.ehow.com/info_12132086_job-description-groundskeeper-baseball-field.html)

Proper care of a baseball field requires maintenance done on a daily, weekly, monthly, and annual basis. The groundskeeper is responsible for all aspects of keeping the field in top condition all year long. This involves taking care of both the grass and non-grass areas, including the bases and baseline areas and pitching mound, before each game. The head groundskeeper has a wide range of responsibilities regarding the field, while the assistant groundskeeper helps the head groundskeeper with the daily duties of preparing and maintaining the baseball field.

*maintenance*: routine work to prevent problems

*mound*: little hill



*head*: principle

The head groundskeeper works with management to create a budget and then stays within the budget during the baseball season. Additionally, the head groundskeeper will collaborate with salespeople to replace or purchase new equipment and other necessary items, all within the budget.

*mow*: cut grass very low

Generally, the head groundskeeper hires and trains the staff. Training includes how to use maintenance equipment such as mowers, aerators, and irrigation systems as well as the application of pesticides. Evaluation of the staff is also part of the head groundskeeper's responsibilities.

*aerate*: introduce air

Groundskeepers ensure that the baseball field is always in optimum condition. Work duties include fertilizing, mowing, and regular maintenance of the infield and grass areas of the ballpark. When

using pesticides, herbicides, and fertilizers, all federal, state, and local laws must be adhered to. On game day,

the field must be mowed and ready for use without gouges or holes or any

*gouge*: hole made by sharp

other imperfections that may pose a hazard to the players.

The head groundskeeper is also expected to be able to troubleshoot mechanical problems with equipment such as

tractors and mowers

*troubleshoot*: shoot-for-trouble, or look for the causes of



### Job Description of a Demographer

By Ashley Brown, eHow Contributor

*adapted from:* [http://www.ehow.com/about\\_6574508\\_job-description-demographer.html](http://www.ehow.com/about_6574508_job-description-demographer.html)

Demography is a specialized branch of sociology, and for this reason the study of human behavior is a key component of a demographer's job. A demographer will study population trends, interpret their significance, and more. A demographer is a social scientist who studies the causes and effects of population changes. Population changes of interest to demographers include births, deaths, and population migratory patterns.

*facet*: surface, or aspect

The demographer has a multifaceted role and is

*ascertain*: determine

expected to "ascertain the number of people in a given area, determine what change that

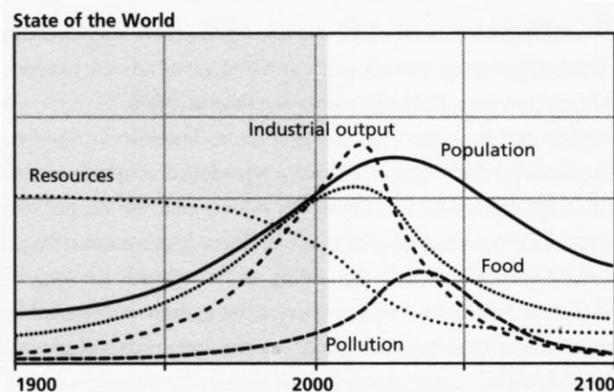
number represents from a previous census, explain the change and estimate the future trends of population changes," according to the Population Association of America.



*estimate*: make an approximate projection

*trend*: direction of change

A demographer's work requires advanced knowledge and skills beyond a bachelor's degree. An advanced degree, either a master's or doctorate, is required to obtain employment. Typical bachelor's degree programs and preparatory coursework that aspiring demographers take before entering an advanced degree program include sociology, psychology, economics, urban planning, and statistics.





## Job Description for an Interpreter & Translator

By Dennis Hartman, eHow Contributor

*adapted from:* [http://www.ehow.com/about\\_6519694\\_job-description-interpreter-translator.html](http://www.ehow.com/about_6519694_job-description-interpreter-translator.html)

Translators and interpreters are essential workers in an increasingly global world. As members of different cultures find more reasons to communicate and transact business with one another, interpreters and translators must transform information from a source language into a target language with a high degree of accuracy.

*source:* place of origin or acquisition

A translator is someone who transfers written words from one language to another. Translators work with novels, plays, technical documents, news articles and personal correspondence.

*target:* destination or goal

Interpreters serve much the same function, but for the spoken word. There are two types of interpreter: simultaneous translators speak alongside the source speaker, putting their words into the source language in real time, while consecutive translators perform an interpretation in the target language only after the speaker has finished.

*alongside:* next to

Most interpreters and translators have a college degree in one or more languages, in addition to fluency in a native language. Even students who speak more than one language in the home generally perform intensive academic study to learn about the structures and nuances of the languages. As part of their undergraduate education, many translation and interpretation students spend at least one year abroad, immersing themselves in the culture and language they plan to work with.



*nuance:* subtle detail in meaning

*undergraduate:* study previous to bachelor's degree

Many translators and interpreters work as freelancers and are self-employed. Organizations like the Translators and Interpreters Guild and the American Translators Association work to unite qualified translators and interpreters with prospective employers. Both interpreters and translators may start out as bilingual secretaries, performing basic administrative duties in both languages to gain experience.

*freelance:* independent

Some translators find work by performing a partial translation of an untranslated book and submitting their work as a sample to the author or publisher in hopes of landing a commission to complete the translation.



*land (a commission or contract):* have good fortune

## Pallbearer Job Description

By CodyS, eHow Contributor  
[http://www.ehow.com/facts\\_5924200\\_pallbearer-job-description.html](http://www.ehow.com/facts_5924200_pallbearer-job-description.html)

The pallbearers are responsible for carrying the casket to whatever location the service requires. Generally, they carry the casket from the hearse into the funeral home or church, and back again to the hearse. If a cemetery burial is part of the service, pallbearers carry the casket from the hearse to the grave.

*bear*: (verb) carry something very heavy (see *pall* below)

*hearse*: limousine for carrying a dead

*funeral home*: building to have a ceremony for a dead person

*burial*: put a dead person in the ground

The number of pallbearers typically varies based on the physical ability of the pallbearers and the weight of the casket. A typical casket weighs around 200 pounds, but some caskets, depending on material and the size of the deceased, can weigh significantly more. Generally, six to eight pallbearers are required.

*the deceased*: polite word for a dead

Usually the family of the deceased nominates pallbearers, and there are not any strict rules governing these selections as long as they are able-bodied. Close family members are typically excluded. The term “pallbearer” derives from the heavy cloth, known as a pall, which is placed over the casket in some religious funerary traditions.



## Physicians and Surgeons Job Description

<http://www.bls.gov/oco/ocos074.htm>  
 Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, ‘Physicians and Surgeons, on the Internet at

*diagnose*: discern cause of a problem

<http://www.bls.gov/oco/ocos074.htm>  
 (visited December 13, 2011).

*prescribe*: (medicine) assign medicine

*Physicians and surgeons* diagnose illnesses and prescribe and administer treatment for people suffering from injury or disease. Physicians examine patients, obtain medical histories, and order, perform, and interpret diagnostic tests. They counsel patients on diet, hygiene, and preventive healthcare.



There are two types of physicians: *M.D. (Medical Doctor)* and *D.O. (Doctor of Osteopathic Medicine)*. M.D.s also are known as *allopathic physicians*. While both M.D.s and D.O.s may use all accepted methods of treatment, including drugs and surgery, D.O.s place special emphasis on the

body's musculoskeletal system, preventive medicine, and holistic patient care. D.O.s are most likely to be primary care specialists although they can be found in all specialties. About half of D.O.s practice general or family medicine, general internal medicine, or general pediatrics.

*holistic*: the entire person

Physicians work in one or more of several specialties, including, but not limited to, anesthesiology, family and general medicine, general internal medicine, general pediatrics, obstetrics and gynecology, psychiatry, and surgery.

*although*: but, or however

The common path to practicing as a physician requires 8 years of education beyond high school and 3 to 8 additional years of internship and residency. Formal education and training requirements for physicians are among the most demanding of any occupation—4 years of undergraduate school, 4 years of medical school, and 3 to 8 years of internship and residency, depending on the specialty selected.

*intern*: work to learn and gain experience



*deadline*: final day for a responsibility

*oversee*: see-over, or be

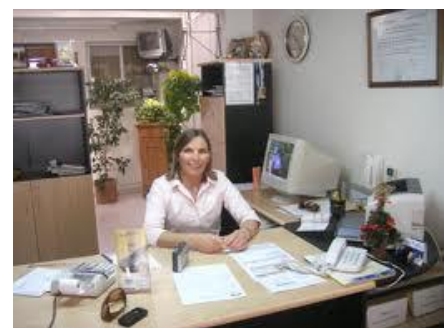
*go over*: review or inspect

*budget*: financial projection

**Accountant Job Description**

*adapted from*: <http://www.jobdescriptions.net/business/accountant/>

Accountants carry the primary responsibility for financial records, making sure the appropriate taxes are paid by federal and state deadlines; oversee efficient use of funds and related tasks. They may work with individuals, major corporations, or small businesses. They will work closely with clients in preparation, explanation, and verification of any financial paperwork, they also help consumers to go over budgeting and to make plans for future investments. Those who work as public accountants may work as a private or business sector and may specialize in tax work or in the handling of client assets. Certified public accountants either work as an independent or may work for a larger accounting firm.



*asset*: property

An accounting career requires a college degree and often the CPA certification

*CPA*: Certified Public

**Job Descriptions for Brick Masons, Block Masons, and Stone Masons**

*mortar*: thick paste that holds

*brick*: block made of clay, typically red and rectangular

*adapted from*: <http://www.jobdescriptions.net/construction/masons/>

Masons are responsible for constructing buildings, floors and walls using stone, block, or brick. When working on a building, brick masons began at a corner section, lay out a section of mortar, and then start setting out a line of bricks. These have to be set with precision and straight, according to the building’s blueprint, using a trowel. If a brick has to be cut to fit, a hammer and chisel or a saw is used to make it the right size. They then complete the work by finishing off the mortar edges.

*trowel*: diamond-shaped tool to spread mortar



**Stone Masons**

Those working as stone masons construct walls, floors, and exteriors on buildings and homes. They work with a variety of natural stone such as granite and limestone, or artificial types stone that are made out of concrete and other materials. The stone mason utilizes specialized tools for cutting and shaping the stone, of which are set in place based on a drawing with numbered positions.

They may also add brackets to the stones, which helps to secure them to each other. Once they have been set, they use a special cleaning solution to make the surface stain free and at its best. These workers also repair structures made of brick or stone, and repair cracks and other imperfections that may appear over time. Block masons, using tools similar to a brick mason, set concrete blocks in place for foundations that will support buildings and residential homes.

*bracket*: L-shape accessory

*set*: firmly placed

Individuals entering this profession must be able to work outdoors in various kinds of weather along with having good strength and endurance. They will face such safety hazards as working at heights and with various tools that may cause injury if safety precautions are not observed. Their normal work week is around 40 hours, but can vary according to the time of year and need for new construction.



*endurance*: last a long time

*hazard*: danger



Training in this field can be either informal or through a formal training program. Informally, the worker can observe a more experienced mason while working, and through on-the-job experience. Technical schools and community colleges often have programs available, while another avenue is through becoming an apprentice. When learning, the individual starts as a mason tender, who helps the mason do his or her work and learns how to set stone, mix and layout mortar, and set brick or block. Other skills they will learn include repairing, pointing, and reporting.

*on-the-job*: while working

*apprentice*: assistant who is learning, and after graduation works for the teacher for many



### Studio Musician Job Description

By James Goux, eHow Contributor  
[http://www.ehow.com/about\\_6551855\\_studio-musician-job-description.html](http://www.ehow.com/about_6551855_studio-musician-job-description.html)

Studio musicians are proficient at least in one musical instrument, and usually will be able to play many other instruments with similar makeups. For example, a guitarist may also be able to play the banjo, mandolin, and sitar in addition to the guitar.



*makeup*: design and construction

*score*: written music, also called *sheet*

*jingle*: small song, especially for a

Studio musicians must be able to read music extremely well. When recording music in a session, very little time is given to memorize or practice the material that is given. While on occasion the music is presented to musicians ahead of time, it is much more common that they will not see it until the day of the recording session. As such, studio musicians will be able to read music as quickly as they are playing it.

*hire: employ*

Music contractors are the key to getting jobs as a studio musician. It is these people who hire all the musicians based on the recording session they are given. They generally keep lists of musicians for all types of instruments, along with notes on which musicians specialize in which genres. Making connections with contractors and maintaining them is key to continuing a career as a studio musician, as each one works with multiple studios and composers.



Good habits are very important. Standard practices that apply to all jobs can be utilized here. Showing up not only on time, but early to allow practice before the session begins, is key. Being late is inexcusable as a studio musician due to the rental times of the studios by the hour. Returning communications quickly is important as well, if a musician does not reply fast enough, the job will be handed off to another musician who is able to return calls faster.

**Job Description of a Web Author**

By Alyssa Guzman, eHow Contributor  
[http://www.ehow.com/about\\_6619831\\_job-description-author.html](http://www.ehow.com/about_6619831_job-description-author.html)

*author:* (verb) to write

Web authors are technical writers and website developers. They plan, research, and author content available on the Internet. Web authors also build websites, produce the required coding language, and develop the site’s layout, look and feel, and user interface. They work for web design companies, information technology consulting firms, media organizations, and the marketing or corporate communications departments of private companies. Web authors are also sometimes called webmasters or site stewards.

*layout:* overall design

*appealing:* (adjective) attractive

Web authors spend a lot of their time writing or refreshing content on the Internet. They present electronic material in an interesting and appealing manner. Web authors search for images and artwork suitable for online audiences. They also work closely with other managers to understand business needs and the company’s vision relative to their website. Web authors also maintain live websites. They manage message boards, respond to inquiries, and install security and anti-virus software to protect the website from IT security threats.



Web authors possess excellent communication skills, both written and oral. Their work demonstrates mastery of grammar, punctuation, and spelling, as well as technical competence in the use of software development tools. They are analytical, know how to express ideas logically and clearly in a manner appropriate for online viewing, and can adjust their writing style to suit the needs of their targeted audience. Web authors often work on a number of tasks simultaneously, so the ability to manage competing priorities and work effectively under pressure is essential.

*competence:* ability, skill, to be competent





**Comprehension Check**

➤ **Circle “T” for True, or “F” for False.**

• Arachnologists study human behavior.	T	F
• Children’s book illustrators write books for kids.	T	F
• Children’s book illustrators interpret the author’s narrative.	T	F
• Children are not allowed to work in cocoa production.	T	F
• Chocolate comes from cocoa.	T	F
• The groundskeeper is not in charge of maintaining the baseball field in top condition.	T	F
• A demographer studies trends of inhabitants.	T	F
• A translator transfers utterances from one language to another.	T	F
• Pallbearers carry all kind of things.	T	F
• Physicians write patients’ stories.	T	F
• There are two kinds of surgeons.	T	F
• Accountants carry taxes.	T	F
• Masons build houses.	T	F
• Studio musicians specialize in a single instrument.	T	F
• Web authors only write articles for the Internet.	T	F

➤ **Why do you think the author wrote these descriptions? Underline the correct answer.**

- to offer a job
- to inform you about the characteristics of jobs
- to report on job opportunities

## Unit 1

### Fantasy Stories and Healthy Food

#### Achievements

- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one's own.



## Story 1

### A Magic Tale!

A month ago my family and I visited my grandparents. They live in a beautiful small town called Coatepec de Harinas. My brother Antonio and I really enjoy being there because we always have lots of fun.

We had unpacked all of our luggage when my grandfather Enrique rang the bell to let us know dinner was ready. It all started when my grandmother Rosa set the table and brought dinner.

“Beans!” shouted my brother. “Grandma, I don’t like beans!” “Come on”, said granny. They are good for your health. Besides, some people don’t have enough for beans. “Come, sit next to me and I will tell you a magic tale...”



### Jack and the Beanstalk

A long time ago in a far away land, lived a poor woman with her only son Jack. They were quite poor. One day the woman found that they had nothing left to eat and no money to buy food. The woman told Jack, who was already feeling hungry to take their cow to the market and sell her. “Make sure you get a good price for her,” she added. Jack went to the field and tied a rope around the cow’s neck and started walking down the road towards the town.

On his way towards the town Jack found a small old man walking besides him. He was looking at the cow very surprisingly. “That’s a nice cow,” said the strange man. “Yes she is,” Jack said. “I am off to the market to sell her.” Listening this, the old man said, “I’ll buy her.” But Jack refused the man and said that he will first go to the market and get the best price he can.

“I’ll give you a good price for her,” the old man said. “How much?” asked Jack. “Seven magic beans,” answered the old man. “No way!” said Jack. “I’ll give you the beans for the cow and life will be different for you,” said the old man. “I am sorry my mother will be very unhappy, if I went back home with a handful of beans. I must sell her at the market,” Jack said. “You will not be successful,” said the old man “But go if you think you’ll get a better price in the market.” Jack reached the market. The market was very busy and crowded that time so Jack stood in the middle shouting that his cow was for sale, but nobody looked at him or his cow.

At the end of the day everyone started packing up so Jack turned toward the cow and said, “Come on, let’s go back home.” Suddenly the old man appeared in front of him and said, “You still have the cow and I still have the magic beans.” Jack stopped and thought about how if the beans were magic they may well change things. “Ok I will take all the beans,” he said. “Wise choice,” said the old man, “and good luck.” “Thank you” replied Jack and headed for home. Now Jack was happy. He wanted to thank the old man again so he turned back, but there was no one behind him.

Jack reached home. He gave the beans to her mother. “Beans!!” shouted his mother. “How will the beans feed us?” “They are magic beans mother,” Jack answered. “Magic beans, how stupid! Oh you silly boy,” his mother said and threw the beans out the window.





They went to bed without eating anything. When Jack woke up the next morning, he saw a very strange thing. A huge green trunk was growing past the window, with enormous leaves. Jack called his mother and shouted, "It's the beans you threw out last night!"

They both looked up and the beanstalk was growing right into the sky, disappearing into the clouds. "I am going to climb it," Jack said. "Oh no! You don't know where it goes," said his mother. "I will find out," Jack said and he began climbing. Jack climbed up and up, so high that he went right through the white clouds.



As the beanstalk finished a path stretched in front of Jack. At a distance he could see a castle. When he reached the castle, he stood in front of the huge gate and pulled the bell. A large woman came out of the gate. "How did you get here?" she asked, and then "come in before my husband arrives." Jack was taken into the kitchen. The table and chair were like mountains to him. "Have some breakfast, you must be hungry," the woman said. Jack ate a plate full of food. Loud steps could be heard suddenly. "That's my husband!" the woman exclaimed. "You must hide or he will eat you!" Jack went behind the gate. "Fee, Fi, Fo, Fum, I smell the blood of an English man! Be he alive or be he dead, I'll grind his bones to make my bread!" the giant shouted as he came into the kitchen. "You are imagining things," his wife said. "There is no English man here. Your breakfast is on the table."

Jack watched the giant as he ate his breakfast. Very often he would stop and sniff, and then carry on eating. When he was full, he called to his wife, “bring my golden hen!” The hen was tiny and sat on the table in front of him. “Lay a golden egg,” said the giant. The hen began to lay eggs and they were golden eggs. Jack was looking all the things from his hiding place. The giant soon began to snore and was fast asleep. Jack jumped and climbed the table, crept past the giant, picked up the hen and ran. He ran fast out of the castle and climbed down the beanstalk. His mother was relieved to see him. Soon the hen started laying golden eggs. Jack became rich. But after a while Jack began to get bored.



One day he said to his mother, “I am going to climb the beanstalk again. “But why?” she asked. Jack answered, “I want to see what else is up there.” And he climbed the beanstalk again. This time when he reached the castle, he hid himself in the drawer. After a while he heard loud footsteps “Fee, Fi, Fo, Fum, I smell the blood of an English man! And this time I will find him!” “I’ll help you,” said his wife, “because that naughty boy took your favourite hen.”



They looked high and low, but could not find Jack. “Don't be upset,” said the giant's wife, “eat your dinner and have a rest.” The giant finished his dinner and called his wife, “Bring my harp so it can sing me to sleep.” His wife brought the harp and the giant stroked the string, the harp began to sing by itself. The giant smiled and yawned and soon went to sleep.

As soon as the giant was fast asleep, Jack jumped out of the drawer and grabbed the harp because he had not seen such a beautiful thing before. “Master-Master!” shouted the harp, “Help me!” Jack started running. The giant got up and ran after Jack. Jack ran as fast as he could and came to the beanstalk. He climbed down as fast as he could.



“Get me the axe, mother!” Jack shouted. His mother took one look up, and ran to fetch the axe. When Jack was on the ground, his mother took the harp and handed him the axe. “Whack-Whack” went the axe cutting the bean stalk, “Fee, Fi, Fo, Fum,” bellowed the giant. Suddenly the whole thing began to fall over. The beanstalk landed with the giant making in huge hole. The giant tumbled down into the hole, never to be seen again. Jack and the beanstalk lived happily ever after with the golden hen and the singing harp. (Fun Activities@Shemrock, 2009)

Read more: <http://www.shemrock.com/jack-and-the-beanstalk.htm#ixzz1at5LlZR3>



My mother Mary said, “Wow!” I had not heard that story since I was a girl mom, It was lovely! “Well honey”, my grandfather said. “I am not a very good story teller, but I am good at poems”. “Let me remember...” “Oh!” “Yes, yes!” “The one about Jack and the Beanstalk!” “Of course, yes, yes... It goes like this.”

### Jack and The Beanstalk



So, Jack goes into town to sell the cow,  
and comes back with some magic beans, somehow!  
Mum chucks ‘em, they grow overnight! Kapow!  
He climbs up to the castle in the air.

He cons the giant's missus for some food,  
then hides, the fee-fie-foer's in a mood!  
But falls asleep - a bag of gold's accrued,  
and Jack goes home and gives his Mum her share.



He climbs again, and grabs the golden goose,  
the next time up the giant yells abuse,  
when Jack purloins the golden harp, cuts loose,  
and follows Jack straight down the beanstalk stair.


Jack makes it down first, grabs an axe that's there,  
and now the boy's a multi-millionaire.

(King Poetry, 2007)


“It was a silly poem!” My brother interrupted. “And remember, I am still hungry”. He shouted! “At this moment I could eat anything!”. “Then eat your beans”, said granny. “No, no!” “Anything, but beans”! He said. “Think twice what you say son” my daddy Carlos said. “Health and beauty come from simple valuable things in life” Now it’s my turn to tell a story...


## The Very Hungry Caterpillar

In the light of the moon  a little egg  lay on a leaf.  One Sunday morning

the warm sun  came up and – pop – out of the egg came a tiny and very hungry caterpillar.



He started to look for some food. On Monday he had eaten through one apple,  but he was still hungry. On Tuesday he had eaten through two

pears,  but he was still hungry. On Wednesday he had eaten through three plums



but he was still hungry.

On Thursday he had eaten through 4 strawberries  but he was still hungry, on Friday

he had eaten through 5 oranges  but he was still hungry. On Saturday he had eaten

through one piece of chocolate cake,  one ice cream cone,  one pickle,



one slice of Swiss cheese,



one slice of salami,



one lollipop,




one piece of cherry pie,




one sausage,



one cupcake

and one slice of watermelon.  That night he had a stomachache. The next day was Sunday again and the caterpillar ate through one nice green leaf and after that he felt much better. Now he wasn't hungry anymore – and he wasn't little any more. He was a big fat caterpillar!

He started to build a small house called a cocoon  around himself. He had stayed inside for more than two weeks. Then one day he nibbled a hole in the cocoon and pushed his way out, and...

he was a beautiful butterfly.



Eric Carle (Adapted)

“That story just made me feel hungrier”, shouted, my brother. “Mom! Let’s buy something tasty to eat”, he ordered. “I beg you to calm down”, my mother answered. “Don’t be rude”. And you haven’t tasted the beans. You can’t talk about something you don’t know. She added. “Let me tell you the story of a bad-mannered little princess...”

### The Evil Bird Princess



Once upon a time, there was a little princess who lived in a very beautiful, glamorous castle. She was very rude and evil with all the people around the palace, even with her parents, the queen and the king. One day one of the wizards who lived in the palace offered to grant the king a wish. He said to the king, “The first thing you wish for tomorrow will come true.”

When the king woke up next morning, he couldn’t find his crown. Soon he realized that the small princess had put it in the horse manure. He wished so hard his daughter were a bird, in spite of the love he felt about her. At that moment he remembered the wizard’s promise, so he ran to his daughter’s bedroom and saw a very beautiful blue bird. The king was very sad. He built a huge garden for the little princess.

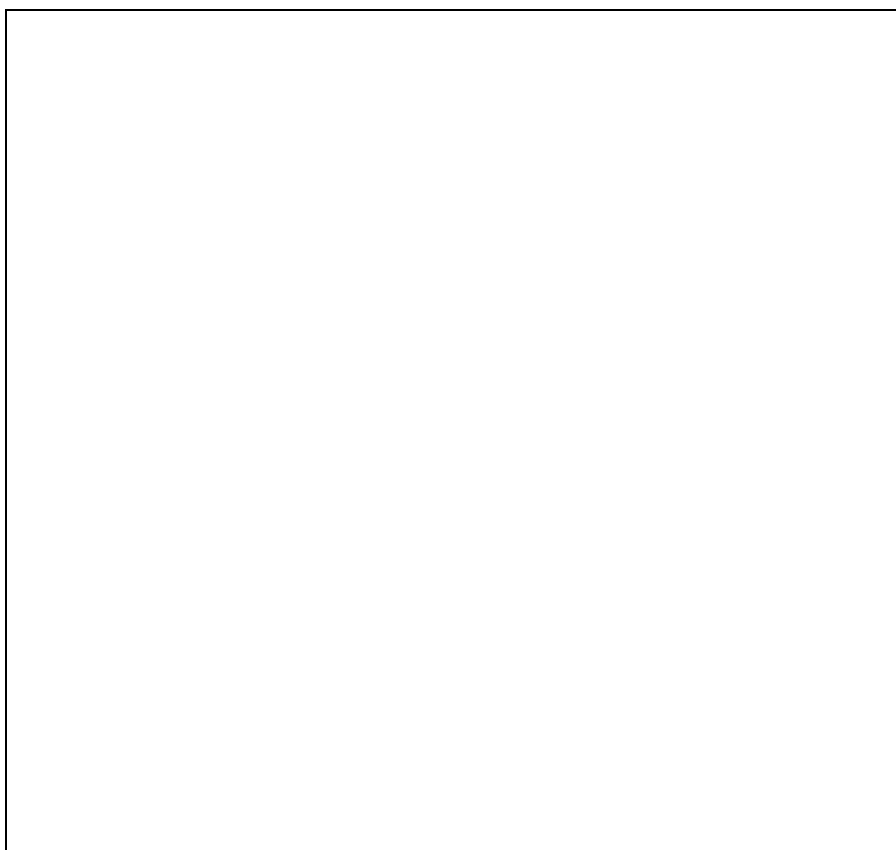
The bird princess had lived in the castle garden for many years, until one day she saw the new gardener and fell in love with him. She talked to the man about her love, but he said he loved a peasant girl and that they were going to get married. She was very upset, but said nothing and decided to wait.

The gardener and the peasant girl got married and lived happily for many years. Every day the bird princess tried to conquer the gardener. She offered him gold, jewels, and treasure in exchange for his favors, but he paid no attention to her because he was still in love with the peasant girl.

When they had lived together for many years, the peasant girl got pregnant and after nine months a beautiful boy was born. They named him Sebastian. They were very happy because they had everything they desired. They loved each other, they had a son, they had a small beautiful house, and the gardener had a well paid job.

Soon Sebastian became a handsome boy, Even though Sebastian had been always been a good boy, he wished so much to work in the palace next to his father. He thought there was nothing as beautiful as the palace. So everyday he asked his father to take him to the castle with him. The gardener was not sure about taking his son to the palace because he knew that, as time had passed by, the bird princess' soul had become even more cruel and evil.

Sebastian asked his father to take him to the castle once more. This time he threatened him to leave the house if he didn't accomplish his desires. The gardener loved his son so much that he decided to give him a chance.



As soon as Sebastian entered the garden with his father, the bird princess saw him and promised to herself take revenge on him. She waited until the gardener went into the castle for one of his tools. She got closer Sebastian and told him he could have everything he desired, “You can have richness, position, and land if you leave your house and come to live with me.”

That night Sebastian left the house in spite of his parents’ sadness. He had just spent some days with the princess when he realized she was very cruel and evil. The princess girl gave him everything she promised, but she asked her father’s servants to gate the garden so that way nobody could get in or out.

The bird princess treated Sebastian spitefully and made him work too much. Sebastian suffered so much and his only desire was to leave the garden to see his parents again and beg their forgiveness. He realized that richness, position and land are nothing if you are not with the people you love.



The peasant girl loved her son very much so she went to the castle and begged the king to help Sebastian. The king was tired of the evil, suffering, and sadness her daughter had provoked. He called the wizard who once granted him a wish and asked him to end that situation.

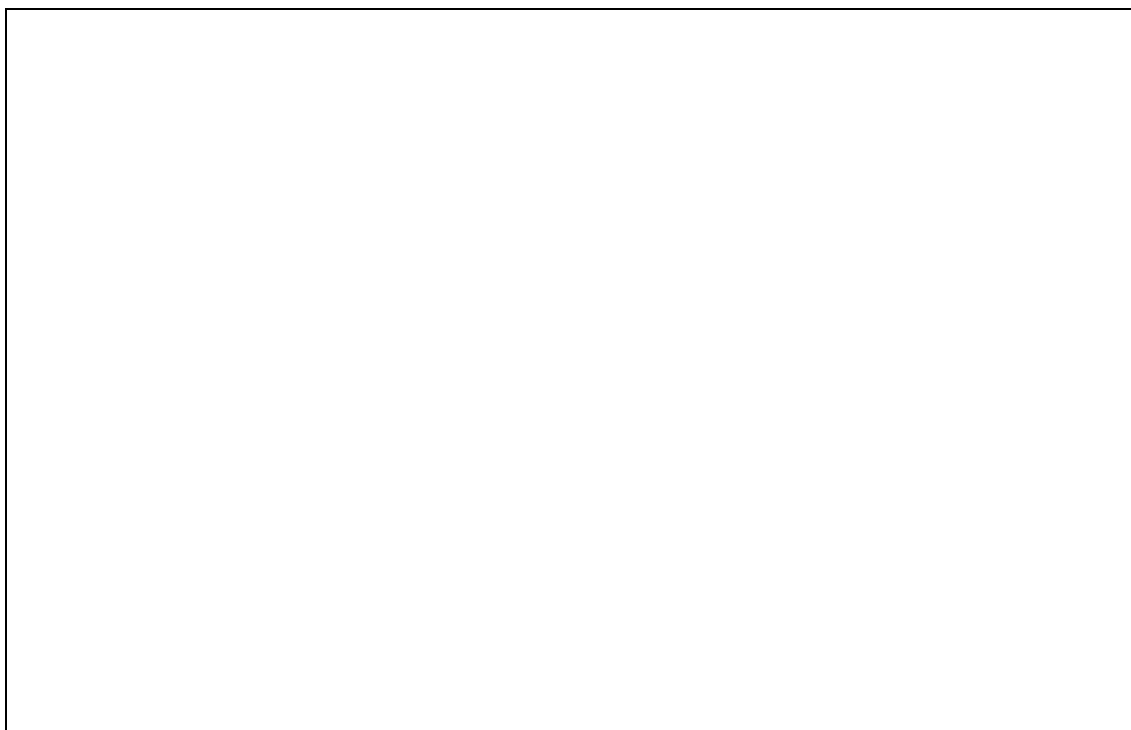
The wizard said to the peasant girl, “The only solution here is for you to take the place of the princess.” In that way the princess will become a person again, will be very happy and I know she will free your son. The peasant girl was very kind and loved her son so much that she didn’t hesitate for a moment. The next morning the peasant girl and the gardener stood in front of the garden gate to end their son’s agony.



A servant told Sebastian his mother intentions. He was very sorry for the way he had behaved with his parents, and did not want his mother to sacrifice herself for him. He asked the wizard to take his mother's place. The gardener also asked the wizard to take his wife's place. The bird princess was very intrigued. She had never felt that kind of love for her parents, the king and the queen, and couldn't understand how anyone could love so deeply.

At that very moment a very beautiful black bird came flying and kissed the princess. The black bird had been enchanted years before because he had been wicked and nasty just as the princess was. He was also a prince from a very far land. Unlike the princess, the enchanted prince had repented of all the evil and terrible things he had done and had now become good and kind. The princess bird felt something she had never felt before. It was a kind of warm happiness in her heart. She wanted to feel that again, so she asked the black bird to take her with him. The bird princess and the black bird flew away to a land beyond the clouds where she learned to be good, kind, and generous. And Sebastian was freed!

A couple of years later the bird princess came back to see her parents, the queen and the king, and asked their forgiveness. The king and the queen were very happy to know their daughter was now kind and big hearted, but principally to know that now she was very happy with the black bird whom became her husband. And they lived happily ever after.



“Oh mom, I am very sorry!” My brother said. “Sorry grandma”; “Sorry Grandpa, sorry Daddy! I do not want anything bad to happen to you because of what I do”. “I’ll try the beans.”

A moment later he added, “Mmm! They are yummy”. Everything had a happy ending. We all enjoyed dinner. Later, under the light of the moon we lit a fire and sang songs. And by the way, my name is Andrea.



**Norwegian Wood (This Bird Had Flown)**



I once had a girl, or should I say, she once had me  
 She showed me her room, isn't it good, Norwegian wood?

She asked me to stay and she told me to sit anywhere  
 So I looked around and I noticed there wasn't a chair

I sat on the rug, biding my time, drinking her wine  
 We talked until two and then she said, "It's time for bed"

She told me she worked in the morning and started to laugh  
 I told her I didn't and crawled off to sleep in the bath

And when I awoke I was alone, this bird had flown  
 So I lit a fire, isn't it good, Norwegian wood?







## Unit 2

### A Classroom Newspaper

#### Achievements

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.



## Content 2

### A Classroom Newspaper

#### How to Write a News Report

A news report, by definition, is something new and immediate about the actual events. The facts as they occurred. The news is accurate rather than sensational, telling the truth about what really happened, without giving an opinion.

#### Instructions

- **First collect the facts. Select a recent event of interest. Remember, the article has to be of interest not only for you but for the people around you. It has to be something that affects or concerns people in your community.**
- **Ask yourself these question words: who, why, what, when, where, and how. That way you can decide what you are going to write about.**
- **Identify the topic in the report. To start writing you need to know the matter that intrigues you and research the theme of your article.**
- **Choose a headline that summarizes the content. Sum up the general idea of the content in a single phrase.**
- **Grab the reader's attention by using an opening sentence which is a question or something unexpected.**
- **Remember to be objective. It does not matter what your beliefs are; stick to the truth. Be objective when writing the information, that is, write facts and no opinions.**
- **In the first paragraph you have to answer the questions above mentioned.**
- **Write the news report by using the information gathered. The first time you write is only a rehearsal for the final version.**
- **Then write in details. It is always a good idea to include one or two quotes from people you interviewed or from sources you consulted. Write in the third person (“he,” “she,” “it,” and “they”). Use active verbs so the reader feels things are really happening!**
- **In the last paragraph round off your article.**
- **Most of the time the author’s name is not mentioned, but if you decide to include it write, “by...”**
- **Check the grammar and spelling. If you are not sure on how to write something, consult books, a dictionary, the Internet, or your teachers.**
- **Check that the information is complete and shows no omissions, alterations, or substitutions. You cannot omit important details because the information will become unreal.**
- **Decide what format you are going to use to write the news report, such as a poster, bulletin board, brochure, magazine, or newspaper.**

- **Make a final version of the graphic and textual information. Pay attention to its distribution on the page. Resize and edit where necessary.**
- **Decide the material you are going to work with and how you are going to highlight the content. The information has to get the reader's attention. In that way the news report will be successful.**



### **What is a newspaper?**

A newspaper is a daily, weekly, or monthly publication that contains news and informative articles, editorials, advertisements, and other items. Newspapers are usually printed on large folded sheets of inexpensive paper. Now a day, you can easily find the newspapers at the Internet. In most cases they are free and you can access to them with no trouble.

The publisher is the owner of a newspaper or company. Editors are in charge of the content. They are the persons who make corrections on spelling, grammar and style to the articles. Reporters research and write the articles. In Mexico, the freedom of the press is guaranteed by the Constitution, this means you have the freedom to write whatever you choose.

### **Make a Classroom Newspaper**

Using your imagination and intelligence you can create a newspaper in your classroom with your teacher's and classmates' help. You can become a reporter looking for and writing news reports or newspaper articles. You only have to include interesting topics that have happened in your country, city, community, school, or classroom. Did someone win an award or a novel prize? Did a famous person have a birthday recently, or have a baby? Has there been a sports competition, extreme weather condition, or interesting local contest?

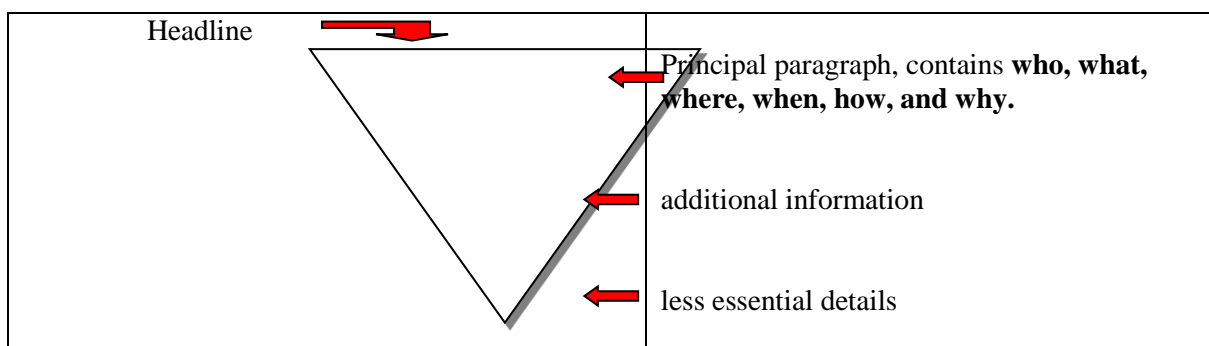
You can analyze some newspaper articles before start working, so you can check all of its components. Once the students chose the articles you can put them together in the classroom and decide if you want to include all of them. You can also add advertisements of real or made-up products.

### How is an Article Designed?

First, you need to select a headline or title that summarizes the topic of the news content. The headline or title is written with bigger letters than the rest of the text. Then, additional information and less essential details are added with smaller, lowercase letters. Then the smallest letters are used for the least important information. You can see an example here.



### The Inverted Pyramid



The author of a newspaper is usually not mentioned.

The first paragraph is called the “lead.” It is written in a single long sentence and it contains the most significant information about the event. In this paragraph you can find information on who, what, where, when, how, and why the incident happened. This paragraph also contains what is called “the hook,” something written to catch the reader’s attention, so in this way the reader would like to continue reading until the end.



The next paragraph is called the “nut paragraph.” This part contains the central information about the event and tells the reader most of the information.

There are also supporting paragraphs that tell the readers more details or extra information related with the episode. These paragraphs also include quotes and interesting facts about the principal topic. The editor is in charge of summarizing the article in order to fit in the page size.

Remember the reporter needs to be always objective, and not write personal opinions. If the article includes illustrations or pictures, these must be related with the article information.

Now look at these two examples from two different newspapers.

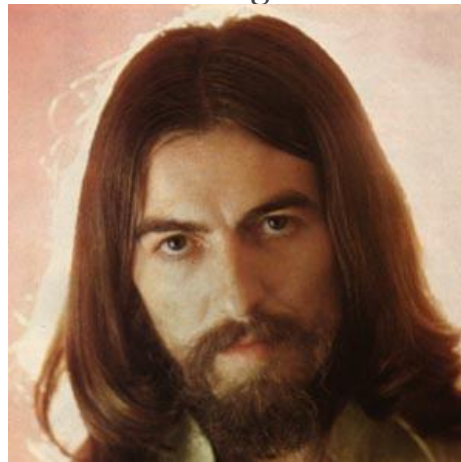


# George Harrison comes to Mexico

Coming this December, the movie *George Harrison: A Living Concert* by Martin Scorsese traces the life of the Beatle in an intensely personal film, weaving together previously unseen archival materials, home movies, and interviews with Eric Clapton, Terry Gilliam, Eric Idle, George Martin, Paul McCartney, Yoko Ono, Tom Petty, Phil Spector, Ringo Starr, Jackie Stewart, and others.

The debuts in Mexico on December 5 and 6 at the National Auditorium will be hosted by Paul McCartney.

One of Harrison's most famous songs



### And I Love Her

I give her all my love  
That's all I do  
And if you saw my love  
You'd love her too  
I love her

She gives me everything  
And tenderly  
The kiss my lover brings  
She brings to me  
And I love her

A love like ours  
Could never die  
As long as I  
Have you near me

Bright are the stars that shine  
Dark is the sky  
I know this love of mine  
Will never die  
And I love her

Bright are the stars that shine  
Dark is the sky  
I know this love of mine  
Will never die  
And I love her

Coinciding with the concert, Abrams Books will publish Olivia Harrison's *George Harrison: Living In The Material World*, a personal archive of photographs, letters, diaries and memorabilia from George's life – soon to be available worldwide.

by Mayra García



## Start A School Paper

The pupils of St. Polycarp's School made £3,780 profit after only two editions of their school newspaper.

The school in Farnham, Surrey recently produced their first school newspaper.

After only two editions, the school has already generated a profit of £3,780 and the third edition looks to raise even more!

They did this with no previous experience of newspaper production and limited time and resources.

So, just how did they do it?

continues on page 23

## How did they do it? Two editions. £3,780 profit.



And for this example here is how they started.

### Start a School Paper

Why create a school newspaper?

Well, if the raising of funds is not enough, then here are some other great reasons to produce your own school newspaper.

#### Educational Value

The educational benefits of producing a school newspaper are many and varied. The creation of a school newspaper promotes learning in English, Math, and IT and enables peer assessment. It develops a sense of pride and achievement.

#### A Profitable Experience

Students profit from building up their knowledge, improving the quality of the finished product. Teachers profit from a bank of experience, simplifying the production process. The school profits from more cash being raised with each successful edition.

**Promotes Other Activities**

The newspaper promotes other fundraising activities; engages parents in taking part in school activities; and rewards children with physical proof of their work and their name in print.

**Community Engagement**

By engaging and connecting the school with businesses and organizations outside the world of education, the school newspaper enables all those taking part to feel a stronger sense of community. There is a feel-good factor for all concerned - advertisers, student journalists, teachers and parents.

**It's Fun!**

Parents have reported their children being brought “out of their shell” by their role in producing the school newspaper. Nothing builds a child’s confidence more than having the ability to approach interviewees from different walks of life, ask important questions, and then write stories about what they have uncovered.

**Give Hard-pressed Parents a Break**

Poor old parents are forever being asked to put their hand in their pocket for school funds. By extending your fundraising arm into the local business community, you take the pressure off the parents at the school who can quickly fall victim to fundraising fatigue. The newspaper has completely exceeded our expectations as fundraising vehicle and as physical proof of what the children have learned in terms of education and personal development. We have a great communication vehicle which we are extremely proud of, much to the envy of other local schools!

**Where Do We Start?**

Creating a complete professional newspaper without any previous experience or expertise may sound like a recipe for disaster, but with the right tools and processes it is actually very straightforward and lots of fun! We have simplified the whole design and production process, enabling you to focus on the editorial content.





### **Planning - The Blueprint**

To build anything, you need a blueprint. With newspaper production, this blueprint is the flatplan.

The purpose of the flatplan is to

1. Create an underlying framework and structure for your newspaper.
2. Achieve editorial balance for your news, sport, and feature stories, and an even spread of ads.
3. Enable you to monitor progress as your newspaper evolves.

### **Team, Roles and Responsibilities**

Before you start anything you need to clearly define and assign all roles and responsibilities. Two of the key roles are the editor and the advertising director.

#### **The Editor**

The editor's role and responsibilities include story and picture selection, being the focal point and the final decision maker on all editorial matters, making sure the production timetable is adhered to and signing off finished pages.

#### **The Advertising Director**

The Advertising Director is responsible for setting ad rates, attracting advertisers and coordinating the ad production process. This is a straightforward process as many advertisers will supply their own finished artwork. Creating the first edition of the newspaper was a steep learning curve for us all, but one that was really enjoyable. The second edition was easy and the third edition almost put itself together.

### **Newspaper Tips**

1. Sponsorship advertising creates a positive message for both advertiser and the school.
2. Pupils' pets provide a great source of content and imagery and are universally loved by everyone!

## How Can We Possibly Fill a Newspaper?

A school is absolutely full of stories and pictures. You will realize this as soon as you turn on your news sense. Every school activity presents the opportunity for a student to write about it and to photograph it. Fundraising discos and fetes; sports teams' successes and failures; star pupils; pupils achieving great things out of school hours with bands, drama groups, sports clubs etc; talent competitions; work with other schools; former pupils and where they are now; local history clubs.

Think of the educational institutions in your area that will also provide a source of words and pictures - museums, art galleries, libraries, etc.

Remember that the police and the fire brigade are two organizations that are strong on community involvement with messages they want to see in print too. School trips and visits to theme parks also provide newsworthy material. Star teachers and their out-of-school successes are inspirational and of great interest to students, teachers and parents alike.

Other favorites are teachers' pets and students' pets too. Children love writing stories about their pets and giving advice on how to look after them. Reviews of favorite films, books, and computer games also provide story opportunities. Famous parents or their celebrity friends are another source of material. With a clear content structure to our newspaper, we're never short on content with all our students keen to see their words and images in print!

## Newspaper Tips

Talent competitions and celebrity friends can quickly fill a page with interesting articles and dramatic pictures. Jokes make good fillers (even bad ones!).



### Journalism tips

A good story is something that people want to hear about. It must be interesting and/or entertaining. Encourage your students to think about informing their readers; entertaining them or shocking and amusing them. WHO WHAT WHERE WHEN and WHY are the questions the reporter needs to answer. Write short, clear sentences. Increase your word power by reading more. Never start with the time and place, eg. *On Tuesday November 4, the math team went to da-di-da-di-da.* Put the news part of the story at the top, eg. *The school math team won the inter-schools challenge by adding up more points than any of their 12 rival teams.* The best punctuation is a full stop.

### What Makes a Good Headline?

A good headline can make a good story a great one. Everyone wants to be headline writer and start a school paper gives you your chance. Word play is a fabulous educational exercise for children to engage in and forces them to think in different ways about words and their meanings and potential meanings. Your headline must convey the essence of the story. It must inform and entertain to encourage the reader into the story. Every word must count.

### Photography Tips

Taking, editing, cropping, and presenting pictures is an art. Newspaper readers look at the picture on a page before they read a headline or a story. This means that a powerful image is paramount to the success of the page in getting the reader to read it. (Steve Usher)





Comprehension Check

➤ Circle “T” for True, or “F” for False.

• To start a news report first you have to select a recent event of interest.	T	F
• The headline summarizes the content.	T	F
• To make a news report you have to write opinions, not facts.	T	F
• Most of the time the author’s name is not mentioned.	T	F
• You do not need to check the grammar and spelling when writing a news report.	T	F

➤ Write full sentences to answer the questions.

- What is a *news report*?

\_\_\_\_\_

- What is a *newspaper*?

\_\_\_\_\_

- Write a synonym for *headline*.

\_\_\_\_\_

- What is the *blueprint*?

\_\_\_\_\_

- How is the first paragraph in a news report called?

\_\_\_\_\_

- Can you mention two tips for writing a news report?

\_\_\_\_\_

➤ Write a headline for this piece of news.

\_\_\_\_\_

Here’s a question you probably weren’t expecting to hear: What do burnouts and *Harry Potter* fans have in common?

To all of you fans camping outside your local cinemas to watch the first showing of *Harry Potter and the Deathly Hallows, Part Two*, the term “muggle” will conjure images of cruel aunts and uncles and a nasty cousin or two.

by Zander Sharp | July 15, 2011 | [2](#)



However, the *Atlantic Wire* reports that, to the New Orleans jazz crowd of the 20s, the term muggle was a slang term for marijuana.

## Unit 3

### School Problems

#### Achievements

- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.





**Content 3**

**Problems at School**

There are many different problems at school kids and parents have to face. We can learn about some of them by reading these conversations. Let us have a look at them.



**Are There Any Problems at My School?**

Ian: Whew! It's cold here in the winter!  
 Paola: And the rain comes in in the rainy season, too.  
 David: Why don't they fix the windows, at least in school?  
 Lucero: It doesn't cost very much.  
 Ian: How many windows are missing at school?  
 Paola & Lucero: Lots!  
 David: Who can fix them?

<i>fix</i> : repair
---------------------

Paola: It's not too hard, I bet we can!  
 Ian & David: Oh, come on! / No way!  
 Lucero: Actually, she's right, it's pretty easy. My uncle has a glass shop and I've seen him do it a hundred times.  
 David: Do you really think we can do that?  
 Lucero: In our own room, I guess so.  
 Ian: Well, slow down. The first thing is the price... How much does a window cost?  
 Lucero: It depends: glass or plastic?  
 Paola: Hummm... How much is each?  
 Lucero: Well, glass is around 15 pesos and acrylic around 20.  
 Ian: And how many need to be fixed in our classroom?  
 David: All of them!  
 Ian, Paola & Lucero: *[laughter]*  
 David: How about the other sixth grade rooms? Let's fix them, too.  
 Lucero: And we'll need putty, too.  
 David: Anything else?  
 Lucero: A putty knife, of course.



Paola: So what can we do to collect that much money?

Ian: We can ask for donations from our families.

David: Or we can sell tamales. [*speaks to Lucero*] Can you ask your uncle to cut the glass?

Lucero: I'm sure I can.

[1-2 second pause]

Ian: I'm thinking about those people who make the donations... Won't they want to know their money was used well?

David: We can save the receipts.

<i>receipt</i> : small piece of paper that records a sale
---

Ian: And then make a little report afterward.

Paola, David & Lucero: Alright! Now you're thinking!



### Do You Speak Hñähñu?

Billy: It's really tiring with Joseph in our class. Why doesn't the teacher use sign language?

Johnny: Why don't you?

Billy: Me? Why me?

Samuel: It's hard!

Billy: Yea, maybe that's why the teacher doesn't use it either.

Samuel: Imagine learning it!

Johnny: And what about that sister and brother in the class next door who speak Otomí...

Samuel: Don't say that to them! They call it "Hñähñu."

Billy: We're together with them for six years, but I guess it would be hard for the teacher to learn a new language every year.

Samuel: Wow!

Johnny: Huh! So what's the Otomí word for...

Samuel: [emphatically] *Hñähñu*

Johnny: Uh, right. ...the Hñähñu word for "chocolate ice cream?"

Samuel: Mmm. Chocolate ice cream. Hmm. That reminds me we haven't had our lunch.

Johnny: Right! I'm very hungry!

Samuel: I'm starving! Let's get lunch!

### At the Library

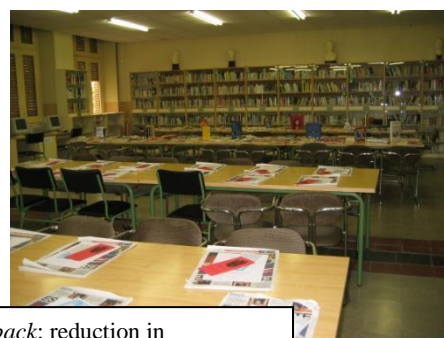
Mayra: Let's go do our homework so we can get it over with and then play some more Scrabble.

Rebeca: Let's try the library to see what it has on Revolution Day.

Antonio: Don't bother, I already looked. It's only got the same encyclopedia we've already read a dozen times.

Rebeca: Oh! Why don't they get some decent books?

Mayra: Come on, you know, those eternal cutbacks. What can we do!?



*cutback*: reduction in government expenses

Antonio: We could complain to the state government. *(All laugh)*

Rebeca: I suppose nothing is going to get done unless we do it ourselves.

Mayra: Like what?

Antonio: Oooohh no. *(looks at the sky)* She wants to go ask for donations.

Rebeca: Actually, yes.

Mayra: And people can write it off their taxes, too.

Antonio: Do you really think so?

Rebeca: I bet old Mrs. Flores would... she's always complaining that we don't read enough. At least it's a start.

Antonio: And she sure does have a lot of books she doesn't read!

*tax*: money collected by the government when a sale is made

*write off*: credit

### Learning from Problems

The school system has to deal with problems from our society. Learning experiences sometimes are not pleasant for students because first they have to solve their basic necessities, and only later on can they be concerned about educating themselves. Teachers and parents can contribute to minimizing social problems in school.

Broken windows, speaking a different language from that spoken at school, insufficient libraries, etc. Social, economic, and political factors are just some of the problems students deal with.



## Classroom Racism

Racism is a social problem that exists in all facets of society, from business environments to schools. That this issue has worked its way into classrooms is evidenced by prejudiced peers full of discriminatory remarks toward classmates of minority backgrounds. While teachers can ban language wars at school, racism might continue to exist if parents do not also help to correct the prejudice behaviors of their children in the home. However, if students are learning their racist beliefs and remarks from their parents, teachers will not be able to rely on parents to help resolve the issue.

*racism*: belief that the human race has many sub-races or subspecies



## Unequal Opportunity

Within the realm of discrimination is the social issue of unequal educational opportunities for individuals who come from low-income, minority backgrounds. Students who belong to this demographic [band] risk missing out on the same level of educational quality as middle- to upper-class students of non-minority backgrounds. The big social problem here is that the education system has inequities and offers disproportionate opportunities based on cultural affiliation and income level, when, ideally, all children should be exposed to equal education.

*demographic*: segment of a population defined in statistical terms

## Economy

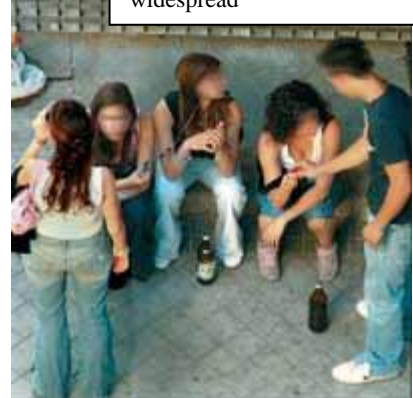
The economy plays a significant part in social problems that affect students and schools. As children get older, they begin to notice the financial pressures that their parents and families experience. In a hard economy, it can be difficult for families — especially single-parent families — to make ends meet. Consequently, some high schoolers drop out of school so that they can help support the family financially. According to a 2004 study by the National Center for Education Statistics, income is a primary issue involved in a student's decision to drop out of school. Schools and parents can work together to help resist students' decisions to drop out.

*drop out*: quit or abandon, especially school

**Substance Abuse**

Substance abuse and addictions have become an epidemic. Many children — even at early ages — have access to addictive substances, illegal drugs, and alcohol. The use of such substances leads to problems that manifest themselves in the forms of violence, criminal behavior, teen pregnancy, and a diminishing interest in education. Severe substance abusers may drop out of school altogether, or have difficulty maintaining a high level of performance. This social problem can be better controlled through structured and supportive environments for students, both at home and in the schools. (Ehow Family, 2011)

*epidemic*: illness that is widespread



There were just some examples of problems. Let us be more positive. Here is some advice to solve problems.



**How to Treat Graffiti**

It might seem easy to repair a wall that has been painted with graffiti, either wash it off or paint it over. But in fact this is a little more difficult than it appears.

*Washing*

Washing graffiti off only works if the paint is water-based, and if it is still fresh. Otherwise, the wall can only be washed clean if had already been coated with one of those new sealants. (More about sealants later.)

*wash off*: clean completely with water or other liquid

*Painting*

Painting over graffiti is not easy either. The paint that covers must be exactly the same color as the wall. If you had some paint left over from the original job, you still have to be careful if more than a year has gone by, because the sun will have dimmed it a little and it may not match perfectly.

*dim*: opposite of bright



Moreover, it is not enough to paint directly over that small area where the graffiti painter did their “art.” If you only paint over those lines, then when your paint dries the contrasting tone and brushstrokes will still clearly show what was done. You will need to take an hour or two to really hide what that “artist” did in less than a minute.

*tone: slight change, or shade, of a color*

The new paint job must cover a larger area. Look for a corner, joint, or at least a crack. Then uniformly paint from one edge to that other edge you have chosen. That way, a casual passerby will not notice the small contrast in tones.

### *Preventing*

Like most problems in life, prevention is the best solution. Although we mentioned before that treating the wall with an anti-graffiti coating will make it easier to remove, this does not really solve the problem of preventing the local “artists” from doing their work in the first place.

An idea that takes a lot of work is to form a community of real artists, and include the neighborhood ones into the circle. Then they together design and make a real mural that is beautiful, and maybe includes a message, too.



### **Solving Problems at School**

Parents sometimes need to talk to the teacher about school work, their child’s relationship with another student or their child’s special needs. Most teachers are used to getting these kinds of calls from parents and want to help your child succeed in school.

## Parents as Partners in Education

In Ontario, parents are encouraged to be key partners in their children’s education. In fact, there is now a part of the Education Ministry that is dedicated to helping parents become involved in their children’s education and school community.

But the system can sometimes be confusing or intimidating. Who should you talk to if you have a question or problem?

If you want to talk to the teacher on the phone, call the school office, leave a message and the teacher will call you back.

If you want to meet with the teacher, call the school office and leave a message that you want to make an appointment to meet with the teacher. If you think your child needs extra support or a special program, you can ask for a meeting with the teacher and other staff at the school. Some schools can provide interpreters.

Here are some tips for talking with the school staff:

*staff*: group of professionals who work together

### Talk to Your Child

- Ask your child questions to help you gather information.
- Try using “open-ended questions” like, “What do you find difficult about ... ?” “Tell me what happened...”
- Listen to what he or she says and ask more questions.

*gather*: collect



### Talk to Your Child’s Teacher or the School's Guidance Counsellor

- Talk to the teacher about your concerns and how your child feels.
- Try using comments like “My child told me that...”.
- Ask questions to help you understand school policies and procedures.
- Listen to the teacher’s point of view and suggestions.



Talk about what you and the teacher will do so your child gets the same message from both of you.

- If your school has a guidance counselor, he or she can give you information about the rest of your child’s courses and advice about how to solve social or educational problems.
- You can take time to think about what the teacher has said; you don’t have to decide anything right away. Agree to talk again to see if the solution is working.

### Talk to the Principal or Vice-Principal

*principal*: person responsible for a kindergarten or school

If the teacher is not able to help, speak with the principal or vice-principal.

They may be able to help directly or involve other teachers or other staff at your school.

### Talk to the School Superintendent or Your Trustee

If the problem still isn’t solved, you can contact the school superintendent or your school trustee for assistance. The school secretary or principal can tell you how to contact the superintendent or trustee or you can go to your school board’s website to find the information.

*superintendent*: person responsible for a district of schools, assigned by the district’s school board

*school board*: elected officials who set curriculum, salaries, and other policies



### Remember to:

- Be informed: Find out about your school’s policies.
- Attend all regular parent-teacher interviews and events. It is easier to solve problems if you and the teacher have already met.
- Attend any meetings about your child that the school invites you to. (e.g. special education, IEP, school discipline)
- If your problem can’t be easily solved, keep written notes about important meetings and conversations.
- Ask for an interpreter if you are not comfortable expressing yourself in English.
- Concerns about our children can be upsetting. Try to stay calm. People are more likely to listen to your concerns if you express them calmly (Settlement.org, September 2011).



### Resolving problems at school factsheet

There may be times when you are concerned your child's needs are not being met or you're worried about something that's happening with your child at school. Talk things through with the key people who work with your child, starting with your child's classroom teacher. It's important that you talk to school staff as soon as any problem arises.

Before you talk to your child's teacher, you may feel better talking to your whānau, a friend, a community or support organisation, a Kaumatua or Iwi representative or a Special Education staff member or Kaitakawaenga you're comfortable with.

### Problem solving

If you have discussed the problem with the staff who works closest to your child and you're still worried, the following steps may provide useful ideas to help you work towards a solution.

Remember, you don't have to work through things alone and can have support people alongside you if you need them. Each school has its own processes for handling complaints. You may need to adjust the following information a little

so that it lines up with the way your child's school works.

*work through:* struggle to find a solution

*line up with:* coincide or align with

### Step 1 – Know the School and Who to Talk to

Ask for a copy of the school's charter or plan as well as the school's policy on meeting special education needs, and their complaints procedure. Find out who you should talk to and arrange a time to meet. This person may be the principal or, if it is a larger school, another senior staff member, such as a deputy, assistant or associate principal.



Making an appointment is very important. For a problem to be dealt with, the people involved need to be able to give it their full attention. You may find a busy teacher or principal tries to get you to talk about it then and there. Avoid this. Describe the issue in one sentence and then say “I (or we) really want to be able to discuss this without interruptions”.

### Step 2 – Prepare



Gather information, making sure it’s accurate (it can help to make notes). Can you describe the problem or issue clearly? Has something happened that is worrying you? Be specific. You may want to talk through issues with people you trust such as other parents of children with special needs and support groups in your area. These people will listen, suggest options and help you make a plan and provide advice on how to approach the school, including who you might like to take with you for support. You could also talk to specialists and people who know your child and their needs.

### Step 3 – Discuss

Making an appointment can be the most important step in the process – it makes it clear this is an important issue for you and allows people the time to be heard and to come up with positive solutions.

*appointment*: time agreed to meet

When you go to the appointment, take notes. You may find it helpful to take a support person. The teacher or principal may also have someone with them.

Keep the discussion as non-emotive as possible:

*emotive*: emotional

- concentrate on resolving the problem
- focus on the issue, the needs and your concerns, not on the person you are talking to
- identify all the options and the best solutions for your child
- listen to the school’s perspective, their needs and issues and offer positive suggestions
- be constructive

- take a long-term view and keep communication lines open
- have a positive vision for your child’s future.

**Step 4 – Resolve**

When you have come to an agreement, write it down and develop a plan to put things into action. It may contain the same goals and resources provided in your child’s Individual Education Plan (IEP). You may want to plan another meeting to discuss progress towards a solution.

**If the issue is unresolved**

If you don’t feel the problem has been solved or you’re still not happy with the outcome, you may wish to discuss the problem with the school’s board of trustees or ask for the help of a special education facilitator through Special Education. You could also contact a parent support group or a disability service provider for advice and support.

*outcome: result (come - out)*



**Getting help from Special Education**

Special Education has impartial staff members who will help you through the problem solving process. They focus on getting everyone to agree on support for your child, how to keep in touch with each other about your child’s progress and what the next steps are for everyone involved. The staff member will provide information and help explain and clarify Special Education policies and guidelines and the roles and responsibilities of each of the parties.

*Special Education: (with capital letters) department with teachers dedicated to students with exceptional needs*

**Taking your problem to the school board**

If you wish to take an issue to the board, this needs to be in writing. Your request needs to be received in time to be placed on their monthly agenda – usually at least two working days before the meeting. You may be asked to come to the board meeting to discuss the issue or, in some cases, the board may form a committee to look into your complaint. Unless your complaint is about the principal, the board will expect that you have already completed all the steps of the complaints procedure before bringing the matter to them.

*be in writing:* written

You may want to take a friend or support person along when you meet the board. You could also talk individually to board members before the meeting, so they are aware of your child’s needs when these are presented. This will at least prepare you, and provide you with information on their likely response, before the meeting. If you have a discussion with the board chair or a board member outside of a board meeting this is not seen as making a formal complaint.

**Making a complaint about a teacher, resource teacher or teacher’s aide**

*aide:* assistant

If you wish to make a complaint about a teacher, resource teacher or teacher's aide, raise the issue first with the principal and then, if it remains unresolved, the board.

The school is the employer of these staff so you need to work the issue through with the school – either through the principal or the board of trustees.

If your complaint is about a registered teacher (all classroom and resource teachers are registered teachers; teacher’s aides usually are not) and you have followed the school process properly, and are still concerned, you can contact the New Zealand Teachers Council (New Zealand Ministry of Education, 2010).

*registered (professional):* licenced

*council:* group of professionals who set standards for their vocation





**Comprehension Check**

➤ **Circle “T” for True, or “F” for False.**

• School problems do not affect learning.	T	F
• Hñähñu is a language.	T	F
• School problems only concern to parents.	T	F
• All the students have opportunities to equal education .	T	F
• Graffiti is an art.	T	F

➤ **Choose the correct option.**

- What does “No way” mean?  
I believe you            I do not believe you            There is not possibility
- What does “I guess so” mean?  
I believe            I am sure            I think it is truth
- What does “drop out of school” mean?  
abandon the school    fail a school subject    be unsuccessful at school
- What does “Write it off their taxes” mean?  
pay taxes            write down on a tax note            deduce taxes
- What does “Starving” mean?  
not hungry            very hungry            full

➤ **Write three different school problems and a possible solution.**

School Problem	School Problem	School Problem
Possible Solution	Possible Solution	Possible Solution

## Unit 4

### Two Different Peoples

#### Achievements

- Identifies topic, purpose and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.





## Content 4

### Two Different Peoples

Have you ever thought about the beginnings of Mexico and those of the United States?

Mexico and the United States had very different beginnings. A long time ago, many different tribes were settled in the entire American continent. When the continent was discovered by European things changed for them. The arrival of Columbus in 1492 was a disaster for the original inhabitants of America. With no resistance to new germs, tribes rapidly succumb to unfamiliar illnesses on their first brief contact with Europeans, reducing the number of the Americans without taking into account those who were killed by the guns of those times. When tribes develop a closer relationship with the new arrivals, they were frequently tricked, tormented and massacred by their visitors. Two elements make the Europeans both strong and ruthless, their possession of guns, and their conviction of rightness.

By the year 1300 Mexico was inhabited by many different tribes. One of the principal ones was the Aztecs. People from “Aztlán” (place of cranes), a mythological place, were called “Aztec” (crane people) who emerged from caves and the earth womb in the genesis time of creation. Aztlán was described as an island–hill rising from a lake. Some people speculate about the location of Aztlán and some others say it is just a concept. People who occupied Tenochtitlan adapted the term of Aztecs later on.

Aztec or Mexicas people were semi-nomadic tribes. They spoke primarily Nahuatl. According to legend the Aztec left Aztlán because they were punished for cutting down a forbidden tree. They offended their God Huitzilopochtli with their action and were condemned to leave Aztlán permanently. That’s why they were forced to wander until they received a sign from their gods



In the year 1325 A.D. the Mexica finally found the promised omen when they saw an eagle devouring a snake perched on a nopal cactus. There they found Tenochtitlán (place of the cactus fruit). Tenochtitlan was once what today is Mexico City. The city of Tenochtitlan was one of the largest cities in the world. The power of the Mexica people began when they formed a political body called the Triple Alliance, made up of the Acolhuas people of Texcoco, the Mexica in Tenochtitlán, and the Tepaneca people of Tlacopan.



The empire extended its power through Mezoamerica by a combination of trade and military conquest. The Triple Alliance of Tenochtitlan, Texcoco, and Tlacopan would, in the next 100 years, come to dominate the Valley of Mexico and extend its power to both the Gulf of Mexico and the Pacific shore. Over this period, Tenochtitlan gradually became the dominant power in the alliance.



Aztec culture and its history is primarily known through archaeological evidence found in recent excavations in Mexico City. The Aztec culture had a mythological and religious richness as well as remarkable architecture and artistic values. They venerated different Gods such as Tlaloc, Quetzalcoatl and Huitzilopochtli. Veneration of Huitzilopochtli, the personification of the sun and of war, was central to the religious, social and political practices of the Mexicas.

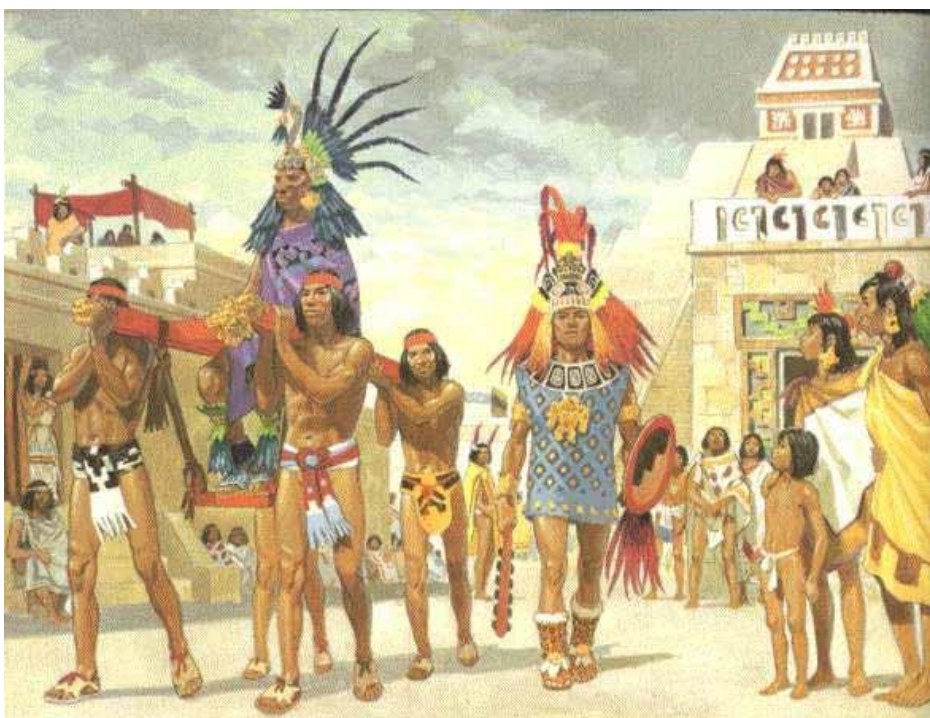
They built pyramids. The city plan was based on a symmetrical layout that was divided into four city sections called *campans*. The city was interlaced with canals which were useful for transportation. Houses were made of wood and loam; roofs were made of reed, although pyramids, temples and palaces were generally made of stone.

Around the island, *chinampa* beds were used to grow foods as well as, over time, to increase the size of the island. These “raised beds” were separated by narrow canals, which allowed farmers to move between them by canoe. They were a very efficient agricultural system and could provide up to seven crops a year.

Of the various crops grown by the Aztecs, maize, was the most important. Aztec diets centered on it. The Aztecs made tortillas from the corn meal. Other crops that the Aztecs relied upon were avocados, beans, squashes, sweet potatoes, tomatoes, chia, amaranth and chilies. These crops were also grown everywhere. Crops that were specific to the lowland regions were cotton, fruits, cacao beans and rubber trees.

Their society was divided into classes. Nobles were called *pipiltin*, the second class were the *mācehualtin*, originally peasants. Common people were called *macehualli* dedicated to arts and crafts. Slaves or *tlacotin* also constituted an important class. Aztecs could become slaves because of debts, as a criminal punishment or as war captives.

Traveling merchants called *pochtecah* were a small, but important class as they not only facilitated commerce, but also communicated vital information across the empire and beyond its borders.



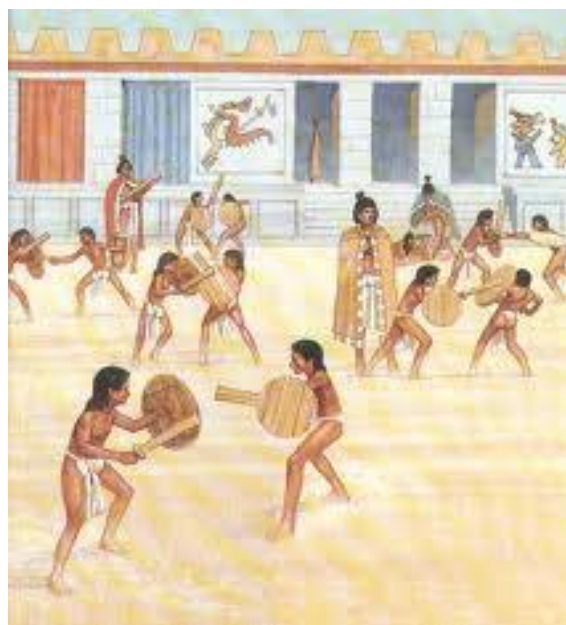
The king was called *tlatoani*. The empire was organized in city-states known as *altepetl* in Nahuatl. These were small polities ruled by a *tlatoani* from a legitimate dynasty. The Early Aztec period was a time of growth and competition among *altepetl*. Even after the empire was formed (1428) and began its program of expansion through conquest, the *altepetl* remained the dominant form of organization at the local level.



In the commercial sector of the economy several types of money were in regular use. Small purchases were made with cacao beans, which had to be imported from lowland areas. They trade swapping different goods, exchanging rabbits, turkey eggs, or tamales for beans. For larger purchases, standardized lengths of cotton cloth called *quachtli* were used. Men could also sell their own daughters as sexual slaves or future religious sacrifice. A small gold statue cost approximately 250 beans.

The main contribution of the Aztec rule was a system of communications between the conquered cities. Roads were designed for travel on foot, because there were not big animals they could use as transportation mean. Usually these roads were maintained through tribute, and travelers had places to rest and eat and even latrines to use at regular intervals.

Until the age of fourteen, the mandatory universal education of children was in the hands of their parents, but supervised by the authorities of their *calpōlli*. Part of this education involved learning a collection of sayings, called *huēhuetlàtolli* ("sayings of the old") that embodied the Aztecs' ideals. There were two types of schools: the *telpochcalli*, for practical and military studies, and the *calmecac*, for advanced learning in writing, astronomy, statesmanship, theology, and other areas.



As with any culture, the Aztecs had many games and sports. There were games for children, adults, nobles, and commoners. Being a deeply religious people, their games would often have a religious significance. Sometimes they would be based on the people's religious beliefs, other times the game would actually be a part of their religious ritual. The perfect example of this was the sport that became almost central to the Aztec culture - *ullamaliztli*.

*Ullamalitzli*, the famous Aztec ball game, was played on a *tlachtli* ball court. The ball court was one of the first things built when the Aztecs settled a new area, making it the most important of the ancient Aztec games. It was a very difficult game played with a large rubber ball (the name of the game comes from the word *ulli*, or rubber). The game was not just important for entertainment, but also politics and religion.



Aztecs practiced human sacrifices, which was the most striking feature of the civilization for the European Catholics who first met them. They offered the sacrifices to their Gods. According to Aztec belief, their world existed under the fifth sun, four previous ones having been destroyed by various cataclysms. Thus a chief mission of the culture was to keep the sun rising, a task accomplished by appeasing Huitzilopochtli with abundant offerings of human hearts. Accounts by the Tlaxcaltecas, the primary enemy of the Aztecs at the time of the Spanish Conquest, show that at least some of them considered it an honor to be sacrificed.



The empire reached its height during Ahuitzotl's reign in 1486–1502. His successor, Motecuzōma Xocoyotzin (better known as Moctezuma II), had been *Hueyi Tlatoani* for 17 years when the Spaniards, led by Hernán Cortés, arrived on the Gulf Coast in 1519. Despite some early battles between the two, Cortés allied himself with the Aztecs' long-time enemy, and arrived at the gates of

Tenochtitlan on November 8, 1519. In 1520–1521, an outbreak of smallpox swept through the population of Tenochtitlan and was decisive in the fall of the city. It is estimated that between 10% and 50% of the population fell victim to this epidemic.

The Spaniards and their Tlaxcallan allies became increasingly dangerous and unwelcome guests in the capital city. In June, 1520, hostilities broke out, culminating in the massacre in the Main Temple and the death of Moctezuma II. The Spaniards fled the town on July 1, an episode later characterized as La Noche Triste (the Sad Night). They and their native allies returned in the spring of 1521 to lay siege to Tenochtitlan, a battle that ended on August 13 with the destruction of the city.

In 1521 Hernán Cortés conquered Tenochtitlán defeating the Aztec Triple Alliance. Subsequently the Spanish founded the new settlement of Mexico city on the site of the ruined. Many of its districts and natural landmarks retain their original Nahuatl names. Mexican cuisine continues to be based on and flavored by agricultural products contributed by the Mexicas/Aztecs and Mesoamerica, most of which retain some form of their original Nahuatl names. The modern Mexican flag bears the emblem of the Mexica migration story.

For three centuries, Mexico was a colony, during which time its indigenous population fell by more than half. After a protracted struggle Mexico declared its independence from Spain 1810. In 1846, the Mexican American war broke out, ending two years later with Mexico ceding almost half of its territory to the United States. Later in the 19th century, France invaded Mexico (1861) and set Maximilian I on the Mexican throne, which lasted until 1867. The Mexican Revolution (1910–1929) resulted in the death of 10 percent of the nation's population, but brought to an end the system of large landholdings that had originated with the Spanish Conquest.



North America, by contrast, was less populated and less developed when the Europeans arrived. No part of the continent north of Mexico has reached a stage which could be defined as civilization. Tribes lived as hunter-gatherers, or as settle farmers in a wide range of environments. Five centuries ago, not long after Columbus discovered America, Native Americans were invaded by Conquistadors., Spain settled Indian villages along the coasts. Land and Indians became objects of ownership

DeSoto's people sighted Florida in May, 1539, at a port discovered by Ponce de León, who called "The Island of Florida." DeSoto brought 640 "soldiers" from Spain and Africa. 200 of them brought horses; many brought their dogs; and all brought equipment for hiking, camping and fighting. DeSoto brought tons of supplies - cannon, gun powder, cross bows, shields, lances, armor, helmets, blood hounds, seeds, nails, axes, saws, pigs and mules - to colonize and hold America for Spain.

Indian villages were pillaged by DeSoto's people while collecting valuables to attract more Spaniards to America. Indians were not treated as humans; they were chained around the neck and forced to gather and carry food and clothing for the Spaniards. Indian women were raped, their children were abused; all were infected by foreign diseases.

De Soto had honed his Indian fighting skills in South America; North American Indians, with slings, spears and arrows, never stood a chance of stopping him. Millions of Indians died due to foreign diseases brought by DeSoto's army. DeSoto died before founding his colony and his army never found the gold they sought to attract more of their kind to North America. The Spaniards failed to colonize America but others would be influenced by their reports of the land, resources and natives.





In contrast, when the French, the British, and the Dutch arrived they were primarily interested in settling. They wanted to develop this place as their own home. Their interests directly clash with those of the resident population. The Indians with whom the English first made contact in America in 1584 were from the Algonquian group of tribes. The first encounter was friendly. The Secotan offered leather goods, coral and meat, fish, fruit and vegetables. What they wanted in return was metal implements. This first encounter revealed very clearly the interests of the two sides, mutual at first but leading easily to conflict once the Europeans attempted to settle.



The Indians of eastern America were semi-nomadic. During the spring and summer they lived in villages to grow their crops. In the winter they hunted in the thick forests. Land, in the Indian view, was a communal space, impossible to own. Land leads eventually to appalling conflicts.

In 1585 settlers in Roanoke Island initially enjoyed good relations with the Indians which did long for a while. The English stroke first, employing the ancient technique of treachery. On June 1, 1586, the Indian chief Pemsapan and other tribal leaders were invited to a council, as they approached, they were shot and assassinated.

In 1607 the Europeans met an unfriendly reception in the territory of the Powhatan. They suffered an Indian attack easily fought off with muskets and cannon. By 1622 the colonists number was more than 1000. In that year a new Powhatan chieftain, Opechancanough, decided to attack the English settlements, killing 347 colonists in a single day. The most discreditable moment in the European reprisals occurred in 1623, when the English organize a peace conference. The Indians attending it were murdered, some by poison and some by gunshot.

When the pilgrims were struggling through their first winter on American soil, from December 1620, they found the Wampanoag, a friendly tribe. The Indians helped the settlers with their agriculture, and joined them in their celebration of Thanksgiving. The Wampanoag chieftain, Massasoit, made a treaty of friendship which lasted for forty years, until his death in 1662.



When Massasoit died, there were some 40,000 English settlers. They outnumbered the Indian population by perhaps two to one. Indians found themselves working for the settlers as laborers or domestic servants. They were expected to behave according to Puritan standards, and were punished for following their own traditions.

The most successful Indian uprising against colonial intrusion occurred in 1680 in the region which is now New Mexico. When the American colonists won their war of independence against the British in 1783 transferred to the new state the thirteen colonies.

In 1790, there was a desperate Indian attempt to resist the pressure of European settlers. Representatives of the defeated tribes assembled for peace talks in Fort Greenville in 1795. Their leaders accepted a treaty which cedes to the United States much of present-day Ohio. This concession gave the green light to a surge of new land speculation and settlement, was only the first of many in the region.

In 1796 Washington selected the Cherokee Indians, living in the western regions of North Carolina and Georgia, for a pilot scheme in integration. He informed their leaders that government policy in relation to other tribes will depend on the success of this experiment. Funds were provided for

Cherokee education. The people of the tribe were shown how to build log cabins. The procedures of western agriculture were demonstrated. Missionaries arrived to explain the mysteries of Christianity.

The Cherokee people rose admirably to the challenge. 1828 is the year in which the Cherokee nation seemed most fully to transform itself into a nation in the western sense. Yet 1828 is the last good year for the Cherokees. Andrew Jackson, beginning his first term in the White House in 1829, was the first president to come from west of the Appalachians. He knew the insistent land hunger of the settlers, who viewed Indian lands as a present obstacle and future prize. To make matters worse for the Cherokees, gold was discovered on their lands in 1829. These events impelled the state government of Georgia to annex territory assigned by federal treaty to the Cherokees. State laws in 1829 made illegal for Cherokees to mine gold, to testify against a white man and to hold political assemblies.

By 1838 the Cherokees had not moved, federal troops were sent to Georgia to enforce the removal. Neighbors of the Cherokee were moved at the same time. The victims were four other southeastern tribes (Chickasaw, Choctaw, Seminole and Creek). Their enforced migration in the late 1830s was known as the Great Removal. It is calculated that about 100,000 were driven from their land, and that more than 20,000 died on the journey west.

Hundreds of Sioux, including women and children were assassinated on 29 December 1890 when they were already surrounded and were being relieved of their arms. By now the only part of the original territory still reserved for Indians is the east, an area occupied ever since the Great removal by the Cherokees and others of the Five Civilized Tribes. In 1907 the entire region, including the diminished Indian Territory in the east, was admitted to the union as Oklahoma, the forty-sixth state.





## Comprehension Check

➤ Circle "T" for True, or "F" for False.

• Mexico and the United States had very analogous beginnings.	T	F
• The arrival of Columbus was an auspicious event for the first inhabitants of America.	T	F
• Europeans brought health and wellness to the first inhabitants of America.	T	F
• Aztecs occupied the North of Mexico.	T	F
• Aztecs spoke many different languages.	T	F
• The Mexica finally found the Promised Land in 1325.	T	F
• Tlaloc was an Aztec <i>tlatoani</i> .	T	F
• Noble Aztecs were called <i>chinampa</i> .	T	F
• Native Americans, at the North of Mexico, lived as hunter-gatherers, or as settle farmers.	T	F
• Native Americans infected the Spanish who arrived to their lands with strange diseases.	T	F
• Spaniards who arrived to America were primarily interested in settling.	T	F
• The Algonquian was a Native American tribe in the South of Mexico.	T	F
• When the pilgrims were struggling through their first winter on American soil they had a hostile welcome by the Indians.	T	F
• The pilgrims were English priests.	T	F
• Cherokee Indians were cruel and bloody people.	T	F

## Unit 5

### Public Transportation in San Francisco

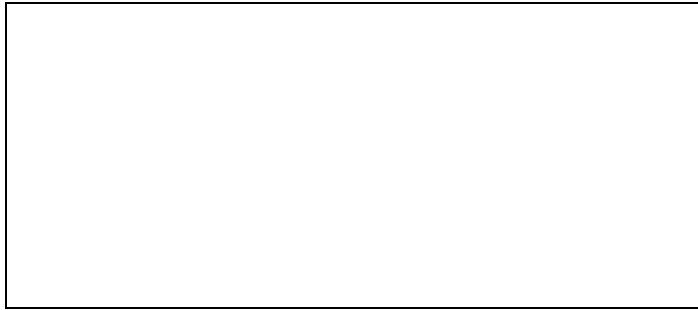
#### Achievements

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**



Content 5

Public Transportation in San Francisco



Lisa: Well! What a shame! Vacation's almost over!

Fernanda: But you still have two more days, and there's so much more you wanted to do.

Lisa: I know! Vacation went so fast!

Fernanda: Good vacations always do!

Lisa: Really?

Fernanda: Yes, it almost seems like a rule of life. You said you want to go to Golden Gate Park to see the Conservatory of Flowers and the Japanese Tea Garden.



Conservatory of Flowers



Japanese Tea Garden



Golden Gate Park

Lisa: And you said that's close to here?

Fernanda: Hmmm. More or less.

Lisa: But you said...

Fernanda: Um, yes, I meant in comparison to when we went to Muir Woods in Marin County last weekend, Golden Gate Park is much closer.

But that doesn't mean we can walk there! Look, *silly* cousin, here it is on the map...

Let me google it.



*silly*: not intelligent; a very gentle insult

*google*: use an internet search engine

Fernanda: We're here in the Mission District, see?

Lisa: Yes.

Fernanda: You know, busses here aren't like in Mexico, either. Only one bus comes every twenty or thirty minutes, and they have very strict schedules.

Lisa: Only one?!? And we just have to wait there?

Fernanda: No, we don't have to wait. We can look at the website and see the schedules. Hmm. Let me think, "San Francisco Municipal Transportation Authority," that's S-F-M-T-A, but is it "dot-gov" or "dot-com?" Oh I'll try both.

O.K., here it is on the screen. To go to the zoo from the Mission District where we are, we have to take bus route 23, this one that *goes east-west across* the city, see?

*go across*: something that passes, without stopping, from near one border to near another



Lisa: O.K.

Fernanda: And to get to the 23, we can go either of two ways. We can take the BART or the 49.

Lisa: "The forty-nine?"

Fernanda: Bus route 49, silly.

Lisa: Oh. The BART is great! Let's take it!

Fernanda: Yes, it's great, but it's more expensive. And if we take the Muni bus, then we get a transfer pass for only ten cents — then we can take the 23 for free. And the fee is only seventy-five cents for youth — that's us, kids under 18. I said that to get to the 23 from here, we can take the 49. We can walk to Mission Street to get on the 49.



Fernanda: The next thing is to look at the schedules. A 49 *comes by* every 10 to 15 minutes — it has a lot!

*come by, go by*: a bus or other conveyance passes close without stopping

Line	Direction	Stop	Time
49	Outbound	Market St	7:00 AM
49	Outbound	Market St	7:15 AM
49	Outbound	Market St	7:30 AM
49	Outbound	Market St	7:45 AM
49	Outbound	Market St	8:00 AM

Line	Direction	Stop	Time
23	Outbound	Market St	7:00 AM
23	Outbound	Market St	7:15 AM
23	Outbound	Market St	7:30 AM
23	Outbound	Market St	7:45 AM
23	Outbound	Market St	8:00 AM



Fernanda: And the 23 has one every 10 to 15 minutes, too. We're lucky they come so often!

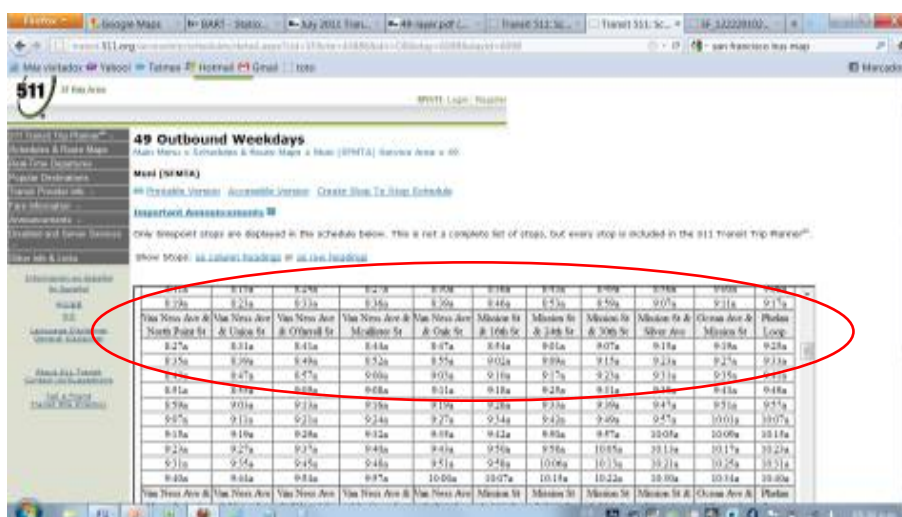
Lisa: But how do you know that?

Fernanda: It says so right here! It's what I'm showing you on the screen!

Lisa:



Fernanda: Look here. The 49 goes from the corner of Van Ness Avenue and North Point Street to Phelan Loop. They're written across the top of the page, from left to right. See?



Fernanda : We just read across until we find Mission Street and 16<sup>th</sup> Street.

Hmmm, hmmm, there it is, in the sixth column. Then we scroll down to the time we want to leave, around 9 o'clock, and we see that one arrives at 8:54, 9:02, 9:10, and so on. To follow the one that comes by at 9:02, we read to the right. It goes by 24th Street at 9:09, 30<sup>th</sup> Street at 9:15, and arrives to Silver Avenue at 9:23. We'll get off between 30<sup>th</sup> and Silver.

scroll up, scroll down: use the bars and arrows to move the contents in a computer screen

Fernanda : So we skip over to the page with the schedule for the 23, and we look across it, from left to right, and look for where it crosses Mission Street.

Lisa: I see it, in the third column.

Fernanda: Oh, right, under Bosworth Street. Huh! Can I tell you something, cousin? I've never heard of Bosworth Street! Anyway, as we look down we can see that the 23 crosses Mission at 9:16, just a minute or two before we arrive there, errrr, bad luck.

Lisa: But it's not so bad, the next one comes by at 9:37, that's, hmmm , ten, fifteen, twenty minutes later.

Fernanda: Twenty-one, dear cousin, but more like eighteen after we get off the 49.

Lisa: Whatever...

Fernanda: So we get on the 23 with our ten cent pass and arrive to the zoo at 9:55.

Lisa: How about if we check what time the zoo opens?

Fernanda: Good idea. I bet it opens at 8 or 9. So maybe we should take an earlier bus. Let's see, google the S-F-Z-O-O, there're the hours and... Ha! You're right, cousin! It opens right at 10! And we get children's fees of five-fifty!

<p><b>Hours &amp; Prices</b></p> <p><b>Winter hours:</b> (November 7, 2011 to March 12, 2012) Open daily 10 a.m. to 4 p.m. Admission gate closes at 3:30 p.m.</p> <p><b>Summer hours:</b> (March 13 to November 6, 2012) Open daily 10 a.m. to 5 p.m. Admission into Zoo ends at 4:00 p.m. Members may enter until 4:30 p.m.</p>	<b>Current Zoo Admission Prices</b>	
	Adult (15-64)	<b>\$15</b>
	Seniors (65+)	<b>\$12</b>
	Children (ages 4-14)	<b>\$9</b>
	Children under 3	<b>Free</b>
	Parking Mon-Fri	<b>\$8</b>
	Parking Sat-Sun / Holidays	<b>\$10</b>
	<b>San Francisco Resident Prices</b>	
	Adult (15-64)	<b>\$12</b>
	Seniors (65+)	<b>\$7.50</b>
	Children (ages 4-14)	<b>\$5.50</b>
	Children under 3	<b>Free</b>
	Parking Mon-Fri	<b>\$8</b>
	Parking Sat-Sun / Holidays	<b>\$10</b>

Lisa: And can we go to Golden Gate Park after that? On the map it looks like we can walk there.

Fernanda: Maybe, I guess so, but it would take an hour or more.

Lisa: Wow. Well, we could take a taxi cab.

Fernanda: I guess so but, you know, cabs aren't everywhere like they are in Mexico City. Here you have to call them by phone, and then wait until they arrive. And they're kind of expensive, too.

Lisa: Everything's so complicated!

Fernanda: Let's see. How about if we take the 29? See how it goes up Sunset Boulevard? It's beautiful. And the 29 goes right *through* the Park, too.

*go through*: something that passes, without stopping, from outside one border to outside another

Lisa: How long will we stay at the Zoo?

Fernanda: How about four hours? Then we would leave at two in the afternoon.

Looking at the schedule for route 29, and comparing it with the city map, it seems the zoo is somewhere between the stop at 19<sup>th</sup> and Halloway and the one at Sunset Boulevard and Noriega Street. We could catch the one that goes by the zoo a few minutes after 2:01 or the one after 2:15. It takes about twenty minutes to get to the part of the park with the Japanese Tea Garden. The Flower Conservatory really is great. I've been there a hundred times and wouldn't mind a hundred more!

Lisa: Then can we go to the Presidio Park?



*Presidio of San Francisco*

Fernanda: No, silly. It'll be too late. That will have to wait until tomorrow.

Lisa: Then what are we going to do after the Flower Conservatory?

Fernanda: I guess we'll come back home. We can watch one of those movies on internet.

Lisa: And we'll go to the Presidio tomorrow?

Fernanda: Yes! That's what I just said!

Lisa: So how will we come back home from Golden Gate Park?

Fernanda: I'm looking. Maybe we can take the 5 on Fulton Street and McAllister to the 22 on Fillmore Street, or go on to Van Ness and take the same 49. Let's look at the schedules again. Hmm. Hey! The schedule shows McAllister! The 49 goes by that corner at — wow! — every three or four minutes around six in the evening. But uh oh! Most of them don't go all the way to 16<sup>th</sup> Street! But if we take the... the... 6:30, 6:38, or 6:45 it will bring us back to Mission and 16<sup>th</sup>.

Lisa: So when do we get onto the 5 bus?

Fernanda: Right, we click back to the list of routes, find the 5, find one that goes by Fulton and 6<sup>th</sup> Street. There's one at 5:51 that arrives to Van Ness at 6:09, and another at exactly six o'clock that gets there 6:18. If we catch either one of those, then we can catch the 49 at 6:30.

Lisa: Whew! That's complicated!

Fernanda: It's easy! We just check it on Internet and click on the screens!

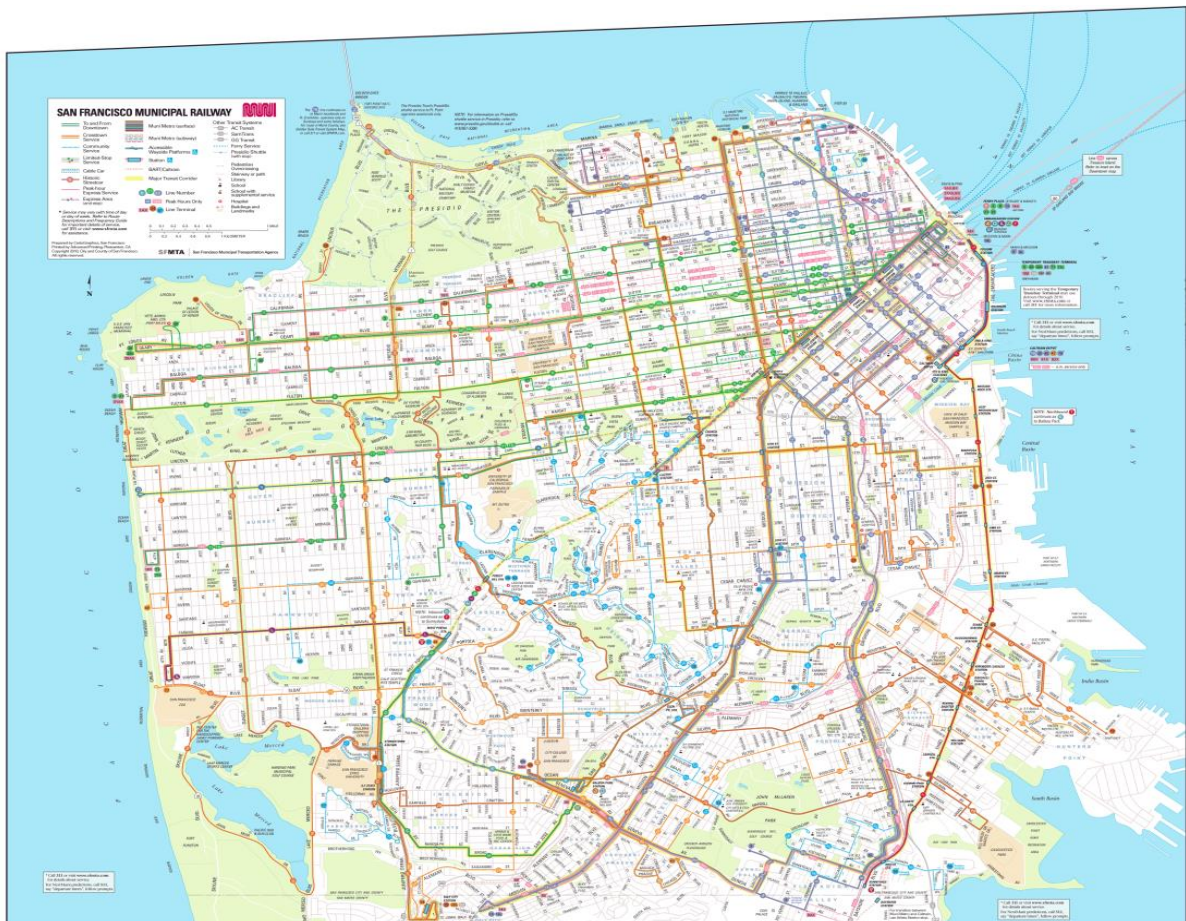
Lisa. I don't know what's easy about it. I'm tired already!

Fernanda: Oh come on!

Lisa. Is it going to be just as complicated to go to the Presidio Park tomorrow?

Fernanda: About the same. We can take the 49 again, just go further north, and transfer once. We'll go by Fisherman's Wharf, but you've already been there.

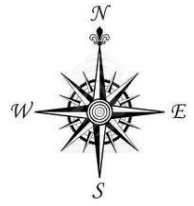
Lisa: "North?"





Fernanda: It's "up" on the map. And "west" is left, "east" is to the right, and "south" is down.

Lisa: So today we'll take the 49 bus south, and tomorrow take it to the north.



Fernanda: You got it.

Lisa: And so when I go to the airport the day after tomorrow, I'll go south.

Fernanda: Do you have to go very early? A cab is the fastest way to go, and the only transportation in the middle of the night.



Lisa: I *don't think so*, mom says our flight leaves in the afternoon.

Fernanda: O.K. The cheapest way is to take a bus, it's two dollars. But the bus only goes to the city limits, it doesn't go all the way there. There's also a service you call that will pick you up here at our house; they call it a "limousine," but it's really just an everyday van. It's around sixty dollars per person.

*don't think so*: be unsure about what the other person said

*van*: small bus with 2 or 3 benches

Hmmm. That's kind of expensive, at least for us.

Fernanda: And I said, "per person," it's that much for each of you.

Lisa: Oohhh. But how about the cable car? It's lovely!

Fernanda: Don't be silly, that's only for tourists...

Lisa: But I'm a tourist, in case you haven't noticed...

Fernanda: I mean the cable car only runs up and down Nob Hill and other places near downtown. It doesn't go anywhere near the airport.

Lisa: Oh.



Fernanda: I was going to say that you can take the BART, too.

Lisa: The underground?

Fernanda: Yes. That's the way I would go. It's the fastest, although the fare is about four times as much as the bus. The fare was eight dollars the last time I took it. That was in the springtime.

Lisa: Sounds good!



Fernanda: Just go down to the 16<sup>th</sup> Street / Mission Street station, and go to the San Francisco International station. You don't even need to transfer! You'll be there in about half an hour.

Lisa: That's great!

Fernanda: Just remember to take the yellow line, the other ones don't stop at the airport.

Lisa: And so what's its schedule?

Fernanda: Ha! That one you don't have to worry about. It comes every three or four minutes, just like Mexico's subways!

Lisa: I've been meaning to ask you, why do they call it "BART?" Is it a joke about the cartoon character?

Fernanda: No, silly. It's just "Bay Area Rapid Transit." And it's been around longer than the cartoon, if you must know. Look here, [www.bart.gov](http://www.bart.gov). In the window with the history you can see when it was built, in the 1960s.



Lisa: And when did the cartoon start?

Fernanda: Hmm. In the eighties. Look here there's the BART Basics Guide. Let's have a look at

((Adapted from: [http://www.bart.gov/docs/brochures/BART\\_Basics\\_2011.Eng.pdf](http://www.bart.gov/docs/brochures/BART_Basics_2011.Eng.pdf)))

**BART is the fast, convenient and reliable way to get around the Bay Area. Whether your trip is for work or for play, take BART... and you're there.**

<p><b>BART Basics</b>                  BART connects the San Francisco Peninsula with Oakland, Berkeley, Fremont, Walnut Creek, Dublin/Pleasanton, and other cities in the East Bay. BART also connects to AC Transit, Caltrain, Muni, SamTrans, and other local transit systems throughout the Bay Area.</p>	<p><b>Getting to BART</b></p> <ul style="list-style-type: none"> <li>• Walk or ride a bike to BART. Bike racks and bike lockers are available at most BART stations.</li> <li>• Make a bus or rail connection to BART.                      Have someone drop you off at a BART station. Curbside passenger drop-off areas are available at most stations.</li> <li>• Drive to BART. Consider buying a reserved parking permit to ensure that a convenient spot is available each day.</li> </ul>
---	---

**BART Service Overview**

BART provides service to 44 stations in the San Francisco Bay Area. Hours of operation are generally from 4 am to midnight on weekdays, 6 am to midnight on Saturdays, and 8 am to midnight on Sundays and major holidays. Individual station closing times are coordinated with the schedule for the last train beginning at around midnight. BART trains typically run every 15 minutes, except weekends when trains run about every 20 minutes.

**Why Take BART?**

**Avoid the high costs**

of driving, sitting in traffic, and parking. Get where you're going on time. Help improve air quality and minimize energy consumption. Relax while we get you to your destination.

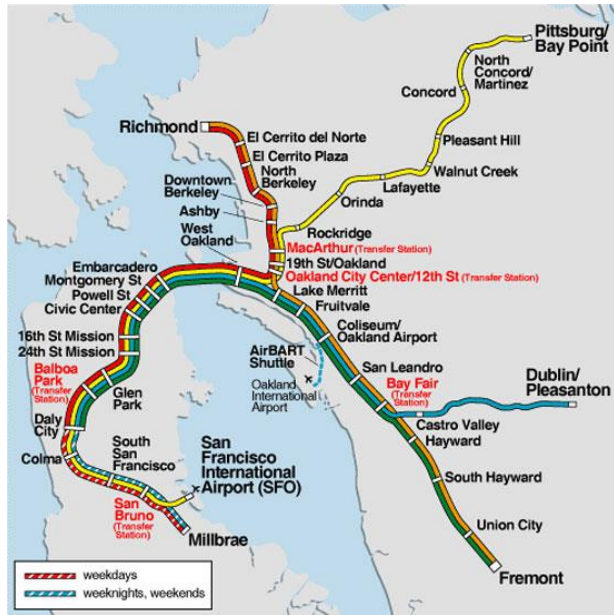




### BART Destinations

The BART system operates five lines, or routes, each represented by its own color on the BART System Map:

- Richmond – Millbrae (Red)
- Fremont – Daly City (Green)
- Richmond – Fremont (Orange)
- Pittsburg/Bay Point – SFO (Yellow)
- Dublin/Pleasanton – Daly City (Blue)



#### Buy a Ticket

You'll need to purchase a ticket at the station before riding BART. Your ticket can cover a single ride or multiple rides. Each person must have his or her own ticket, except children age 4 and under, who ride free and do not need a ticket. Be sure to keep your ticket. You will need it to enter and exit the BART station through the fare gates. Please keep your BART ticket away from magnetic objects.

The most convenient way to pay for your BART ride is to use the Clipper card. This all-in-one transit card is accepted on major Bay Area transit systems, including BART. For more information, visit [www.clippercard.com](http://www.clippercard.com).

#### BART Ticket Vending Machines

BART ticket machines are located at the entrance to each station. BART ticket machines accept \$20, \$10, \$5, and \$1 bills, as well as coins. Some ticket machines give change (up to a maximum of \$4.95). Change machines are also available at each station.

Selected ticket vending machines available in many BART stations accept debit/credit cards. Ticket machines allow you to add up to \$40 in value to an existing ticket once it has \$7.95 or less remaining on it. Insert your ticket into the "old ticket" slot, add more money (at least 5¢) and you'll get a ticket worth the combined total.

**Enter the Fare Gate**

Once you have your ticket, you will pass through a fare gate that will scan the ticket and give it back to you. Keep your ticket with you; you'll need it to exit. Fare gates are usually located near the Station Agent booth.

Insert your BART ticket into the ticket slot located at the front of the gate. The gate pulls your ticket through and returns it at the top. Pull your ticket up and the barriers will open. Walk through the gate.

If you change your mind an excursion fare will be automatically charged if you enter and exit the same station, whether or not you ride

BART. If you decide to leave the station after entering without taking a ride, contact a Station Agent in person or by white courtesy telephone, before exiting through fare gates.

**Exit at Your Station**

Locate the exit fare gates. Insert your BART ticket into the ticket slot located at the front of the gate. At this point, one of the following will happen:

- The exit gate pulls your ticket through and retains it. The barriers open to allow you to walk through the gate. You have exact fare to your destination.
- The exit gate pulls your ticket through and returns it at the top. When you remove the ticket, the barriers will open. You have more than exact fare to your destination. Keep your ticket and use it for future trips.
- The exit gate pulls your ticket through and returns it at the top, but the barriers do not open. The display on the gate indicates "Underpaid Go To Add Fare." Your ticket does not cover the cost of this ride and you'll need to go to an Add Fare Machine.



**Comprehension Check**

➤ Circle “T” for True, or “F” for False.

• Lisa’s vacation is nearly at an end.	T	F
• Golden Gate Park is much closer to Fernanda’s house than Muir Woods.	T	F
• Lisa’s house is in the Mission District.	T	F
• To go to the zoo from the Mission District, Fernanda and Lisa have to take bus route 49.	T	F
• Buses in San Francisco go by very often.	T	F
• Fernanda knows all the streets in the Mission District.	T	F
• Fernanda and Lisa plan to be at the zoo for a couple of hours.	T	F
• Fernanda thinks it is complicated to get to the zoo.	T	F
• To take a limousine is the cheapest way to arrive to the airport.	T	F
• Cable cars run up and down in all San Francisco.	T	F
• In San Francisco it is cheaper to take a cab than a bus.	T	F
• BART are the initials for “Bay Area Rapid Transit”.	T	F
• BART offers service to 44 stations in the San Francisco Bay Area.	T	F
• You can transfer from one place to another using one of the six lines The BART system operates.	T	F

**Narrative and Informative Bibliography****Bibliography**

Obesidad.net. 2002. Sobre los alimentos. <http://www.obesidad.net/spanish2002/default.htm>.

Salud. 2011. Frijol, nutritiva y deliciosa herencia de América.  
<http://www.saludmedicinas.com.mx>.

[www.choosemyplate.gov](http://www.choosemyplate.gov)

American Chemical Society. 2004. Healthy Eating from Celebrating chemistry.  
<http://www.kids@acs.org>.

Longevity Nutrition. June 3rd, 2010. Strawberries Health Benefits.  
<http://longlifetips.net/strawberries-health-benefits> (article is adapted)

Fun Activities@Shemrock. 2009. Jack and the Beanstalk. <http://www.shemrock.com/jack-and-the-beanstalk.htm>

King Poetry. 2007. Jack and the Beanstalk. <http://kingpoetry.com>

# English Road! 6

## Flash Cards



**Alma Delia García Salazar**



FRUITS

Unit 1-1

Note to the teacher: You can use this Flashcard to introduce or to recycle vocabulary of *fruits* in the readings through unit 1 in the *Reading Book* or in the *Students' Book* when working with "*Food*".

Cover the flashcard heading. Ask the students: What are these? When Ss answer "*Fruits*" let them see the title. Then ask them: Can you name some? Encourage the Ss to say as much vocabulary as they can.






VEGETABLES

Unit 1-2

Note to the teacher: You can use this Flashcard to introduce or to recycle vocabulary of *vegetables* in the readings through unit 1 in the *Reading Book* or in the *Students' Book* when working with "Food".

Cover the flashcard heading. Ask the students: What are these? When Ss answer "Vegetables" let them see the title. Then ask them: Can you name some? Encourage the Ss to say as much vocabulary as they can.



 <p style="text-align: center;">DAIRY PRODUCTS</p>	<p>Unit 1-3</p> <p>Note to the teacher: You can use this Flashcard to introduce or to recycle vocabulary of <i>dairy products</i> in the readings through unit 1 in the <i>Reading Book</i> or in the <i>Students' Book</i> when working with "Food".</p> <p>Cover the flashcard heading. Ask the students: What are these? When Ss answer "<i>dairy products</i>" let them see the title. Then ask them: Can you name some? Encourage the Ss to say as much vocabulary as they can.</p>
--	--



CEREALS AND GRAINS



Unit 1-4

Note to the teacher: You can use this Flashcard to introduce or to recycle vocabulary of *cereals and grains* in the readings through unit 1 in the *Reading Book* or in the *Students' Book* when working with "Food".

Cover the flashcard heading. Ask the students: What are these? When Ss answer "*cereals and grains*" let them see the title. Then ask them: Can you name some? Encourage the Ss to say as much vocabulary as they can.



CASTLE

Unit 1-5

Note to the teacher: You can use this Flashcard to give the Ss more practice identifying *settings* and *characters* when working in lesson 6, unit 1 in the *Students' Book*.

Cover the flashcard heading.  
Encourage the Ss to say the setting they see in the picture. Once they say the answer ask them to mention possible characters for the setting.



FOREST

Unit 1-6

Note to the teacher: You can use this Flashcard to give the Ss more practice identifying *settings* and *characters* when working in lesson 6, unit 1 in the *Students' Book*.

Cover the flashcard heading. Encourage the Ss to say the setting they see in the picture. Once they say the answer ask them to mention possible characters for the setting.



SPACE SHIP

Unit 1-7

Note to the teacher: You can use this Flashcard to give the Ss more practice identifying *settings* and *characters* when working in lesson 6, unit 1 in the *Students' Book*.

Cover the flashcard heading. Encourage the Ss to say the setting they see in the picture. Once they say the answer ask them to mention possible characters for the setting.

# WORD

---

Unit 3-1

Note to the teacher: You can use this Flashcard to practice rhythm and number of syllables.

Ask the student to say words with the same number of syllables as the example on the card.

Ask the students to say words which rhyme with the example on the card.

# SYLLABLES

Unit 3-2

Note to the teacher: You can use this Flashcard to practice rhythm and number of syllables.

Ask the student to say words with the same number of syllables as the example on the card.

Ask the students to say words which rhyme with the example on the card.



# CONTEST

Unit 3-3

Note to the teacher: You can use this Flashcard to practice rhythm and number of syllables.

Ask the student to say words with the same number of syllables as the example on the card.

Ask the students to say words which rhyme with the example on the card.



Unit 3 - 4

Note to the teacher: You can use this Flashcard to practice *Wh-* questions.

Ask the students to say questions related to the image, like these.

- Where is she?
- Where has she been?
- Where is she going?
- What is she doing?
- What will she do next week?
- What did she do last year?
- Why is she sad?
- Why was she sad?
- Why will she be sad?
- What time of day is it?
- What time in her life is this?
- Who is she?
- Who made her sad?
- Who can make her happy?



Unit 3 - 5

Note to the teacher: You can use this Flashcard to practice *Wh*-questions.

Ask the students to say questions related to the image, like these.

- Where is this?
- Who did this?
- Who will do this next year?
- Who did this last month?
- Why did this happen?
- Why will this happen?
- What season is this?
- How old is the school?
- How old is the window?
- Who can fix it?



Unit 3 - 6

Note to the teacher: You can use this Flashcard to practice *Wh*-questions.



Ask the students to say questions related to the image, like these.

- Where is this?
- Who is doing this?
- Will anyone do this in our city?
- Who did this last month?
- Why did this happen?
- Why will this happen?
- What season is this?
- How old are they?
- Who can stop it?

Unit 4 - 1

*High School was something we'll never enjoy again.*  
*Knowledge and Friendship*

*Please join us in honor of*  
*Eduardo Roman*  
*High School Graduation*  
*from Yale High School*

*Friday June 2*  
*5:00 p.m.*  
*In the school*  
*garden*

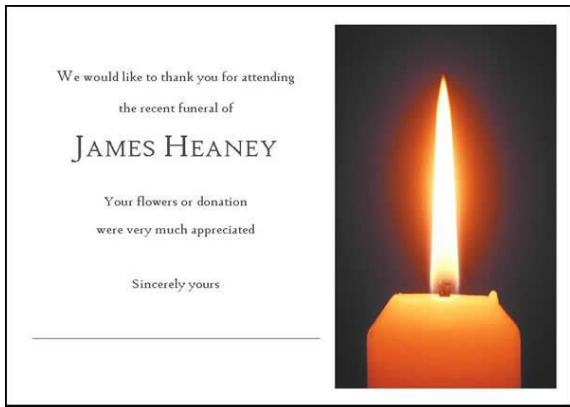
*Reception immediately following*  
*at the Empire Royal*  
*456 Lincoln Avenue*  
*L.A. california*

Note to the teacher: You can use this Flashcard to identify purpose, intended audience and sender.

Ask the students: What is it? What kind of invitation is it? How do you know?

You can also use this Flashcard to identify the nature of the event.

Ask the students: What is this invitation written for? How do you know? Is it a happy event? Is it a sad event? Is it a popular event? Is it a communal event? Is it a public event? Is it a formal event? Is it an informal event? Is the entrance free?



Unit 4-2

Note to the teacher: You can use this Flashcard to identify purpose, intended audience and sender.

Ask the students: What is it? What kind of invitation is it? How do you know?

You can also use this Flashcard to identify the nature of the event.

Ask the students: What is this invitation written for? How do you know? Is it a happy event? Is it a sad event? Is it a popular event? Is it a communal event? Is it a public event? Is it a formal event? Is it an informal event? Is the entrance free?



Unit 4-3

Note to the teacher: You can use this Flashcard to identify purpose, intended audience and sender.

Ask the students: What is it? What kind of invitation is it? How do you know?

You can also use this Flashcard to identify the nature of the event.

Ask the students: What is this invitation written for? How do you know? Is it a happy event? Is it a sad event? Is it a popular event? Is it a communal event? Is it a public event? Is it a formal event? Is it an informal event? Is the entrance free?





Unit 4-4

Note to the teacher: You can use this Flashcard to identify purpose, intended audience and sender.

Ask the students: What is it? What kind of invitation is it? How do you know?

You can also use this Flashcard to identify the nature of the event.

Ask the students: What is this invitation written for? How do you know? Is it a happy event? Is it a sad event? Is it a popular event? Is it a communal event? Is it a public event? Is it a formal event? Is it an informal event? Is the entrance free?



Unit 4-5

Note to the teacher: You can use this Flashcard to identify types of clothes.

Ask the students: What clothes are people in the first image wearing? Do these clothes belong to Aztecs or to Native American? Can you say their names in Nahuatl?



Unit 4-6

Note to the teacher: You can use this Flashcard to identify types of clothes in the Aztec society and in Native American tribes.

Ask the students: What clothes are people in the first image wearing? Do these clothes belong to Aztecs or to Native American? Can you say their names in Nahuatl?

((Insertar las siguientes imágenes: algodón, aguacate, árbol de hule, cacao, amaranto, tomates, semillas de chía calabaza, chile, semillas de frijol, nuts, berries.))

Unit 4-7

Note to the teacher: You can use this Flashcard to identify types of food in the Aztec society and in Native American tribes.

Ask the students: What food can you see? Do these food belong to Aztecs or to Native American?




Unit 5 - 1


Note to the teacher: You can use this flashcard to practice descriptions of activities.

Encourage the Ss to say as much as they can about the picture.


Ask the Ss questions like these.


- “What does he do?”
- “Where does he work?”
- “What is he doing?”
- “What else can he do?”
- “Do you know someone with the same occupation?”
- “Is it an easy job?”
- “Is it a dangerous job?”
- “What studies does he require to perform his job?”
- “Does he like his job?”

	<p>Unit 5 - 2</p> <p>Note to the teacher: You can use this flashcard to practice descriptions of activities.</p> <p>Encourage the Ss to say as much as they can about the picture.</p> <p>Ask the Ss questions like these.</p> <ul style="list-style-type: none"><li>“What does she do?”</li><li>“Where does she work?”</li><li>“What is she doing?”</li><li>“What else can she do?”</li><li>“Do you know someone with the same profession?”</li><li>“Is it an easy job?”</li><li>“Is it a dangerous job?”</li><li>“What studies does she require to perform her job?”</li><li>“Does she like her job?”</li></ul>
--	---

 A cartoon illustration of a woman with long dark hair, wearing a blue dress and blue high-heeled shoes. She is singing enthusiastically into a black microphone, with her mouth wide open and eyes closed. The microphone cord is coiled around her legs. The background is white with faint, repeating watermarks of the word 'IZART'.	<p>Unit 5 - 3</p> <p>Note to the teacher: You can use this flashcard to practice descriptions of activities.</p> <p>Encourage the Ss to say as much as they can about the picture.</p> <p>Ask the Ss questions like these.</p> <ul style="list-style-type: none"><li>“What does she do?”</li><li>“Where does she work?”</li><li>“What is she doing?”</li><li>“What else can she do?”</li><li>“Do you know someone with the same profession?”</li><li>“Is it an easy job?”</li><li>“Is it a dangerous job?”</li><li>“What studies does she require to perform her job?”</li><li>“Does she like her job?”</li></ul>
--	---



	<p>Unit 5 - 4</p> <p>Note to the teacher: You can use this flashcard to practice descriptions of activities.</p> <p>Encourage the Ss to say as much as they can about the picture.</p> <p>Ask the Ss questions like these.</p> <p>“What does he do?”</p> <p>“Where does he work?”</p> <p>“What is he doing?”</p> <p>“What else can he do?”</p> <p>“Do you know someone with the same profession?”</p> <p>“Is it an easy job?”</p> <p>“Is it a dangerous job?”</p> <p>“What studies does he require to perform his job?”</p> <p>“Does he like his job?”</p>
--	--

	<p>Unit 5 - 5</p> <p>Note to the teacher: You can use this flashcard to identify means of transportation.</p> <p>If one or another means of transportation does not exist in your city, ask the Ss to imagine the details it may have in a city where it does.</p> <p>Ask the Ss questions like these.</p> <p>“What means of transportation can you recognize in the illustration?”</p> <p>“Can you mention different examples?”</p> <p>“How do you get from your house to school?”</p> <p>“How much does a bus ticket cost?”</p> <p>“How much does a subway ticket cost?”</p> <p>“How much does it cost to get a taxi?”</p>
---	--

Unit 5 - 6



Note to the teacher: You can use this flashcard to identify places in a community.

Ask the Ss questions like these.

“What places can you see in the pictures?”

“What other places can you name near here?”

“What other places can you name in a town far away?”

“What places can you name in an English-speaking country?”

	<p>Unit 5 - 7</p> <p>Note to the teacher: You can use this flashcard to review tourist attractions in San Francisco after reading the text in the <i>Reading Book</i> on pages 131 to 142.</p> <p>Ask the Ss questions like these.          “What is it?”          “Where is it?”          “What other tourist attractions are there in San Francisco?”          “What other tourist attractions are near San Francisco?”</p> <p>You can also use this flashcard to talk about tourist attractions in the community where the students live.</p> <p>Ask the Ss questions like these.          “What tourist attractions are there in our city?”          “Where are they?”          “What can you do there?”          “How can you get there?”          “Is it far from here?”          “Is the entrance free?”          (if not) “How much does the entrance cost?”          “How much is the entrance fee?”</p>
---	---

## Ilustraciones

1 – 6 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4.4.0.208.1842.1j11j1.13.0....0...1ac.1.64.img..0.17.1887.WCQNDPtREyc#hl=es-419&tbm=isch&q=FOREST&imgrc=nrDzJDoWaH0-\\_M%3A](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4.4.0.208.1842.1j11j1.13.0....0...1ac.1.64.img..0.17.1887.WCQNDPtREyc#hl=es-419&tbm=isch&q=FOREST&imgrc=nrDzJDoWaH0-_M%3A)

1 – 7 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4)

3 – 4 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4).

3 – 5 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.1](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.1)

3 – 6 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4)

5 – 1 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4)

5 – 2 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4)

5-6 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4.4.0.208.1842.1j11j1.13.0....0...1ac.1.64.img..0.17.1887.WCQNDPtREyc#hl=es-419&tbm=isch&q=PLACES+IN+A+COMMUNITY&imgrc=q8-ttazpTgDlKM%3A](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4.4.0.208.1842.1j11j1.13.0....0...1ac.1.64.img..0.17.1887.WCQNDPtREyc#hl=es-419&tbm=isch&q=PLACES+IN+A+COMMUNITY&imgrc=q8-ttazpTgDlKM%3A)

5 – 3 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4).

5 – 4 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4).

5 – 5 [https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs\\_l=img.3..0l10.2272.6042.0.6205.17.13.0.4](https://www.google.com/search?hl=es-419&site=imghp&tbm=isch&source=hp&biw=1220&bih=589&q=productos+lacteos&oq=productos+lacteos&gs_l=img.3..0l10.2272.6042.0.6205.17.13.0.4)

# English Road! 6

## Teacher's Book

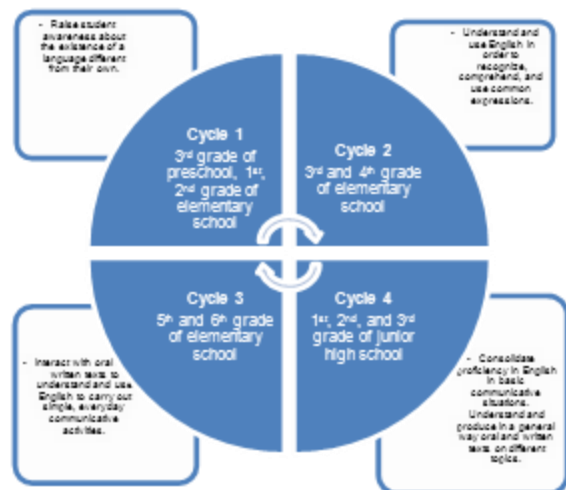


**Alma Delia García Salazar**

Teaching English in mandatory schooling is important to raising the quality of education so students can improve their achievement, raise their quality of life, and contribute to national development. The current holistic reform is focused on adopting the 21st century model based on competencies which envisions greater articulation and efficiency from preschool to middle school. The Secretariat of Public Education thus aligns its curriculum with UNESCO's guidelines for educational systems to prepare students to face the new challenges of a globalized world in which contact among multiple languages and cultures becomes a daily event.

The purpose for teaching English in mandatory education is for students to gain the knowledge necessary to engaging in social practices in spoken and oral language so as to interact with native and non-native English speakers via specific competencies with the language.

### NEPBE (Stages and Cycles)



### Social Practices with English

The SEP's approach for teaching all languages, including Spanish and indigenous languages, is comprised of their social practices, which are patterns or ways of interaction as well as the several activities linked to them for the production and interpretation of spoken and written texts. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. These are realized by *doing*, *knowing*, and *being* in the language.



Miniaturas de todos los complementos

English Road is an excellent book where students are introduced to the language via social practices that focus on approaching literature through reading, writing, and oral exchanges where expected learning outcomes activate knowledge students already have about the world.

Because children are often surprisingly perceptive and critical, this book is chock full of handy, interesting tasks situated within three learning environments: Familiar and Community activities, Literary and Ludic, and the Academic and Educational field. The topics in this book were chosen to inspire students creating products derived of their own self-expression, which blossom into vehicles for the learning process.

Learners gradually become competent in the conventions of conversation and written expression by participating in the social practices of English-speaking cultures. In English Road, they become familiar with the language by becoming familiar with their own artistic works — works they can be proud to put on display.

English Road groups the learning progression into three stages:  
Start your Road!, On the Road!, and End your Road!

Start your Road!

Start your Road! is composed of one or two activities to introduce the students to the topic and the social practice for the unit.

Reducción de la página donde se la fase Start your road!

On the Road!

On the Road! is a series of activities that continue with the social practice and guide toward the expected learning outcomes by articulating *doing*, *knowing*, and *being* into sub-products.

Reducción de la página donde se la fase On the road!

End your Road!

End your Road! socializes all the activities and competences students have worked on and combines them into a final product where they can put everything they learned into practice.

Reducción de la página donde se la fase End your road!

## Método de trabajo

### Proyectos didácticos

The way of working in English Road is through products of learning where in the final stage students can visualize and put into practice everything they learned, which have been concretized into achievements. These products of learning present communicative situations like those students would use in real life circumstances. These contexts are not the result of, but rather a way toward, developing specific competencies.

Reducción de la página de un proyecto

Reducción del  
Teacher's Book

The teacher is guided in how to use, follow through with, and join the activities through the Student's Book, Reading Book, flash cards, and CD tracks. The content is distributed into the five units corresponding to the social environments for language acquisition. The use of the CD tracks is clearly explained in each activity where they are going to be used. There are also bibliographic and web references for teachers and students.

Reducción de My  
Fantasy Big Book

Reducción de My  
Informative Big  
Book

Reducción de  
Reading Book

The readers consist of developmentally appropriate topics and issues that take into account cognitive aspects, social factors, feelings, psychological features, and linguistic characteristics. Big books for young children and readers for older kids are full of illustrated tales, fables, tongue twisters, riddles, and songs that fill the three social learning environments with meaningful contents that help students learn values and learn English.

Reducción  
de CD

On the CD the teacher is supported with the full texts of the readings, and a wealth of Student Book activities like recordings of the conversations, songs, dictations, and listening comprehension tasks.

Reducción de  
Flashcards

The learning cards expand student lexicon and language use through extension activities designed to complement the Student and Reading books. Suggestions for classroom use are conveniently situated on the backs of the cards, so that older children may use them independently.

Teaching English in mandatory schooling is important to raising the quality of education so students can improve their achievement, raise their quality of life, and contribute to national development. The current holistic reform is focused on adopting the 21st century model based on competencies which envisions greater articulation and efficiency from preschool to middle school.

The Secretariat of Public Education’s curriculum aligns itself with UNESCO’s guidelines for preparing students to face the challenges of a world in which contact among multiple languages and cultures becomes more and more a daily event.

The criteria for quality improvement in education must be applied to teacher training, the updating of curricula and syllabus contents, pedagogical approaches, teaching methods, and didactic resources according to Prosedu. Simultaneously UNESCO has indicated that educational systems should prepare students to face the new challenges of a globalized world in which contact among multiple languages and cultures becomes more and more a daily event. In this context the Secretariat of Public Education acknowledges the need to include English as a subject in the curricula of preschool and elementary education based on the legal principles established in Article third of the Mexican Constitution, as well as the attributions granted by the General Law of Education.

NEPBE in Class Testing Stages and Phases of Extension

Stage or Phase	School Year	2009 - 2010	2010-2011	2011-2012
	First in-class testing stage.	Cycle 1 (Preschool 3rd grade, Elementary school 1st and 2nd grades).		
	Phase of expansion for generalization.		First phase of expansion of Cycle 1 (Preschool 3rd grade, Elementary school 1st and 2nd grades).	
	Second in-class testing stage.		Cycle 2 (Elementary school 3rd and 4th grades).	

	Phase of expansion for generalization.			Second phase of expansion of Cycle 1.
				First phase of expansion Cycles 2 and 3.
	Third in-class testing stage.			Cycle 4 (Secondary school 1st, 2nd and 3rd grades).

Cycle 1	Cycle 2	Cycle 3	Cycle
3 <sup>rd</sup> grade of preschool 1 <sup>st</sup> , 2 <sup>nd</sup> grade of elementary school	3 <sup>rd</sup> grade and 4 <sup>th</sup> grade of elementary school	5 <sup>th</sup> grade and 6 <sup>th</sup> grade of elementary school	1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> grade of secondary school
Raise student's awareness about the existence of a language different to their own	Understand and use English in order to recognize, comprehend, and use common expressions	Interact with oral and written texts to understand and use English to carry out simple, everyday communicative activities	Consolidate proficiency in English in basic communicative situations. Understand and produce in a general way oral and written texts in different topics.

The purpose for teaching English in mandatory education is for students to gain the knowledge necessary to engaging in social practices in spoken and oral language so as to interact with native and non-native English speakers via specific competencies with the language.

### Social Practices with English

The approach for language teaching, including Spanish and indigenous languages, is comprised of their social practices, which are patterns or ways of interaction as well as the several activities linked to them for the production and interpretation of spoken and written texts. Each practice has a specific communicative purpose and a history linked to a particular cultural situation.

Social practices of the language represent the core referent in the definition of NEPBE's contents. This decision complies with the approach for language teaching adopted by the Secretariat of Public Education, as stated in the syllabuses of subjects, such as Spanish and Indigenous Language.

Social practices of the language are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. For instance, nowadays, the spoken language practices used in dialogues vary quite often. The dialogue is established or kept according to social and communicative conventions of the culture where the exchange takes place.

Given the status of English as a non-native language and the changes derived from its implementation in the national curricula, a series of specific competencies –besides the social practices of the language– are established to define the contents of this subject.

The specific competencies are conceived as complex and articulated configurations of the doing with, knowing about, and being through the language, whose purpose is to preserve the formal aspects and functions of language within social life.

These competencies involve three types of knowledge of different nature, which define the programmatic contents. These are described as follow.

### **“Doing” with the language**

This type of content correspond to the communicative actions carried out in concrete interactive situations which, besides the production and interpretation of oral and written texts, are necessary to accomplish the communicative aim associated with participating in specific competencies with the language. Other reason is that “individuals learn to talk and interact with others while being in the same context. They learn to interpret and produce texts (in spoken and written form), to reflect on them, to identify problems and solve them, to transform them and create new genres, graphic formats and mediums; in other words, to interact with the texts and with other individuals who are linked to them”. Therefore, the teaching treatment for this type of contents entails, on the part of the teacher, a planning that guarantees that students “will learn by doing”, that is to say, they learn to listen by

listening, to speak by speaking, to read by reading, and to write by writing in real communicative situations and with different purposes.

### **“Knowing” about the language**

This type of contents involves a series of aspects, concepts, and topics for reflection on features, characteristics, and elements of the language, aiming at students to “raise awareness about their knowledge, know aspects of the language they had not reflected on before, and develop greater confidence and versatility to the use of the language. The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students’ skills for reading, writing, speaking, and listening”.

This is why it is fundamental to introduce students to a challenge of oral or written interaction in a real communicative situation –such as creating a product, reaching a goal or solving a problem– where they want to succeed, so that reflection on the language processes makes sense and stimulate interest and motivation to learn.

### **“Being” through the language**

These contents refer to aspects related to the role of intercultural education in general and to language diversity in particular, as well as the multiple functions they carry out and the attitudes and values underlying oral and written interaction. On the one hand, their goal is to increase the opportunities for students to share their knowledge and experiences with English through socializing the different products obtained during the work through tasks in and out of school. On the other hand, it is to appreciate the importance of fostering a harmonious, effective, tolerant, and inclusive atmosphere of communication.

“Being through the language” contents are transverse and permanent throughout the entire NEPBE. Students must become aware of their own culture and that of other countries, they must learn how to act with the language in different environments of social life and value the consequences of their actions. For this reason, these contents have a specific place within the syllabuses. However, given their transverse nature, the treatment of this type of contents should not be limited to a particular moment; on the contrary, they should be present in a permanent way.



In conclusion, far from reducing the curriculum content to a disjointed and out-of-context teaching of skills, knowledge, and values of the structure of the target language, it is expected that the teaching of English be the same approach as the other two language subjects. In other words, to provide an education that preserves the functions and uses of language in social life. From this perspective, the problem is not when to begin teaching a non-native language (before or after literacy in the mother tongue), but rather the why, what, and how to teach and learn this language.

English Road groups the learning progression into three stages: Start your Road!, On the Road!, and End your Road!

Start your Road is composed of one or two activities to introduce the students to the social practice of the language.

On the Road is a series of activities that continues the social practice and guides toward the expected learning outcomes which articulate the three types of contents: doing with the language, knowing about the language, and being through the language. Each section in this stage integrates the contents and makes sure to obtain a sub-product.

End your Road socializes all the activities and competences students worked with through the unit and combines them into a final product where they can put everything they learned into practice in a communicative situation.

The way of working in this book is through products of learning where in the final stage students can visualize and put into practice everything they learned, concretized in achievements. These products of learning present communicative situations that students would use in real life circumstances considered, not as the result, but as a way to developing specific competencies.

The didactic guide or “Teacher’s Book” has a section in which functions and organization of each of the didactic components are clearly explained.

The teacher is guided in how to use, follow through with, and join the activities through the Student’s Book, Reading Book, Flash Cards, and CD tracks.

The content is distributed into five units, and the social environments that the SEP program specifies for acquiring English.

The use of the CD tracks is clearly marked and explained in each activity where they are going to be used.

It also has a list of bibliographic and web references for teachers and students to consult for extra information and extra practice.

### **Reading Book**

The readers consist of developmentally appropriate topics and issues that take into account cognitive aspects, social factors, feelings, psychological features, and linguistic characteristics. Big books for young children and readers for older kids are full of illustrated tales, fables, tongue twisters, riddles, and songs that fill the three social learning environments with meaningful contents that help students learn values and learn English.

The didactic proposal of the Reading Book is based in children and teenagers development that takes into account cognitive aspects, social factors, feelings, psychological features, and linguistic characteristics in kids from 8 to 13 years old.

The Reading Book contains Informative texts and Narrative texts. The texts included in this book were specially chosen and written to help learners comprehend and understand the English language in a meaningful way, taking into account their interests and necessities.

Texts are composed of illustrated tales, fables, tongue twisters, riddles, and songs that fulfill the three social learning environments, familiar and community, academic and educational, and literary and ludic with meaningful contexts that help students to learn the new language.

Readings show a higher level of complexity in lexis and grammar structures from cycle to cycle taking into account previous knowledge to make them easily to understand.

Texts are joined with the specific competences for each social environment. They include graphic glossaries to introduce new lexis contributing to get the expecting learning outcomes through them and also through graphic components.

All the texts are presented in oral versión through CD tracks which are clearly marked to their corresponding reading.

<b>Unit 1 Magic stories and healthy food.....</b>	<b>9</b>
<b>Lesson 1 How much is it?.....</b>	<b>10</b>
<b>Lesson 2 Let’s make a food pyramid.....</b>	<b>13</b>
<b>Lesson 3 Good and bad products.....</b>	<b>16</b>
<b>Lesson 4 Product: “Bullet Point Sheet” for buying –and- selling transactions of basic need items.....</b>	<b>18</b>
<b>Lesson 5 Tell me about your family.....</b>	<b>21</b>
<b>Lesson 6 Let’s read!.....</b>	<b>23</b>
<b>Lesson 7 Let’s write.....</b>	<b>26</b>
<b>Lesson 8 Product: Fantasy family tree.....</b>	<b>29</b>
<b>Assessment.....</b>	<b>32</b>
<b>Unit 2 A news report.....</b>	<b>33</b>
<b>Lesson 1 Reading and writing.....</b>	<b>34</b>
<b>Lesson 2 Let’s research.....</b>	<b>37</b>
<b>Lesson 3 Find the main idea.....</b>	<b>40</b>
<b>Lesson 4 Product: Report.....</b>	<b>42</b>
<b>Lesson 5 Graphic and textual components of news.....</b>	<b>45</b>
<b>Lesson 6 Let’s sing.....</b>	<b>47</b>
<b>Lesson 7 Let’s write.....</b>	<b>50</b>
<b>Lesson 8 Product: News report.....</b>	<b>53</b>
<b>Assessment.....</b>	<b>56</b>
<b>Unit 3 At school.....</b>	<b>57</b>
<b>Lesson 1 Syllables.....</b>	<b>58</b>
<b>Lesson 2 Describe a word game.....</b>	<b>61</b>
<b>Lesson 3 What’s your last name again? .....</b>	<b>64</b>
<b>Lesson 4 Product: Word game contest.....</b>	<b>66</b>
<b>Lesson 5 School problems.....</b>	<b>69</b>
<b>Lesson 6 Oh, more problems!.....</b>	<b>71</b>

<b>Lesson 7</b> Let's talk!.....	74
<b>Lesson 8</b> Product: Printed spots.....	77
<b>Assessment</b> .....	80
<b>Unit 4</b> I;m going to have a party!.....	81
<b>Lesson 1</b> Invitation letters.....	82
<b>Lesson 2</b> What is an invitation letter?.....	85
<b>Lesson 3</b> Elements of an invitation letter.....	88
<b>Lesson 4</b> Product: Invitations letters.....	90
<b>Lesson 5</b> Chronicles.....	93
<b>Lesson 6</b> A time line.....	95
<b>Lesson 7</b> Let's talk!.....	98
<b>Lesson 8</b> Product: Comic.....	101
<b>Assessment</b> .....	104
<b>Unit 5</b> Jobs and transportation.....	105
<b>Lesson 1</b> Jobs and occupations.....	106
<b>Lesson 2</b> Describing jobs.....	109
<b>Lesson 3</b> All jobs are important.....	112
<b>Lesson 4</b> Product: Illustrated report.....	114
<b>Lesson 5</b> Places.....	117
<b>Lesson 6</b> How do I get to Golden Gate Park?.....	119
<b>Lesson 7</b> Means of transportation.....	122
<b>Lesson 8</b> Product: Instructions brochure on how to use means of transport .....	125
<b>Assessment</b> .....	128

## Unit 1

### Magic Stories and Healthy Food

#### Content 1 How much is it?

**Social Practice of the Language:** Participate in commercial transactions

**Environment:** Familiar and Community

**Specific Competency:** Comprehend and produce expressions about the purchasing of basic need items

#### Achievements

- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.

#### Material:


- Reading Book pages 79- 92
- Audio CD Tracks: 1 - 8
- Student's Book 9 – 32
- Flash cards 1, 2, 3, 4
- Markers
- Scissors
- Colors
- Cardboard
- Ruler
- Basic need items

**Lesson 1 How much is it?**

**Achievements:**


- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.

**Start Your Road**

<ul style="list-style-type: none"> <li>➤  Audio CD Track 1 Learning Numbers Play the audio program. Ss listen and repeat the new vocabulary several times. Copy the equations on the board. Solve the operations aloud. Ss listen. After solving the equations ask the Ss to give you different amounts and write them on the board. The Ss copy the new math operations and solve them. Volunteers go to the front and solve the math operations. They say the equations aloud.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.10</p> </div>
--	--

- Ask the Ss to open their reading book to page 80. Ask them to look at the illustration and to the information in the box. Encourage them to predict the content of the module. Make the next questions:
  - Look at the picture. What is it?
  - How much are the beans? What color are they? What makes them special?
  - What other information can you find in the box?
  - Have you ever sold something? What was it?
  - What else do you know about beans?
- *Reading Book.* Ask the Ss to read the information about “Beans” on pages 80 and 81. Encourage the Ss to say as much as they can about the reading.

**On the Road**

<p>➤  Audio CD Track 2 Numbers Play the audio program, (part A). Ss. listen to and repeat the numbers several times. To have extra practice ask the Ss to say a numeration from zero to 100 aloud. They can work in pairs, in teams or as a whole group. To finish the activity play the audio program again, (part B). The Ss listen and repeat the words several times. Ask them to notice the word stress.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.10</p> </div>
--	--


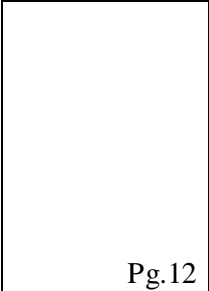
<p>➤ Ask the Ss to solve the mathematical operations on page 11. Ask volunteers to say the equations aloud.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.11</p> </div>
---	--


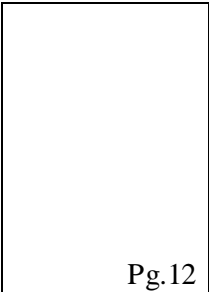
- Show the Ss *Flashcards* n° 1, 2, 3, and 4. Motivate them to say vocabulary related to *Food*. Ask them to describe the pictures and to say as much as they can about them.


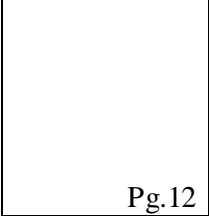
<p>➤ Have the Ss find the ten hidden words in the table on page 11. They use the pictures as clues.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.11</p> </div>
---	--



**End Your Road**

<p>➤  Audio CD Track 3. Part 1. Focus Ss attention on the picture. Ask: What things are in the picture? Elicit vocabulary related with <i>Food</i>. Play the audio program. Ss listen. Clarify any questions Ss have related with vocabulary. Play the audio program again. Ss listen and repeat the conversation. Have the Ss practice the conversation in pairs. Ask two or three couples to act out the conversation at the front of the class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.12</p>
---	---

<p>➤  Audio CD Track 3. Part B. Ask the Ss to read the sentences on part B page 12 in silence. Make sure Ss understand the new vocabulary before starting the activity. Ask the Ss to listen to the second part of the conversation and thick the correct answer.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.12</p>
--	--

<p>➤  Audio CD Track 3. Part C. Focus Ss' attention on the structures in the boxes. Then play the audio program. Ss listen and read silently. Clarify vocabulary and structures.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.12</p>
---	---

**Additional Activities**

- Have your students to write a numeration, (numbers and letters).
- Dictate numbers. Ss write the numerals.

**ICT's:**

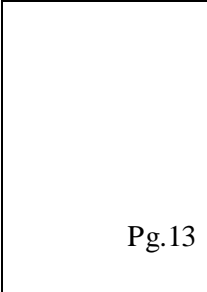
- <http://www.enchantedlearning.com>
- <http://www.moneyinstructor.com>

**Lesson 2 Healthy Food**


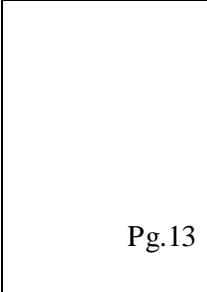
**Achievements:**

- **Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.**
- **Identifies topic and purpose.**
- **Identifies sentences used by speakers.**
- **Plays the role of a speaker.**
- **Writes expressions for a transaction dialogue.**
- **Reads sentences used for the purchasing of items aloud.**

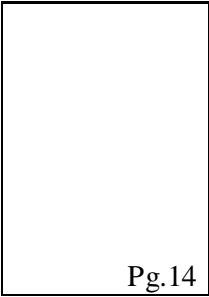
**Start Your Road**

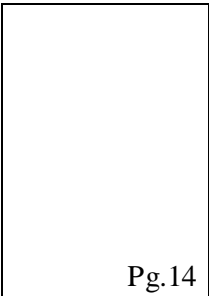
<p>➤ Ask the Ss to write the numerals. When the Ss finish the activity ask them to check their answers in pairs. Ask volunteers to say the answers aloud.</p>	 <p>Pg.13</p>
---	--

**On the Road**


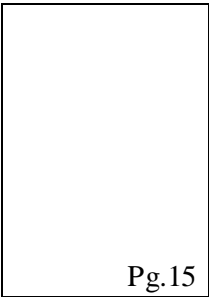
<p>➤  Audio CD Track 4. Focus Ss attention on the picture. Ask: What is this? (Answer: watercolor). What colors do you see? Play the audio program. Ask the Ss to listen and repeat several times after the audio. Have the Ss to ask and say the numbers' colors in the previous exercise. Example: A: What color is number seven? B: It is Blue.</p>	 <p>Pg.13</p>
---	--

- Ask the Ss to open their reading book to page 81. Ask them to look at the illustration and elicit vocabulary related with food. Encourage them to predict the content of the article. Make the next questions:
  - Look at the picture. What is it?
  - What food do you see?
  - What information can you find in the box?
  - How many categories of food are there in the plate?
  - Why is it divided into categories and what is the difference among them?
  
- *Reading Book.* Ask the Ss to read the article called “Healthy Food” on pages 81, 82, 83, and 84. Encourage the Ss to say as much as they can about the reading.

<p>➤ Ask the Ss to look at the pictures and encourage them to say the names of the food. Then, ask them to place the food in the appropriate category. Ss compare their pyramids in pairs.</p>	 <p>Pg.14</p>
--	---

<p>➤ Ask the Ss to write the words from the box in the appropriate column. Ask them to add to more examples to each column. Discuss the answers with them.</p>	 <p>Pg.14</p>
--	--

**End Your Road**

<ul style="list-style-type: none"> <li>➤  Audio CD Track 5. Focus Ss attention on the list of things. Read out the things. Ss repeat. Elicit or explain any new vocabulary.</li> <li>➤ Focus Ss' attention on the pictures. Read out the places. Ss repeat. Elicit or explain any new vocabulary.</li> <li>➤ Explain the first part of the task. Ss match the items individually. Then they compare their answers in pairs.</li> <li>➤ Play the audio program. Ss listen and check their answers. Then elicit the answers from the class.</li> </ul>	 <p>Pg.15</p>
---	--

**Additional Activities**

- Before or after the first exercise of the lesson the Ss can say different numerations. Zero to 100 (one by one). Zero to 500 (five by five). Zero to 1000 (ten by ten). 100 to zero (one by one), etc.
- Play “Fruit Salad”: Ask the Ss to sit in a circle. Write *Fruit salad* on the board. Brainstorm 5 or 6 examples of fruits and write them under the heading *Fruit salad*. Divide the fruits among the Ss. Stand in the middle of the circle and say a fruit. When you mention the fruit all the Ss named after it stand up and change places. At the moment the Ss stand up take a chair out of the circle. The S who cannot find a place takes the T's place and says a different fruit aloud. When someone says *Fruit salad* everybody stands up and changes places.

**ICT's:**


- [http:// www.scribd.com](http://www.scribd.com)
- [http:// www.songsforteaching.com/foodnutrition.htm](http://www.songsforteaching.com/foodnutrition.htm)

**Lesson 3 Make an Advertisement**

**Achievements:**

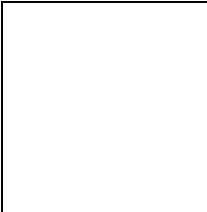
- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.

**Start Your Road**

<p>➤  Audio CD Track 6. Play the audio program. Ss listen to and repeat the questions several times. Ask them to notice the word stress.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p>Pg.16</p>
---	--

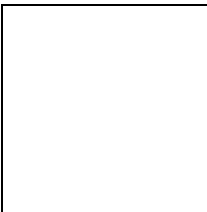
**On the Road**


<p>➤ Brainstorm vocabulary of <i>Food</i> and write a list on the board. Ask the Ss to give you prices and write them next to the list.</p> <p>➤ Ask the Ss to complete the conversations. Check the answers with the class. Ss practice the dialogues in pairs. Ask a couple of volunteers to act out the conversations using vocabulary from the board. Ss practice in pairs following the model.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p>Pg.16</p>
---	--

<p>➤ Focus Ss' attention on the pictures. Ask: What are these? (peppers). What color are they?</p> <p>➤ Ask the Ss to order the sentences to form a dialogue. Ss check their answers in pairs. Check the answers with the whole class.</p>	 <p style="text-align: right;">Pg.17</p>
--	---

**End Your Road**

- *Reading Book.* Ask the Ss to open their Reading Book to page 85. Focus Ss' attention on the pictures. Ask:
- What are the advertisements about?
  - Where can you buy these products?
  - How much are the pizzas? What ingredients do they have?
  - Is it healthy or unhealthy food? Why?

<p>➤ Ask the Ss to fill the information on the table. Ss compare the information in pairs.</p>	 <p style="text-align: right;">Pg.17</p>
--	--

-  Audio CD Track 7 *Reading Book.* Ask the Ss to open their Reading Book to page 86. Play the audio program. Ss listen. Ss read the lyrics in silence and say what they understand about the text. Elicit or explain any new vocabulary. Ss listen and sing along.

**Additional Activities**

- Play "True or False": Divide the class in two. Each team writes eight sentences. For example: Onions are bad for you. / Apples are good for you. Explain the game. Ss take turns reading their statements aloud. Ss answer *true* or *false*. Ss get one point for each correct answer. The team with the most points wins.

**ICT's:**

- [http:// www.livestrong.com](http://www.livestrong.com)
- [http:// www.teachkidshow.com](http://www.teachkidshow.com)




## Lesson 4 Selling a Product

**Product:** Bullet Point Sheet for buying –and- selling transactions of basic need items

### Achievements

- Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words.
- Identifies topic and purpose.
- Identifies sentences used by speakers.
- Plays the role of a speaker.
- Writes expressions for a transaction dialogue.
- Reads sentences used for the purchasing of items aloud.

### Start Your Road

-  Audio CD Track 8 *Reading Book*. Make photocopies of the lyrics *Strawberry Fields Forever*. You can find it in the *Reading Book* on page 87. Ss can work in groups, so you are not going to need many copies. Cut the lyrics in individual lines and put them into an envelope. Give each team an envelope. Ss listen to the song and order the lyrics. Ss listen to the song as many times as necessary. Ask the Ss to open their books to page 87 and check the assignment. Ss sing along.
- *Reading Book*. Ask the Ss:
  - Did you like the song *Strawberry Fields Forever*?
  - Do you like strawberries?
  - What do you know about them?
  - Are they healthy food? Why?

Ask the Ss to open their Reading Book to page 88 and read the article called *Strawberry Health Benefits – Healing Properties of Strawberries*. Encourage them to say as much as they can about the reading. Make questions to analyze the reading.

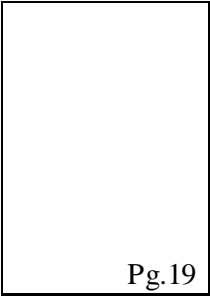
<p>➤ Ask the Ss to read and analyze the information in the chart. Ss ask and answer the suggested questions in pairs. The T checks the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.18</p> </div>
--	--

**On the Road**

<p>➤ Ask the Ss to fill the charts with information of two products they consume frequently.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.18</p> </div>
--	--

<p>➤ Ask the Ss to look, read, and analyze the products on the brochures. Ss write their answers on the line. Discuss the answers with the class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.19</p> </div>
---	--

**End Your Road**

<p>➤ Ask the Ss to design their own advertisements with the information they wrote on page 18. Help the Ss define the consistent parts of questions and answers to buy or sell their products. They make a bullet point sheet on a half piece of paper. Check grammar and spelling. Ss go round the class, use the information on the brochures and their bullet point sheets to buy and sell products.</p>	
---	---

**Additional Activities**

- Ask Ss to go to the front of the class, show and describe their products.

**ICT's:**

- [http:// www.articlesplusother.com](http://www.articlesplusother.com)
- [http:// www.pbskids.org/dontbuyit/.../createyourownad.html](http://www.pbskids.org/dontbuyit/.../createyourownad.html)

## Unit 1

### Magic Stories and Healthy Food

#### Story 1 Tell me a story!

**Social Practice of the Language:** Read Stories and Legends Aloud

**Environment:** Literary and Ludic

Specific Competency: Interpret fantasy stories and exercise imagination

#### Achievements

- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one's own.

#### Material:

- Reading Book pages 11- 24
- Audio CD Tracks:1 - 3
- Student's Book 21 – 32
- Flash cards 5, 6, 7
- Markers
- Scissors
- Colors
- Cardboard
- Rulers
- A white piece of paper per student


## Lesson 5 Tell me about your family

### Achievements:

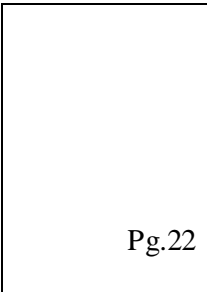
- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one's own.

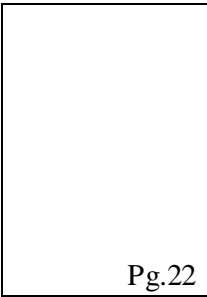
### Start Your Road

- *Reading Book*. Ask the Ss to open their Reading Book to page 12. Ask the Ss to read the text in silence. Ask the next questions:
  - What's the title of the story?
  - What's the title of the tale?
  - What family members participate in the story?
  - What family members participate in the tale?

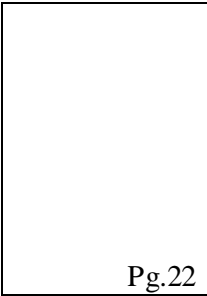
<ul style="list-style-type: none"> <li>➤  Audio CD Track 1. Part A. Ask the Ss: How much do you know about the Simpson family? Then, pointing at the pictures say: Marge is Homer's wife. Bart, Lisa and Maggie are their... (wait for the students' answer) children. Continue please. Ss listen to the audio program to check their answers.</li> <li>➤ Part B. Ss listen and repeat the new vocabulary several times. Elicit or explain words Ss do not understand.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.21</p> </div>
--	--

**On the Road**

<p>➤ Write on the board: My mother is Rosa. My father is Enrique. I have two brothers. Their names are David and Kike. Ask the Ss to listen and repeat the sentences several times after you. Then read the sentences once more aloud and say: volunteer? After two or three Ss model the exercise ask the Ss to practice in pairs.</p>	 <p>Pg.22</p>
---	--

<p>➤ Ask the Ss to write sentences about their families. Volunteers go to the board and write examples. Check the sentences with the whole class.</p>	 <p>Pg.22</p>
---	---

**End Your Road**

<p>➤ Ask the Ss to look at the illustrations. Ask:</p> <ul style="list-style-type: none"> <li>• Who are Jack and Helen? (grandparents)</li> <li>• Who are Susan and Tony?(parents)</li> <li>• Who are Bob and Karen? (children)</li> </ul> <p>Answers can vary.</p> <p>Ask Ss to complete the sentences with words from the box. Check the answers with the whole class.</p>	 <p>Pg.22</p>
--	--

**Additional Activities**

- Ss take notes about their classmates’ family. Then they tell the class. For example: Sandra has one brother and three sisters. They are...

**ICT's:**

- <http://www.ego4u.com/en/cram-up/.../family/exercises>
- [http:// www.mes-english.com/worksheets/.../family.php](http://www.mes-english.com/worksheets/.../family.php)



**Lesson 6 Let's Read**

**Achievements:**

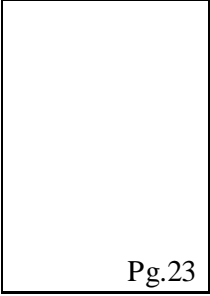
- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one's own.

**Start Your Road**

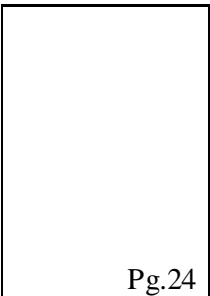
<ul style="list-style-type: none"> <li>➤ Write on the board:             <ul style="list-style-type: none"> <li>• What is fiction?</li> <li>• Who is a protagonist?</li> <li>• Who are the characters?</li> <li>• What is the plot of the story?</li> <li>• What is the setting of the story?</li> </ul> </li> <li>➤ Ask the Ss to read the information in the chart and talk about it with a classmate. Discuss the answers with the class.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.23</p> </div>
---	--

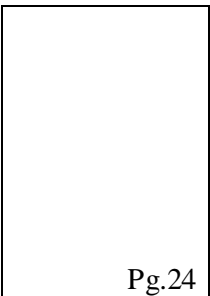
**On the Road**

<ul style="list-style-type: none"> <li>➤ Read the folktale. Ss listen and read the text after you. Some volunteers read the text.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.23</p> </div>
--	--

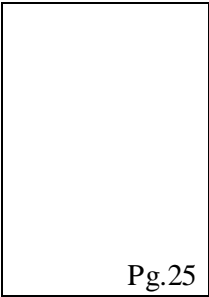
<p>➤ Ask the Ss to reread the text in silence and answer the questions. Check the answers with the whole class.</p>	 <p>Pg.23</p>
---	--

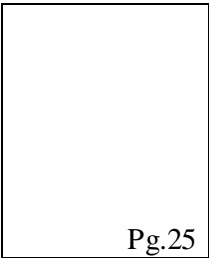
- Show the Ss *Flashcards* nº 5, 6, and 7. Ask them to look at the pictures and say the setting of the story. Encourage them to think of a possible protagonist, possible characters, and a possible plot for each illustration.

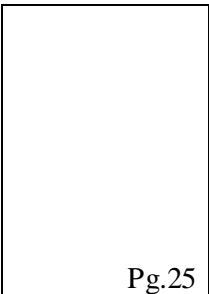
<p>➤ <i>Reading Book.</i> Ask the Ss to read the tale of Jack and the Beanstalk from pages 12 to 16. Volunteers read parts of the text. Ask questions to infer and analyze the content of the text after each page. Ask the Ss to reread the text in silence and fill the chart with appropriate information. Ss compare answers in pairs. Check answers with the whole class.</p>	 <p>Pg.24</p>
--	---

<p>➤ <i>Write on the board:</i></p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Audience</li> <li>• Purpose</li> </ul> <p>Ask the Ss to read the information in silence. Then ask: What is topic, audience and purpose? Say: Talk about it with a partner. Discuss the answers with the class.</p>	 <p>Pg.24</p>
--	--

**End Your Road**

<p>➤ <i>Reading Book.</i> Ask the Ss to read the poem of “<i>Jack and the Beanstalk</i>” on page 17. Ask them to think about the topic of the story, the author’s purpose for writing it, and whom it was written for while they read.</p>	
--	---

<p>➤ Ask the Ss to write words and details that show or give information about the topic, the author’s purpose, and audience into the box.</p>	
--	--

<p>➤ . Ask the Ss to discuss the information they gathered with a classmate and draw up a conclusion. Check answers with the whole class.</p>	
---	---

**Additional Activities**

- Divide the class in teams. Ask the Ss to make an exposition about the concepts they learned through the lesson.

**ICT’s:**

- <http://bogglesworldesl.com/setting.htm>
- <http://teachers.net/lessons/posts/1353.html>


**Lesson 7 Let's write**

**Achievements:**


- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one's own.

**Start Your Road**

- *Reading Book.* Ask the Ss to continue reading the story on page 18. Read *The Very Hungry Caterpillar* aloud. Ss listen and follow the reading in silence. Ask the Ss to read the text again in silence. Make questions to deduce and analyze the reading.

<ul style="list-style-type: none"> <li>➤  Audio CD Track 2. Play the audio program. Ss listen and repeat the action words and the sentences several times.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span>Pg.26</span> </div>
--	--

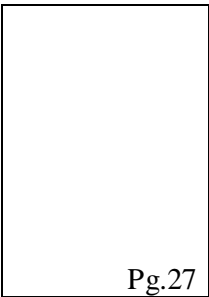
**On the Road**

<p>➤  Audio CD Track 3. Play the audio program. Ss listen and follow the reading in silence.</p> <p>➤ Ask some Ss to read the text aloud.</p> <p>➤ Ask: What is the title? Who is the protagonist? What is the plot? What is the setting?</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.26</p> </div>
--	--

<p>➤ Write on the board:</p> <ul style="list-style-type: none"> <li>• When do we use a period?</li> <li>• When do we use a question mark?</li> <li>• When do we use an exclamation point?</li> <li>• When do we use a comma?</li> </ul> <p>Ask the Ss to read the information in silence and discuss the questions with a classmate. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.27</p> </div>
--	--

<p>➤ Ask the Ss to copy the sentences on their notebooks and add the appropriate punctuation to them. While Ss are working, copy the sentences on the board. Volunteers go to the front and write the proper punctuation on the sentences. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.27</p> </div>
--	--

## End Your Road

<p>➤ Ask the Ss to follow the example of <i>The Very Hungry Student</i> to write their own story. Ask the Ss to think about a title, the protagonist, and the content of the story before start writing. Ask The Ss to use the correct punctuation. While Ss are working walk around the classroom to give any help if needed.</p>	
--	---

## Additional Activities

- Write sentences on the board using the past perfect. Omit the verb. Ask Ss to complete them.
- Play *The Chain Game*: Ss sit in a circle. One S says one sentence to start a story. The S next to him/her repeats the sentence and adds another one to continue the story. The next S repeats the first two sentences and adds another one to continue the story, and so on. The last S in the circle ends the story.

Example: On Friday Frida had visited her mother.

On Friday Frida had visited her mother. On Saturday she had eaten pizza and pie...

- Dictate sentences to the Ss. When talking emphasize the type of sentence: interrogative, exclamative, affirmative, and mark the stops between commas. Ss write the appropriate punctuation.

### ICT's:

- [http:// esl.about.com/od/.../a/a\\_punctuation.htm](http://esl.about.com/od/.../a/a_punctuation.htm)
- [http:// www.educationalrap.com/](http://www.educationalrap.com/)

**Lesson 8 And by the way, my name is Andrea**

**Product:** A Fantastic Family Tree

**Achievements**

- Identifies topic, purpose, and intended audience.
- Identifies plot, conflict, body and ending.
- Distinguishes between narrator, main characters, and supporting characters.
- Names the settings of a story.
- Answers questions about family and friendship relationships among characters.
- Establishes differences and similarities between the behavior and values of characters in the story, familiar people and one’s own.

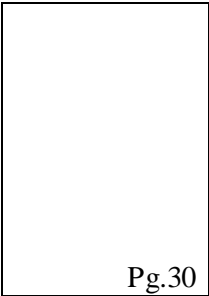
**Start Your Road**

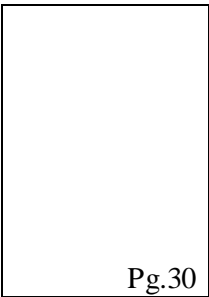
<p>➤ Ask: what is predicting? Listen to the Ss’ responses. After several answers ask the Ss to read the text. Make sure Ss understand the information.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg.29</div>
--	--

**On the Road**

<p>➤ <i>Reading Book.</i> Ask the Ss to continue reading the story on page 19. Ask them to predict or guess what the story will be about before reading the tale of <i>The Evil Bird Princess</i>. Remind them to observe illustrations, titles and subtitles and their previous knowledge to predict. Ss write their guesses in the table. Ask the Ss to read the story. Remind them to stop after each paragraph and ask to themselves, “What will happen next?” When they finish reading they see if what they predicted was correct.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg.29</div>
--	--



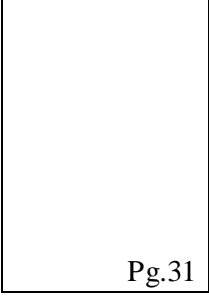
<p>➤ Ask the Ss to read the questions. Elicit or explain new vocabulary. Then ask the Ss to reread the tale of <i>The Evil Bird Princess</i>. Ss answer the questions and check their responses in pairs. Check the answers with the whole class.</p>	
---	---

<p>➤ Ss listen and repeat the sentences after the T several times. Elicit vocabulary related with family. Ask the Ss to write three sentences using information from the story <i>The Evil Bird Princess</i>. Tell them to follow the examples. Volunteers write the sentences on the board. Check the statements with the whole class.</p>	
---	--

*Reading Book*. Make photocopies of the lyrics *Norwegian Wood (This Bird Had Flown)* B. You can find them in the *Teacher's Book* page 38. Play the audio program. Ss listen to the song and order the lyrics. Ss listen as many times as necessary. Ss open their *Reading Book* on page 23 and check the assignment.

- Ask the Ss to continue reading the story on page 19. Ask them to predict or guess what the story will be about before reading the tale of *The Evil Bird Princess*.

**End Your Road**

<p>➤ Ask the Ss to say a description of family and friendship relationship between the main character and other characters of the story <i>The Evil Bird Princess</i>. Write a list on the board. Ss draw the characters from the story in the frames. Ss write the family relationship names under the pictures.</p>	 <p style="text-align: right;">Pg.31</p>
---	---

- Ask the Ss to design a fantastic family tree using a whole card board piece, colors, markers and lots of imagination.. They can use information from the tales through the lesson or from the story they wrote.

**Additional Activities**

- Ss show their family tree to the class and say the family and friendship relationship among the characters in the story.

**ICT's:**

- [http// dltk-bible.com/.../families/my\\_family\\_tree.htm](http://dltk-bible.com/.../families/my_family_tree.htm)
- [http:// www.familytreetemplates.net/category/kids](http://www.familytreetemplates.net/category/kids)

## Unit 2

### A News Report

#### Content 2: Save the Planet

**Social Practice of the Language:** Participate in formal communicative events

**Environment:** Academic and Educational

**Specific Competency:** Classify and interpret information about a topic of interest to present a report.

#### Achievements

- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.

#### Materials:

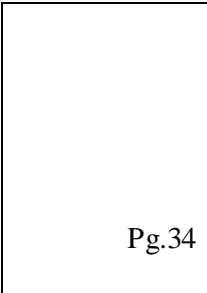
- Reading Book pages 25 - 36
- Audio CD Tracks: 12 - 18
- Student's Book 33 – 44
- Flash cards 1, 2, 3, 4, 5, and 6.
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

### Lesson 1: Reading and Writing

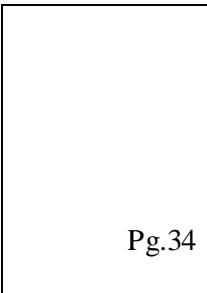
#### Achievements

- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.

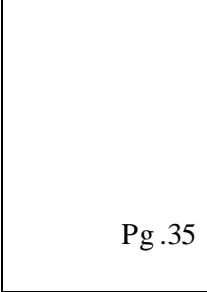
#### Start Your Road

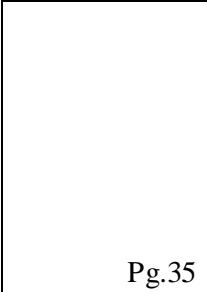
<ul style="list-style-type: none"> <li>➤ Ask the Ss to read the information about how to predict. Make sure they understand the topic by discussing it with the class.</li> </ul>	 <p>Pg.34</p>
---	---

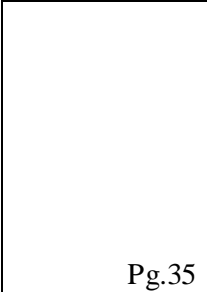
#### On the Road

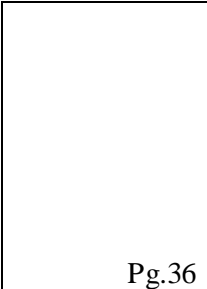
<ul style="list-style-type: none"> <li>➤ <i>Reading Book.</i> Ask the Ss to read the story <i>News Report</i> on pages 26 to 29. Ask them to predict or <i>guess</i> what the story will be about before reading it. The Ss write their guesses in the table. Ask the Ss to read the story. At the end of the story, they see if their prediction was correct.</li> </ul>	 <p>Pg.34</p>
---	--

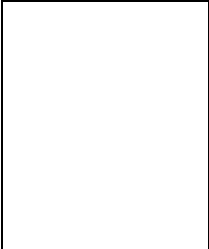
- Show the Ss *Flashcards* 1, 2, 3, 4, 5, and 6. Encourage them to describe the illustrations. Ask them to identify a possible topic for each one.

<p>➤ Ask the Ss to observe graphic and textual information and identify a possible topic for each page. Ss discuss their answers first in pairs, then with the whole group.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.35</p>
---	---

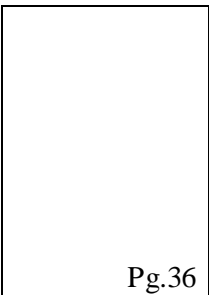
<p>➤ Ask the Ss to read the information about <i>Parts of a Text</i>. Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the reading.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.35</p>
--	--

<p>➤ Have the Ss read the example of the introduction to an article on chocolate. Ask them to think of a different one and write it on the space provided. Ss share their writings with a classmate.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.35</p>
--	---

<p>➤ Ask the Ss to read the information on <i>function, purpose, and intended audience</i>. Elicit or explain new vocabulary. Make questions about the subject to be sure they understand the content of the reading.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.36</p>
---	---

<p>➤ <i>Reading Book.</i> Ask the Ss to read the article on page 29 called <i>The Newspaper for the Classroom.</i> Ss check the correct answer. Encourage the Ss to say as much as they can about the reading.</p>	 <p>Pg.36</p>
--	--

**End Your Road**

<p>➤ Ask the Ss to write again the introduction they wrote for the article on chocolate. Encourage them to think of additional details about the information and write them down. Ask them to write a final idea about the topic to conclude the writing. Motivate them to keep a purpose and intended audience in mind while writing. Ss share their articles with the class.</p>	 <p>Pg.36</p>
--	---

**Additional Activities**

- Show the Ss *Flashcards* 1, 2, 3, 4, 5, and 6. Encourage them to describe the illustrations. Ask them to say a possible topic for each one. Then, motivate them to say the possible purpose and intended audience.
- Form teams. Each team write an article related with one of the flashcards.

**ICTs**

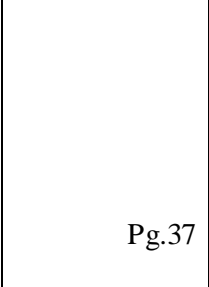
- [www.testdesigner.com/questions/Main\\_Idea/Grade\\_2](http://www.testdesigner.com/questions/Main_Idea/Grade_2)
- [juni.osfc.ac.uk/Extension/level\\_2\\_extension/English/lesson1/audience\\_quiz.asp](http://juni.osfc.ac.uk/Extension/level_2_extension/English/lesson1/audience_quiz.asp)

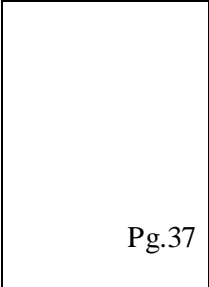
## Lesson 2: Let's Research

### Achievements

- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.


### Start Your Road


<p>➤ Ask the Ss to read the article <i>How Do We Obtain Information?</i> Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the reading.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: center;">Pg.37</p>
---	---

<p>➤ <i>Reading Book.</i> Ask the Ss to read the article on page 31 called <i>Newspaper for Kids.</i> Ask them to stop after each paragraph and ask to themselves the six questions to know more about the topic. Ss note down the answers. Encourage the Ss to say as much as they can about the reading.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: center;">Pg.37</p>
--	--



**On the Road**

<p>➤  Audio CD Track 12. Focus Ss attention on the pictures. Encourage them to describe them. Ss listen to the audio. Ss listen and repeat the words several times. Focus Ss attention on the short vowel sounds.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.37</p> </div>
--	--

<p>➤  Audio CD Track 13. The Ss listen to the words several times. The Ss write the words in the appropriate column. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.37</p> </div>
---	--

<p>➤ Focus Ss attention on the image. Ask, “What is the title?” When Ss say the title respond, “Yes, the title is <i>Green Tips!</i>”</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 38</p> </div>
---	---

<p>➤ Tell Ss, “Now look at the next two articles. What is the title? Write it down.” Ss write the title. Ask volunteers to say the answers. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 38</p> </div>
---	---

<p>➤ Ask the Ss to read the article about <i>Ways to Clarify the Meaning of Words</i>. Elicit or explain new vocabulary. Make questions about the subject to be sure they understand the content of the text.</p>	<p>Pg. 38</p>
---	---------------

<p>➤ Encourage the Ss to write the meaning of the word <i>small</i> in different ways. Ss check their answers in pairs. Check the answers with the whole class.</p>	<p>Pg. 38</p>
---	---------------

<p>➤ <i>Reading Book</i>. Ask the Ss to reread the article called <i>Green Tips</i>. Ask them to look for specific information and answer the questions on the exercise. Discuss the answers with the class.</p>	<p>Pg. 39</p>
--	---------------

**End Your Road**

<p>➤ Encourage the Ss to think of a possible different title for the article called <i>The Little Journal</i>. Ask them to make questions to obtain more information about the topic. The Ss read the article and write notes. Ss compare their answers with a classmate.</p>	<p>Pg.39</p>
---	--------------

**Additional Activities**

- Show the Ss *Flashcards* 1, 2, 3, 4, 5, and 6. Encourage them to describe the illustrations. Ask them to say a possible title for each one.

**ICTs**

- [fog.ccsf.cc.ca.us/~mbibliow/whquestions3-3.html](http://fog.ccsf.cc.ca.us/~mbibliow/whquestions3-3.html)

**Lesson 3: Find the Main Idea**

**Achievements**

- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.

**Start Your Road**

<p>➤ Ask the Ss to read the information about <i>Main Ideas and Supporting Ideas</i>. Elicit or explain new vocabulary. Ask questions about the topic to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg. 40</div>
---	---

<p>➤ Ask the Ss to read the information and analyze the information they have in the mind map. Elicit or explain new vocabulary. Ask questions about the topic to be sure they understand the content of the text. Encourage them to describe the illustrations and to say as much as they can about the reading.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg. 40</div>
---	---

**On the Road**

<p>➤ Ask the Ss to read the information in the text. Encourage them to think about the main idea and supporting ideas. The Ss copy the mind map on their notebooks and write down their answers. The Ss check share their answers in pairs.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 41</p> </div>
---	---

**End Your Road**

<p>➤ Explain the Ss they can create their own designs of mind maps. Encourage them to think about an original one. Ask them to choose a topic and write main ideas and supporting ideas about it using the mind map they created. Ss write an article using the information in the mind map with a suitable title. The Ss share their writings with the class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 41</p> </div>
--	---

**Additional Activities**

- Ask the Ss to look on the Internet for new ideas on how to make mind maps.
- Ss make original and creative designs of mind maps on cardboard, and then paste them up around the classroom.
- Give the Ss extra readings and ask them to find the main idea and supporting ideas or details.

**ICTs**

- [www.enchantedlearning.com/graphicorganizers/star/](http://www.enchantedlearning.com/graphicorganizers/star/)
- [www.quia.com/quiz/1169917.html?AP\\_rand=776455730](http://www.quia.com/quiz/1169917.html?AP_rand=776455730)

### Lesson 4: Let's Make a Report

**Product:** Report

#### Achievements


- Formulates questions about a selected topic.
- Uses tables of contents, titles and keywords on sources to find information.
- Clarifies the meaning of words using contextual clues or a bilingual dictionary.
- Identifies main and supporting ideas.
- Organizes information in mind maps.
- Writes paragraphs to make a report.


#### Start Your Road

<p>➤ Ask the Ss to read the information about <i>Establish correspondence between phrases or ideas</i>. Elicit or explain new vocabulary. Ask questions about the topic to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 42</p> </div>
---	---

<p>➤ Ask the Ss to match the information they have in column A with that in column B to make sentences. Ss write down the sentences on their notebooks. Ask volunteers to write the sentences on the board.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 42</p> </div>
---	---

**On the Road**

<p>➤  Audio CD Track 14. Play the audio program. Ss listen and repeat several times. Focus Ss attention on the importance of the subject and the object in the sentences. Explain the use of participles in the passive voice.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.43</p> </div>
---	--

<p>➤  Audio CD Track 15. Play the audio program. Ss listen and repeat several times. Focus Ss attention on the sentence stress.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 43</p> </div>
--	---

<p>➤ Ask the Ss to copy the sentences on their notebooks and then change them from active to passive voice. Ask volunteers to write the sentences on the board. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 43</p> </div>
---	---

<p>➤ Ask the Ss to read the information in <i>Writing Bibliography</i>. Elicit or explain new vocabulary. Ask questions about the topic to be sure they understand the content of the text. Ask them to write a bibliography card in their notebooks of one of their English books. Volunteers write the information on the board. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 43</p> </div>
--	---

### End Your Road

<p>➤ Ask the Ss to select a topic. Encourage them to look for information in different sources and classify it into main ideas and supporting ideas. Ask them to use a mind map to organize the information they found. Ask them to write the report by paraphrasing. Ss write a first version of their final report in the space provided. Check their spelling. Ss write their final version of the report on a piece of cardboard. The Ss show the report to the class and paste it on a bulletin board.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.44</p> </div>
---	--

### Additional Activities

- Ask Ss to go to the front of the class, show and describe their reports.

### ICTs

- [www.english-hilfen.de/en/exercises/active\\_passive/passive\\_sentences1.htm](http://www.english-hilfen.de/en/exercises/active_passive/passive_sentences1.htm)
- [www.english-test.net/esl/learn/english/grammar/ei104/esl-test.php](http://www.english-test.net/esl/learn/english/grammar/ei104/esl-test.php)



## Unit 2

### A News Report

#### Story 2: A Classroom Newspaper

**Social Practice of the Language:** Listen to, read, and record information from diverse media.

**Environment:** Familiar and Community

**Specific Competency:** Identify and comprehend the main idea on news reports of interest to the community.

#### Achievements

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.

#### Materials:

- Reading Book pages 93 - 104
- Audio CD Tracks: 11 and 12.
- Student's Book 45 - 56
- Flash cards 1, 2, 3, 4, 5, and 6.
- Markers
- Scissors
- Colors
- Cardboard
- Rulers

## Lesson 5: Graphic and Textual Components of News

### Achievements

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to the questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.

### Start Your Road

<p>➤ Ask the Ss to read the information about <i>Graphic and Textual Components</i>. Elicit or explain new vocabulary. Ask questions about the topic to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 45</p> </div>
--	---

<p>➤ <i>Reading Book</i>. Ask the Ss to go to the reading <i>A Classroom Newspaper</i>. Encourage them to predict the topic before reading by using graphic and textual components. Ask them to explore their distribution and the section where they are located. Discuss the answers with the class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.45</p> </div>
--	--

**On the Road**

<p>➤ <i>Reading Book</i>. Ask the Ss to read the piece of news on page 98. Ss answer the task in the Student’s Book using the information from the article. Volunteers say the answers.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.45</div>
---	--

<p>➤ Ask the Ss to find the word <i>lowercase</i> near the end of page 96. Mention that it is a word with two parts. Write the word on the board and ask them to separate it into the two parts. If this is too difficult, ask them to continue reading and find the information. Ask a volunteer to go to the board and separate the word into two. Then ask, “What does each of these words mean? What does the combination of the two words mean?”</p> <p>Ask them to look for another word on the same line that means the same thing. (In fact it is there twice!)</p> <p>After the Ss know what <i>lowercase</i> means, ask them to find another word in the article that is new for them and try to figure out the meaning following the same technique as before. Ss should check a dictionary to resolve any questions. Ss share their answers with the class.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.45</div>
---	--

**End Your Road**

<p>➤ Ask the Ss to go back to the mind map they made at End Your Road in Lesson 3. Encourage them to use textual and graphic components as tools to write a new and more interesting version of those main ideas and those supporting ideas.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.46</div>
--	--

**ICTs**

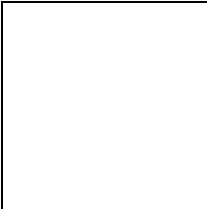
- [english-zone.com/vocab/vic02.html](http://english-zone.com/vocab/vic02.html)
- [highered.mcgraw-hill.com/sites/0072330686/student\\_view0/chapter1/vocabulary\\_1.html](http://highered.mcgraw-hill.com/sites/0072330686/student_view0/chapter1/vocabulary_1.html)

**Lesson 6: Let's Sing**


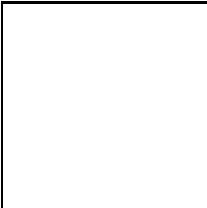
**Achievements**

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to the questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.

**Start Your Road**

<p>➤ Ask the Ss to read the information about <i>Referents</i>. Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.47</p>
---	--

**On the Road**

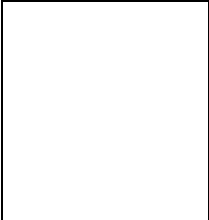
<p>➤  Audio CD Track 16. Explain to Ss that English has two words for girls and women, <i>her</i> and <i>she</i>. Ask the Ss to look at the lyrics of the song and, each time they see Alma's name, change it for one of those two words. Ss listen to the song and check their answers. Ss sing along.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.47</p>
--	---

<p>➤ Ask the Ss to put the words into the appropriate column. Check the answers with the whole class.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.48</p>
---	--

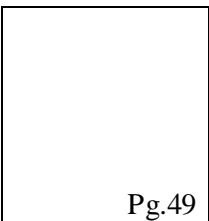
<p>➤ Ask the Ss to read the sentences and choose the correct option. Check the answers with the whole class.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.48</p>
--	--

<p>➤ Ask the Ss to read the information about <i>Paraphrase</i>. Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.48</p>
--	--

<p>➤ Ask the Ss to read and analyze the example of <i>Paraphrasing</i>. Tell them the importance of not using the exact words in the original text — because that is just copying. Ask volunteers to paraphrase the same article orally.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.49</p>
--	--

<p>➤ Ask the Ss to read the paragraph several times. Ss rewrite the information in their own words in the box provided. Ss compare answers with a classmate.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.49</p>
--	---

**End Your Road**

<p>➤ Ask the Ss to read the whole article <i>A Classroom Newspaper</i> and then answer the questions orally. Ss check the answers with a classmate. Ask the Ss to use referents and paraphrase whenever they can. Discuss the answers in class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.49</p>
---	---

**Additional Activities**

- Divide the class into teams. Ask the Ss to say sentences about the day’s events using the subject pronouns, object pronouns, and possessive adjectives. Ss write sentences.
- To practice possessive pronouns, prepare big flashcards with names on it, e.g. “Sofía,” “Beto,” “Rebeca and I,” “Puppy,” “Pedro and Charles.” Use some object like a ball to express possession. Ask five volunteers to go to the front and get into a line. Give each S a flashcard. Ss pretend to be the person on the flashcard. The first S takes the ball and gives it to the second S, Sofia. Example: “This ball is hers.” Sofia takes the ball and gives it to the next S, Beto. Example: “This ball is his.”
- Do the same activity with possessive adjectives: The first S takes the ball and gives it to the second S, Sofia. Example: “This is her ball.” Sofia takes the ball and gives it to the next S, Beto. Example: “This is his ball.”

**ICTs**

- [www.ego4u.com/en/cram-up/grammar/pronouns/exercises](http://www.ego4u.com/en/cram-up/grammar/pronouns/exercises)
- [www.english-hilfen.de/en/exercises/environment/paraphrasing.htm](http://www.english-hilfen.de/en/exercises/environment/paraphrasing.htm)

**Lesson 7 Let's Write**

**Achievements:**

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to the questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.

**Start Your Road**


<p>➤ Ask the Ss to read the information about <i>Direct Speech and Indirect Speech</i>. Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.50</p> </div>
---	--


<p>➤ Ask the Ss to change the sentences from <i>direct speech</i> to <i>indirect speech</i>. Volunteers write the sentences on the board. Check the answers with the whole class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.50</p> </div>
---	--



**On the Road**

<p>➤ Write the titles <i>Direct Speech</i> and <i>Indirect Speech</i> on the board. Under <i>Direct Speech</i>, write “I was in the school.” Read the sentence aloud and ask, “What did I say?” When the Ss give the answer, write it under <i>Indirect Speech</i>. Ask the Ss to practice saying sentences aloud. Classmates tell what they have just said using indirect speech.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.51</p> </div>
--	--

<p>➤  Audio CD Track 17. Play the audio program. Ss listen and practice. Elicit or explain new vocabulary.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.51</p> </div>
---	--

<p>➤  Audio CD Track 18. Write on the board: “What are you doing?”, and “Why aren’t you working?” Play the audio program. Ss listen and practice. Ask: Which one is a response to the question, “What are you doing?” and which is the response to “Why aren’t you working?” Discuss the answers with the class. Focus Ss attention on the normal stress and the emphatic stress.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.51</p> </div>
--	--

<p>➤ Ask the Ss to read the information about the use of contractions. Elicit or explain new vocabulary. Ask questions about the subject to be sure they understand the content of the text.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.51</p> </div>
--	--

<p>➤ Copy the exercise on the board. Ask the Ss to write the short forms of the words. Volunteers write the answers on the board. Check the answers with the whole class.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.52</p>
---	--

<p>➤ Ask the Ss to rewrite the sentences in their notebooks. Ask them to use the short forms of the words where possible. Volunteers write the answers on the board. Check the answers with the whole class.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.52</p>
--	--

**End Your Road**

<p>➤ Ask the Ss to read page 103 in their <i>Reading Book</i>. Ask them to stop after each paragraph and orally paraphrase the main idea, using indirect speech and contractions whenever they can. Ss share answers with a classmate. Ss write down the answers in the space provided.</p>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p style="text-align: right;">Pg.52</p>
---	--

**ICTs**

- [www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-2624.php](http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-2624.php)
- [www.englisch-hilfen.de/en/exercises/reported\\_speech/commands.htm](http://www.englisch-hilfen.de/en/exercises/reported_speech/commands.htm)

### Lesson 8: Writing a News Report

**Product:** News Report

#### Achievements

- Identifies topic, purpose, and intended audience of the news.
- Recognizes the parts of the news.
- Understand the general idea of the news.
- Paraphrases the main idea orally and in writing.
- Locates information that responds to the questions: who, what, when, where, how, and why.
- Writes sentences to express news reviews.

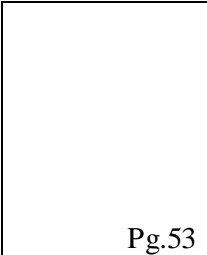
#### Start Your Road

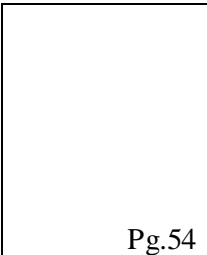
<p>➤ Explain the Ss that, when you reread an article, you can better understand the information in it. Ask them to read the article called <i>A Classroom Newspaper</i> again.</p> <p>Ask the Ss to select a recent event of interest, identify the topic and write it in the box provided. Ss share their answers with the class.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p>Pg.53</p> </div>
--	--

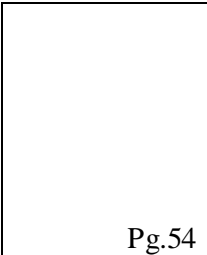
#### On the Road

<p>➤ Ask the Ss to formulate questions about the topic.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p>Pg.53</p> </div>
---	--

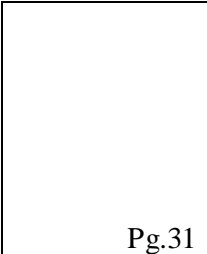
<p>➤ Ask the Ss to think of a headline that summarizes the information from the event they selected and write it in the box.</p>	<div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
--	--

	Pg.53
<p>➤ Encourage the Ss to think of a single phrase or question about the topic to catch the reader’s attention. Ss write it in the box provided.</p>	 <p>Pg.53</p>

<p>➤ Ask the Ss to think of a main idea and supporting ideas for the topic they chose. Ss write the information on the mind map.</p>	 <p>Pg.54</p>
--	--

<p>➤ Ask the Ss to write a first paragraph using the information from the previous exercise. Encourage them to answer the questions they wrote at the beginning of <i>On the Road</i>.</p>	 <p>Pg.54</p>
--	--

**End Your Road**

<p>➤ Ask the Ss to use the inverted pyramid to write a first version of the news report. Ss write more paragraphs with additional information. Ask the Ss to check their spelling in a dictionary. Ss make a final version of the graphic and textual information onto a piece of cardboard. Ss paste the news report onto the bulletin board.</p>	 <p>Pg.31</p>
--	--

**ICTs**

- [www.middlesexcc.edu/faculty/Robert\\_Roth/ParaphraseEx.htm](http://www.middlesexcc.edu/faculty/Robert_Roth/ParaphraseEx.htm)
- [www.saberingles.com.ar/curso/lesson16/06.html](http://www.saberingles.com.ar/curso/lesson16/06.html)

### Unit 3

## At School

### Story 1 A Game Word Contest

**Social Practice of the Language:** Participate in language games with expressive and aesthetic purposes

**Environment:** Literary and Ludic

**Specific Competency:** Discriminate stress of specific words in language games

### Achievements

- Reads a list of previously selected words aloud.
- Spells words with different number of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress in different types of words while listening.
- Spells, pronounces and stresses previously selected words.

### Material:

- Reading Book pages 37-50
- Audio CD Tracks: 20-24
- Student's Book 57-68
- Flash cards 1, 2, y 3.
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

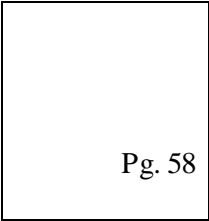
### Lesson 1 Syllables?

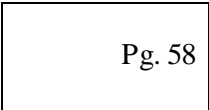
#### Achievements

- Reads a list of previously selected words aloud.
- Spells words with different number of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress in different types of words while listening.
- Spells, pronounces and stresses previously selected words.

*Note:* Beware that syllabification in spelling and pronunciation varies. The pronunciation in this unit was corroborated with the authority for U.S. English, Merriam-Webster’s dictionary, see: [www.m-w.com](http://www.m-w.com).


#### Start Your Road

<ul style="list-style-type: none"> <li>➤ Write on the board, “What is a syllable?” Ask Ss to analyze word division. Then read aloud the question on the board. Encourage the Ss to say what they think about the question. <i>Possible answer:</i> Syllables are little groups of sounds within a word. Accept similar answers.</li> </ul>	
--	--

<ul style="list-style-type: none"> <li>➤ Ask Ss to read the information in the table silently. Ask a volunteer to read again aloud. Ask the Ss to explain the information in their own words. Elicit or explain new vocabulary.</li> </ul>	
--	---

#### On the Road

- Show *Flashcards* nº 1, 2, and 3. Ask Ss to say the words aloud while clapping for each syllable. Then you say the words aloud again and clap for each syllable. After saying each one ask, “How many syllables does it have?” Ask the Ss to say words with the same number of syllables.


➤  Audio CD Track 20. Write on the board: *computer*, *silence*, and *file*. Ask volunteers to go to the front of the classroom, say one of the words from the board aloud, and divide it into syllables.

➤ Play the CD track. Ask Ss to classify the words in their books into the appropriate column according with the number of syllables. Ss add two more examples to each category. Check answers with the whole class.

Answers:

1 syllable	2 syllables	3 syllables
call	little	arrogant
kind	puzzles	ignorant
tiles	English	sentences

Pg. 58

➤  Audio CD Track 21. Books closed. Play the audio program. Ss listen and repeat the words several times. Ask volunteers to say the stressed part of the words.

➤ Books opened. Play the audio program again. Ss corroborate or refute their answers.

Pg. 59

➤ Say the words aloud two times. Ss say the words aloud in pairs. Ss write the syllable word division on the lines. Check answers with the whole class.

Answers:

lan-guage / learn / fun / play-ers / tiles / re-mem-ber / win / let-ters / lose / spell-ing

Pg. 59

➤ Ask the Ss to divide the words into syllables. Check the answers with the whole class.

Answers: rid-dles / dif-fer-ence / coun-tries / for-get / mar-kers

Pg. 59



<p>➤ Ask the Ss to divide the words into syllables. Check the answers with the whole class. Answers: fa-mous / to-tal / be-fore / en-joy / re-peat</p>	<div style="border: 1px solid black; width: 100px; height: 40px; margin: auto; text-align: center;">Pg. 60</div>
<p>➤ Write on the board: “Where did the words divide into syllables? Is there a reason for that?” Ask the Ss to analyze the two previous exercises. Read the questions aloud. Ask the Ss to talk about it in pairs. <i>possible answer 1:</i> divisions are made between identical consonants, like in <i>rid-dle</i>. <i>possible answer 2:</i> divisions are made before single consonants, like in <i>fa-mous</i>.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center;">Pg. 60</div>
<p>➤ Ask a volunteer to read the information in the box. Discuss it with the whole class. Ss go to the <i>Reading Book</i> and find more examples in the same story and share them with the class.</p>	<div style="border: 1px solid black; width: 100px; height: 60px; margin: auto; text-align: center;">Pg. 60</div>

**End Your Road**

<p>➤ Ask Ss to select some words from the reading <i>Word Game Contest</i> on pages 37 to 49 in the <i>Reading Book</i>. Ss work in pairs and write a list on the lines in the left column. They pronounce the words with the correct stress, clapping once for every syllable. Ss write the words divided into syllables in the right column. Walk around the room and give any help where necessary. Answers will vary.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center;">Pg. 60</div>
---	---

**Additional Activities**

- Play the syllable game. Ss open their reading books. Say either “one syllable,” “two syllables,” or “three syllables.” Ss look in their books to find words with the number of syllables indicated. They say the word aloud. If a student repeats a word or makes a mistake, call for a different number of syllables. Tell the Ss the importance of participating respectfully and taking turns.

ICT:

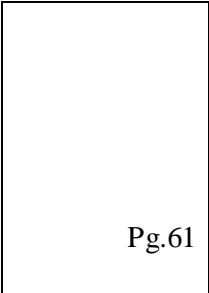
- At To Learn English Ss can find if the words have one or two syllables.  
<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-5710.php>

**Lesson 2 Describe a Word Game**

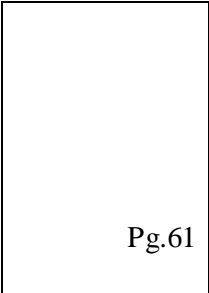
**Achievements:**

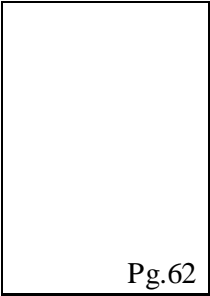
- Reads a list of previously selected words aloud.
- Spells words with different number of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress in different types of words while listening.
- Spells, pronounces and stresses previously selected words

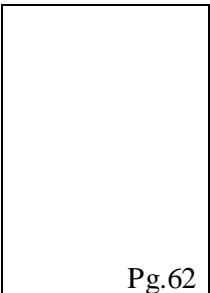
**Start Your Road**

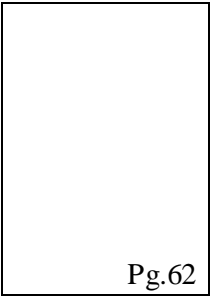
<ul style="list-style-type: none"> <li>➤ Ask, “How much do you know about word games?” “What is a word game?” Listen to the answers carefully, then say, “Give me some examples.”</li> <li>➤ Ask the Ss to open their books and match the word games with their explanations. Check the answers with the whole class.</li> <li>➤ <i>Answers:</i> In your turn...d, It is a competition...e, The letters...a One player...c, You only need...b</li> </ul>	 <p>Pg.61</p>
--	---

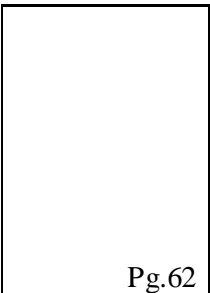
**On the Road**

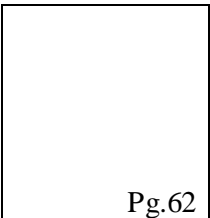
<ul style="list-style-type: none"> <li>➤ Review what graphic and textual components are. Ask Ss to give examples.</li> <li>➤ Ask Ss to go to their <i>Reading Book</i> pages 37 to 49. Ask them to use graphic and textual components to predict the purpose of the reading. Ss write their guesses in the box, then read the article and check if their guesses were correct.</li> </ul>	 <p>Pg.61</p>
---	--

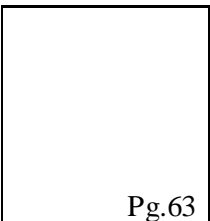
<p>➤ Ask the Ss to read again the story 3 <i>Word Game Contest</i> on pages 37 to 49. Ss check the correct option. Discuss the answers with the class.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>● The author wrote the article to <i>inform</i>.</li> <li>● The intended audience for the article is most probably <i>children</i>.</li> </ul>	 <p>Pg.62</p>
--	--

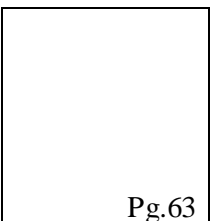
<p>➤ Write the word <i>p-u-z-z-l-e</i> on the board. Say, “one, two three, four, five, six” while pointing at the letters. “The word <i>puzzle</i> has six letters”. Then ask, “What is a letter?” When a S says a reasonable answer say “yes,” and repeat in English the information he or she said.</p>	 <p>Pg.62</p>
---	--

<p>➤ Write on the board, “They score points by making words with letters on little tiles.” Say, “one, two three, four, five, six, seven, eight, nine, ten, eleven” while pointing at the words in the sentence. “This sentence has eleven words” while pointing at it. Ask, “What is a word?” When a S says a reasonable answer say “yes,” and repeat in English the information he or she said.</p>	 <p>Pg.62</p>
--	--

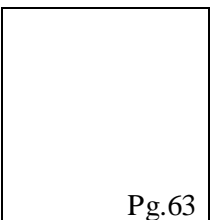
<p>➤ Ask the Ss to read the information in the box. Discuss it with the class.</p> <p>➤ Ask Ss to say examples of single letters and single words.</p>	 <p>Pg.62</p>
--	--

<p>➤ Ask the Ss to identify the number of letters in each word. Check the answers with the whole class.</p> <p>Answers: 5, 8, 6, 9, 10, 5, 8, 8, 5, 6</p>	 <p>Pg.62</p>
---	--

<p>➤ Ask the Ss to identify the number of words in each sentence. Check the answers with the whole class.</p> <p>➤ Answers: 2, 11, 1, 9, 6</p>	 <p>Pg.63</p>
--	--

<p>➤ Ask the Ss to read again pages 42 and 43 in their <i>Reading Book</i> and answer the questions in the exercise in pairs. They write down the answers and share them with the class.</p>	 <p>Pg.63</p>
--	---

**End Your Road**

<p>➤ Ask, “Do you know some other word games different from those in the book? Which ones?” After Ss give examples say, “Write a brief description of one of them in the box.” Ss share the games with the class.</p>	 <p>Pg.63</p>
---	--

**Additional Activities**

- Books open. The T says a number from 1 to 10. Ss find sentences with the number of words the T said.

**ICTs:**

- This page has a game on matching sounds and spelling.

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/sandcastle/flash/game.shtml>

- This page is an exercise similar to Hangman where you to guess letters which form words.


<http://www.ictgames.com/plankgame.html>

### Lesson 3 Make an Advertisement

#### Achievements:


- Reads a list of previously selected words aloud.
- Spells words with different number of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress in different types of words while listening.
- Spells, pronounces and stresses previously selected words


#### Start Your Road

<ul style="list-style-type: none"> <li>➤  Audio CD Track 22. Play the audio program. Ss listen to and repeat the words several times. Ss say and spell the words in pairs.</li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.64</div>
--	--

#### On the Road

<ul style="list-style-type: none"> <li>➤ Write on the board, “W _ R _ GA_ E _.” Ask volunteers to write letters to complete the words. <i>Answer:</i> Word games</li> <li>➤ Ask the Ss to open their books and complete the task. <i>Answers:</i> crossword - puzzles, clues – information, websites – type, letters - words</li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.64</div>
---	--

<ul style="list-style-type: none"> <li>➤  Audio CD Track 23 Play the audio program. Ask for volunteers to explain any new vocabulary. Ss practice the conversation in pairs using their real names and last names. Choose two or three couples for act out the conversation.</li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.64</div>
--	--

<p>➤  Audio CD Track 24. Write on the board: “Diane.... Dian.” Ask, “Which one is correct?” When Ss answer, ask, “Are you sure? You are going to listen to the second part of the conversation from the previous exercise. Doctor Morales and his secretary are checking a list of names from the doctor’s clients. Check the correct option.” Then check answers with the whole class.</p> <p>➤ Answers: Diane, Rebeca, Christopher, Yazmin, Jair</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.65</div>
---	--

<p>➤ Ask Ss to think how this game is played. <i>Answer:</i> The subsequent word in the sequence starts with the last letter in the previous word.</p> <p>➤ Divide the group in teams of four. Ss play the <i>Chain Game</i> orally.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.65</div>
--	--

**End Your Road**

<p>➤ Explain the task. Ss play the game in pairs. Walk around the classroom and give any help if necessary.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;">Pg.65</div>
---	--

**Additional Activities**

- Ss sit in circles of five or six persons. One S says his/her name and spells it. The S sits at the right says and spells the name of the first S. Then he/she says and spells his/her name. The activity continues the same until everybody in the team participates.

*Example*

S1: I am Andrea. A-N-D-R-E-A.

S2: She is Andrea. A-N-D-R-E-A. I am Mario. M-A-R-I-O.

➤ **ICTs:**

- Ss review fruits and practice spelling in this site.  
<http://www.manythings.org/hmf/8987.html>
- Ss review vegetables and practice spelling in this site.  
<http://www.manythings.org/hmf/8998.html>



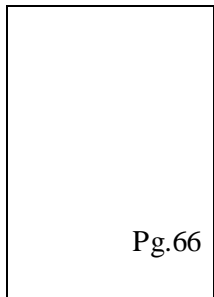
### Lesson 4 Let's Play

**Product:** Word Game Contest

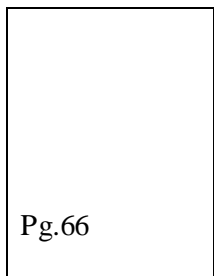
#### Achievements

- Reads a list of previously selected words aloud.
- Spells words with different number of syllables.
- Classifies words based on number of syllables.
- Divides words into syllables to identify stress.
- Identifies stress in different types of words while listening.
- Spells, pronounces and stresses previously selected words

#### Start Your Road

<ul style="list-style-type: none"> <li>➤ Ask Ss to read the instructions. Make sure Ss understand the activity. Write the word <i>not</i> on the board. Say the word aloud. Ask Ss to say a word from either box that rhymes with <i>not</i>. (Answers: <i>lot, call</i>).</li> <li>➤ Ss play in pairs. S1 uses the words from the left box. S2 uses the words from the right box.</li> </ul>	 <p>Pg.66</p>
---	---

#### On the Road

<ul style="list-style-type: none"> <li>➤ <i>Reading Book.</i> Ask the Ss to read the Story 3 again, <i>Word Game Contest</i>, on pages 37 to 49. Ss answer the questions. Check answers with the whole class.</li> </ul>	 <p>Pg.66</p>
--	--

<p>➤ Ask the Ss to read the phrase in the box. They say their opinion about it to a classmate. Discuss the phrase with the whole class. Emphasize the importance for competing with dedication and respect.</p>	<p>Pg.66</p>
---	--------------

<p>➤ Ask Ss to form teams of five. Encourage them to think about an original word game and an original name for it. Ss select a name for the game and write it in the space provided.</p>	<p>Pg.67</p>
---	--------------

<p>➤ Ask Ss to write a brief description of the game. Set the rules of participation and procedure. Help the Ss with vocabulary and with sentence structure when necessary.</p>	<p>Pg.67</p>
---	--------------

<p>➤ Write this chart on the board.</p> <table border="1" data-bbox="272 1388 1092 1497"> <thead> <tr> <th>Action</th> <th>Food</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>play</td> <td>orange</td> <td>Rocío</td> </tr> <tr> <td>study</td> <td>fish</td> <td>George</td> </tr> </tbody> </table> <p>Say: Here you have examples of types of words. Ask: Can you say other types of words? Encourage the Ss to say types of words and examples of each one.</p> <p>➤ Ask Ss to establish the types of words allowed and not allowed for the game they are working with.</p>	Action	Food	Name	play	orange	Rocío	study	fish	George	<p>Pg.67</p>
Action	Food	Name								
play	orange	Rocío								
study	fish	George								

<p>➤ Ask Ss to look at a calendar. Help them to decide the day and time of the contest. Ss establish the number of participants and their ages. Ss write down the information on the space provided.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.67</p> </div>
--	--

**End Your Road**

<p>➤ On a piece of cardboard Ss write a final version of the game instructions. They illustrate and highlight important information. Ss go round the school with their advertisement and invite other groups to participate.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg.68</p> </div>
--	--

**Additional Activities**

- Ss play *Basta*. They write these titles on a piece of paper, “Names, Things, Food, Animals, Actions, Total.” A S says the first letter of the alphabet aloud and continues saying the whole alphabet to himself or herself silently. Another S says “Stop!” The S who was saying the alphabet says the letter he or she was thinking about. All the participants write words starting with that letter in each category. The first S who finishes says “Stop!” Ss verify their answers. If a word was written by a single S, he or she wins 100 points. If the word was written by two Ss, they win 50 points. If the word was written for more than two Ss they win 25 points. Ss make the sum and write the total. Ss take turns to say the alphabet and to stop the person who is saying it. The activity continues in the same manner. At the end the S with the most points wins.



**ICTs:**

- Ss review fruits and practice spelling in this site.  
<http://www.learn-english-today.com/wordgames/hotpot-xwords/food.html>
- Ss review vegetables and practice spelling in this site.  
<http://www.learn-english-today.com/wordgames/wordsearch-printable/vegetables1.htm>

## Unit 5

### School Problems

#### Content 1 Problems at School

**Social Practice of the Language:** Read and record information to solve a problem

**Environment:** Academic and Educational

**Specific Competency:** Check and select information in order to solve a problem of interest to students

#### Achievements

- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.

#### Material:

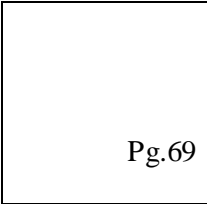
- Reading Book pages 105-118
- Audio CD Tracks: 25-26
- Student's Book 69-80
- Flash cards 4, 5, 6
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

**Lesson 5 School Problems**

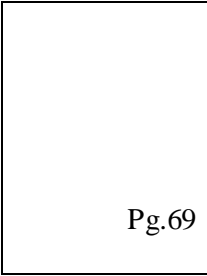
**Achievements:**

- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.

**Start Your Road**

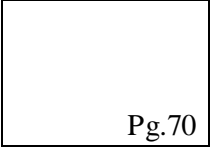
<p>➤ Ask a volunteer to read the instructions. Ss share their answers in pairs. Check the answers with the whole class. Encourage the Ss to say examples of textual and graphic components.</p> <p><i>Answers:</i> Images, titles, subtitles, letters in bold, cursive letters, underlined words, etc.</p>	
--	---

**On the Road**

<p>➤ <i>Reading Book.</i> Write on the board, “What could be a good description of the topic in this text? What was the author’s purpose to write the text? Who was this text written for? Read the questions aloud, ask the Ss to use graphic and textual components to predict the topic, the purpose and the intended audience of the text. Ask, 12 to 16. Volunteers read parts of the text. Ss write down their answers in the space provided. Check the answers with the whole class.</p> <p><i>Possible Answers:</i> Topic: Violence in School. Purpose: to inform and prevent. Intended Audience: teenagers.</p>	
--	---

<p>➤ <i>Reading Book.</i> Ss read the content 3 <i>Problems at School</i> from pages 105 to 107. They check if their guesses in the previous exercise were correct. Ss make a list of school related problems and a list of solutions mentioned in the reading. Check the answers with the whole class.</p> <p><i>Possible Answers:</i></p> <table border="1" data-bbox="321 499 1092 743"> <tr> <td>Broken windows</td> <td>Repair them in the community</td> </tr> <tr> <td>Speak different languages</td> <td>Use sign language</td> </tr> <tr> <td>Poorly stocked libraries</td> <td>Ask for donations</td> </tr> <tr> <td>Students desertion</td> <td>School and parents work together</td> </tr> <tr> <td>Substance abuse</td> <td>Structured and supportive environments for students,</td> </tr> </table>	Broken windows	Repair them in the community	Speak different languages	Use sign language	Poorly stocked libraries	Ask for donations	Students desertion	School and parents work together	Substance abuse	Structured and supportive environments for students,	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.69</div>
Broken windows	Repair them in the community										
Speak different languages	Use sign language										
Poorly stocked libraries	Ask for donations										
Students desertion	School and parents work together										
Substance abuse	Structured and supportive environments for students,										
<p>➤ Ask a volunteer to read the instructions. To be sure Ss understand the instructions ask them to say some examples. Ss compare their answers.</p> <p><i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.69</div>										
<p>➤ Books close. Ask the Ss, “What questions do you use to make questions?” Listen carefully and repeat the correct answers.</p> <p>➤ Ss open their books and do the task.</p> <p><i>Answers:</i> What, Why, Where, Who, How</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.70</div>										
<p>➤ Ask the Ss to open their books, and read the instructions. Be sure they understand the instructions. Read the first sentence aloud, when Ss say the correct answer, repeat it. Then say, “Correct, finish the activity. “ Check answers with the whole class.</p> <p><i>Answers:</i> Give us...Where? Names the person... Who? Gives information about things. What? Gives information about time... When? Says how... How? Says a reason. Why?</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.70</div>										

**End Your Road**

<p>➤ Ask the Ss to read the questions and the possible answers. SS read the text <i>Problems at School</i> on pages 105 to 117. They check the correct option. Check and discuss the answers with the class. <i>Answers:</i> School Problems, inform, teenagers.</p>	
--	---

**Additional Activities**

- Ss say solutions to diverse problems. Write different school problems on little cards. Put them in a box. Ss choose one. They go around the classroom and practice saying problems and giving solutions.

Example, S1: There are not enough books in the library. S2: Ask for donations

**ICT:**

- Ss complete sentences using appropriate questions words in this site.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1898>




**Lesson 6 Oh, More Problems!**

**Achievements**

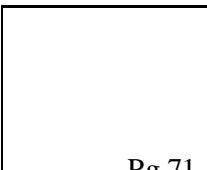

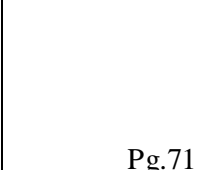
- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.


**Start Your Road**

- Show *Flashcards* nº 4, 5, and 6. Ask the Ss to describe the picture. Encourage them to say as much as they can about the illustration. Then, ask the Ss to say questions related to the problem.

<p>➤ Encourage the Ss to say problems they have in their school. Ask them to choose one of the problems they mentioned, write it in the space provided and then answer the questions about the problem. Check answers with the whole class.</p> <p><i>Answers will vary.</i></p>	 Pg.71
--	---

**On the Road**

<p>➤ Ss write three extra questions and their answers for the problem in the previous exercise. Check answers with the whole class.</p> <p><i>Answers will vary.</i></p>	 Pg.71
<p>➤  Audio CD Track 25. Play the audio program. Ss listen and repeat the sentences several times. Ask Ss to analyze the musical staff and to observe the word stress. Ss listen to and say the sentences exaggerating the intonation.</p>	 Pg.71

➤  Audio CD Track 26. Play the audio program. Ss listen to it several times. Ss draw arrows on the musical staff to show the intonation in the questions. While Ss are working draw a musical staff on the board. Volunteers go to the board and make the task.

*Answers:*

quences?	solved?
What      conse	How      it
are its	can      be

Pg.71

➤ Ask Ss to analyze how the questions are written, and how they are formed. Ask them to say the first word in each one. Discuss the answers with the class.

*Answers:*

Sentences begin with a Wh-question.

Sentences end with a question mark.

You invert the pronoun and the subject.

Pg.72

➤ Ask, “What is bullying?” Repeat the information Ss say in English.

➤ Ask Ss to open their books and write questions related to Bullying in order to find a solution for this problem. Check answers with the whole class.

*Answers will vary.*

Pg.72

➤ Books open. Ask, “What is this?” pointing at the pictures.

*Answers:* a newspaper, a magazine, a book, a computer.

➤ Ss read the instructions. They say sources they can consult to find information about bullying.

Pg.72

➤ Ss read the instructions and select a title. They say why they selected that option to a classmate. Check and discuss the answer with the whole class.

*Answer:* “The Strong, the Weak, and the Confused”

Pg.73

➤ Ss read the instructions and select a title. They say why they

<p>selected that option to a classmate. Check and discuss the answer with the whole class.</p> <p><i>Answers:</i> “Harassment in Our Classrooms”, and “Bullying Policy.”</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>Pg.73</span> </div>
--	--

<p>➤ <i>Reading Book.</i> Ask the Ss to scan the reading <i>Problems at School</i> through pages 105 to 118 and answer the questions. Check answers with the whole class.</p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> <li>• Repair them by themselves asking for donations.</li> <li>• Otomí</li> <li>• People who pay taxes.</li> <li>• Individuals who come from low-income, minority backgrounds.</li> <li>• To form a community of real artists, and include the neighborhood ones into the circle.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> <span>Pg.73</span> </div>
--	--

**End Your Road**

<p>➤ Ss go to real Internet and book sources to find answers to the questions they wrote earlier in order to find a solution for bullying. They write the answers in the box. Check answers with the whole class.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> <span>Pg.73</span> </div>
--	--

**Additional Activities**

- Divide the class in teams. Ask the Ss to make an exposition about a school related problem.

**ICT:**

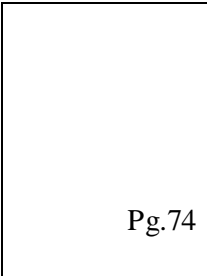
- Ss have extra practice completing sentences with the appropriate question word.  
<http://www.saberingles.com.ar/curso/lesson16/06.html>

**Lesson 7 Let’s Talk!**

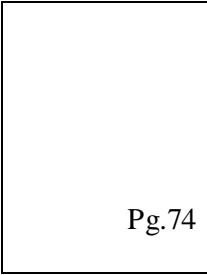

**Achievements:**

- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.

**Start Your Road**

<ul style="list-style-type: none"> <li>➤ Ask the Ss to look at the illustration and describe it. Encourage the Ss to say as much as they can about it. Make questions like this, “What can you see in the picture? Where are they? What are they doing?”</li> <li>➤ A volunteer reads the instructions. Ss do the task in pairs. Check answers with the whole class.</li> </ul> <p><i>Answers will vary.</i></p>	 Pg.74
--	---

**On the Road**

<ul style="list-style-type: none"> <li>➤ Ask the Ss to read the phrases silently. Ask a volunteer to read the phrases aloud. Ask, “What do you think about these phrases?” Ss talk about it with a classmate. Discuss the phrases with the whole class.</li> </ul>	 Pg.74
<ul style="list-style-type: none"> <li>➤ Ask the Ss to say examples of different problems and their solutions.</li> <li>➤ Ask them to open their book and complete the task.</li> </ul>	

<p><i>Answers:</i> broken windows/find qualified volunteers to repair them – drug abuse/talk to children – dropping out of school/motivate students</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.74</div>
---	--

<p>➤ <i>Reading Book.</i> Ask the Ss to scan the reading <i>Problems at School</i> through pages 105 to 118 and find the words <i>donations</i>, <i>dozen</i>, and <i>drugs</i>. Ask them to use the context of the sentence where they are located to select the best answer. Ss do the task. Check answers with the whole class.</p> <p><i>Answers:</i> gifts, 12 times, Alcohol and tobacco.</p> <p><i>Note:</i> The answer in the first sentence could also be money or articles, because they can be a type or donation. However, the correct answer is gifts because it is the general concept that includes all kind of donations.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.75</div>
---	--

<p>➤ Ask the Ss to analyze the sentences and say the difference among them to a classmate. Discuss the answers with the whole class.</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> <li>• One sentence is a question.</li> <li>• One sentence gives orders.</li> <li>• One sentence is an affirmation.</li> <li>• One sentence is a negation.</li> </ul> <p>➤ Ask Ss to say examples of each type of sentence.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg.75</div>
--	--

<p>➤ Write on the board, “Who? What? Where? When? How? Why?” Ask Ss to say questions with each question word.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;"></div>
---	---

<p>➤ Ask Ss to open their books and complete the task. Check answers with the whole class. <i>Answers: Who, How, When, Why, where, What.</i></p>	<p>Pg.75</p>
--	--------------

<p>➤ Ask the Ss to read the instructions and complete the task. Check answers with the whole class. <i>Answers: Why, How, Who, What, Why.</i></p>	<p>Pg.76</p>
---	--------------

**End Your Road**

<p>➤ Books open. Ask, “How would you solve bullying?” Say, “Write questions and answers in order to find a solution to this problem.” Ss read and answer the question they wrote aloud. Discuss them in class. <i>Answers will vary.</i></p>	<p>Pg.76</p>
--	--------------

**Additional Activities**

- Play *The Question Word Game*: Ss sit in circle. Stand at the middle of the circle, throw a soft ball to a student, and say a question word. The S who catches the ball says a question using the word you said. The activity continues the same until everybody participates.  
Example, T: What? S: What time is it?

**ICTs:**

- In this site Ss choose the correct question words to complete sentences.  
<http://www.englishexercises.org/makeagame/viewgame.asp?id=1898>

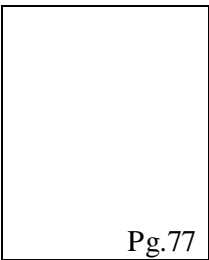
**Lesson 8 Informative Posters**

**Product:** Printed Spots

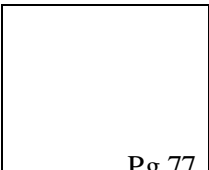
**Achievements**

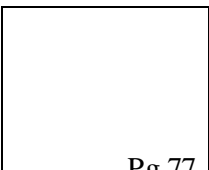
- Identifies by name school related problems.
- Formulates questions.
- Uses a table to record questions and solutions to a problem.
- Looks for information that answers previously formulated questions.
- Answers questions by writing.
- Reads questions and answers aloud.

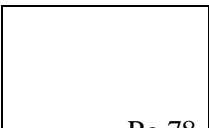
**Start Your Road**

<p>➤ Ask, “What words do you use to make questions?” Listen carefully and repeat the correct answers. <i>Answers: Who - What – Where - When - How – Why</i></p> <p>➤ Ss open their book and complete the task. Check answers with the whole class. <i>Answers: Where - What – Who - When – How.</i></p>	 Pg.77
---	--

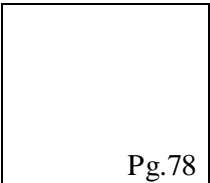
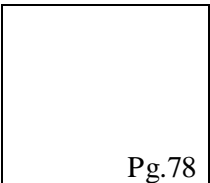
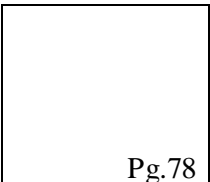
**On the Road**

<p>➤ Ask the Ss to choose one of the problems in their school and write it in the space provided. Ss share their choices in pairs. <i>Answers will vary</i></p>	 Pg.77
---	--


<p>➤ Ask the Ss to think of some questions about the problem his or her classmate noted in the previous exercise. Ss ask the questions, and make sure their classmates write them down. <i>Answers will vary</i></p>	 Pg.77
--	--

<p>➤ Ss write some possible answers or solutions to the questions their classmate asked.</p>	 Pg.78
--	--



<p>➤ Ask a volunteer to read the instructions. Ss answer orally. They talk about it with a classmate.</p> <p><i>Answers:</i> Internet, books, specialized magazines, newspapers, informative movies, etc.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.78</p>
<p>➤ Ask Ss to read about the problem they chose in an available source for them.</p> <p><i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.78</p>
<p>➤ Ask Ss to select phrases that inform and help to raise awareness on the school problem they chose. Ss write down the information.</p> <p><i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg.78</p>

**End Your Road**

<p>➤ Ask Ss to design a poster to print their spot. They write the information about the problem they chose. They lustrate and highlight the article’s part that inform and help to raise awareness on the school problem. Ss display the posters around the classroom.</p>	 <p style="text-align: right;">Pg.79</p>
---	---

**Additional Activities**

- . Divide the class in teams. Ss use their posters to make an exposition to others groups in the school.

**ICT:**

- In this site Ss choose the correct question words to complete sentences.  
<http://www.esoeonline.org/main-index/index-exercises/grammarexs/elem/elemWh1.htm>

**Unit 4**

**A Letter of Invitation**

**Story 1** I'm Going to Have a Party!

**Social Practice of the Language:** Comprehend and respond invitations through letters

**Environment:** Familiar and Community

**Specific Competency:** Comprehend and respond to invitations through letters

**Achievements**

- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies de parts of a letter of invitation.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

**Material:**

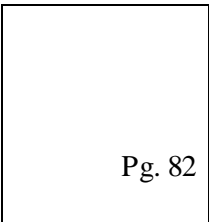
- Reading Book pages 51-62
- Audio CD Tracks: 27-28
- Student's Book 81-92
- Flash cards 1, 2, 3, and 4.
- Markers
- Scissors
- Colors
- A colored piece of paper
- Cardboard
- Ruler

**Lesson 1 Letters of Invitation**


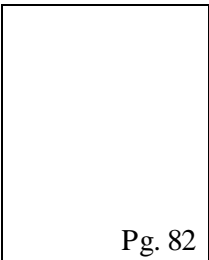
**Achievements**


- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of a letter of invitation.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

**Start Your Road**

<p>➤ Ask Ss to open their books. Ask, “What kind of text is it? Is it a song of Paris? Is it a poem of Paris? Is it a letter of invitation? Is it a food recipe?”</p> <p>Say, “Read the information and choose the correct answer.” Ss check their answers in pairs. Check the answers with the whole class.</p> <p><i>Answer:</i> a letter of invitation</p>	 <p>Pg. 82</p>
---	--

**On the Road**

<p>➤ Ask, “What kind of parties have you gone to?” Write the examples Ss say on the board.</p> <p>➤  Audio CD Track 27. Play the CD track. Ss listen to it. Ask questions to be sure Ss understand the content such as, “Who called?” “Why did she call for?” “When is the party?” “What kind of party is it?” “What does Andrea need?”</p> <p>➤ Ss practice the conversation in pairs. They talk about a different event, using examples on the board. Ask them to change time, day, and party supplies.</p>	 <p>Pg. 82</p>
--	---

<p>➤  Audio CD Track 28. Ask a volunteer to read the instructions aloud. Play the audio program. Ss listen and check the correct answer. Check answers with the whole class.</p> <p><i>Answers:</i> lettuce, bread, cheese, ham, and ketchup.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 83</p> </div>
--	---

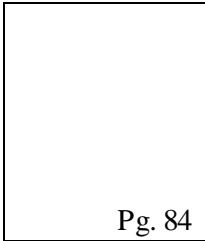
<p>➤ <i>Reading Book.</i> Ask the Ss to scan the Story 4, <i>I'm Going to Have a Party</i> on pages 52 to 61. Ss choose the correct answer. Ss check their answers in pairs. Check answers with the whole class.</p> <p><i>Answers:</i> teach, children</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 83</p> </div>
---	---

<p>➤ <i>Reading Book.</i> Ask the Ss to re-read the Story 4 <i>I'm Going to Have a Party</i> on pages 52 to 61. Ss answer. Ss check their answers in pairs. Check answers with the whole class.</p> <p><i>Answers:</i> A birthday party / the name of the party hosts or sponsoring organization / the type of event, place, and date / please respond / a wedding party, a Christmas party, a manga exhibition, a graduation party, a birthday party.</p> <p>➤ After Ss finish, they should write correct sentences in their notebooks, as a way to record their reflections on the English language.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 83</p> </div>
--	---

<p>➤ <i>Reading Book.</i> Ask Ss to read page 57 again. Ss answer. Check answers with the whole class.</p> <p><i>Answers:</i> Ana Laura Avila Flores and Robert Lynn Everson / a wedding party / Saturday the second of May, two thousand and twelve / 7:00 pm / Santa Maria Church / yes / It doesn't mention it.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 83</p> </div>
--	---

**End Your Road**

- Show *Flashcards* nº 1, 2, 3, and 4. Ask the students, “What is it?” “What kind of invitation is it?” “How do you know?” “Who sent it?” “Who is going to receive it?” “Who is it written for?”

<ul style="list-style-type: none"> <li>➤ Ask Ss to analyze the invitations. Ss answer in pairs orally. Check answers with the whole class. <i>Possible answers:</i> The first invitation is written for children, children’s parents are going to receive it, and the special guest’s parents are going to send it. / The second one is written for adult, adults are going to receive it, the guest is going to send it. / The last one is written for a guest’s friend, women are going to receive it, the guest’s friend is going to send it.</li> </ul>	
---	---

**Additional Activities**

- Ask Ss to look through magazines, newspapers, and brochures in order to find letters of invitation. Ss bring the invitations to the classroom and share them with the class.

**ICT:**

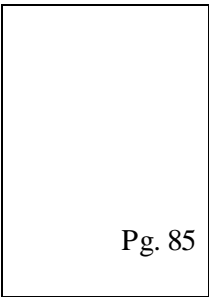
- In this web site Ss can find and analyze different examples of birthday invitations.  
[http://partyprintables.com.au/?gclid=CNuOxMf2nq0CFWrktgodCXVnOQLesson 2 Describe a Word Game](http://partyprintables.com.au/?gclid=CNuOxMf2nq0CFWrktgodCXVnOQLesson+2+Describe+a+Word+Game)

## Lesson 2 What Is a Letter of Invitation?

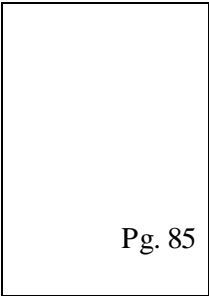
### Achievements:

- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of a letter of invitation.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

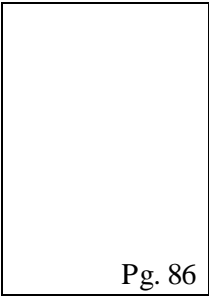
### Start Your Road

<ul style="list-style-type: none"> <li>➤ Ask the Ss to look at the invitation. Ask, “What is this?” “what kind of invitation is it?” “How do you know?” Possible answers: an invitation / a Halloween invitation / Because of the black cat.</li> <li>➤ Ask a volunteer to read the instructions aloud. Ss discuss the answers in pairs. Answers will vary.</li> </ul>	 <p>Pg. 85</p>
--	--

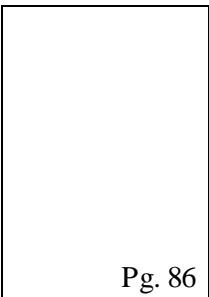
### On the Road

<ul style="list-style-type: none"> <li>➤ Ask the Ss to complete the paragraph using words from the box. Ss check their answers in trios. Check the answers with the whole class. <i>Answers:</i> invite, guest, event, written, business, personal.</li> </ul>	 <p>Pg. 85</p>
--	---

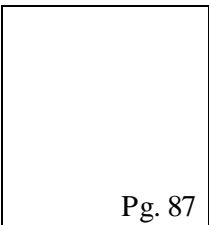


<ul style="list-style-type: none"> <li>➤ Write on the board, “To: Laura” “From: Erick”. Say, “Laura is the addressee, Erick is the sender.”</li> <li>➤ Ask the Ss to look at the invitations and circle the sender in each one. Check the answers with the whole class.</li> </ul> <p>Answers: from left to right at the top, Doctor John Doe / President Barack Obama, First Lady Michelle Obama and family.</p> <p>From left to right at the bottom, Natalíe Hudson / Ibix</p>	 <p>Pg. 86</p>
--	---

- Show *Flashcards* nº 1, 2, 3, and 4. Ask, “What kind of invitation is it?” “How do you know?” “Who sent it?” “Is it a formal event?” “Is it an informal event?”

<ul style="list-style-type: none"> <li>➤ Ask the Ss to say what a formal event is and what an informal event is. Discuss it with the class.</li> </ul> <p><i>Possible answers:</i> Formal invitations are those send by companies or institutions. Informal invitations are those send by friends or relatives.</p> <ul style="list-style-type: none"> <li>➤ Ss look and analyze the invitation in the book. They say and explain to a classmate whether the event is formal or informal.</li> </ul>	 <p>Pg. 86</p>
--	--

### End Your Road

<ul style="list-style-type: none"> <li>➤ Ask a volunteer to read the instructions. If Ss have problems understanding the meaning of the words <i>mixed up</i>, tell them <i>disorganized</i> is another way to say it. Ss do the task. Divide the board in two. Two volunteers write the information in the correct order. Check it with the whole class.</li> </ul> <p><i>Possible answer:</i></p> <p style="text-align: center;">                 Maria’s birthday                  Our little girl                  is turning ONE!                  Please join us for             </p>	 <p>Pg. 87</p>
---	---

Ice Cream, Cake Tons of fun Friday January 7 <sup>th</sup> 7:00 p.m. 24 Rosa Blanca Street Molino de Rosas regrets to Rosa 55 5680 4020	
--	--

**Additional Activities**

- Ss go to their reading book. They circle the addressees in the letters of invitation.

**ICT:**

- In this Ss will find a definition of what addressee is  
<http://www.yourdictionary.com/addressee>

### Lesson 3 Elements in a Letter of Invitation

#### Achievements:

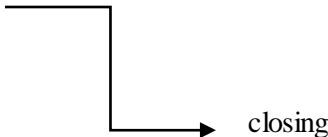
- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of a letter of invitation.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

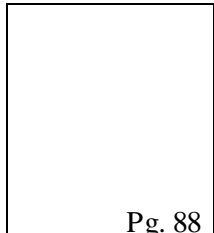
#### Start Your Road

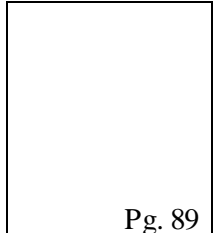
<p>➤ <i>Reading Book.</i> Ask Ss to read page 60 again. Ss identify textual and graphic components in the invitation. They share answers with a classmate.</p>	<div style="border: 1px solid black; padding: 10px; width: 100px; margin: auto;">Pg. 88</div>
--	---

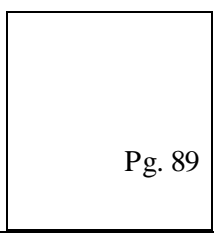
#### On the Road

<p>➤ Write on the board:</p> <p>Hello there!      <math>\longrightarrow</math>      <i>greeting</i></p> <p>Elena is inviting you to a party      <math>\longrightarrow</math>      message</p> <p>See you this Saturday in my house.      <math>\rightarrow</math>      closing</p> <p>➤ Ask Ss to analyze the invitation and rewrite the information from it in their notebooks identifying greeting, message, and closing based on the model you wrote on the board. Divide the board into two. Ask two volunteers to write the answer. Check answers with the whole class.</p> <p>Answer:</p> <p>David Zárate      <math>\longrightarrow</math>      greeting</p> <p>is turning      <math>\longrightarrow</math>      message</p> <p>twelve!</p> <p>12!</p>	<div style="border: 1px solid black; padding: 10px; width: 100px; margin: auto;">Pg. 88</div>
---	---

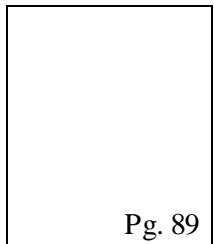
<p>Come celebrate with him on Saturday, April 13 from 2:00 to 8:00 p.m. at David's house.</p>	
---	--

<ul style="list-style-type: none"> <li>➤ Ask Ss to read and analyze the text. Ask a volunteer to read the instructions. Discuss answers with the whole class.</li> <li>➤ Answer: a letter of response</li> </ul>	 <p style="text-align: right;">Pg. 88</p>
--	--

<ul style="list-style-type: none"> <li>➤ Tell the Ss that letters of response may vary depending on what you want to say; you can accept or reject an invitation.</li> <li>➤ Ask the Ss to read the letter of invitation. They write a response in the space provided. Ask two or three volunteers to go to the board, and write their answers. Check spelling and punctuation.</li> <li>➤ <i>Answers will vary.</i></li> </ul>	 <p style="text-align: right;">Pg. 89</p>
---	---

<ul style="list-style-type: none"> <li>➤ Ask the Ss to read and analyze the invitation. They say to a classmate what is missing in each one. Check answers with the whole class.</li> </ul> <p><i>Answers:</i> The host's name / The host's name, date time, and address.</p>	 <p style="text-align: right;">Pg. 89</p>
---	--

**End Your Road**

<ul style="list-style-type: none"> <li>➤ Ask Ss to go back to page 86 and observe the different ways of writing sender and addressee's name.</li> <li>➤ Ss write an imaginary sender and an imaginary addressee on the envelope in the book. Ask two or three volunteers to write their examples on the board. Check spelling and punctuation.</li> <li>➤ For homework the Ss can get a real envelope and address it to a real person: someone they know or a celebrity.</li> </ul>	 <p style="text-align: right;">Pg. 89</p>
---	--

**Additional Activities**

- Ss analyze different invitation on magazines, newspapers and brochures. They identify greeting, message, and closing.

**ICTs:**

- In this site Ss can read and analyze an example of a formal and an informal letter.  
<http://www.buzzle.com/articles/invitation-letter-sample.html>
  
- In this site Ss can read and analyze different example of formal and informal letters.  
<http://es.scribd.com/doc/7585434/Formal-Informal-Letters>

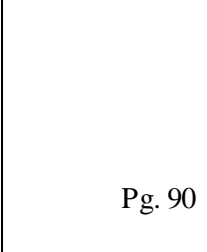
### Lesson 4 Let's Play

**Product:** Letters of invitation

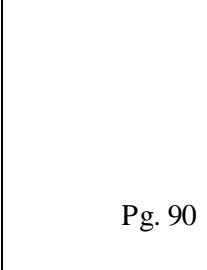
#### Achievements

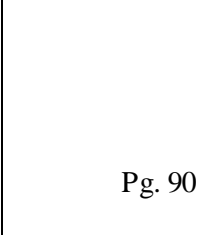
- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of a letter of invitation.
- Answers questions about the event described in the letter.
- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

#### Start Your Road

<p>➤ <i>Reading Book.</i> Ask Ss to get into trios to work on pages 52 to 61 and say what invitations expect a reply. After they finish, ask them to say how they arrive at that conclusion.</p> <p><i>Answers:</i> The wedding invitation because it has a response letter / the birthday invitation because includes RSVP.</p>	 <p>Pg. 90</p>
--	--

#### On the Road

<p>➤ <i>Reading Book.</i> Ask the Ss to read page 58 again and answer the questions. Ss compare their answers in pairs. Check answers with the whole class. Ask different volunteers to read the questions and their answers aloud.</p> <p><i>Answers:</i> A Christmas invitation / a private event / a Christmas party / Rocío García / December 18 / Santo Tomás Ajusco / at 6:00 p.m.</p>	 <p>Pg. 90</p>
--	---

<p>➤ Ss work in teams of three. Ask the Ss to read and analyze the two sentences in the box. Ask them to use a bilingual dictionary to say what <i>green</i> means in each sentence. Discuss the answers with the whole class.</p> <p><i>Answers:</i> immature / a color</p>	 <p>Pg. 90</p>
--	---

<p>➤ Ss work in teams of three. Ask Ss to complete the text using vocabulary from the box. Check answers and discuss the information with the whole group.</p> <p><i>Answers:</i> words / meanings / context / sentence</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Pg. 90</p>
---	---

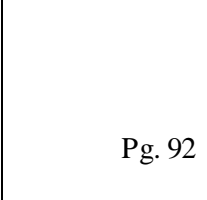
<p>➤ Ss work in teams of three. Ask Ss to use a bilingual dictionary to know the meaning of the underlined words. Check answers with the whole class. Ask volunteers to read the sentences aloud and then say the meaning of the underlined word.</p> <p><i>Answers:</i> fecha / cita / significa / agresivo / puedes / lata.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Pg. 91</p>
---	---

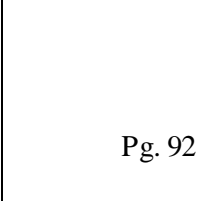
<p>➤ Ask the Ss to read and analyze the invitations. They match the invitations with a suitable addressee. Check answers with the whole class.</p> <p><i>Answers:</i> Baby shower - women / birthday party - little boys and girls / New Year's Eve party - the whole family.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Pg. 91</p>
---	---

<p>➤ Ask Ss to select an event to invite people to. They write the name of the event in the box provided. Ss share their answer in pairs.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Pg. 92</p>
--	---

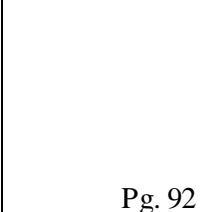
<p>➤ Ss say to a partner what components they need to write an invitation. They write the answer in the box provided.</p> <p><i>Possible answer:</i> The host name, the type of event, date, time, place, and RSVP if necessary.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Pg. 92</p>
--	---



<p>➤ Ask Ss to make a first writing for the event they chose. Ask them to use the invitations in the <i>Reading Book</i> and in the <i>Student's Book</i> as models. Ask them to use the dictionary if they have problems with vocabulary.</p>	 <p>Pg. 92</p>
--	---

<p>➤ Ask Ss to read aloud the information they wrote in the previous exercise to a classmate. Ss check in pairs that the information for the letter is complete and the message is clear.</p>	 <p>Pg. 92</p>
---	---

**End Your Road**

<p>➤ Ss work on a piece of colored paper. They rewrite the information from the previous exercise. Ask Ss to use their creativity to design the letter with a handwriting original style and with illustrations.</p> <p>➤ Ss send the letter to an addressee.</p>	 <p>Pg. 92</p>
---	--

**Additional Activities**

- Ss send invitations and write responses using the Internet.

**ICT:**

- Ss can observe several invitation designs in this site.

[http://www.google.com.mx/search?q=invitation+designs&hl=es&sa=N&prmd=invns&tbm=isch&tbo=u&source=univ&ei=88H4TsPeB5T82gXR39izAg&ved=0CEEQsAQ&biw=1600&bih=797#hl=es&tbm=isch&sa=1&q=invitation+designs+for+kids&pbx=1&oq=invitation+designs+for+kids&aq=f&aqi=&aql=&gs\\_sm=e&gs\\_upl=1679711878610119270191910171711219141710.1.11210&bav=on.2,or.r\\_gc.r\\_pw.,cf.osb&fp=9881c4fed018466f&biw=1600&bih=797](http://www.google.com.mx/search?q=invitation+designs&hl=es&sa=N&prmd=invns&tbm=isch&tbo=u&source=univ&ei=88H4TsPeB5T82gXR39izAg&ved=0CEEQsAQ&biw=1600&bih=797#hl=es&tbm=isch&sa=1&q=invitation+designs+for+kids&pbx=1&oq=invitation+designs+for+kids&aq=f&aqi=&aql=&gs_sm=e&gs_upl=1679711878610119270191910171711219141710.1.11210&bav=on.2,or.r_gc.r_pw.,cf.osb&fp=9881c4fed018466f&biw=1600&bih=797)

## Unit 5

### Two Different Peoples

#### Content 1 Two Different Peoples

**Social Practice of the Language:** Read and compare various aspects of Mexico and English speaking countries

**Environment:** Literary and Ludic

**Specific Competency:** Interpret historical chronicles to compare cultural aspects of Mexico and English speaking countries

#### Achievements

- Identifies topic, purpose, and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

#### Material:

- Reading Book pages 119-131
- Audio CD Tracks: 29-30
- Student's Book 93-104
- Flash cards 5, 6, and 7
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

**Lesson 5 Chronicles**

**Achievements:**

- Identifies topic, purpose and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

**Start Your Road**

<ul style="list-style-type: none"> <li>➤ Ask Ss to read the text. Ss choose the correct answer. Check answers with the whole class.</li> <li>➤ <i>Answer:</i> a chronicle.</li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p>Pg. 93</p>
---	---

**On the Road**

<ul style="list-style-type: none"> <li>➤ Ss read and analyze the texts. Ss say differences between the two texts and mention situations in which chronicles are narrated. Ss share answers in pairs.</li> <li><i>Answers will vary.</i></li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p>Pg. 93</p>
<ul style="list-style-type: none"> <li>➤ <i>Reading Book.</i> Ss scan content 4 from pages 119 to 129. They choose the correct answer. Ss check their answers in pairs. Check answers with the whole class.</li> <li><i>Answers:</i> teach / children</li> </ul>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p>Pg. 94</p>

<p>➤ <i>Reading Book.</i> Ss re-read content 4 from pages 120 to 125. Ss write numbers from 1 to 6 to organize the events in chronological order. Ss check their answers in pairs. Check the answers with the whole class. Ask volunteers to describe the pictures and say the corresponding number.</p> <p><i>Answers:</i> from left to right, top to bottom, 4, 1, 6, 3, 2, 5</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg. 94</div>

**End Your Road**

<p>➤ Ask the Ss to complete the information in the text using words from the box. Ss compare their answers in pairs. Check and discuss the answers with the whole class.</p> <p><i>Answers:</i> historical / events / chronological order / line / record</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; text-align: center; vertical-align: middle;">Pg. 94</div>
---	---

**Additional Activities**

- Ss play the Chain Game. Ss sit in circles of five. The first S says a sentence of an event that happened in the school giving to it a date. The second Ss say another event with a date after the first one. The activity ends when all the Ss participate. Teams go to the front making a line and say the events from the previous exercise to the whole class.
- Note: The events and dates can be fictional.
- Example, S1: There was a party in February, 2010. S2: We sang different songs in May, 2010.

**ICT:**

- Ss can extra practice in writing sentences in past in this site.  
<http://zenaida.lacoctelera.net/post/2007/11/08/past-tense-exercises>

### Lesson 6 A Time Line


#### Achievements

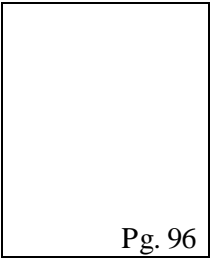
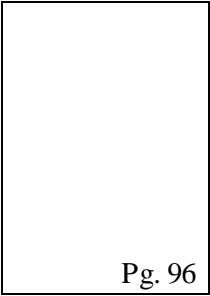
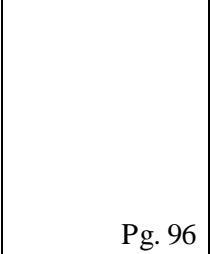
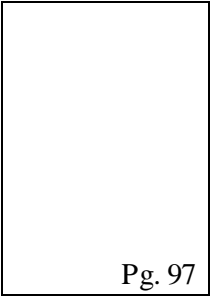
- Identifies topic, purpose, and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

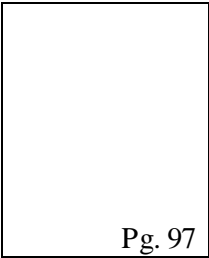
#### Start Your Road

<ul style="list-style-type: none"> <li>➤ Write on the board:  open      opened  write      wrote  discover      discovered</li> </ul> <p>Encourage the Ss to say what the difference between the verbs is and when they use the present or the past.</p> <ul style="list-style-type: none"> <li>➤ Ss complete the text using words from the box. Check answers with the whole class.</li> </ul> <p><i>Answers:</i> survived / forced / died / brought / failed</p>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <p>Pg. 95</p>
--	---

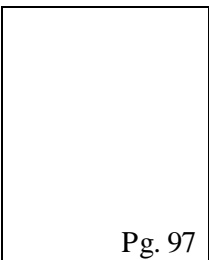
#### On the Road

<ul style="list-style-type: none"> <li>➤  Audio CD Track 25. Play the audio program. Ss listen and order the events in chronological order. They write numbers from 1 to 8. Ss scan the <i>Reading Book</i> on pages 126 to 129 and check their answers. Ss check answers with a classmate. Check answers with the whole class.</li> </ul> <p><i>Answers:</i> 7,2,4,5,8,6,3,1.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <p>Pg. 95</p>
---	---

<p>➤ Ss work in pairs. Ss use a bilingual dictionary and choose the correct answer. Check answers with the whole class. Volunteers read the sentences and the answers aloud.</p> <p><i>Answers:</i> a smaller amount / pursues animals / equipment / perfect / be unsuccessful</p>	 <p>Pg. 96</p>
<p>➤ Ask the Ss to observe the picture and read the text. Ss choose the best title for it. Ss check the answer in pairs. Check answers with the whole class.</p> <p><i>Answer:</i> Wigwan Homes</p> <p><i>Note:</i> <i>Native American Houses</i> is not the correct answer because the article only mentions a type of house, a <i>Wigwan</i> house.</p>	 <p>Pg. 96</p>
<p>➤ Ask the Ss to re-read the text from the previous exercise. Ss write questions and their answers about it in order to find information.</p> <p><i>Answers will vary.</i></p>	 <p>Pg. 96</p>
<p>➤ Ask Ss to read and analyze the sentences and decide if they are written correctly or not. Ss check their answers in pairs. Check and discuss the answers with the whole class.</p> <p><i>Answers:</i> all of them are incorrect. Verbs should be written in the past tense: arrived, interested / were / was / decided / transferred.</p> <p>➤ After Ss finish they should record the correct versions in their notebooks.</p>	 <p>Pg. 97</p>

<p>➤ Ask Ss to read and analyze the text. Ss say what kind of text it is. Check the answer with the whole class. <i>Answer: a time line</i></p>	 <p>Pg. 97</p>
---	---

**End Your Road**

<p>➤ Ask the Ss to complete the text using words from the box. Ss check their answers in pairs. Check and discuss the answers with the whole class. <i>Answers: timeline / sequential / graphic / dates / represent</i></p>	 <p>Pg. 97</p>
---	---

**Additional Activities**

- Divide the class into teams. Ss choose a historical event from Mexico. They write the most important information about it and make a timeline on a piece of cardboard. They present the information to the rest of the group.

**ICT:**

- Ss can use this site to obtain free timelines designs.  
<http://www.smartdraw.com/examples/timelines/>



**Lesson 7 Let's Talk!**

**Achievements:**

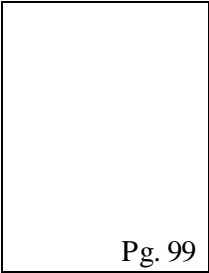
- Identifies topic, purpose, and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

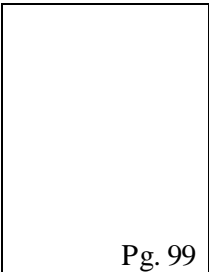
**Start Your Road**

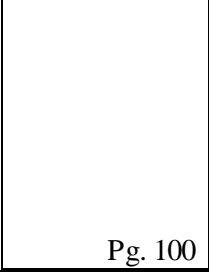
<p>➤ <i>Reading Book</i> Ask the Ss to scan the reading book and circle the correct answers. Ss check their answers in pairs. Check the answers with the whole class. Volunteers read the events aloud and say the answer.</p> <p><i>Answers.</i> B / M / U.S. / U.S. / B / B / M / M / U.S. / M.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>Pg. 98</span> </div>
---	---

**On the Road**

<p>➤ Ask the Ss to match the words with the appropriate picture. Ss say what food was grown by Aztecs and what food was grown by the first peoples in what is today the United States. Check answers with the whole class.</p> <p><i>Answers:</i> cotton, Aztecs / avocado, Aztecs / rubber, Aztecs / cacao beans, Aztecs / chia, Aztecs / tomatoes, Aztecs / squash, both / chile, Aztecs / beans, both.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>Pg. 98</span> </div>
---	---

<p>➤ Ask the Ss to observe the picture and read the text. Ss choose the best title for it. Ss check the answer in pairs. Check answers with the whole class.</p> <p><i>Answer:</i> Native American Food</p> <p><i>Note:</i> Despite Native American food was healthy food, the correct answer is <i>Native American Food</i> because the text only mentions that kind of food.</p>	 <p>Pg. 99</p>
--	---

<p>➤ <i>Reading Book.</i> Ask Ss to scan page 122 and complete the sentences using words from the box. Ss check their answers in pairs. Check answers with the whole class. Volunteers read the sentences aloud.</p> <p><i>Answers:</i> <i>mācehualtīn / tlacotīn / altepetl / pochtecah / pipiltīn / macehualli / tlatoani.</i></p>	 <p>Pg. 99</p>
--	---

<p>➤ Ask the Ss to read the information and label the pictures with the appropriate type of clothing. Ss check their answers in pairs. Check answers with the whole class.</p> <p><i>Answers:</i> <i>mactlatl / moccasin / one-piece dress / breechclouts / tilmahtli / leather leggings / huipilli.</i></p>	 <p>Pg. 100</p>
--	--

**End Your Road**

- Show *Flashcards* n° 5, 6, and 7. Ask the Ss to describe the pictures. Encourage them to say as much as they can about the illustrations.

<p>➤ Make teams of five. Ss write aspects comparing the histories of Mexico and the United States. They select the most important aspects and write them in the graphics. Ss share their answers with another team.</p> <p><i>Answers will vary.</i></p>	<div data-bbox="1149 268 1357 573" style="border: 1px solid black; width: 128px; height: 145px; margin: 10px auto;"></div> <p style="text-align: right;">Pg. 100</p>
--	--

**Additional Activities**

- Ss work in teams. Ss talk about Aztecs, the first peoples in what today is the United States, settlers and conquistadors’ values and behaviors. Discuss the topic with the whole class. Repeat the phrases Ss converse in the target language.

**ICTs:**

- Ss complete sentences changing verbs from present to past tense in this link. [http://www.english-room.com/pasttense\\_6a.htm](http://www.english-room.com/pasttense_6a.htm)


### Lesson 8 Let's Make a Comic

**Product:** Comic

**Achievements**

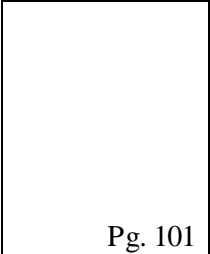
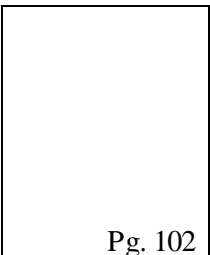
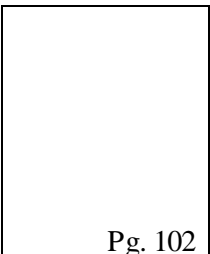
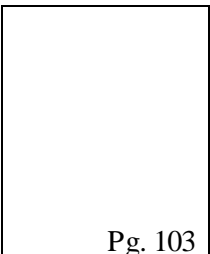
- Identifies topic, purpose, and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.
- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

**Start Your Road**

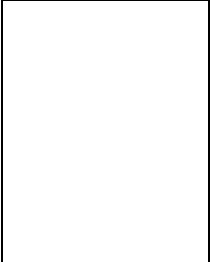
<p>➤  Audio CD Track 30. Play the audio program. Ss listen and order the events in chronological order. They write numbers from 1 to 8. Ss scan the <i>Reading Book</i> on pages 120 to 125 and check their answers. Ss check answers with a classmate. Check answer with the whole class.</p> <p><i>Answers:</i> 7, 2, 1, 5, 3, 8, 6, 4.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>Pg. 101</span> </div>
---	--

**On the Road**

<p>➤ Ss select a natural, historical, or cultural feature important for a chronicle that includes aspects of Mexico and an English-speaking country. Ss write the topic in the box.</p> <p><i>Suggestion:</i> Ss could choose one of the 15 English-speaking countries from the Caribbean Community, for instance Mexico's neighbor Belize.</p> <p><i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>Pg. 101</span> </div>
---	--

<p>➤ Ss write questions and their answers about the topic they chose in order to find information. <i>Answers will vary</i></p>	 <p>Pg. 101</p>
<p>➤ Ss build their own conceptual maps to compare similarities and differences in the information they find. <i>Answers will vary</i></p>	 <p>Pg. 102</p>
<p>➤ Ss use the notes in the previous exercise to write a new more complete version. Ask them to use the chronicles through this lesson as models. <i>Answers will vary</i></p>	 <p>Pg. 102</p>
<p>➤ Ask Ss to select the most important information from the previous exercise and make a timeline. Help the Ss to check spelling and punctuation. ➤ Ss read aloud to a classmate the completed draft with both the text and the timeline graphic. <i>Answers will vary</i></p>	 <p>Pg. 103</p>

**End Your Road**

<p>➤ Ask Ss to design a comic using cardboard. They turn the adaptation from the full text and the timeline into a comic strip. Ss draw animations to illustrate the information. Ss share the comic with other teams.</p>	 <p>Pg. 103</p>
--	--

**Additional Activities**

- Divide the class into teams. Ss use their comic strips to make an exposition to other groups in the school.

**ICT:**

- In this site Ss can learn verbs in the past and present. They follow different steps in which they first observe the verbs, then listen to them, finally match pictures with the actions.  
<http://engalego.es/almacen/lim/past2/past.html>

## Unit 5

### Jobs and Occupations

#### Story 5 Jobs and Occupations

**Social Practice of the Language:** Read and record information to make a record on activities related to a job or occupation

**Environment:** Academic and Educational

**Specific Competency:** Record information to make a report on activities related to a job or occupation

#### Achievements

- **Says the names of jobs and occupations.**
- **Formulates and answers questions about jobs and occupations.**
- **Read informative texts that describe activities of a job or profession aloud.**
- **Distinguishes main ideas from supporting ideas in paragraphs.**
- **Identifies introduction, body, and conclusions.**
- **Writes information about jobs and occupations.**

#### Material:

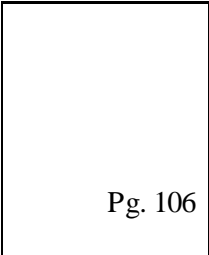
- Reading Book pages 63-75
- Audio CD Tracks: 31-33
- Student's Book 105-116
- Flash cards 1, 2, 3, and 4.
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

## Lesson 1 Jobs and Occupations

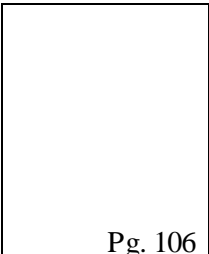
### Achievements

- Says the names of jobs and occupations.
- Formulates and answers questions about jobs and occupations.
- Read informative texts that describe activities of a job or profession aloud.
- Distinguishes main ideas from supporting ideas in paragraphs.
- Identifies introduction, body, and conclusions.
- Writes information about jobs and occupations.

### Start Your Road

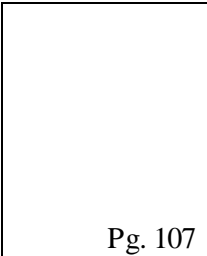
<p>➤ Ss work in pairs. After quickly matching the texts to the images, ask Ss to observe the images and say what people in the pictures do. Check answers with the whole class. Encourage the Ss to say as much as they can about the pictures.</p> <p><i>Answers:</i> The men are cocoa farmers. / The man is a groundskeeper for a baseball field. / The man is a mason.</p>	 Pg. 106
--	---

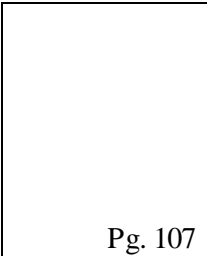
### On the Road

<p>➤ Ask the Ss to read the descriptions of jobs and match them with the pictures from the previous exercise. Check answers with the whole class. Ask volunteers to read the articles aloud and say the answer.</p> <p><i>Answers:</i> left column – the mason / middle column – the groundskeeper / right column – cocoa farmers</p>	 Pg. 106
---	--



- *Reading Book.* Ask the Ss to scan the *Reading Book* on pages 63 to 74. Ask them to identify graphic and textual components to predict the topic of the reading.



<p>➤ Ask the Ss to re-read the article on pages 63 to 74. Ask the Ss to say as much as they can about each job description. Ss identify the purpose and the intended audience of the reading.</p> <p><i>Answers: inform / children</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg. 107</p>
--	---

<p>➤ Ask the Ss to look at the pictures and describe them orally. Ss write numbers from 1 to 5 to order the events in the pictures in a sequence. Check answers with the whole class.</p> <p><i>Answers: 2 / 3 / 5 / 4 / 1</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg. 107</p>
--	---

**End Your Road**

<p>➤  Audio CD Track 31. Ask the Ss to complete the sentences using words from the box. Play the audio program. Ss listen and check their answers. Check answers with the whole class.</p> <p>➤ Ask the Ss to write sentences in their notebooks using the same verbs to reinforce the activity.</p> <p><i>Answers: starts / types, writes / answers / has / finishes</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div> <p style="text-align: right;">Pg. 108</p>
--	---

**Additional Activities**

- Ask Ss to look through magazines, newspapers, and brochures in order to find descriptions of occupations. Ss bring the articles to the classroom and share them with the class.
- Ss work in teams. The T prepares cards with pictures of different occupations. The T shows the Ss a card and they say sentences describing the job. To finish the activity Ss choose one job and write sentences to describe the job's activities.

**ICT:**

- *In this web site Ss match phrases to form meaningful sentences in the present simple.*  
[http://www.isabelperez.com/happy/tenses/exercises/present\\_1.htm](http://www.isabelperez.com/happy/tenses/exercises/present_1.htm)
  
- *In this web site Ss unscramble words to form meaningful sentences in the present simple.*  
[http://www.isabelperez.com/happy/tenses/exercises/present\\_2.htm](http://www.isabelperez.com/happy/tenses/exercises/present_2.htm)

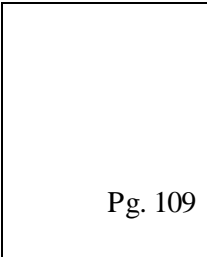
**Lesson 2 Describing Jobs**

**Achievements**

- **Says the names of jobs and occupations.**
- **Formulates and answers questions about jobs and occupations.**
- **Read informative texts that describe activities of a job or profession aloud.**
- **Distinguishes main ideas from supporting ideas in paragraphs.**
- **Identifies introduction, body, and conclusions.**
- **Writes information about jobs and occupations.**

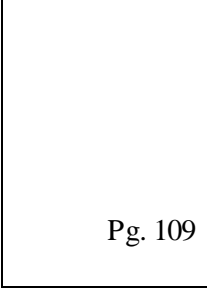
**Start Your Road**


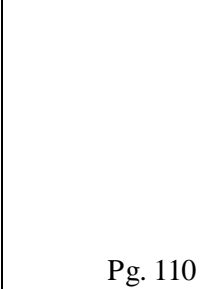
- Show *Flashcards* nº 1, 2, 3, and 4. Encourage the Ss to say as much as they can about the pictures. Ask the Ss questions like these. “What does he do?” “Where does he work?” “What is he doing?” “What else can he do?” “Do you know someone with the same profession?” “Is it an easy job?” “Is it a dangerous job?” “What studies does he require to perform his job?” “Does he like his job?”


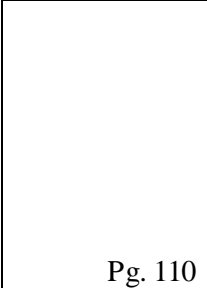
<ul style="list-style-type: none"> <li>➤ Ask the Ss to look at the pictures and unscramble the words in order to write the occupations. Check answers with the whole class. Ask volunteers to say and spell the answers. <i>Answers:</i> chef / firefighter / tailor / nurse / farmer / driver / singer / mechanic</li> </ul>	 <p>Pg. 109</p>
---	--

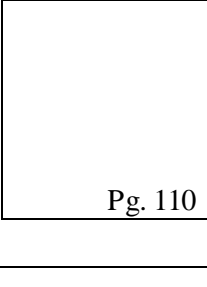
**On the Road**

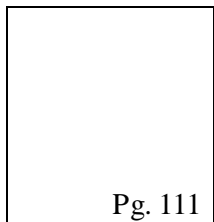
<ul style="list-style-type: none"> <li>➤ Encourage the Ss to describe the pictures and say what people in the illustrations do. Ask Ss to write the sentences from the box under the appropriate picture. Ss write one more sentence describing the occupation. Check answers with the whole class. Ask volunteers to read aloud the answers.</li> </ul>	
--	--

<p><i>Answers:</i> tailor, She makes patterns of clothes. She sews zippers on clothes. / nurse, She works in a hospital. She takes care of patients. / singer, She travels to different countries. She entertains people.</p>	 <p>Pg. 109</p>
---	--

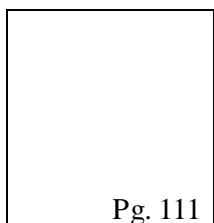
<p>➤  Audio CD Track 32. Encourage the Ss to describe the picture and to say as much as they can about it. Ask, “What does the woman in the picture do?” “Where is she?” “What is she doing now?” Play the audio program. Ss listen and check their answer.</p> <p><i>Answers:</i> She is a dog trainer / In a park. / She’s training a dog.</p> <p>➤ Ss practice the conversation in pairs using different occupations. Volunteers act out the conversation.</p>	 <p>Pg. 110</p>
--	--

<p>➤  Audio CD Track 33. Play the audio program. Ss listen to the second part of the conversation and answer the questions.</p> <p><i>Answers:</i> She is a police woman / In the streets. / Yes, she does.</p>	 <p>Pg. 110</p>
--	--

<p>➤ Ask the Ss to look at the picture and describe it. Encourage them to say as much as they can about the illustration. Ss read the text and say to a classmate what they understand about it to a classmate using their own words. Ask one or two volunteers to say what they understand to the rest of the group.</p>	 <p>Pg. 110</p>
---	--

<p>➤ Write on the board the six <i>Wh-</i> questions Ss have in their books. Ask the Ss to look at the picture and say one or two questions with their answers about it. Write them down. Ask the Ss to finish the activity. Volunteers go to the board and write examples for the rest of the exercise. Check answers with the whole class.</p> <p><i>Answers will vary.</i></p>	 <p>Pg. 111</p>
---	--

**End Your Road**

<p>➤ Ask the Ss to write a description of the job from the previous exercise using the information they got from the questions. Divide the board into three. Ask three volunteers to write their descriptions on the board. Check the descriptions with the whole class.</p> <p><i>Answers will vary.</i></p>	 <p>Pg. 111</p>
---	--

**Additional Activities**

- Show *Flashcards* nº 1, 2, 3, and 4. Encourage the Ss to say as much as they can about the picture. Ss write descriptions of the jobs in the pictures.
- Ss cut illustrations or pictures related with jobs from magazines, newspapers, or books. They paste the illustrations in their notebooks and write descriptions of the jobs.

**ICT:**

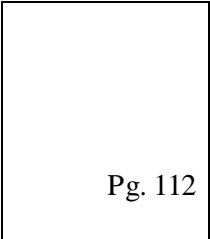
- In this site Ss will have games and puzzles to practice vocabulary of jobs and occupations.  
<http://www.englishexercises.org/makeagame/viewgame.asp?id=2312>
- In this site Ss will solve a puzzle to practice vocabulary and descriptions of activities of jobs and occupations.  
<http://www.esltower.com/VOCABSHEETS/jobs/jobeasy.pdf>

**Lesson 3 All Jobs Are Important**

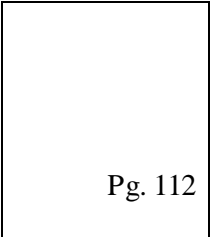
**Achievements:**

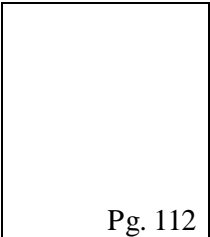
- **Says the names of jobs and occupations.**
- **Formulates and answers questions about jobs and occupations.**
- **Read informative texts that describe activities of a job or profession aloud.**
- **Distinguishes main ideas from supporting ideas in paragraphs.**
- **Identifies introduction, body, and conclusions.**
- **Writes information about jobs and occupations.**

**Start Your Road**

<p>➤ <i>Reading Book.</i> Ask Ss to re-read the <i>Reading Book</i> on pages 63 to 74. Ss answer the questions in pairs. Discuss the answers with the whole class.</p> <p><i>Answers will vary.</i></p>	 Pg. 112
---	---

**On the Road**

<p>➤ Ask the Ss to read and analyze the phrases in the box. Discuss them with the whole class. Encourage the Ss to recognize the importance, respect and value of all jobs</p>	 Pg. 112
--	--

<ul style="list-style-type: none"> <li>• Ask Ss to describe the pictures and say the occupation in each illustration. Read the titles aloud. Then read the first sentence and ask, “Is it an activity in the city or in the country?” When the Ss say, “In the country,” Say, “Write the activity under the appropriate column and finish the activity.” Check answers with</li> </ul>	 Pg. 112
--	--

<p>the whole class. Ask a volunteer to read the answers aloud.</p> <p><i>Answers:</i> <u>Jobs in the city</u> He commutes to work. He talks by telephone. He works in an office. / <u>Jobs in the country</u> He harvests crops. He cultivates fields. He cares for pigs and cows.</p>	
--	--

<ul style="list-style-type: none"> <li>➤ Say, “Seamstresses...” and wait for the Ss to complete the sentence. Then write it down on the board. Read the whole sentence again and ask the Ss to finish the activity. Check answers with the whole class.</li> <li>➤ <i>Answers:</i> Seamstresses sew and repair clothes. / Bricklayers build houses and walls. / Sailors sail ships. / Teachers help students to learn new things. / Farmers sow seeds and harvest crops.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 113</p> </div>
---	--

**End Your Road**

<ul style="list-style-type: none"> <li>➤ Ask the Ss to describe the pictures and to say what people in the illustrations do. Ss link the occupations in the pictures with a connector and the two phrases to make sentences. Check answers with the whole class.</li> </ul> <p><i>Answers:</i> Teachers work in a school, <u>but</u> they do not sit all day. / Farmers cultivate the crops, <u>and</u> they take care of animals. / Pilots drive airplanes, <u>so</u> they know how to do it.</p> <ul style="list-style-type: none"> <li>➤ Explain that “but” is used to contrast facts, “and” is used to add information, and “so” is used to show consequence. Ss can write more sentences in their notebooks to have extra practice.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 113</p> </div>
---	--

**Additional Activities**

- Whole Class Activity: First to Know

Write the following jobs on the board and then read the job descriptions. The students listen to the descriptions and determine the job being described. The first person to know the job should race to the board and circle the job and put their initials in the circle. The student with the most initials win.

Clerk/receptionist	This person checks people into the hotel.
Bellhop	This person takes guest bags to their room.
Tram driver	This person drives people to and from various places in the hotel.
Cook	This person prepares food in a restaurant.
Pastry chef	This person makes bread, cakes, and cookies.
Waiter/waitress	This person serves guests food in a restaurant.
Hostess	This person greets guests and takes them to their table in a restaurant.
Bartender	This person makes drinks.
General Manager	This person is the boss.
Masseuse	This person gives guests massages.
Maintenance worker	This person fixes things that need to be repaired

**ICTs:**

- *In this site Ss match pictures with jobs and occupations.*  
<http://www.eoilangreo.net/cristina/elementary/jobs1.htm>
- *In this site Ss complete sentences using the correct connector, and, but, so.*  
<http://www.english-test.net/esl/learn/english/grammar/ei104/esl-test.php>



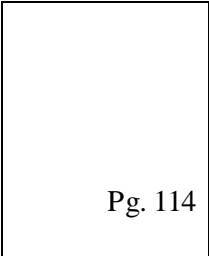
### Lesson 4 Let's Make a Job Report

**Product:** Illustrated Report

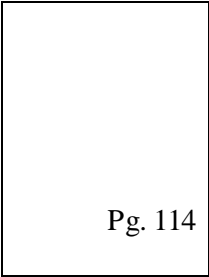
#### Achievements

- Says the names of jobs and occupations.
- Formulates and answers questions about jobs and occupations.
- Read informative texts that describe activities of a job or profession aloud.
- Distinguishes main ideas from supporting ideas in paragraphs.
- Identifies introduction, body, and conclusions.
- Writes information about jobs and occupations.

#### Start Your Road

<p>➤ Ask Ss to describe the illustration and say what the person in the picture does. Ss read the text and choose the correct option. Check the answer with the whole class. A volunteer read the text and says the answer.</p> <p><i>Answer:</i> A report of activities</p>	 Pg. 114
--	---

#### On the Road

<p>➤ Encourage the Ss to say what a report of activities is, and to mention situation in which they are made. Discuss the answers with the class.</p> <p><i>Possible answers:</i> A report of activities is a description of actions made in a certain job or profession. / They are made to offer an account or information about the job's activities.</p>	 Pg. 114
--	--

<p>➤ Ask the Ss to match the titles with the pictures. Encourage them to describe the pictures and predict the possible content. Discuss the answers with the class.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 114</p> </div>
---	--

<p>➤ Ask the Ss to select a job or occupation of their interest and write the job title in the box. Ss share their choices with the class.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 114</p> </div>
--	--

<p>➤ Ask the Ss to make questions in order to get information about the job or occupation they chose. Ss share their answers in pairs.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 115</p> </div>
---	--

<p>➤ Ask the Ss to collect information from various sources to answer the questions they wrote. Ss share their answers in pairs.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 115</p> </div>
---	--

<p>➤ Ask Ss to write complete sentences that describe the activity they chose using information from the previous exercise. Ask them to use the descriptions of jobs in their Reading <i>Book</i> as models.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 115</p> </div>
---	--

<p>➤ Ask the Ss to put their sentences in order to formulate a full paragraph about the job they chose. <i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg. 116</div>
---	--

<p>➤ Ask Ss to write a final version of the report on the job they chose. Ask them to use connectors to join the sentences in the paragraphs. Help the Ss check that the writing is complete, the spelling is correct, and the sequence of events is logical. <i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg. 116</div>
---	--

**End Your Road**

<p>➤ Ss re-write the information on a piece of cardboard, and add illustrations to make it clearer. They present the report to the rest of the group in an exposition.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; text-align: center; vertical-align: middle;">Pg. 116</div>
--	--

**Additional Activities**

- Ss present the report to other groups in the school as an exposition.

**ICT:**

- *In this site Ss will play a board game to practice vocabulary and descriptions of activities related with jobs and occupations.*

<http://www.eslkidslab.com/worksheets/set3/jobs/jobs%20board%20game.pdf>

## Unit 5

### Public Transportation

**Content 5** Public Transportation in San Francisco

**Social Practice of the Language:** Follow and give directions to go to places

**Environment:** Familiar and Community

**Specific Competency:** Follow and give directions for commuting using public transport

#### Achievements

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**

#### Material:

- Reading Book pages 131-143
- Audio CD Tracks: 34-38
- Student's Book 117-128
- Flash cards 5, 6, and 7
- Markers
- Scissors
- Colors
- Cardboard
- Ruler

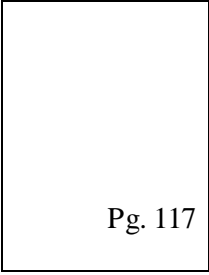
**Lesson 5 Places**

**Achievements:**

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**

**Start Your Road**


- Show *Flashcard* nº 6. Encourage the Ss to say as much as they can about the picture. Ask the Ss questions like these. “What places can you see in the pictures?” “What other places can you name near here?” “What other places can you name in a town far away?” “What places can you name in an English-speaking country?”

<ul style="list-style-type: none"> <li>➤ Ask Ss to match the places and their definitions. Check answers with the whole class. Ask volunteers to say the definitions aloud.</li> <li>➤ <i>Answer:</i> A bank is a place where you can save money. / A bookstore is a place where you can buy books. / A restaurant is a place where you can eat. / A gym is a place where you can exercise. / A library is a place where you can consult and read books.</li> </ul>	 <p>Pg. 117</p>
---	--

**On the Road**

<p>➤ Ss work in pairs. Ask Ss to say definitions for the places following the example in the box as model.</p> <p><i>Possible Answers:</i> A theater is a place where you can see plays. / A bookstore is a place where you can buy books. / A restaurant is a place where you can eat. / A gas station is a place where you can buy gasoline. / A park is a place where you can walk. / A hotel is a place where you can spend the night. / A drugstore is a place where you can buy medicine. / A stationary store is a place where you can buy paper and notebooks. / A cinema is a place where you can watch movies.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;">Pg. 117</div>
--	--

<p>➤ Write the prepositions on the board. Use a ball and two boxes to exemplify the prepositions. Ask Ss to say where the ball is.</p> <p>➤ Ask the Ss to look at the map and complete the sentences using words from the box. Check answers with the whole class. Ask volunteers to read the sentences aloud.</p> <p><i>Answers:</i> between / across from / on the corner of / on / next to</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;">Pg. 117</div>
---	--

<p>➤  Audio CD Track 34. Ask the Ss to look at the picture and describe it. Ask, “What does he do?” “Where is he?” “What’s happening?” Play the audio program. Ss practice the conversation in pairs using different locations.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;">Pg. 118</div>
--	--

<p>➤ Ask the Ss to answer the questions about places located near their school. Ss check answers in pairs. Check answers with the whole class. Volunteers read the questions and their answers aloud.</p> <p><i>Answers will vary.</i></p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;">Pg. 118</div>
--	--

- *Reading Book.* Ask Ss to go to their *Reading Book* on pages 131 to 142. Ss observe graphic and textual components, and say what places are mentioned in the reading.

*Answers:* Conservatory of Flowers / Japanese Tea Garden / Golden Gate Park / San Francisco Zoo / Presidio of San Francisco / San Francisco city / San Francisco BART

### End Your Road

- *Reading Book.* Ask Ss to read their *Reading Book* on pages 131 to 142. Ss say what they understand about the reading using their own words. Ss chose the correct answer.

*Answers:* inform / children

Pg. 118

### Additional Activities

- Ss draw a map in a piece of cardboard to represent the places near their school. Ss practice asking for and giving locations of places. Example, “Where is the drugstore?” “It’s on Mexico Avenue.” “It’s next to the market.”

### ICT:

- In this site Ss listen to a song related with prepositions of place, then they match pictures with prepositions of place.

<http://www.englishexercises.org/makeagame/viewgame.asp?id=597>

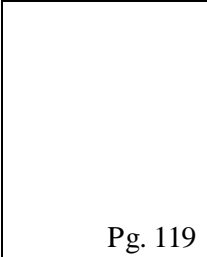
**Lesson 6 How do I Get to Golden Gate Park?**

**Achievements**

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**



**Start Your Road**

- Show *Flashcard* nº 7. Encourage the Ss to say as much as they can about the picture. Ask the Ss questions like these. “What tourist attractions are there in our city?” “Where are they?” “What can you do there?” “How can you get there?” “Is it far from here?” “Is the entrance free?” (if not) “How much does the entrance cost?” “How much is the entrance fee?”

<p>➤ <i>Reading Book.</i> Ask Ss to go to their <i>Reading Book</i> on pages 131 to 142, and answer the questions. Encourage them to say as much as they can about each picture.</p> <p><i>Answers:</i> In San Francisco / Conservatory of Flowers, Japanese Tea Garden, Golden Gate Park, Presidio of San Francisco / <i>The rest of the answers will vary.</i></p>	 <p>Pg. 119</p>
--	--




**On the Road**

<ul style="list-style-type: none"> <li>➤  Audio CD Track 35. Ask Ss to mention different tourist attractions in their community. Write them on them board.</li> <li>➤ Ask the Ss to describe the picture. Play the audio program. Ss listen and practice the conversation giving locations of the places on the board.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 119</p> </div>
<ul style="list-style-type: none"> <li>➤ Audio CD Track 36. Play the audio program. Ss listen and practice the sentence stress. Volunteers say the sentences aloud.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 119</p> </div>
<ul style="list-style-type: none"> <li>➤ Ask the Ss to answer the questions. Ss check the answer in pairs. Check answers with the whole class. Volunteers read the answers aloud. <i>Answers:</i> How do I get to the airport? / How do I get to the bus station? / How do I get to the park?</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 120</p> </div>
<ul style="list-style-type: none"> <li>➤ Ask the Ss to describe the picture. Ss complete and order the conversation using sentences from the box. Ss check their answers in pairs.</li> <li>➤  Audio CD Track 37. Play the audio program. Ss listen to it and check their answers. Ss practice the conversation in pairs. <i>Answers:</i> Excuse me, officer! Can you help me? / Sure. / How can I get to the Anthropological Museum? / You can get there by subway. / By subway? / Yes, walk to Constituyentes Avenue.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 120</p> </div>

<p>Take the subway at Constituyentes station and get off at Auditorio station. The museum is across from the park. / Is it near the auditorium? / Yes, the Anthropological Museum is only a five minute walk from the subway station. / Thanks a lot. / You're welcome. Enjoy the museum!</p>	
---	--

<p>➤ Ask Ss to listen and repeat the new vocabulary several times Ss match the vocabulary with the pictures. Check answers with the whole class. <i>Answers:</i> From left to right, up – down, turn left / street / far / walk up / near / turn right / walk down / go ahead</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; display: flex; align-items: center; justify-content: center;"> <p>Pg. 121</p> </div>
---	--

**End Your Road**

<p>➤  Audio CD Track 38. Ask a volunteer to read the instructions. Play the audio program. Ss listen to it and mark a route in the map. They write the place where they arrive in the map. <i>Answers:</i> Art Museum / Amusement Park / Imperio Hotel / Airport / Montes School</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto; display: flex; align-items: center; justify-content: center;"> <p>Pg. 97</p> </div>
---	---

**Additional Activities**

- Ss work in pairs. Ask the Ss to draw a map from the school to their house. Ss give directions to arrive to their houses from the school.

**ICT:**

- Ss can use this site to practice prepositions of place, and giving directions.  
[http://www.inglesmundial.com/Ingles\\_Basico\\_Leccion13/Ingles\\_Basico\\_Leccion13\\_Gramatica.html](http://www.inglesmundial.com/Ingles_Basico_Leccion13/Ingles_Basico_Leccion13_Gramatica.html)

### Lesson 7 Means of Transportation

**Achievements:**

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**

**Start Your Road**

Show *Flashcard* nº 5. Encourage the Ss to say as much as they can about the picture. Ask the Ss questions like these, “What means of transportation can you recognize in the illustration?” “Can you mention different examples?” “How do you get from your house to school?” “How much does a bus ticket cost?” “How much does a subway ticket cost?” “How much does it cost to get a taxi?”

<p>➤ Ask the Ss to match the words in the box with the pictures. Check answers with the whole class. <i>Answers.</i> bus / cab / airplane / subway.</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 100px;"></div> <p>Pg. 122</p>
---	--

- *Reading Book* Ask the Ss to scan the *Reading Book* on pages 131 to 142, and answer the questions. Check answers with the whole class.  
*Answers:* bus / BART / cab / limousine / cable car / the rest of the answers will vary.

**On the Road**

<p>➤ Ask the Ss to go to their <i>Reading Book</i> on pages 131 to 142. Ss identify how many and what means of transport the characters in the text must use to get to the Zoo in San Francisco. First, they talk about it with a classmate, then, Ss write their answer in the box provided. Ss share their answer with the class.</p> <p><i>Answers:</i> They have to take two buses, or the BART, and a bus.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 122</p> </div>
---	--

<p>➤ Ask the Ss to describe the illustration. Then ask them to say time and prices of different destinations in the chart. Ss complete the conversation using the information in the timetable.</p> <p><i>Answers:</i> 3:00 p.m. / \$5,400.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 123</p> </div>
---	--

<p>➤ Ss practice the conversation in pairs using different destinations from the timetable. Tell the Ss they can vary the order, and the information from the model.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 123</p> </div>
--	--

<p>➤ Ask the Ss to read and analyze the information in the chart. Ss answers the questions, and check their answers in pairs. Check answers with the whole class. Volunteers read aloud the questions and answers.</p> <p><i>Answers:</i> departures, they're going / 1:20 p.m. / Atlanta / 1:45 p.m. / at gate 03.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 124</p> </div>
---	--

**End Your Road**

<ul style="list-style-type: none"> <li>➤ Ask the Ss to complete the phrase using words from the box. Ss check their answers in pairs. Check answers with the whole class. <i>Answers: important / respect / courtesy / asking / offering / help.</i></li> <li>➤ Ask the Ss to read and analyze the phrase. Discuss the message with the class.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Pg. 124</p>
---	--

**Additional Activities**

- Ss work in teams. Ss talk about Aztecs, the first peoples in what today is the United States, settlers and conquistadors' values and behaviors. Discuss the topic with the whole class. Repeat the phrases Ss converse in the target language.

**ICTs:**

- Ss will complete an exercise on asking and giving directions in this link.  
<http://www.ego4u.com/en/cram-up/vocabulary/directions/exercises>
- Ss will complete an exercise on asking and giving directions in this link.  
<http://www.ego4u.com/en/cram-up/vocabulary/directions/exercises?02>

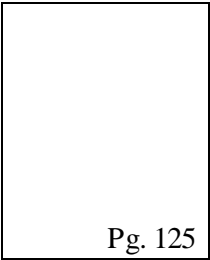
**Lesson 8 Let's Make a Brochure**

**Product:** Brochure of means of transport use

**Achievements**

- **Discriminates names of places and means of transport while listening and reading.**
- **Identifies names of destinations in double column charts.**
- **Reads times of departures and arrivals aloud.**
- **Understands directions to move from one place to another using public transport.**
- **Formulates questions to ask how to get to a place where you can take public transport and what is its cost.**
- **Writes directions to get from one place to another using public transport.**

**Start Your Road**

<p>➤ Ask the Ss to read and answer the questions. Ss check their answers in pairs. Check answers with the whole class. Volunteers read the questions and their answers. <i>Answers:</i> Where is the bank? / How do I get to the taxi stand? / What time does it leave? / What time does it arrive? / How much is the ticket?</p>	
---	---

**On the Road**

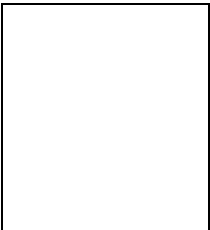
<p>➤ Ask the Ss to select three different places near the school. Ss write them in the box and make a picture for each one. <i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 125</p> </div>
--	--

<p>➤ Ask the Ss to make a list with details required to get to the places they wrote before, that is, means of transport, cost, etc. Ss write them in the space provided. ➤ <i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 126</p> </div>
--	--

<p>➤ Ask the Ss to write instructions to get to the places they chose based on the models in this unit. Ask the Ss to use the school as a starting point. Ask the Ss to check their spelling and writing with the help of a bilingual dictionary. <i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 126</p> </div>
--	--

<p>➤ Ss make a map and draw a route on it to the places they want to go. Ask the Ss to check the instructions are clear and they take them to the place they want to go. <i>Answers will vary</i></p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>Pg. 127</p> </div>
---	--

**End Your Road**

<p>➤ Ask Ss to design a brochure using cardboard. Ss Write a final version of the instructions to get to the places they chose. Ask the Ss to illustrate the brochure with a sketch or a map. Ss display the brochure in a visible place in the classroom.</p>	 <p>Pg. 103</p>
--	--

**Additional Activities**

- Divide the class into teams. Ss draw a big map of a section in their community. They use the map to ask for and give locations of places.

**ICT:**

- In this site Ss practice asking and giving directions.  
<http://www.englishexercises.org/makeagame/viewgame.asp?id=1434>