

Teacher's Guide

Volume 2

English

5th grade

Brendan Dunne - Robin Newton



Edición especial para el Ministerio de Educación.
Prohibida su comercialización.



Richmond

English

Tomo II

5th
grade

Studying English
together is fun!



Guía Didáctica del Docente

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NOTA: En este libro se utilizarán de manera inclusiva los términos como «los niños», «los padres», «los hijos», «los apoderados», «profesores» y otros que refieren a hombres y mujeres.

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Presentación

Esta serie ha sido adaptada de acuerdo con las necesidades educacionales de adquisición de la lengua inglesa en Chile establecida por los nuevos Objetivos de Aprendizaje para 5° básico y considerando los requerimientos técnicos definidos por el Ministerio de Educación a partir del año 2020.

Este proyecto de 5° básico (que viene a acompañar a nuestra propuesta de 1° a 4° básico) tiene como propósito concretar el aprendizaje del idioma inglés a través de instancias de aprendizaje significativas y contextualizadas. Estas situaciones están protagonizadas por personajes llamativos, quienes acompañarán a los estudiantes por medio de canciones, *chants*, historias y juegos, haciendo del aprendizaje un proceso agradable y dinámico.

Si bien el profesor es quien, en mayor medida, apoya y guía a los estudiantes, monitoreando el progreso y proporcionando ayuda extra cuando es necesario, el apoyo de pares ha demostrado ser un factor vital en el aprendizaje. Debido a esto es que se alienta a los estudiantes a apoyarse los unos a los otros en cada actividad, tanto entre pares como de manera grupal, destacando así la naturaleza comunicativa del aprendizaje de una nueva lengua.

Los maestros de estudiantes jóvenes tienen dos trabajos esenciales: brindar atención e instrucción. Para proporcionar la mejor instrucción posible, es necesario ajustar sus experiencias con el objetivo de cumplir las etapas de desarrollo individual del niño.

Por todo lo anterior, el modelo pedagógico propuesto, en términos de la secuencia de contenidos, de las actividades, recursos y otros, se enfoca fundamentalmente en ser un apoyo para el aprendizaje de los estudiantes, de la mano de la mediación del docente. En ese sentido, junto con presentar un nivel que va complejizándose de manera progresiva a lo largo de los años acorde a la edad, a los contenidos y a los requerimientos de los alumnos, la presente propuesta busca favorecer el desarrollo de diversas habilidades, las que irán en relación no solo con su desarrollo cognitivo y sus correspondientes ritmos de aprendizaje, sino también con las habilidades disciplinares que la asignatura promueve y que son propias del siglo XXI. La propuesta, además, busca desarrollar el pensamiento crítico, creativo y metacognitivo por medio de preguntas que fomentan el aprendizaje de los estudiantes, las denominadas «buenas preguntas».

Esta Guía Didáctica del Docente está enfocada en orientar su labor pedagógica para lograr que sus estudiantes consigan las metas establecidas en el aprendizaje del idioma inglés, herramienta vital para su desarrollo en el siglo XXI.

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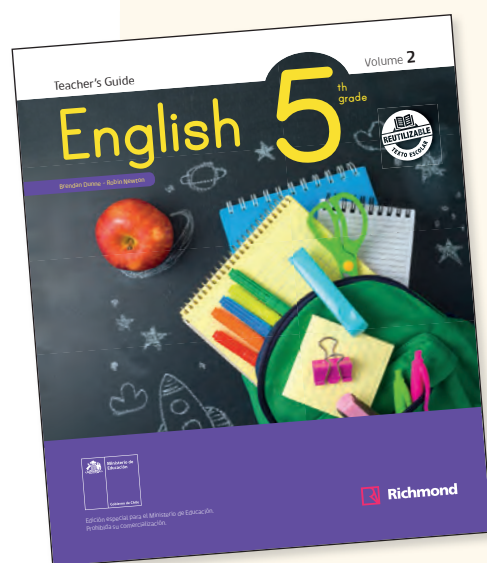
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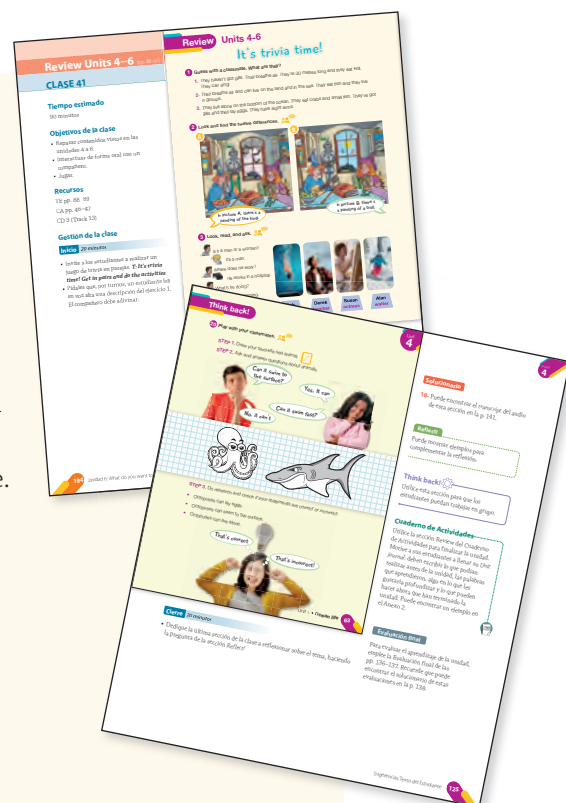
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Uso de la Guía Didáctica del Docente



La Guía Didáctica del Docente (GDD) contiene las herramientas necesarias para desarrollar las clases de manera efectiva y maximizar el aprendizaje de los estudiantes. Además, posee las páginas en miniatura del Texto del Estudiante y el Cuaderno de Actividades en conjunto con sugerencias metodológicas para cada clase.



Junto a la GDD el docente tendrá a su disposición tres CD con los archivos de audio utilizados en las distintas actividades del Texto del Estudiante y la GDD.



La GDD también contiene la transcripción de cada uno de los audios utilizados en las diferentes actividades. Además, el docente podrá encontrar una lista de vocabulario de clases (*classroom language*) en el Anexo 1 y la lista de audios (*track list*) completa en el Anexo 3.



Objetivos de Aprendizaje		Unidades (TE y CA)							
OA 1: Demostrar comprensión de textos orales adaptados y auténticos simples, leídos por un adulto o en formato audiovisual, como: poemas y canciones, cuentos, diálogos, exposiciones orales, artículos informativos (descripciones, instrucciones).		1	2	3	4	5	6	7	8
OA 2: Comprender textos orales acerca de temas variados (experiencias personales, temas de otras asignaturas, del contexto inmediato, de interés global o de otras culturas), identificando: ideas generales e información específica relacionada con personas y sus acciones, objetos, lugares, tiempo,	hablantes, pasos en instrucciones; palabras de vocabulario aprendido, expresiones de uso frecuente y algunas menos frecuentes; sonidos propios del inglés que pueden interferir con la comprensión, tales como /g/ (go/ago/egg) y /dʒ/ (jacket/general/age).	1	2	3	4	5	6	7	8
OA 3: Escuchar textos orales y aplicar estrategias para apoyar la comprensión, por ejemplo: hacer predicciones, escuchar con un propósito, establecer relaciones con conocimientos previos, focalizar la atención en palabras y/o expresiones claves, relacionar el texto con imágenes, preguntar para clarificar o corroborar información en interacciones, verificar predicciones.		1	2	3	4	5	6	7	8
OA 4: Reaccionar y demostrar interés por lo escuchado estableciendo relaciones con experiencias personales y temas de otras asignaturas, expresando preferencias, sentimientos y opiniones por medio de: ilustraciones y representaciones (maquetas, esquemas), dramatizaciones, exposiciones orales, párrafos o resúmenes breves.		1	2	3	4	5	6	7	8
OA 5: Leer y comprender textos literarios (cuentos, poemas, tiras cómicas) y textos no literarios (procedimientos, emails, diálogos, artículos informativos, noticias) adaptados y auténticos simples, identificando: ideas generales e información específica asociada a personas, objetos, lugares, fechas, trama (inicio, desarrollo, final), personajes y sus acciones, entorno (tiempo y lugar), tema como idea general, relaciones de causa-efecto y secuencia entre ideas, palabras clave, expresiones de uso frecuente y vocabulario temático.		1	2	3	4	5	6	7	8
OA 6: Leer y demostrar comprensión de textos relacionados con temas conocidos, del contexto inmediato, de otras asignaturas o de otras culturas, que contengan las siguientes funciones: identificar y expresar cantidades, solicitar, dar, contrastar y justificar	información, expresar gustos, preferencias, describir ocupaciones y personas en cuanto a la personalidad, describir y preguntar por acciones que ocurren al momento de hablar, describir y preguntar acerca de acciones que ocurrieron en el pasado.	1	2	3	4	5	6	7	8
OA 7: Usar estrategias para apoyar la comprensión de los textos leídos: prelectura: leer con un propósito, hacer predicciones, usar conocimientos previos lectura: hacer lectura rápida y lectura focalizada, visualizar; poslectura: confirmar predicciones, releer, recontar con apoyo, preguntar para confirmar información.		1	2	3	4	5	6	7	8
OA 8: Reaccionar y demostrar interés por lo leído estableciendo relaciones con experiencias personales y temas de otras asignaturas, expresando preferencias, sentimientos y opiniones por medio de: ilustraciones, esquemas y organizadores gráficos, dramatizaciones, exposiciones orales, párrafos o resúmenes breves.		1	2	3	4	5	6	7	8
OA 9: Reproducir y producir textos orales, como monólogos, canciones, poemas, adivinanzas y diálogos, para identificar y usar sonidos propios del idioma, como los sonidos /g/ (go/ago/egg) y /dʒ/ (jacket/general/age).		1	2	3	4	5	6	7	8
OA 10: Expresarse oralmente, ya sea en diálogos, presentaciones o actividades grupales, con apoyo visual o digital, en torno a los temas del año.		1	2	3	4	5	6	7	8
OA 11: Demostrar conocimiento y uso del vocabulario aprendido, por ejemplo: vocabulario temático, palabras de uso frecuente, expresiones de uso común asociadas a las funciones del nivel (por ejemplo: It's time to go...; it's late).		1	2	3	4	5	6	7	8

Objetivos de Aprendizaje		Unidades (TE y CA)							
OA 12: Participar en diálogos con pares y profesores al realizar las siguientes funciones: Expresar inhabilidad; por ejemplo: They can't fly, I can't swim; contrastar información; por ejemplo: it can run but if can't fly; Identificar y expresar cantidades; por ejemplo: there is a/an/one...; It's an/a...; expresar cantidad y números hasta mil; por ejemplo: Many /a lot of...; child/children; 30 cars; Solicitar y dar información; por ejemplo: how old/what /where is/are...? Is/are he/they? Yes he/they are/ is; Yes/ No, they/he are/aren't/isn't; Identificar y describir ocupaciones: hospital, nurse, they are vets; expresarse y preguntar acerca de la vestimenta:	What's he wearing? He's wearing a jacket/uniform; expresar gustos y preferencias; por ejemplo: I like/don't like...; describir personas en cuanto a personalidad o estado; por ejemplo: he is quiet/friendly; I feel sad/ angry/ tired/ bored; pedir y decir la hora; por ejemplo: What time is it? It's 4 o'clock; describir y preguntar por acciones que ocurren al momento de hablar; por ejemplo: He is/isn't reading; is he reading? Yes, he is/No, he isn't; Are they playing? Yes, they are/No, they aren't; describir acciones que ocurren en el pasado; por ejemplo: I was/made/ did/felt...; Formular preguntas.	1	2	3	4	5	6	7	8
		1	2	3	4	5	6	7	8
OA 13: Escribir de acuerdo a un modelo y con apoyo de lenguaje visual, textos no literarios (como email, postal, agenda, invitación) y textos literarios (cuentos, rimas, tiras cómicas) con el propósito de compartir información en torno a los temas del año.		1	2	3	4	5	6	7	8
		1	2	3	4	5	6	7	8
OA 14: Escribir para realizar las siguientes funciones: Expresar inhabilidad; por ejemplo: They can't fly, I can't swim, identificar y expresar cantidades; por ejemplo: there is a/an/one...; It's an/a..., expresar cantidad y números hasta mil; por ejemplo: Many/ a lot of... child/children; 30 cars, identificar y describir ocupaciones y vestimenta: hospital, nurse, they are vets; uniform/jacket, expresar gustos y preferencias; por ejemplo: I like/don't like...,	describir personas en cuanto a personalidad o estado; por ejemplo: he is quiet/friendly; I feel sad/ angry/tired/bored, Escribir la hora; por ejemplo: It's four o'clock, describir y preguntar por acciones que ocurren al momento de hablar; por ejemplo: He is/isn't reading; Is he reading? Yes, he is/No, he isn't; Are they playing? Yes, they are/No, they aren't, Justificar una opinión; por ejemplo: Because it's fun, describir acciones que ocurren en el pasado; por ejemplo: I was/made/did/ felt...	1	2	3	4	5	6	7	8
		1	2	3	4	5	6	7	8
OA 15: Utilizar los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), recurriendo a herramientas como diccionario en línea y procesador de texto para: escribir oraciones simples y párrafos breves de acuerdo a un modelo y con la ayuda del docente,	demostrar conocimiento y uso de vocabulario temático de uso cotidiano, palabras de uso frecuente y expresiones de uso común asociadas a las funciones del nivel (por ejemplo: it's time to go, it's late).	1	2	3	4	5	6	7	8
		1	2	3	4	5	6	7	8

Primer semestre		Segundo semestre	
Unidad	Tiempo estimado	Unidad	Tiempo estimado
Hello! (pp. 8 – 11)	16 horas pedagógicas	5 Virtual reality (pp. 64 – 75)	12 horas pedagógicas
1 Home time (pp. 12 – 23)		6 What do you want to be? (pp. 76 – 91)	16 horas pedagógicas
2 Kids can cook! (pp. 24 – 35)	12 horas pedagógicas	7 A great day out! (pp. 92 – 103)	12 horas pedagógicas
3 Let's go shopping (pp. 36 – 51)	16 horas pedagógicas	8 A busy weekend (pp. 104 – 119)	16 horas pedagógicas
4 Ocean life (pp. 52 – 63)	12 horas pedagógicas		

Planificación

Segundo semestre

Unidad	Semanas	Lecciones	Clases	Objetivos de Aprendizaje	
5 Virtual reality	3	Lead in	29 (pp. 64–65)	OA 1 - OA 3, OA 7, OA 9, OA 10	
		Lección 1	30 a 31 (pp. 66–69)	OA 1 - OA 3, OA 5 - OA 7, OA 9 - OA 11, OA 13 - OA 15	
		Lección 2	32 a 34 (pp. 70–75)	OA 1 - OA 3, OA 5 - OA 13	
6 What do you want to be?	3	Lead in	35 (pp. 76–77)	OA 1, OA 2, OA 7, OA 9, OA 10,	
		Lección 1	36 a 37 (pp. 78–81)	OA 1 - OA 3, OA 5 - OA 7, OA 9 - OA 13	
		Lección 2	38 a 40 (pp. 82–87)	OA 1 - OA 8, OA 10 - OA 13	
		Review	41 a 42 (pp. 88–91)	OA 5 - OA 7 - OA 10 - OA 11 - OA 12	
7 A great day out!	3	Lead in	43 (pp. 92–93)	OA 1 - OA 3, OA 7, OA 10	
		Lección 1	44 a 45 (pp. 94–97)	OA 1 - OA 3, OA 5 - OA 14	
		Lección 2	46 a 48 (pp. 98–103)	OA 1 - OA 8, OA 10, OA 12	
8 A busy weekend	3	Lead in	49 (pp. 104–05)	OA 1 - OA 3, OA 7, OA 10, OA 13	
		Lección 1	50 a 51 (pp. 106–109)	OA 1 - OA 12	
		Lección 2	52 a 54 (pp. 110–115)	OA 1, OA 3, OA 5 - OA 7 - OA 12	
		Review	55 a 56 (pp. 116–119)	OA 5 - OA 10 - OA 11 - OA 12	

	Indicadores de evaluación	Actitudes	Recursos GDD
	• Reconoce y nombra profesiones. • Lee sobre profesiones y las describe. • Realiza y responde preguntas sobre profesiones.	Actitud a. Actitud b. Actitud c. Actitud d.	• Material fotocopiable extra 1 y 2 • Evaluaciones fotocopiables • Solucionario material fotocopiable • Solucionario evaluaciones • Transcripts (pp. 177–179) • Cuaderno de Actividades (pp. 34–39) • Lámina unidad • CD 2 y CD 3
	• Puede describir la presencia de personas u objetos usando <i>There is / There are</i>. • Identifica vocabulario relacionado con fantasía. • Escribe la descripción de un juego virtual.	Actitud a. Actitud b. Actitud c. Actitud d.	• Material fotocopiable extra 1 y 2 • Evaluaciones fotocopiables • Solucionario material fotocopiable • Solucionario evaluaciones • Transcripts (pp. 211–213) • Cuaderno de Actividades (pp. 40–47) • Lámina unidad • CD 2 y CD 3
	• Identifica y describe lugares. • Utiliza el Pasado Simple del verbo <i>to be</i> para describir acciones y realizar preguntas. • Establece diálogos simples sobre actividades cotidianas.	Actitud a. Actitud b. Actitud c. Actitud d.	• Material fotocopiable extra 1 y 2 • Evaluaciones fotocopiables • Solucionario material fotocopiable • Solucionario evaluaciones • Transcripts (pp. 241–243) • Cuaderno de Actividades (pp. 48–53) • Lámina unidad • CD 2 y CD 3
	• Conversa sobre actividades de tiempo libre. • Reconoce y utiliza verbos irregulares en Pasado Simple. • Realiza y responde preguntas sobre actividades.	Actitud a. Actitud b. Actitud c. Actitud d.	• Material fotocopiable extra 1 y 2 • Evaluaciones fotocopiables • Solucionario material fotocopiable • Solucionario evaluaciones • Transcripts (pp. 275–277) • Cuaderno de Actividades (pp. 54–61) • Lámina unidad • CD 2 y CD 3

Introducción

La unidad *Virtual reality* presenta vocabulario relacionado con los juegos virtuales y las estructuras relacionadas con el tema principal, que permitirán a los estudiantes describir los juegos. La unidad se desarrolla en torno a una temática interesante para ellos, mediante la inclusión de personajes afines a su edad lo cual fomenta el acercamiento natural a la temática. La lectura y escritura se integran mediante textos cortos y dialogados muy dinámicos, desarrollados paulatinamente en el transcurso de la unidad, lo cual se ve expresado tanto en el TE como el CA.

La sección CLIL de esta unidad corresponde al OA 13 de Lenguaje y Comunicación donde se espera que los estudiantes puedan «Comprender textos aplicando estrategias de comprensión lectora; relacionar la información del texto con sus experiencias y conocimientos; formular preguntas sobre lo leído y responderlas; identificar las ideas más importantes.» fomenta la reflexión sobre el uso de los juegos virtuales en torno a sus ventajas y desventajas.

Recuerde revisar el Anexo 1 de la p. 281 donde encontrará las expresiones de uso frecuente dentro de la sala de clases junto a la lista completa de audios presentes en el Tomo 2 para referencia.

Listado tracks Unidad 5

Texto del Estudiante

Track	Página
44	64
45	66
46	69
47	69
48	69
49	70

Cuaderno de Actividades

Track	Página
9	35
10	38

Guía Didáctica del Docente

Track	Ítem
50	Final assessment



Planificación

Unidad 5 Virtual reality

Tiempo estimado: tres semanas y media.

Instrumentos de evaluación	TE pp. 71, 75 CA p. 39	GDD pp. 171 – 175
Indicadores de evaluación para el estudiante	• Puede describir la presencia de personas u objetos usando <i>There is / There are</i>. • Identifica vocabulario relacionado con fantasía. • Escribe la descripción de un juego virtual.	

Habilidad	Objetivos de Aprendizaje	Materiales
Comprensión oral	OA 1 – Demostrar comprensión de textos orales como poemas y canciones, cuentos, diálogos. OA 2 – Comprender textos orales acerca de temas variados identificando: ideas generales e información específica, objetos, lugares, tiempo, hablantes, pasos en instrucciones. OA 3 – Escuchar textos orales y aplicar estrategias para apoyar la comprensión, como: hacer predicciones, relaciones con conocimientos previos, relacionar texto con imágenes. OA 4 – Reaccionar y demostrar interés por lo escuchado estableciendo relaciones con experiencias personales expresando preferencias, sentimientos y opiniones por medio de: ilustraciones y representaciones.	TE pp. 64, 65, 66, 69, 70, 71, 72. CA pp. 32, 35, 38.
Comprensión de lectura	OA 5 – Leer y comprender textos literarios y textos no literarios identificando: ideas asociadas a personas, objetos, lugares, fechas, trama, personajes y acciones. OA 6 – Leer y demostrar comprensión de textos relacionados con temas conocidos, del contexto inmediato, para solicitar, dar, contrastar y justificar información. OA 7 – Usar estrategias para apoyar la comprensión de los textos leídos: pre-lectura, lectura y postlectura. OA 8 – Reaccionar y demostrar interés por lo leído estableciendo relaciones con experiencias personales, expresando preferencias, sentimientos y opiniones. OA 9 – Reproducir y producir textos orales, como monólogos, canciones, poemas, adivinanzas y diálogos, para identificar y usar sonidos propios del idioma.	TE pp. 64, 66, 69, 70, 71, 72, 73, 74 CA pp. 34, 35, 36, 38, 39.
Expresión oral	OA 10 – Expresarse oralmente, ya sea en diálogos, presentaciones o actividades grupales, con apoyo visual o digital, en torno a los temas del año. OA 11 – Demostrar conocimiento y uso del vocabulario aprendido: vocabulario temático, palabras de uso frecuente. OA 12 – Participar en diálogos con pares y profesores al: solicitar y dar información, identificar y describir, describir personas.	TE pp. 64, 67, 68, 71, 72, 75. CA pp. 35, 36, 37.
Expresión escrita	OA 13 – Escribir de acuerdo a un modelo y con apoyo de lenguaje visual con el propósito de compartir información. OA 14 – Escribir para: expresar inhabilidad, identificar y describir ocupaciones y vestimenta, expresar gustos y preferencias. OA 15 – Utilizar los pasos del proceso de escritura para escribir oraciones simples y párrafos breves.	TE pp. 63, 68. CA pp. 34, 35.

Sugerencias Texto del Estudiante

Unit 5

Virtual reality (pp. 64–75)

Objetivos de la unidad

- Comprende juegos virtuales.
- Escribe la descripción de un juego virtual.

Objetivos de Aprendizaje

OA 1 – OA 15

Actitudes

OAA A – OAA B – OAA C – OAA D

Habilidades del siglo XXI

- Creatividad
- Pensamiento crítico

CLASE 29

Tiempo estimado

90 minutos

Objetivos de la clase

- Identificar y utilizar vocabulario relacionado con juegos virtuales.

Recursos

TE pp. 64–65

CA p. 34

CD 2 (Track 44)

Lámina de la unidad

Evaluación diagnóstica p. 171

Gestión de la clase

Inicio 20 minutos

- Escriba en la pizarra el título de la unidad y pregunte: **T: What is virtual reality?** Anote sus ideas en la pizarra. Solicite que observen las fotos y que digan la palabra correspondiente. **T: Look! A mirror!**

Unit 5 Virtual reality

Presentation

1. Look and say the words.

2. Listen and sing. 

3. Work with a classmate. 

Ask: What's a troll?
How do you spell it?



Desarrollo 50 minutos

- Para realizar la actividad 2, reproduzca el audio como mínimo dos veces, para que los estudiantes acompañen con el canto. Luego, prosiga con la actividad 3, en la que los alumnos, en parejas, deben preguntarse y responderse el uno al otro con palabras que ayuden con la definición del vocabulario que aparece en la presentación, como se indica. **S1: What is a troll? S2: It's a monster. S1: How do you spell it?** Monitoree la actividad constantemente.



Solucionario

2. Puede encontrar los *transcripts* de esta sección en las páginas pp. 177 – 179.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 34 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Evaluación diagnóstica

Entregue la Evaluación diagnóstica de la p. 171 en este momento para evaluar los conocimientos previos de estudiantes.

Unit goals

- Learn about virtual games.
- Write a game description.
- Say "There's a..."
"There isn't a"
- Say "She's good at..."

Activity book
Page 34

Unit 5 • Virtual reality 65

Cierre 20 minutos

- Pregunte a sus estudiantes si las imágenes que aparecen en las pp. 64–65 les recuerda a algún juego. **T: Does any word on pages 64 and 65 remind you of a game?** Remita a sus estudiantes a la p. 65 y lea en voz alta los objetivos de la unidad. **T: In this unit, we will learn about virtual games and how to describe them.**

Lección 1 (pp. 66–69)

Objetivos de Aprendizaje de la Lección 1

OA 1 – OA3, OA 5 – OA 7, OA 9 – OA 11, OA 13 – OA 15

Actitudes

OAA A – OAA B – OAA C – OAA D

CLASE 30

Tiempo estimado

90 minutos

Objetivos de la clase

- Practicar el vocabulario de la unidad.
- Leer, escuchar y dramatizar un diálogo.
- Describir un juego.

Recursos

TE pp. 66–67

CA pp. 35–36

CD 2 (Track 45)

CD 3 (Track 9)

Material fotocopiable 1 p. 167

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que observen la imagen de la p. 66 y determinen qué objetos aparecen en ella. **T: What is this?** Escribalos en la pizarra. Luego, pregunte: **T: Where are they? What are they doing?**

Lesson 1 Practice

1 Listen, read, and role-play. 45

The children go to the Choosing Room. Everyone chooses something for the game.

I'm a witch. **Is there a magic wand** for me?

Yes, there is. Here you are.

Thanks, and I'm going to take the book of spells too.

Good idea! What about you Mark? What do you want?

I'm an elf. Is there a bow?

Yes, there is. Here you are.

Are there any arrows?

Yes, there are. I can see some arrows. What do you want, Ben?

I'm a wizard. There's a broom for me and I like this flute too.

What do you want, Kim?



I want the sword. I'm going to take this shield too.

Brilliant! Are we ready to go into Castle Doom?

Yes, come on! Let's go!

2 Look and read.



Kim, Mark, Ben, and Anita play a virtual game every weekend. It's called Escape from Castle Doom. In this game, they visit a big, scary castle. A horrible troll and some scary goblins live in this castle. The children need to escape.

The children can choose avatars for the game. Kim's avatar is a strong and fast warrior princess. Mark's is an elf. He's good at climbing and archery. Ben is a wizard.

He wears a hat, and a big, black cape. Anita is a witch. She's good at magic and she likes cats.

Activity book Page 35

66

Desarrollo 50 minutos

- Reproduzca el audio de la actividad dos veces, como mínimo. Posteriormente, determine con los estudiantes quién es quién en la imagen señalizando a cada niño y pregunte: **T: What is his/her name?** Si es necesario, vuelva a reproducir el audio para verificar.
- Continúe con la lectura de la actividad 2 y solicite que dibujen a los personajes según la descripción. **T: Let's draw Kim, Mark, Ben and Anita dressed up in their costumes.**

3 Look at the picture and ask.

There's	a	magic wand.
	an	elf.
There are	some	flutes.
Is	there	a
Are	there	any
		clock?
		swords?
There isn't	a	prince.
There aren't	any	maps.
Yes,		is/are.
No,	there	isn't/aren't.



1. Are there any bottles?
2. Is there a dog?
3. Are there any windows?
4. Is there a clock?
5. Are there any oranges?
6. Is there a bed?
7. Are there any books?
8. Are there any swords?

4 Look and ask.

Activity book
Page 36

Unit 5 • Virtual reality 67

Solucionario

1. Puede encontrar los *transcripts* de esta sección en las páginas pp. 177 – 179.
2. 1 Yes, there are.
2 No, there isn't.
3 No, there aren't.
4 Yes, there is.
5 Yes, there are.
6 No, there isn't.
7 Yes, there are.
8 Yes, there are.

Cuaderno de Actividades

Puede utilizar las pp. 35–36 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Material fotocopiable 1

Utilice el Material fotocopiable 1 de la p. 167 para complementar lo aprendido en esta lección. Entregue las fotocopias y dígame a los estudiantes que jugarán *Pictionary* en grupos. Cada grupo se divide en dos equipos que se enfrentan. Deberán cortar las palabras y luego ponerlas boca abajo. Un representante del grupo tendrá que sacar una tarjeta y dibujar lo que ahí aparece sin que nadie más vea su carta. Los equipos deberán adivinar lo más rápido posible a qué palabra corresponde.

Cierre 20 minutos

- Para la actividad 3, pídale observar la imagen y responder las preguntas. **T: Let's look at the image and answer the questions.** Lea cada pregunta, haciendo énfasis en la estructura gramatical. Aclare dudas, si es necesario.
- En la actividad 4, solicite que lean el ejemplo provisto y se reúnan en parejas para realizarla. **T: Work in pairs to guess the words and spell them.** Monitoree constantemente.

Lección 1

CLASE 31

Tiempo estimado

90 minutos

Objetivos de la clase

- Identificar los sonidos /br/ y /bl/.

Recursos

TE pp. 68 – 69

CA p. 37

CD 2 (Track 46, 47, 48)

Evaluación intermedia p. 172 – 173

Gestión de la clase

Inicio 20 minutos

- Active los conocimientos previos de sus estudiantes preguntándoles sobre sus juegos de realidad virtual o de computador favoritos. Invítelos a participar de manera oral compartiendo los nombres y las temáticas de cada uno.
- Luego, propóngales un juego: crear su propio juego de realidad virtual. Junto con la clase -y enfatizando la toma de turnos para hablar- pídale que enumeren las características infaltables de un juego, y escríbalo en la pizarra.
- Lea en voz alta las instrucciones de la actividad 5. Lean las preguntas en conjunto y resuelva dudas, si es necesario. Pídale responder en sus cuadernos. **T: Create a virtual game and answer the questions in your notebook.**

Lesson 1 Production

5 Answer the questions to create your own virtual reality game.

- What's the name of your game?
- Are there any castles in it?
- Are there any trolls in it? How many?
- How many avatars are there?
- Are there any trolls in it? How many?
- Are there any goblins in it? How many?
- Are there any weapons to fight creatures?
- Which ones? How many of each?



6 Use the answers to write an intro to your game.



The name of the game is **The Enchanted Castle**. A mean witch trapped all the royal family and their people in a parallel reality. There are magic creatures and big scary trolls. There is a magic mirror in each room. The mirrors help you move around the castle. If you defeat all the magic creatures, the castle comes back to normal.

Activity book 
Page 37

68

Desarrollo 50 minutos

- En la actividad 6, propóngales usar la información y las respuestas de la actividad anterior. **T: Use the answers in activity 5 to write an introduction to your game.** Finalice la actividad solicitando voluntarios que deseen presentar sus introducciones. **T: Now, who would like to read their introduction?**
- Invítelos a leer las palabras de la actividad 8 y que indiquen en qué se diferencian. **T: Can you read the words? What is the difference between them?** Reproduzca el audio dos veces, como mínimo. Continúe con la actividad 9 reproduciendo el audio, al menos tres veces, para decidir cuál de los pares de palabras se está mencionando. **T: Listen carefully and choose.**

7 Listen and say a tongue twister. 46

Britney Black's blond brother,
Blair, breaks her best broom!

8 Listen and repeat. 47

brother

break

broom

breakfast

brush

black

blond

blue

blind

blow

blanket

9 Listen and write the word you hear. 48

broom bloom

brush blush

brew blue

break Blake

Solucionario

7, 8 y 9. Puede encontrar los *transcripts* de esta sección en las páginas pp. 177 – 179.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 37 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Evaluación intermedia

Utilice las evaluaciones intermedias para evaluar el aprendizaje del vocabulario de la unidad. Emplee la Evaluación intermedia forma A para aquellos estudiantes que usted considere que necesitan más ayuda (p. 172). Por otro lado, presente la Evaluación intermedia forma B como un reto para los estudiantes más avanzados (p. 173). Recuerde que puede encontrar el solucionario de estas evaluaciones en la p. 176.

Cierre 20 minutos

- Escriba en la pizarra el trabalenguas de la actividad 7. Lea en voz alta, diferenciando un sonido de otro de manera exagerada. Reproduzca el audio una vez y proponga practicarlo todos juntos. **T: Let's read the tongue twister!** Vuelva a reproducir el audio e invite a los alumnos a que se animen a leerlo lo más rápido posible.
- Como cierre, invíte a los estudiantes a reflexionar sobre los sonidos aprendidos, y pregúnteles qué actividad se les hizo más difícil y por qué. Modele las respuestas al inglés en caso de ser necesario.

Lección 2 (pp. 70-75)

Objetivos de Aprendizaje de la Lección 2

OA 1 – OA 3, OA 5 – OA 7, OA 9 – OA 11, OA 13 – OA 15

Actitudes

OAA A – OAA B – OAA C – OAA D

CLASE 32

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer y escuchar un diálogo identificando vocabulario de la unidad.

Recursos

TE pp. 70-71

CA p. 38

CD 2 (Track 49)

CD 3 (Track 10)

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que observen las imágenes que aparecen previo a la lectura y que busquen en la historia esos elementos. Solicite que observen el primer recuadro de la historia y pregúnteles lo siguiente para ayudarlos a contextualizarla. **T: Take a look at the first caption: Where are the kids? How do they feel? Are they happy, scared, surprised? Who is in the castle apart from them? How does he feel? Is he happy or angry?**

Lesson 2

Inside the game!

candelabra



spear



moat



bridge



Find and say!

10 Read and listen to the story. 49

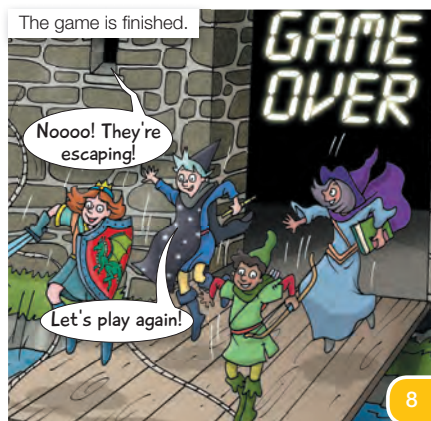
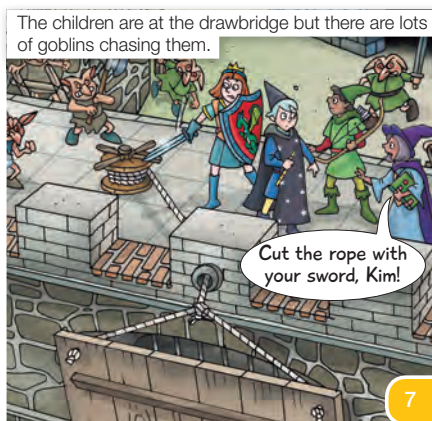
What do the children have to do?



70

Desarrollo 50 minutos

- Solicite que lean los comentarios que se encuentran en los recuadros de la historia. Señálelos para que los vean. **T: Let's read the comments in each dialogue to answer the initial question: What do the children have to do?** Haga preguntas a los alumnos para que respondan, utilizando los comentarios. Esto les permitirá comprender mejor el audio. **T: What are the kids doing in box 2? What is the troll doing in box 3?** Y así sucesivamente. Explíqueles que escucharán el audio dos veces e invítelos a tomar notas en sus cuadernos para así poder responder la pregunta de lectura con la clase.



Retrieved from Beep 6.

11 Do you play virtual games? Which ones?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

Activity book Page 38

Unit 5 • Virtual reality 71

Solucionario

10. Puede encontrar los *transcripts* de esta sección en las páginas pp. 177 – 179.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 38 del Cuaderno de Actividades para profundizar en los objetivos de la clase.

Stop and think!

Utilice esta sección para ayudar a los estudiantes a reflexionar sobre su propio aprendizaje. Motívelos a usar los colores del semáforo para demostrar cómo se sienten con respecto a su comprensión de la historia. Realice preguntas para ayudarlos a descubrir en qué aspectos revelan dificultades, por ejemplo: ¿qué parte de la historia necesitas repasar? ¿Encontraste difícil alguna parte de la actividad?, ¿cuál? **T: What part of the story do you need to review? Did you find any part of the story difficult? Which one?**

Cierre 20 minutos

- Pídale a los estudiantes que respondan de manera oral la pregunta 11. Motívelos a compartir con la clase qué juegos virtuales conocen, cuáles juegan y si hay alguno cuyo contenido esté en inglés. Aproveche esta instancia para conectar el idioma extranjero con el contexto inmediato de los estudiantes.
- Finalice la clase con la sección de metacognición. Utilice las categorías de cada color; invite a los estudiantes a que reflexionen sobre la lectura realizada y a que seleccionen la que más represente su proceso de aprendizaje.

Lección 2

CLASE 33

Tiempo estimado

90 minutos

Objetivos de la clase

- Desarrollar estrategias de lectura: lectura rápida.

Recursos

TE pp. 72-73

Material fotocopiable 2 p. 168

Gestión de la clase

Inicio 20 minutos

- Comience explicando que leerán una historia sobre las aventuras de Beep. Solicite a los estudiantes que observen las imágenes de la historia e indiquen quiénes son los personajes que allí aparecen y dónde se encuentran.

T: Who are they? Where are they?

Pida que lean la historia para buscar la información que responda la pregunta inicial. **T: Read the story and answer, How does Beep help the people at the dentist?**

Lesson 2 The adventures of Beep

12 Look and answer: where are the children?

13 Read and answer.

How does Beep help the people at the dentist?



72

Desarrollo 50 minutos

- Lean el texto en conjunto y motívelos a responder la pregunta de la actividad 13. Luego, continúe con la comprensión lectora y motívelos a completar las oraciones. Pídeles que ubiquen las viñetas en el texto original para orientarlos. Repase la estructura gramatical *because*, para justificar una opinión. Escriba las oraciones completas en la pizarra y analice el uso de *because* en el contexto de la justificación.

14 Look at the scene and complete the statements. 

- a. The girl has bad teeth because...
The girl has bad teeth because **she eats lots of sweets.**



- b. Beep and the children can't go home because...



- c. Finn's hands are clean...



Unit 5 • Virtual reality 73

Solucionario

13. Puede encontrar los *transcripts* de esta sección en las páginas pp. 177 – 179.
14. b. *Beep and the children can't go home because the red button doesn't work properly.*
c. *Finn's hands are clean because Beep cleaned them with his laser eyes.*

Reflect!

Dedique la parte final de la clase a reflexionar sobre la historia y el contexto real de los estudiantes haciendo la pregunta de la sección *Reflect!* invitando a los estudiantes a desarrollar el pensamiento crítico.

Material fotocopiable 2

Utilice el Material fotocopiable 2 de la p. 168 para complementar lo aprendido en esta lección, además de reforzar la lectura y escritura del vocabulario de la unidad.

Reflect!

- How often do you go to the dentist?
- How can you keep your teeth healthy?

Cierre 20 minutos

- Lea en voz alta las preguntas de la sección *Reflect* y discuta las respuestas con la clase. Invítelos a comentar de manera oral y compartiendo con sus compañeros sus experiencias personales. También, haga hincapié en la importancia del aseo bucal diario y consistente.
- Finalmente, puede terminar con una reflexión con respecto a lo aprendido durante la clase, haciendo preguntas como: **T: What did you learn today? What was difficult about the class? What was easy? Which contents do you think you need to continue working?**

Lección 2

CLASE 34

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer un texto literario y establecer relaciones con el contexto real de los estudiantes.
- Consolidar los conocimientos vistos a lo largo de la unidad a través de un juego en parejas.

Recursos

TE pp. 74 – 75

CA p. 39

Evaluación final pp. 174 – 175

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que lean el título y subtítulo de la historia y pregunte si conocen algún juego con las características mencionadas. **T: Do you know any game about immortals and medieval battles?**

Lesson 2 CLIL



15 Read the story.

Game of immortals

An epic medieval battle controlled with your smartphone

– What is the Game of Immortals? –Nicolás asked.
 – It's super fun! It has something different, which I'm not going to tell you. It's better that you see it for yourself. Come on, download this app.
 Felipe showed his phone to his friend and Nicholas downloaded the app.
 – Is it this one?
 Felipe nodded.
 Nicolás read the description: "Legendary battles between knights and wizards who seek the source of immortality: the Holy Grail."
 – Then, the objective is to obtain the Grail?
 – Exactly –Felipe said– but during the journey you have to defend the town's inhabitants from the attacks of their enemies.
 – As in every role-playing game, right?

– Yeah, this is a role-playing game.
 Nicolás looked at the possible avatars that he could choose for the adventure. He chose to be a knight and entered the town to begin the demo.
 – Go straight through the main street until you reach the lake –Felipe told him.
 – Nicolás obeyed. When he reached the lake, Felipe said –Now, look at your reflection in the water. Nicolás saw himself in the reflection. His features, his hair colour, his eyes. The knight was him.
 – I don't understand. The avatar has my face?
 – This is the best characteristic of the game! – Felipe said excitedly–. It offers a real experience. But a TRUE real experience.

Retrieved from *El Juego de los Inmortales* (adaptation and translation).

16 Match the images with a part of the story.



A



B



C

Reflect!

- What do you think about virtual reality?
- What are the pros and cons of virtual reality?

Activity book Page 39

74



Desarrollo 70 minutos

- Permítales unos minutos para leer el texto y realizar la actividad 16 en sus cuadernos. Pídales que unan las imágenes, relacionándolas con los distintos episodios de la historia. Luego, discuta de manera oral con el curso en qué lugar colocaron cada imagen. **T: Who wants to read their answers? Why did you match image A/B/C with that part of the story?** Posteriormente, en parejas, repase la estructura *there is/are*.
- Lea en voz alta las preguntas de la sección *Reflect!*. Reflexione con sus alumnos sobre sus experiencias con los juegos virtuales y sus ventajas y desventajas. Pídales que piensen en más ejemplos en donde la realidad virtual sea beneficiosa, así como también sus desventajas.

17 Follow the steps and get the kingdom!



STEP 1. Write a list of all the possessions and creatures of your kingdom.



- There are 70 trolls
- There are 12 golden mirrors.

STEP 2. Draw a 5 x 5 grid and locate your groups in random order.



	A	B	B	D
1		6 goblins		
2				
3				
4				40 mirrors

STEP 3. Play with a classmate. Ask each other.



Are there any mirrors in 4D?

Yes! There are 40 mirrors

Unit 5 • Virtual reality 75

Cierre 45 minutos

- Lea las instrucciones de la actividad 17. **T: Let's continue with activity 17 and work in pairs. Who wants to read the example?** Aclare que el niño pregunta por una ubicación en la cuadrícula (4D) y la niña responde la cantidad de espejos (*mirrors*) que hay (40). Resuelva dudas. **T: Do you have any doubts?** Monitoree el desarrollo de la actividad y cuando finalicen, pregúnteles cuál es la diferencia entre un juego como el que jugaron recién y un juego virtual. **T: What's the difference between this game and a virtual game? Which one do you prefer? Why?**
- Entregue la Evaluación final y otorgue el tiempo suficiente para su desarrollo.

Solucionario

16. A - párrafo 3 (*Felipe showed his phone to his friend...*)

B - párrafo 11 (*Nicolás obeyed. When he reached the lake, Felipe said ...*)

C - párrafo 4 (*Nicolás read the description: "Legendary battles between knights and wizards..."*)

Reflect!

Invite a sus estudiantes a reflexionar sobre las preguntas en la parte final de la clase CLIL donde pueden discutir sobre realidad virtual y sus consecuencias para desarrollar pensamiento crítico.

Cuaderno de Actividades

Utilice la sección Review del Cuaderno de Actividades para finalizar la unidad. Motive a sus estudiantes a llenar su *Unit journal*: deben escribir lo que podían realizar antes de la unidad, las palabras que aprendieron, algo en lo que les gustaría profundizar y lo que pueden hacer ahora que han terminado la unidad. Puede encontrar un ejemplo en el Anexo 2.



Think back!

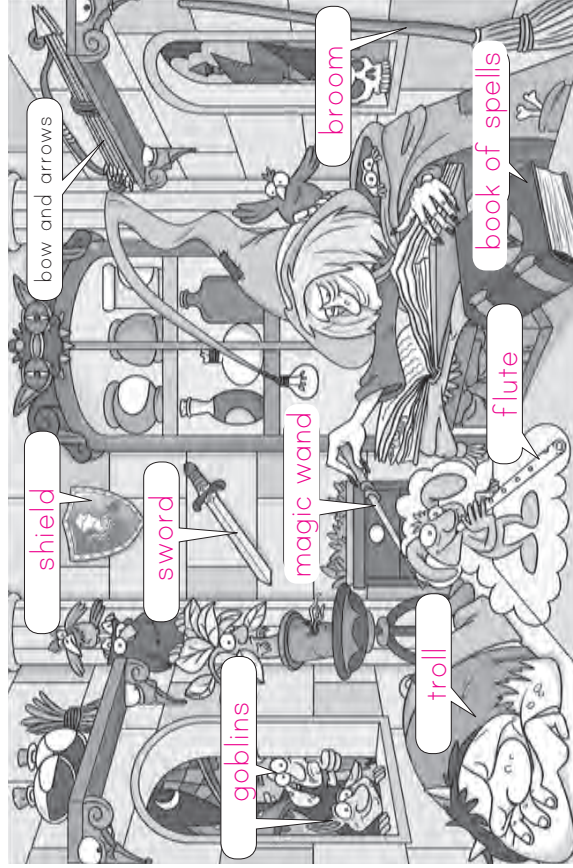


Utilice esta sección para que los estudiantes puedan evaluar su aprendizaje en la unidad. Deben trabajar en grupo, resolver preguntas, dialogar y aplicar el contenido aprendido en la unidad.

Evaluación final

Entregue la Evaluación final de las pp. 174- 175 en este momento para evaluar los conocimientos previos de los estudiantes. Recuerde que puede encontrar el solucionario en la p. 176.

1 Look and write the words.



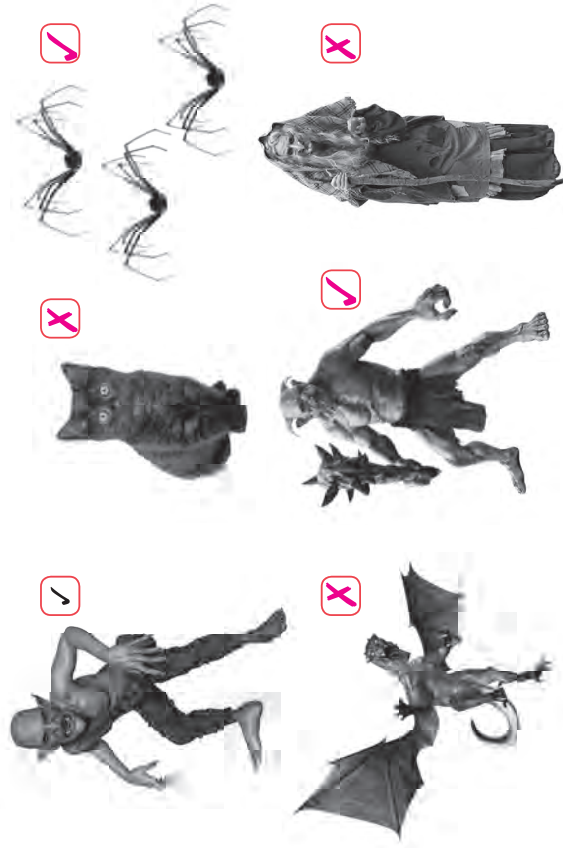
troll magic wand book of spells broom flute
goblins sword shield bow and arrows

2 Complete the sentences.

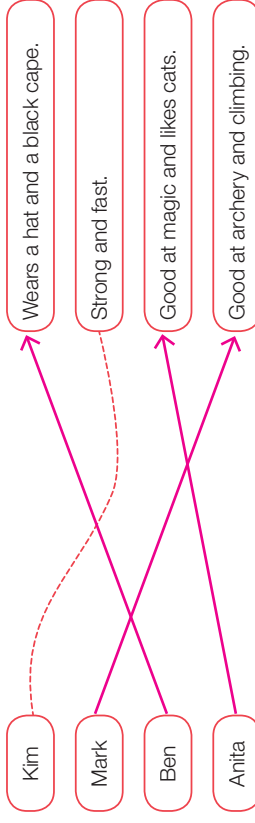
- a. You need a book of spells and a wand to make magic.
- b. A shield and arrows, a bow, and a sword are perfect to fight with trolls!
- c. trolls and goblins are mythical creatures.
- d. You can see your face in a shield.
- e. Witches use a broom to fly.

3 Listen and write a ✓ or a X.

The black castle



4 Re-read Activity 2 from the Student's book and match.



5 Look at Activity 3 and write about The black castle.

In the Black Castle, there are some goblins.

in the black castle, there are spiders and trolls.

There isn't any dragon, black cat or witch.

En la actividad 1, solicite a los estudiantes observar la imagen y rellenar en los espacios correspondientes el nombre de cada personaje u objeto, según corresponda. En la actividad 2, pídale completar las oraciones, usando el ejemplo como modelo. **T: Look at the example and complete.**

En la actividad 3, deben marcar un tic o una cruz de acuerdo con lo que escuchen en el audio. Luego, deben unir los personajes a las descripciones. En la actividad 5 deben escribir una descripción basándose en la actividad anterior. **T: Check your answers in pairs.**

6 Complete the tables.

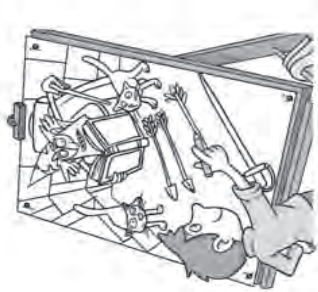
There	is	a	broom.
		an	elf.
There	are	some	flutes.

There isn't	a	witch
there aren't	any	maps.

Is	there	a	shield?
Are		any	goblins?

Yes,	there	is / are.
No,		isn't / aren't

7 Look at the picture and complete.



1. There's a magic wand.
2. There isn't any goblins.
3. there are some arrows.
4. There's a book of spells.
5. There isn't a flute.
6. There are two cats.
7. there's a wizard.
8. there isn't a troll.

8 Look at Activities 1 and 2 in the Student's book and write True (T) or False (F).

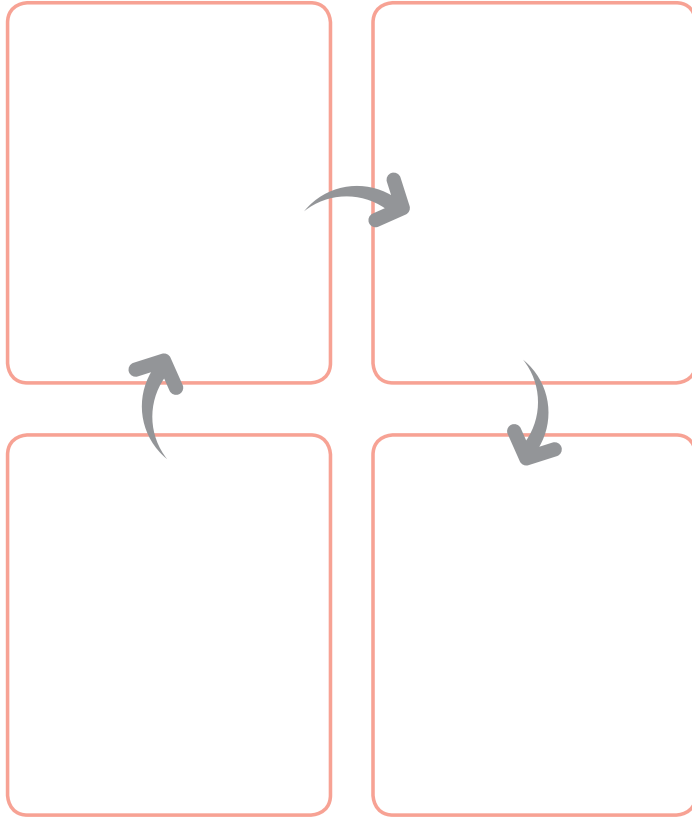


- ☐ 1. There aren't any goblins in Castle Doom.
- ☐ 2. Kim's avatar is a warrior princess.
- ☐ 3. Mark's avatar is an elf.
- ☐ 4. Anita's avatar doesn't like cats.
- ☐ 5. Ben wears a hat and a big, black cape.
- ☐ 6. Mark chooses the bow and arrows.

En la actividad 6, solicite completar las tablas y revise en conjunto.

T: Let's check exercise 6! En la actividad 7, deben observar la imagen y completar las oraciones según corresponda. En la actividad 8, pídale observar las actividades del TE indicadas y rellenar con *True* or *False*.

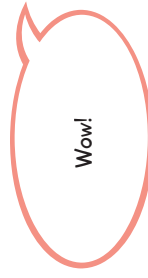
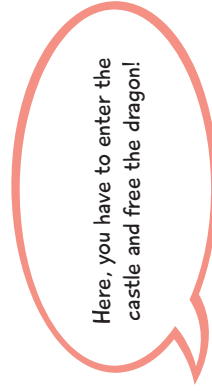
9 Look at your answers from Activities 5 and 6 from the Student's book. Draw a sequence of your virtual game. *Children's own answer.*



10 Say what happens in your game.



Children's own answer.



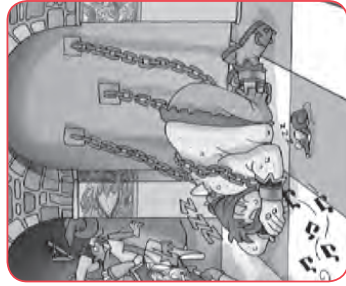
En la actividad 9, pídale revisar las actividades del TE señaladas para dibujar una secuencia del juego virtual que diseñaron. En la actividad

10, pídale comentar, en parejas, lo que pasa en los juegos que crearon.

T: Work in pairs and tell your classmate about your game.

11 Listen again and number. 10

- 5 Kim cuts the rope with her sword.
- 4 Anita uses her magic wand.
- 1 The troll is asleep.
- 3 Ben sees a crocodile in the moat.
- 2 The goblins are trapped in the candelabra.



12 Look and write the number.

Goblin

2

1 Everyone stand behind me!

Mark

3

2 Attack!

Anita

4

5 Let's play again!

Ben

5

3 Don't stop playing, Ben!

Kim

1

4 Cut the rope with your sword, Kim!

En la actividad 11, reproduzca el audio para que los estudiantes enumeren la secuencia de la historia. **T: Listen to the story again and answer.** En la actividad 12, deben asignar el número del diálogo que corresponde a cada personaje. **T: Which character says number 3?**

13 Find the ten hidden words.

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



Think back!

Children's own answer.

Complete your unit journal.

- Before this unit, I could:
- Words that I learned during the unit:
- One thing that I want to understand more is:
- Now I can:

Lea la instrucción 13 e incentive la corrección entre pares. **T: Find the words and check your answers with a classmate.** Para el *Think back*, solicite que completen su *unit journal* de acuerdo con lo que aprendieron durante la unidad. **T: Now, complete your unit journal.**

Date: _____

Name: _____

1 Play Pictionary!

1. Cut the cards.
2. Put them upside down.
3. Draw and guess.



broom	flute	magic wand
sword	shield	bow and arrows
troll	book of spells	goblin
mirror	castle	drawbridge
spear	candelabra	moat
wizard	princess	witch

Name: _____

1 Match the child to the computer game.

- a** Peter is eleven. He likes the sea and enjoys films about pirates and adventure. He is a good student and well organized. ☐
- b** Sarah is seven. She is in year two of primary school. She is very good at Maths but she is not as good at reading and writing. ☐
- c** Jenny is eight. She has dolls' tea parties and all her dolls talk. She is good at drawing and painting. ☐
- d** John is twelve. He loves doing puzzles and solving problems. He likes to read fantasy books like The Lord of the Rings. ☐

1 Jules's underground rescue

A whole world exists underground! Here you are an adventurer called Jules, and you need to rescue the princess from Klimbon, the evil king of the underground, and bring her back to the real world. You need to cross dangerous bridges, go through mazes and use all your skill to go from level to level.

**2 Battleships**

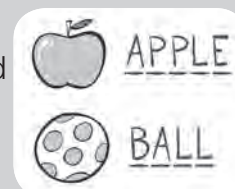
This is an exciting computer game for ten to twelve year olds. You need to organize your ships and sail through dangerous seas, fighting with pirates and other enemies.

**3 My little village**

Create your own village. Give it a name! Build streets and houses! Create families! This is a beautifully designed game for children of eight and over. It's fun and you can be very creative.

**4 Say and spell**

This is an educational game for 6 to 8 year olds. It shows you different word families. The digital teacher, Miss Kate, says the word and you spell it. Younger children have great fun learning to spell!



Profesor: Motive a los estudiantes a jugar con sus compañeros. Modele la actividad con un estudiante, pidiéndole que imite el uso de uno de los objetos de la lista.



broom	flute	magic wand
sword	shield	bow and arrow
troll	book of spell	goblin
mirror	castle	drawbridge
spear	candelabra	moat
wizard	princess	witch

1 Match the child to the computer game.

- a Peter is eleven. He likes the sea and enjoys films about pirates and adventure. He is a good student and well organized. **2**
- b Sarah is seven. She is in year two of primary school. She is very good at Maths but she is not as good at reading and writing. **4**
- c Jenny is eight. She has dolls' tea parties and all her dolls talk. She is good at drawing and painting. **3**
- d John is twelve. He loves doing puzzles and solving problems. He likes to read fantasy books like The Lord of the Rings. **1**

1 Jules's underground rescue

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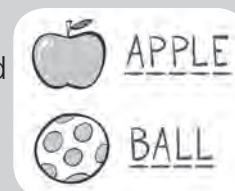
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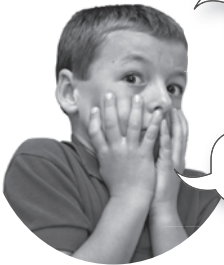
This is an educational game for 6 to 8 year olds. It shows you different word families. The digital teacher, Miss Kate, says the word and you spell it. Younger children have great fun learning to spell!



Date: _____

Name: _____

1 Read and circle the correct option.




1 Are / Is there any snakes?

Yes, there are some snakes in the forest.

2 Is / Are there a troll anywhere?

Yes, there is a troll on the bridge.

3 Are there **any** / **some** spiders?

Yes, there are lots of spiders on 'Spider path'.

Is there a monster?

4 No, **there aren't** / **isn't** any monsters, but **there is** / **are** a dragon in 'Dragon's cave'.

Is there a wizard?

5 Yes, **there is** / **are** a wizard on top of the mountain.

Are there any witches?

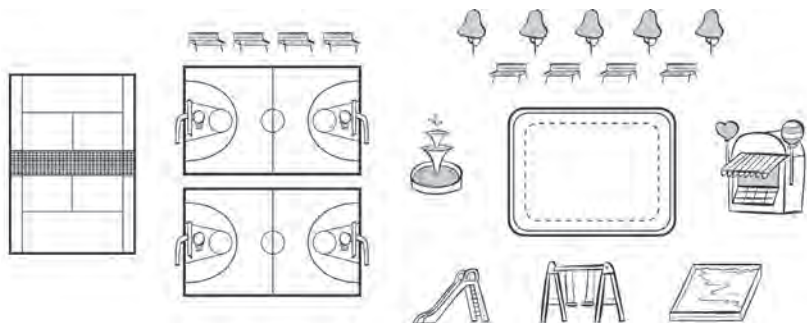
6 No, there aren't **any** / **some** witches.

2 Look at the table and write in negative and positive.

Negative	Positive
1 Candies	4 fruits
2 A ball	5 goblin
3 Video games	6 mountain

- 1** There aren't any candies. _____.
- 2** _____.
- 3** _____.
- 4** _____.
- 5** _____.
- 6** _____.

1 Look at the map. Complete the text using *There is* or *There are*.



This is my park where I play. 1 _____ a tennis court. 2 _____ a skating area.
3 _____ two basketball courts. 4 _____ a slide. 5 _____ some swings, and 6
_____ a sand pit. 7 _____ some benches where parents can sit.
8 _____ a sweet stall and 9 _____ a fountain. I love going to the park!

2 Complete the table.

positive (+)	negative (-)	question (?)
There are 9 students in class.		
	There aren't any apples.	
		Are there any exercises on the page?
There is a pencil on my desk.		
	There isn't any milk.	

3 Look at the picture. Complete the sentences using *There is(n't)* or *There are(n't)*.

- 1 _____ some milk.
- 2 _____ 5 yoghurts.
- 3 _____ some tomatoes.
- 4 _____ a pineapple.
- 5 _____ any bottles of water.
- 6 _____ some meat
- 7 _____ any lemons.
- 8 _____ a carton of orange juice.
- 9 _____ a cake.
- 10 _____ any cherries.



Date: _____

Name: _____

1 Circle the correct answer.

- 1 How many pencils **are there / is there** in the pencil case?
- 2 **There is / There are** a telephone on the table.
- 3 **There isn't / There aren't** enough orange juice for everyone.
- 4 **Are there / Is there** any boys in the classroom?
- 5 How many games **is there / are there** on your computer?
- 6 **There is / There are** a television in my bedroom.
- 7 **There is / There are** some shoes under the bed.
- 8 **There isn't / There aren't** any good programmes on TV tonight.

**2 Answer the questions about your town. Use *Yes, there is/are* or *No, there isn't/aren't*.**

- | | |
|--|---|
| 1 Is there a cinema in your town?
_____ | 6 Is there a swimming pool in your town?
_____ |
| 2 Is there a park in your town?
_____ | 7 Are there any restaurants in your town?
_____ |
| 3 Is there a skate park?
_____ | 8 Are there any shops in your town?
_____ |
| 4 Is there a sports centre in your town?
_____ | 9 Is there a youth centre in your town?
_____ |
| 5 Are there tennis courts in the sports centre?
_____ | 10 Three more things there are in your town:
_____ |

3 Write questions and answers about your house.

- | | |
|--------------------------------------|-----------------------------------|
| 1 T.V. / living room? _____
_____ | 4 oven / kitchen? _____
_____ |
| 2 computer / house? _____
_____ | 5 table / kitchen? _____
_____ |
| 3 carpet / hall? _____
_____ | 6 bath / bathroom? _____
_____ |

Name: _____

1 Read and listen. Then, write True or False. 55

Virtual reality for astronauts

Hi, I'm Laura. I'm an astronaut on the International Space Station. There are always three astronauts living on the space station. The space station is three hundred kilometres above the Earth. It orbits the Earth sixteen times a day. Sometimes astronauts wear a spacesuit and go outside the space station. We do repairs and experiments. We call this a spacewalk. It is amazing, but it can be dangerous too. Before we go to the space station, we practise spacewalks in a virtual reality laboratory. In the laboratory, we wear a headset and special gloves. When I'm wearing the headset, I can't see the laboratory. I can see the space station, the sky and the Earth. It's exactly like being in space. With the gloves, I can touch objects, use machines and do repairs.



Flight simulators for pilots

Hi, I'm Daniel. I'm a pilot from London, in the UK. Every day, I fly a plane with four hundred passengers. We fly ten kilometres above the Earth and our speed is usually eight hundred kilometres an hour. It's important for pilots to practise flying. In the airport, there's a flight simulator. It's the same as the cockpit of a plane. We don't wear a headset or special gloves in the simulator. When we look through the window, we can see an airport or the sky. We sit in the simulator and we practise flying a plane. In the simulator, we can use the controls with our hands. We can talk to air traffic control too. It's exactly the same as flying a plane. We practise flying at night and flying in a storm pace. With the gloves, I can touch objects, use machines and do repairs.

- 1 Laura works at the International Space Station. _____
- 2 There is no way to practise space walks. _____
- 3 For astronauts, virtual reality needs a headset. _____
- 4 Daniel is a pilot from the USA. _____
- 5 There is a flight simulator in the airport. _____
- 6 For pilots, virtual reality needs a headset. _____

3 Complete the text using *there is (n't)* or *there are (n't)*.

In our classroom **1** _____ a blackboard.
2 _____ 24 desks and chairs. **3** _____ any
computers because all the computers are in the computer
room. **4** _____ 13 girls and 11 boys in my class.
Every Friday, after school **5** _____ different after-
school activities. **6** _____ a football team but **7**

a lot of other activities, like art, drama, basketball or chess.



4 Complete the text using *is (n't)*, *are (n't)*, *was (n't)* or *were (n't)*.

- 1** There _____ a lot of snow last winter.
- 2** There _____ any good films on tonight.
- 3** _____ there any boys in your class?
- 4** _____ there a thunderstorm last night?
- 5** There _____ any cherries in the fridge.
- 6** There _____ some cherries in the fridge yesterday.
- 7** How many planets _____ there in the Solar System?
- 8** There _____ 365 days in a year.
- 9** There _____ a cinema in my town.
- 10** There _____ enough snow to go skiing.

Unit 5 – Diagnostic test

- 1
 - 1 Are there any snakes?
 - 2 Is there a troll anywhere?
 - 3 Are there any spiders?
 - 4 No, there aren't any monsters, but there is a dragon in 'Dragon's cave'.
 - 5 Yes, there is a wizard on top of the mountain.
 - 6 No, there aren't any witches.
- 2
 - 2 There isn't a ball.
 - 3 there aren't any video games.
 - 4 There are fruits.
 - 5 There is a goblin.
 - 6 There is mountain.

Unit 5 – Intermediate assessment A

- 1 1. there is / 2. there is / 3. there are / 4. there is / 5. there are / 6. there is / 7. there are / 8. there is / 9. there is
- 2 **Positive:** There are some apples. There are some exercises on the page. There is some milk.
Negative: There aren't 9 students in class. There aren't any exercises on the page. There isn't a pencil on my desk.
Question: Are there 9 students in class? Are there any apples? Is there a pencil on my desk? Is there any milk?
- 3 1. There is / 2. There are / 3. There are / 4. There is / 5 There aren't

Unit 5 – Intermediate assessment B

- 1 1. are there / 2. there is / 3. there isn't / 4. are there / 5. are there / 6. there is / 7. there are / 8. there aren't
- 2 Respuesta del estudiante.
- 3 Respuesta del estudiante.

Unit 5 – Final assessment

- 1 1. true, 2. false, 3. true, 4. false, 5. true, 6. false
- 2 1. there is, 2. there are, 3. there aren't, 4. there are, 5. there are, 6. there is , 7. there are
- 3 1. was / 2. aren't / 3. Are / 4. Was / 5. aren't / 6. were / 7. are / 8. are / 9. is / isn't / 10. is / isn't

Transcripts Unit 5

Student's book

Track 48 – Listen and sing.

Castle Doom! Castle Doom!
Let's play Escape From Castle Doom!
Anita, Mark, Kim and Ben,
Are playing their favourite game again.
It's called Escape From Castle Doom!
It starts inside the Choosing Room.
Look around. It's time to choose,
Some things to take. What can we use?
A magic wand, a book of spells,

A silver sword and shield as well.
A bow and arrows. That's for Mark!
Let's take a torch in case it's dark.
A magic flute, a flying broom,
It's time to leave the Choosing Room.
Through corridors and tunnels too,
With trolls and goblins chasing you.
The game is going to finish soon,
When we escape from Castle Doom!

Track 49 – Listen, read, and role-play.

Narrator: The children go to the Choosing Room. Everyone chooses something for the game.

Anita: I'm a witch. Is there a magic wand for me?

Ben: Yes, there is. Here you are.

Anita: Thanks, and I'm going to take the book of spells too.

Ben: Good idea! What about you Mark? What do you want?

Mark: I'm an elf. Is there a bow?

Kim: Yes, there is. Here you are.

Mark: Are there any arrows?

Kim: Yes, there are. I can see some arrows. What do you want, Ben?

Ben: I'm a wizard. There's a broom for me and I like this flute too.

Anita: What do you want, Kim?

Kim: I want the sword. I'm going to take this shield too.

Anita: Brilliant! Are we ready to go into Castle Doom?

Ben: Yes, come on! Let's go!

Track 50 – Listen and say a tongue twister.

Britney Black's
Blond brother, Blair,

Breaks her best broom!

Track 51 – Listen and repeat.

Br.
Brother. Break. Broom. Breakfast. Brush.

Bl.
Black. Blond. Blue. Blind. Blow. Blanket.

Track 52 – Listen and write the word you hear.

Broom. Blush. Brew. Blake.

Track 53 – Read and listen to the story.

1.Kim: Oh no, there's a troll.

Narrator: The children are in a corrido. But how can they get past the troll?

2.Narrator: Ben is good at music, he can play the flute.

Mark: Don't stop playing. Fantastic, Ben!

Narrator: The magic flute sends the troll to sleep and now the children can pass safely.

3.Narrator: A goblin throws a spear.

Goblin: Attack!

Kim: Everyone stand behind me!

Mark: I've got an idea!

4.Narrator: Now, the goblins are trapped in the candelabra and the children can go past.

Anita: Well done, Mark!

5.Narrator: And here's the moat, but there isn't a bridge.

Ben: Oh no, there are crocodiles!

Mark: Try a spell, Anita!

6.Narrator: Anita is very good at magic! She's freezing the water.

Kim: Quick, we're near the castle gate.

Anita: Frigidarum!

7.Narrator: The children are at the drawbridge but there are lots of goblins chasing them.

Anita: Cut the rope with your sword, Kim!

8.Narrator: The fame is finished.

Goblins: Noooo! They're escaping!

Ben: Let's play again!

Track 54 – Listen and read.

1.Narrator: Beep and the children are at the dentist's.

Sally: Phew! We're safe but where are we?

Girl: Oow-ooow!

2.Finn: Beep, can you clean us now, please?

Sally: Hello, what's the problem?

3.Narrator: Beep cleans Finn with his laser eyes.

Girl: I've got toothache.

Sally: Beep, can you help her?

4.Narrator: Beep is making the girl's teeth better.

Beep: Mm! Eating lots of sweets is bad for your teeth.

Finn: Let's go home now, Beep.

5.Beep: The red button doesn't work properly. I can't control where we go.

Sally: Oh no! We can't go home!

6.Dentist: Next, please!

Finn: Don't touch the...

Lady: I've got toothache too!

Teacher's book

Track 55 – Read and listen. Then, write True or False.

Virtual reality for astronauts

Hi, I'm Laura. I'm an astronaut on the International Space Station. There are always three astronauts living on the space station. The space station is three hundred kilometres above the Earth. It orbits the Earth sixteen times a day. Sometimes astronauts wear a spacesuit and go outside the space station. We do repairs and experiments. We call this a spacewalk. It is amazing, but it can be dangerous too. Before we go to the space station, we practise spacewalks in a virtual reality laboratory. In the laboratory, we wear a headset and special gloves. When I'm wearing the headset, I can't see the laboratory. I can see the space station, the sky and the Earth. It's exactly like being in space. With the gloves, I can touch objects, use machines and do repairs.

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Hi, I'm Daniel. I'm a pilot from London, in the UK. Every day, I fly a plane with four hundred passengers. We fly ten kilometres above the Earth and our speed is usually eight hundred

kilometres an hour. It's important for pilots to practise flying. In the airport, there's a flight simulator. It's the same as the cockpit of a plane. We don't wear a headset or special gloves in the simulator. When we look through the window, we can see an airport or the sky. We sit in the simulator and we practise flying a plane. In the simulator, we can use the controls with our hands. We can talk to air traffic control too. It's exactly the same as flying a plane. We practise flying at night and flying in a storm.

Activity book

Track 9 - Listen and write a tick or a cross.

Child: Tell me about the black castle.

Child-2: All right, what do you want to know?

Child: Are there any goblins?

Child-2: Yes, there are. They're big and green and scary. They eat rats!

Child: Ugh! And is there a black cat in the castle?

Child-2: No, there isn't. Cats don't like the goblins.

Child: Are there any spiders in the black castle?

Child-2: Yes, there are. There are lots of spiders.

Child: Ooo. What about dragons. Is there a dragon in the castle?

Child-2: No, there isn't.

Child: Is there a troll?

Child-2: Yes, there is. There's a big troll living in the castle.

Child: Is there a witch?

Child-2: No, there isn't.

Child: Do you want to go to the castle?

Child-2: No, I don't. I don't like goblins, spiders or trolls. They're scary!

Track 10 - Listen again and number.

Referirse a Track 53 en página anterior.

Introducción

La unidad *What do you want to be?* aborda el vocabulario de las profesiones, con el cual los estudiantes pueden relacionarse con su contexto social. Las distintas profesiones se presentan de manera lúdica y atractiva para ellos. Además, esta unidad continúa promoviendo la lectoescritura. Tanto el TE como el CA apoyan este proceso de manera constante.

La sección CLIL, en esta unidad, corresponde al OA 3 de Música, donde se espera que los estudiantes puedan «escuchar música en forma abundante de diversos contextos y culturas poniendo énfasis en: música de compositores americanos y del mundo; tradición oral (folclor, música de pueblos originarios), música americana y sus orígenes (por ejemplo, música africana, huaynos, joropos); popular (jazz, rock, fusión, etc.), música de América (por ejemplo tangos, jazz, cumbias)». De esta manera, pueden ejercitar el vocabulario relacionado con la unidad y los números que se espera que aprendan en este nivel.

En el Anexo 1 de la página 281 encontrará las expresiones de uso frecuente dentro de la sala de clases junto con la lista completa de audios presentes en el Tomo 1 para referencia.

Listado tracks Unidad 6

Texto del Estudiante

Track	Página
51	76
52	78
53	78
54	79
55	80
56	81
57	81
58	81
59	82
60	86
61	86
62	86

Cuaderno de Actividades

Track	Página
11	41
12	42
13	46

Guía Didáctica del Docente

Track	Ítem
63	Final assessment



Planificación

Unidad 6 What do you want to be?

Tiempo estimado: tres semanas y media.

Instrumentos de evaluación	TE p. 87 CA p. 45	GDD pp. 205 - 209
Indicadores de evaluación para el estudiante	• Reconoce y nombra profesiones. • Lee sobre profesiones y las describe. • Realiza y responde preguntas sobre profesiones.	

Habilidad	Objetivos de Aprendizaje	Materiales
Comprensión oral	OA 1 – Demostrar comprensión de textos orales adaptados y auténticos simples, leídos por un adulto o en formato audiovisual, como: poemas y canciones, cuentos, diálogos, exposiciones orales, artículos informativos. OA 2 – Comprender textos orales acerca de temas variados. OA 3 – Escuchar textos orales y aplicar estrategias para apoyar la comprensión. OA 4 – Reaccionar y demostrar interés por lo escuchado estableciendo relaciones con experiencias personales y temas de otras asignaturas.	TE pp. 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86 CA pp. 41, 42, 46
Comprensión de lectura	OA 5 – Leer y comprender textos literarios (cuentos, poemas, tiras cómicas) y textos no literarios (diálogos) adaptados y auténticos simples, información específica asociada a personas, objetos, trama. OA 6 – Leer y demostrar comprensión de textos relacionados con temas conocidos, del contexto inmediato, de otras asignaturas o de otras culturas, que contengan las siguientes funciones: describir ocupaciones, describir y preguntar por acciones que ocurren al momento de hablar. OA 7 – Usar estrategias para apoyar la comprensión de los textos leídos: prelectura, lectura y poslectura. OA 8 – Reaccionar y demostrar interés por lo leído estableciendo relaciones con experiencias personales y temas de otras asignaturas, expresando preferencias, sentimientos y opiniones por medio de: dramatizaciones y párrafos. OA 9 – Reproducir y producir textos orales, como monólogos, canciones, poemas, adivinanzas y diálogos, para identificar y usar sonidos propios del idioma.	TE pp. 76, 78, 79, 80, 81, 82, 84, 85, 86, 88 CA pp. 42, 44, 44, 47
Expresión oral	OA 10 – Expresarse oralmente, ya sea en diálogos, presentaciones o actividades grupales, con apoyo visual o digital, en torno a los temas del año. OA 11 – Demostrar conocimiento y uso del vocabulario aprendido, por ejemplo: vocabulario temático, expresiones de uso común asociadas a las funciones del nivel. OA 12 – Participar en diálogos con pares y profesores al realizar las siguientes funciones: identificar y describir ocupaciones.	TE pp. 76, 78, 79, 80, 83, 87, 88, 89 CA pp. 41, 43, 45, 46, 47,
Expresión escrita	OA 13 – Escribir de acuerdo a un modelo y con apoyo de lenguaje visual, textos no literarios y textos literarios con el propósito de compartir información en torno a los temas del año.	TE pp. 80, 85 CA pp. 47

Sugerencias Texto del Estudiante

Unit 6

What do you want to be? (pp. 76–87)

Objetivos de la Unidad

- Identificar y hablar sobre diferentes profesiones.
- Conocer y usar el Presente simple y el Presente continuo para describir personajes y situaciones.
- Reconocer los sonidos /er/ y /or/.

Objetivos de Aprendizaje

OA 1 – OA 13

Actitudes

OAA A – OAA B – OAA C – OAA D

Habilidades del siglo XXI

- Metacognición
- Creatividad
- Pensamiento crítico
- Colaboración

CLASE 35

Tiempo estimado

90 minutos

Objetivos de la clase

- Reconocer distintas profesiones.

Recursos

TE pp. 76–77

CA p. 40

CD (Track 51)

Gestión de la clase

Inicio 20 minutos

- Para comenzar, pida a los estudiantes que abran sus libros y observen las imágenes.
T: Open your books at page 76–77 and look at the pictures.

Unit 6 What do you want to be?

Presentation

1. Look and answer.
 - a. Mention the items in the pictures.
 - b. Do you know someone who has one of these jobs?
2. Listen, point, and say. 51



Desarrollo 50 minutos

- Diga: **T: Look and answer**, y solicite a un voluntario que lea la primera pregunta.
- Pida a otro voluntario que lea la segunda pregunta y genere una conversación en torno al contexto real donde los estudiantes han visto estos trabajos o si sus familiares o conocidos los han presenciado. Puede complementar preguntando en qué situaciones reales han visto estos trabajos.
- Motive a la clase a participar activa y respetuosamente levantando la mano para hablar y escuchando a sus compañeros



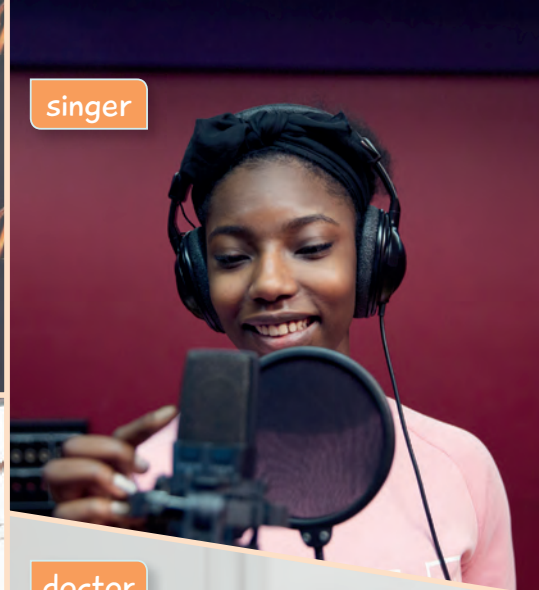
actor



waiter



teacher



singer



doctor

Unit goals

- Learn about professions.
- Compare the Present Simple with the Present Continuous.
- Talk and write about a famous person from history.

Activity book Page 40

Unit 6 • What do you want to be? 77

Solucionario

2. Puede encontrar el *transcript* del audio de esta sección en la p. 211.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 40 del Cuaderno de Actividades para profundizar los objetivos de la clase.



Evaluación diagnóstica

Entregue la Evaluación diagnóstica de la p. 205 en este momento para evaluar los conocimientos previos de los estudiantes.

Cierre 20 minutos

- Para finalizar, comente a los estudiantes que escucharán un audio. Ellos deben identificar y apuntar la imagen que corresponda.

Lección 1 (pp. 78–81)

Objetivos de Aprendizaje de la Lección 1

OA 1 - OA 3; OA 5 - OA 7; OA 9 - OA 13

Actitudes

OAA A – OAA B – OAA C – OAA D

CLASE 36

Tiempo estimado

90 minutos

Objetivos de la clase

- Aprender vocabulario de profesiones.
- Conocer y usar el Presente simple y el Presente continuo para describir personajes y situaciones.
- Entender y cantar una canción.

Recursos

TE pp. 78–79

CA pp. 41–42

CD2 (Tracks 52, 53 y 54)

CD3 (Track 11 y 12)

Material fotocopiable

Gestión de la clase

Inicio 20 minutos

- Solicite a los estudiantes que abran sus libros en la p. 78 y observen la actividad 1. **T: Open your books at page 78 and look at activity 1.** Lea el primer enunciado y luego explique que escucharán un diálogo entre Anita y su tío Tony.
- Reproduzca el audio dos veces, como mínimo. Revise la comprensión haciendo preguntas, tales como: **T: Where does Uncle Tony work? SS: He works in an animal hospital. T: What does he wear? SS: He wears a white jacket and special gloves.**
- Otorgue algunos minutos para que practiquen el diálogo en parejas.

1 Listen, read, and role-play. 52

Anita's talking to her Uncle Tony on the phone. Uncle Tony is a vet.



Uncle Tony, do you like being a vet?



Yes, I do. I love animals and I like helping them.



Where do you work exactly? Do you work on farms?



No, I work in an animal hospital.



Do you wear a uniform?



No, I don't wear a uniform. I wear a white jacket and special gloves.



Do you work at night?



Yes, **I sometimes work at night** when an animal is having babies or is very sick.



Are you working today?



No, I'm not. **Today, I'm playing the saxophone.** It's my favourite hobby.



2 Look and read. Which sentence is in the dialogue?

Present simple		Present continuous	
I work	in a restaurant.	I'm working	today.
I don't work	in a shop.	I'm not working	
He/She works	in an animal hospital.	He's/She's working	
He/She doesn't work	in a museum.	He/She isn't working	

3 Read. Then listen and say the name. 53

Mick's a weatherman. He works in a TV studio. He uses a computer to study the weather. He sometimes works on Saturday and Sunday. He doesn't wear a uniform. He isn't working today. He's riding his bike in the mountains.

Tanya's an astronomer. She works in an observatory. She likes studying the planets. She sleeps in the day and she works at night. She doesn't wear a uniform. She's working today. She's using a big telescope to look at Neptune.

Activity book Page 41

78

Desarrollo 50 minutos

- Solicite voluntarios para que lean una oración de la tabla. **S: I work in a restaurant.** Pregunte qué diferencias identifican entre las oraciones de cada tabla. Explique la diferencia entre el Presente simple y el Presente continuo usando las oraciones como ejemplo.
- Para la actividad 3, pida a los estudiantes que lean los párrafos en silencio. Solicite a voluntarios que los lean en voz alta y consulte si hay palabras que no conozcan. Luego, vuelva a leerlos para asegurar la comprensión y explique que escucharán preguntas sobre *Mick, the weatherman* y *Tanya, the astronomer*.
- Reproduzca el audio dos veces, como mínimo. Luego, corrija en conjunto.

4 Listen and sing. 54

Remember the people everywhere,
Who work so hard for you.
Give them a smile! Say **thank you!**
For all the things they do.

Say **thank you** to the postman,
Who delivers all your letters,
And **thank you** to the vet,
Who helps your pet get better.

Doctors and nurses in hospital,
Who make you feel alright,
Actors and singers on TV,
You see them every night.

Shop assistants and waiters,
And taxi drivers too,
They work so hard both night and day,
For you, and you, and you!

And don't forget your teachers,
They help you learn and play.
Through all the years you spend in school,
They're with you every day.

5 Look and describe. 55



taxi driver



teacher



shop assistant



postman



nurse



waiter



actor

Remember
waiter → wait**ress**
postman → post**woman**

He's wearing
a white shirt.
He's writing.

It's the
waiter!



singer



doctor



vet

Activity book
Page 42

Unit 6 • What do you want to be? 79

Solucionario

1, 3 y 4. Puede encontrar los *transcripts* de los audios de esta sección en las p. 211.

3. 1. *Tanya*, 2. *Mick*, 3. *Tanya*, 4. *No, she doesn't*, 5. *No, he isn't*, 6. *In an observatory*, 7. *No, he doesn't*, 8. *Mick*.

Manejo de la clase

Incentive a los estudiantes a tomar notas en sus cuadernos mientras escuchan el audio de la actividad 3.

Para generar una dinámica que motive la participación de la clase en la actividad 4, otorgue una estrofa a cada fila o grupo de estudiantes de la sala. Reproduzca el audio y pídales que solo canten la parte asignada.

Cuaderno de Actividades

Al finalizar, puede utilizar las pp. 41–42 del Cuaderno de Actividades para profundizar los objetivos de la clase.

Material fotocopiable 1

Utilice el Material fotocopiable 1 de la p. 202 para que los estudiantes puedan practicar la descripción de profesiones para luego adivinarlas.

Cierre 20 minutos

- Mencione a los estudiantes que escucharán y cantarán una canción. Motíuelos a participar siguiendo la letra. Reprodúzcala al menos dos veces para asegurar la comprensión. Luego, pregunte qué trabajos lograron identificar.
- Diga, **T: Look at activity 5.** Solicite a voluntarios que lean los globos de diálogo. Luego, pida a la clase que sugieran descripciones sobre el resto de las imágenes, tales como: **S: She's wearing a pink skirt and a purple shirt.**
- Invítelos a trabajar en parejas siguiendo la misma dinámica para las siguientes imágenes.

Lección 1

CLASE 37

Tiempo estimado

90 minutos

Objetivos de la clase

- Demostrar comprensión auditiva, relacionando imágenes y palabras.
- Hacer preguntas usando estructura *Does she/he...?* y respondiendo *Yes, she/he does* o *No, she/he doesn't*.
- Conocer y practicar los sonidos /er/ y /or/.

Recursos

TE pp. 80–81

CA p. 43

CD 2 (Tracks 55, 56, 57 y 58)

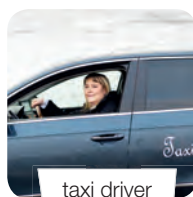
Gestión de la clase

Inicio 20 minutos

- Para comenzar, diga: **T: Open your books at page 80.** Solicite a los estudiantes que miren las imágenes e identifiquen los trabajos.
- Explíqueles que escucharán cinco conversaciones sobre los trabajos. Ellos deben identificar el trabajo del que se está hablando y apuntarlo o anotarlo en su cuaderno. Reproduzca el audio como mínimo dos veces y luego corrija en conjunto.

Lesson 1 Production

6 Listen and say the job. 55



taxi driver



nurse



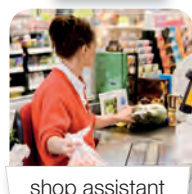
firefighter



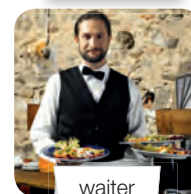
actors



chef



shop assistant

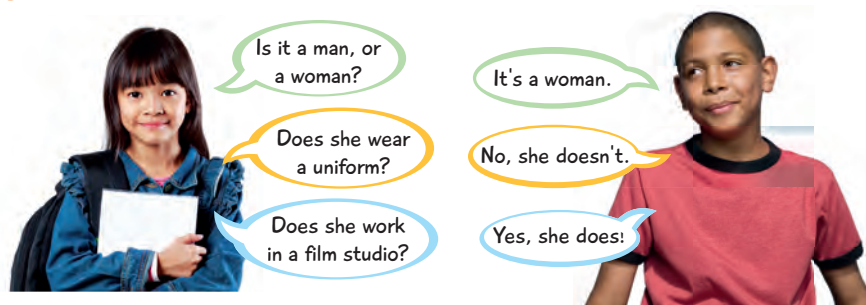


waiter



postman

7 Look at the photos and play a game. 56



8 Choose a picture and write a description for the situation. 57

The shop assistant is in the vegetables section. He is happy. He is wearing a uniform...



Activity book Page 43

80

Desarrollo 50 minutos

- En la actividad 7, solicite a los estudiantes que lean las burbujas de diálogo en parejas e identifiquen el trabajo. Luego, cada uno debe escoger una imagen de la actividad 6 y el otro debe preguntar hasta adivinar cuál es.
- Pida a los estudiantes que observen las imágenes de la actividad 8. Solicite a un voluntario que lea el párrafo. Lea la instrucción y explique a los estudiantes que deben elegir una de las imágenes y escribir una descripción de la situación que se muestra en ella.
- Antes de comenzar la actividad 9, pregunte a los estudiantes qué ven en las imágenes. Reproduzca el audio como mínimo dos veces, solicite que repitan las frases y enfatice la diferencia entre /er/ y /or/.

9 Listen and say a tongue twister. 56

Build**er**, bak**er**, teach**er**, tail**or**,
pilot, paint**er**, vet.
Doct**or**, dent**ist**,
flight att**endant**,
farm**er**, fireman, chef!



10 Listen and repeat. 57

build**er**bak**er**teach**er**paint**er**doct**or**

11 Listen and write the word you hear. 58

pasta

faster

history mystery

interview In a few...

smaller shorter

Solucionario

6. Puede encontrar el *transcript* del audio de esta sección en la p. 211.

Shop assistant.

Chef.

Nurse.

Taxi driver.

Fire fighter.

9, 10 y 11. Puede encontrar los *transcripts* de los audios de esta sección en las pp. 212.

11. *faster, shorter, history, In a few.*

Cuaderno de Actividades

Al finalizar, puede utilizar el Cuaderno de Actividades para profundizar los objetivos de la clase.



Material fotocopiable 2

Utilice el Material fotocopiable 2 de la p. 203 para complementar lo aprendido en esta lección y reforzar la lectura y escritura del vocabulario de la unidad.

Evaluación intermedia

Utilice las evaluaciones intermedias de las pp. 206 y 207 para evaluar el aprendizaje del vocabulario de la unidad. Emplee la Evaluación intermedia forma A para aquellos estudiantes que usted considere que necesitan más ayuda. Por otro lado, presente la Evaluación intermedia forma B como un reto para los estudiantes más avanzados. Recuerde que puede encontrar el solucionario de estas evaluaciones en la p. 210.

Cierre 20 minutos

- Anote en la pizarra las palabras de la actividad 10. Reproduzca el audio como mínimo dos veces y solicite a los estudiantes que repitan las palabras. Luego pida a voluntarios que las digan en voz alta.
- Pida a los estudiantes que abran sus cuadernos: **T: Open your notebooks.** Lea en voz alta los pares de palabras del ejercicio 11 y pregunte si hay alguna palabra que desconozcan. Explíqueles que deben identificar la palabra que escuchen de cada par y luego anotarla en sus cuadernos.
- Revise en conjunto y resuelva dudas de pronunciación.

Lección 2 (pp. 82–87)

Objetivos de Aprendizaje de la Lección 2

OA 1 – OA 8; OA 10 – OA 13

Actitudes

OAA A – OAA B – OAA C OAA D

CLASE 38

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer y escuchar para comprender una historia.
- Consolidar el lenguaje de la unidad.

Recursos

TE pp. 82–83

CA p. 44

CD2 (Track 59)

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que abran sus textos y observen las imágenes de la actividad 12. **T: Open your books at page 82 and look at the pictures.** Pregunte si los conocen y si saben qué trabajo tuvieron antes. **T: Do you know them? What job did they do before?**
- En caso de ser necesario que investiguen a los personajes, separe a los estudiantes en grupos y solicíteles que busquen en internet la biografía de uno de ellos.

12 Research. What job did they have before?

J.K.Rowling



Mayim Bialik



Gene Simmons



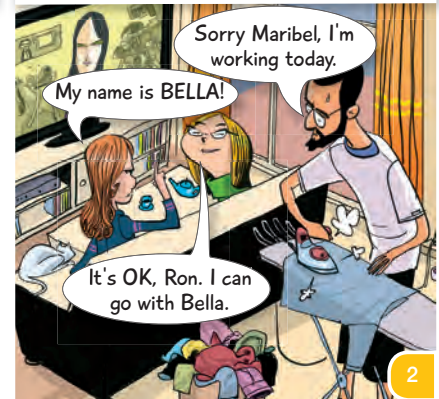
13 Read and listen to the story. 59

Why did Kristen fall?

This is Maribel Starky. She's 12, but she knows what she wants to be when she leaves school... an actress, just like Kristen Cullen. Maribel hates her name. She wants to be called Bella Star.



Aunt Shona is a doctor. She works at the hospital. Today she is visiting Bella and Dad. Kristen Cullen is coming to town. Bella asks Dad if she can go to see her.



Bella likes Aunt Shona. She doesn't talk to her like she's a child.



Kristen has a nasty fall and hurts her leg.



82

Desarrollo 50 minutos

- Escriba los personajes de la historia en la pizarra: *Maribel Starky, Bella Star, Kristen Cullen, Aunt Shona, Dad.* Lea la pregunta inicial: **T: Why did Kristen fall?** Reproduzca el audio como mínimo dos veces e invite a los estudiantes a seguir la lectura con el dedo mientras la escuchan.
- Revise la comprensión con preguntas, tales como: **T: Where does Aunt Shona work? What's Kristen Cullen's job?** Luego, divida la clase en grupos y asigne un personaje a cada estudiante para que lean la historia.

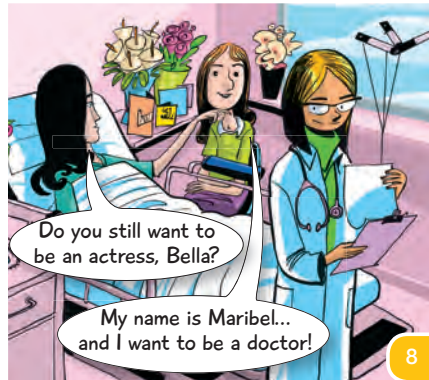
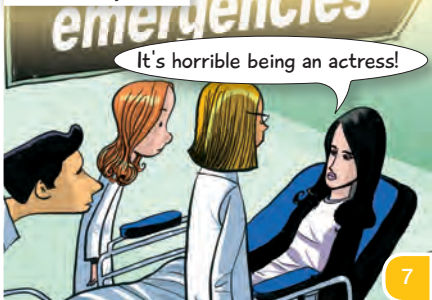
The ambulance arrives. Kristen has got a broken leg. The nurse puts her on a stretcher.



Aunty Shona puts bandages on Kristen's leg.



Kristen is very unhappy. People are always bothering her. She doesn't want to be famous anymore!



Retrieved from Beep 6.

14 What do you want to be when you grow up? Why?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

Activity book
Page 44

Unit 6 • What do you want to be? 83

Solucionario

12. J.K. Rowling: *secretary*.

Mayim Bialik: *scientist*.

Gene Simmons: *teacher*.

13. Puede encontrar el *transcript* del audio de esta sección en la p. 211.

Stop and think!

Utilice esta sección para ayudar a los estudiantes a reflexionar sobre su propio aprendizaje. Motívelos a usar los colores del semáforo para demostrar cómo se sienten con respecto a su comprensión de la historia. Realice preguntas para ayudarlos a descubrir en qué aspectos revelan dificultades, por ejemplo: ¿qué parte de la historia necesitas repasar? ¿Encontraste difícil alguna parte de la actividad?, ¿cuál? **T: What part of the story do you need to review? Did you find any part of the story difficult? Which one?**

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 44 del Cuaderno de Actividades para profundizar los objetivos de la clase.



Cierre 20 minutos

- Para terminar, permita que los estudiantes discutan en grupos la pregunta 14 y pida a algunos comentar su respuesta en voz alta.
- Recuerde dedicar los últimos minutos de la clase para reflexionar con la sección *Stop and think!*

Lección 2

CLASE 39

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer y escuchar una historia.
- Demostrar comprensión respondiendo preguntas y completando oraciones.
- Reflexionar sobre el contexto real de los estudiantes a partir de la historia.

Recursos

TE pp. 84–85

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que abran sus libros y observen las viñetas: **T: Open your books at page 84 and look at the pictures. Where are Beep and the children?**
- Disponga unos minutos para que los estudiantes discutan y respondan.

Lesson 2 The adventures of Beep

15 Look. Where are Beep and the children?

16 Read and answer.

What animals can you name?



17 Write a title for the story.

84

Desarrollo 50 minutos

- Antes de leer el texto, lea la pregunta: **T: What animals can you name?** Lea en voz alta haciendo énfasis en los distintos personajes y pida a los estudiantes que lean y escuchen atentamente.
- Chequee la comprensión haciendo preguntas, tales como: **T: What is happening? Why are people running?**
- Pida a los estudiantes que abran su cuaderno y miren el ejercicio 17. **T: Open your notebooks and look at exercise seventeen.** Pregunte: **T: What's the story about?** Explique que deben leer las alternativas, encontrar la correcta y copiarla en sus cuadernos.

18 Choose the correct option and copy it.

The story is about...

- a. Beep and the children are scared because there's people running.
- b. Animals are scared because there's a robot.
- c. Beep and the children are escaping a volcano eruption.
- d. People are escaping from a tsunami.

19 Complete the following dialogues.

GIRL: Look at those ?! Where are we?
Look at those ! Where are we?

BEEP: The ? ? doesn't work!

GIRL: Hello, what's ? ?

BEEP: Oh no! The ? is erupting!

Reflect!

- Look. Can you think of a similar situation in Chile?
- What natural disasters happen in Chile?



Unit 6 • What do you want to be? 85

Solucionario

15. *They are on a mountain.*
16. Puede encontrar el *transcript* del audio de esta sección en la p. 212.
18. c
19. *The red button doesn't work!*
Hello, what's happening?
Oh no! The volcano is erupting!

Reflect!

Dedique la última sección de la clase a reflexionar sobre la historia y el contexto real de los estudiantes haciendo la pregunta de la sección Reflect!. Puede dar ejemplos para complementar la reflexión. Por ejemplo, pregunte si saben qué hacer en esas situaciones o cómo deberían protegerse.

Cierre 20 minutos

- En la actividad 18, los estudiantes deben volver a mirar las viñetas y completar los diálogos en sus cuadernos. Corrija en conjunto y preocúpese de que los estudiantes escriban con la ortografía correcta. **T: Let's check the activity! Who wants to write the answers on the board?**
- Dedique la última sección de la clase a reflexionar sobre la historia y el contexto real de los estudiantes haciendo la pregunta de la sección Reflect. **T: Can you think of a similar situation in Chile? SS: Yes! Villarica volcano eruption. T: What natural disasters happen in Chile? SS: Volcano eruptions, Tsunamis, Earthquakes.**

Lección 2

CLASE 40

Tiempo estimado

90 minutos

Objetivos de la clase

- Extender el contenido de la unidad aprendiendo sobre la música de otras culturas.
- Repasar el contenido de la unidad respondiendo preguntas de un juego.

Recursos

TE pp. 86–87

CA p. 45

CD (Tracks 60, 61 y 62)

Gestión de la clase

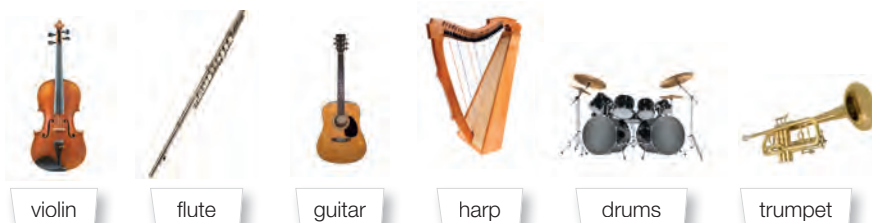
Inicio 20 minutos

- Para comenzar, pregunte a sus estudiantes cuál es su música favorita, si alguno de ellos sabe tocar un instrumento musical y cuál.
- Pídales que abran sus libros y observen las imágenes de la actividad 19. **T: Open your books at page 86 and look at the pictures in activity 19.**
- Lea la instrucción y los nombres de los instrumentos. Comente a los estudiantes que escucharán el sonido de un instrumento y que deben identificar cuáles. Reproduzca el audio como mínimo dos veces e incentívelos a tomar notas en sus cuadernos.
- Revise en conjunto y pregúnteles si conocen canciones que contengan esos instrumentos.

Lesson 2 CLIL



20 Listen and say the instruments. 60



21 Listen and read. What do you think? 61

Hello, I'm Tara. I'm a musician from Ireland. In Irish music we play the violin, flute, harp and guitar. Sometimes, people dance to the music too. In Ireland we celebrate Saint Patrick's Day on the 17th of March. There are parades in many Irish cities. People play Irish music in the parade and dance. Listen to some Irish music. What do you think?

Hello, I'm Oscar. I'm a flamenco singer from Spain. In flamenco music, we play the guitar, we clap our hands and we sing. Sometimes the music is fast and happy and sometimes it's sad and slow. Listen to some flamenco music. What do you think?

Hello, I'm Bruna. I'm a musician from Brazil. Samba musicians play drums, trumpets and guitars. We play samba music at Carnival. There are parades on the street. People wear colourful costumes and everybody dances. Listen to some samba music. What do you think?

22 Listen and say True or False. 62

Reflect!

- What type of traditional Chilean music do you know?
- Do you like it?

Activity book Page 45

86

Desarrollo 50 minutos

- Diga a los alumnos que escucharán y leerán textos sobre diferentes tipos de música. **T: Silence, please. Pay attention. We're going to listen to different types of music. Let's listen and read together.**
- Reúna a los estudiantes en parejas y permítales discutir por algunos minutos sobre sus opiniones. Proponga que, en sus cuadernos, hagan una lista de las razones por las que les gustó o no lo que escucharon. **T: Get in pairs and give your opinion about the music we listened to. Did you like it? Make a list of the reasons you liked it or not.** Luego, abra la discusión a la clase y pídales que argumenten con sus razones. **T: Who wants to say their reasons?**

23 Play with your classmates.

Say! baker / tailor	Say: She works in a ... 	Say! 	Look and describe.
Actor → actress waiter → ?	Say two words with er sound.	Say: I don't work in a ... 	
	Look and describe	Say: I work in a ... 	
policeman → policewoman postman → ?	Look and describe	Say: he doesn't work in a ... 	Say two words with or sound
	Say: teacher / doctor	Say 	

Solucionario

19. 1. guitar, 2. trumpet, 3. flute, 4. drums, 5. violin, 6. harp.
- 20- 22. Puede encontrar los *transcripts* de los audios de esta sección en la p. 211.
21. 1. False, 2. True, 3. False, 4. True, 5. True, 6. False, 7. True, 8. False.

Reflect!

Dedique la última sección de la clase a reflexionar sobre el CLIL y el contexto real de los estudiantes haciendo la pregunta de la sección Reflect!

Cuaderno de Actividades

Utilice la sección Review del Cuaderno de Actividades para finalizar la unidad. Motive a sus estudiantes a llenar su *Unit journal*: deben escribir lo que podían realizar antes de la unidad, las palabras que aprendieron, algo en lo que les gustaría profundizar y lo que pueden hacer ahora que han terminado la unidad. Puede encontrar un ejemplo en el Anexo 2.

Think back!

Utilice esta sección para que los estudiantes puedan trabajar en grupo y, de esta manera, resolver las preguntas para llegar al final del camino. El objetivo del juego es alcanzar la cabeza de la serpiente, respondiendo las preguntas que aparezcan. Deben lanzar el dado y moverse con fichas (pueden ser hechas por ellos mismos). Cuando se posicionen sobre una escalera, deben subirla y avanzar en el próximo turno.

Evaluación final

Entregue la Evaluación final de la p. 209 en este momento para evaluar los conocimientos de los estudiantes.

Cierre 20 minutos

- Para la actividad 21, explique a los estudiantes que escucharán afirmaciones sobre los textos que acaban de leer y escuchar. Lea la instrucción y pida que, mientras escuchan, escriban True o False en sus cuadernos. **T: While listening, write True or False in your notebook.** Reproduzca como mínimo dos veces. Para corregir reproduzca otra vez y solicite a los estudiantes que digan en voz alta True o False después de cada afirmación. **T: Let's check your answers. Say together True or False.**
- Dedique la última sección de la clase a discutir las preguntas de la sección Reflect! **T: What's your favourite Chilean musician or band? Who do you recommend?** Puede dar la oportunidad de que reproduzcan una canción para la clase.

CLASE 41

Tiempo estimado

90 minutos

Objetivos de la clase

- Repasar contenidos vistos en las unidades 4 a 6.
- Interactuar de forma oral con un compañero.
- Jugar.

Recursos

TE pp. 88-89

CA pp. 46-47

CD 3 (Track 13)

Gestión de la clase

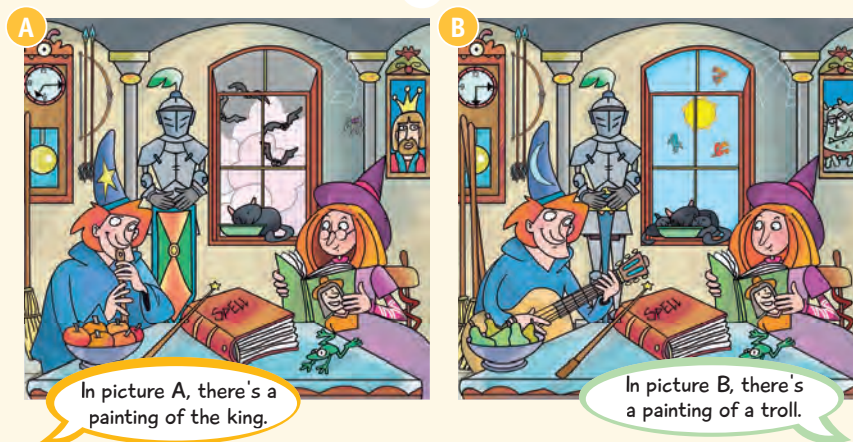
Inicio 20 minutos

- Invite a los estudiantes a realizar un juego de trivia en parejas. **T: It's trivia time! Get in pairs and do the activities.**
- Pídale que, por turnos, un estudiante lea en voz alta una descripción del ejercicio 1. El compañero debe adivinar.

1 Guess with a classmate. What are they?

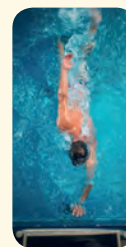
1. They haven't got gills. They breathe air. They're 30 metres long and they eat krill. They can sing!
2. They breathe air and can live on the land and in the sea. They eat fish and they live in groups.
3. They live alone on the bottom of the ocean. They eat crabs and small fish. They've got gills and they lay eggs. They have eight arms.

2 Look and find the twelve differences.



3 Look, read, and ask.

- Is it a man or a woman?
It's a man.
- Where does he work?
He works in a hospital.
- What's he doing?
He's swimming.
- It's Bob!



Bob
doctor



Derek
teacher



Susan
actress



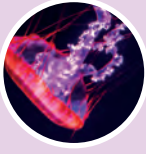
Alan
waiter

88

Desarrollo 50 minutos

- Solicite a los estudiantes que miren las ilustraciones del ejercicio 2 y descubran las diferencias. Promueva el diálogo en inglés siguiendo el ejemplo de los globos. **S1: In picture A there's a painting of the king. S2: In picture B there's a painting of a troll.** Corrija en conjunto.
- Pídale que observen las imágenes del ejercicio 3 y lean el nombre de los personajes junto a sus profesiones. Explique que cada uno debe escoger un personaje y el compañero deberá hacer preguntas hasta adivinarlo. Solicite a dos voluntarios que lean el diálogo como ejemplo.

4 Play a game.

1 Say and spell! 	2 What was her job? Frida Kahlo	3 Say and spell! 	4 Do sharks live in groups?
8 Say and spell! 	7 Describe her job! 	6 Say and spell! 	5 What do you want to be?
9 Say and spell! 	10 He's good at... 	11 Describe her job! 	12 Say and spell! 
16 Describe her job! 	15 Do turtles lay eggs?	14 What was his job? Albert Einstein	13 Say and spell! 

Activity book
Pages 46-47

Review • Units 4-6 89

Solucionario

1. Blue whale, seal, octopus.
2. Time on the clock, pendulum, brooms, wizard's hat, boy's instrument, fruit, shield, window, cat, spider, painting of the king, wizard's glasses.

Cuaderno de Actividades

Al finalizar, puede utilizar las pp. 46–47 del Cuaderno de Actividades para profundizar los objetivos de la clase.

Manejo de la clase

Monitoree las actividades del Review para asegurarse de que los estudiantes utilicen el vocabulario y las estructuras gramaticales indicadas.

Cierre 20 minutos

- Invite a los estudiantes a que en parejas o tríos practiquen lo aprendido durante las unidades por medio de un juego. Recalque la importancia de la toma de conciencia sobre el propio proceso de aprendizaje, además de la cooperación entre compañeros.
- Dedique unos momentos para reflexionar junto a los estudiantes y pregunte: **T: What was the most difficult thing to learn/understand? What was the easiest?**

Review Units 4–6

CLASE 42

Tiempo estimado

90 minutos

Objetivos de la clase

- Consolidar conocimientos de las unidades 4 a 6 a través de actividades lúdicas.

Recursos

TE pp. 90–91

Gestión de la clase

Inicio 20 minutos

- Conduzca la atención de los estudiantes hacia la imagen e invítelos a mirarla por dos minutos.
- Motívelos a que intenten recordar todo lo que puedan, diciendo: **T: Look at the picture and try to remember as much as possible.**
- Pasados los dos minutos, propóngales que den vuelta el libro para ocultar la imagen y hágales preguntas sobre esta. **T: How many ... are there? Where's the ...? What colour is the ...?**
- Refuerce positivamente a quienes respondan correctamente y recuérdelos que deben respetar los turnos levantando la mano para hablar.



Desarrollo 50 minutos

- Invite a los estudiantes a jugar *I spy*, cuya rima dice: **T: I spy with my little eye, something beginning with (n).** Hágalo primero como ejemplo y que ellos adivinen qué objeto está mirando, utilizando el vocabulario de las unidades. Luego invite a algunos voluntarios a que hagan el ejercicio también.
- Juegue *Guess the word*, para lo cual debe dividir a la clase en equipos. Empiece lentamente a escribir una palabra de la imagen en la pizarra, letra por letra. Los equipos deben adivinar las palabras levantando la mano. El equipo que adivina primero, gana un punto. Para ganar dos puntos deben completar la palabra deletreándola.

Solucionario

Las respuestas dependerán de lo que usted proponga durante la clase.



Review • Units 4-6 91

Cierre 20 minutos

- Juegue *Who am I?* Escoja un personaje y pida a los estudiantes que le hagan preguntas hasta que lo adivinen. **S:** *Are you running? Have you got blue hair?*
- Indique a los estudiantes que vuelvan a mirar la imagen y que reflexionen sobre la actividad con la que más se identifican y se sientan cómodos. Luego pregúnteles: **T:** *Which was your favourite activity? Why? Is there an activity you didn't enjoy? Why?*

Unit 6 What do you want to be?

1 Find and write the job.



1. teacher



2. waitress



3. singer



4. doctor



5. postman



6. actor



7. nurse



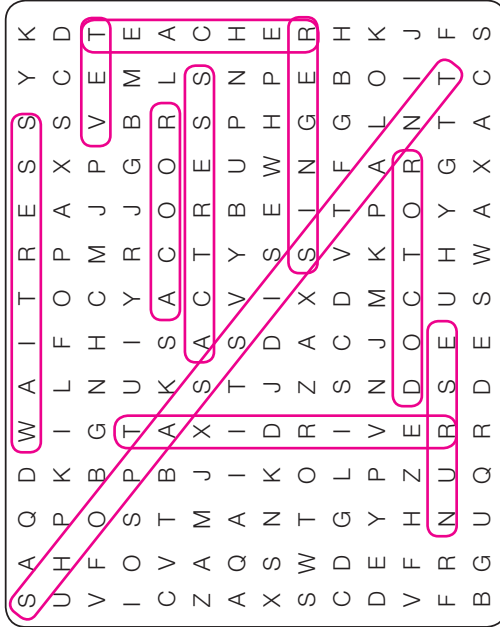
8. taxi driver



9. shop assistant



10. vet



2 Complete the tables.

Present simple

I work	in a café.
I don't <u>work</u>	in a bookshop.
He / <u>She</u> works	in a film studio.
He / She doesn't work	<u>at</u> a hospital.

Present continuous

I'm working	I'm <u>not</u> working.
He's / She's <u>working</u>	today.
He's / She's <u>not</u> working	

3 Listen and write the job.

postwoman	taxi driver	actor	shop assistant	waitress	nurse
-----------	-------------	-------	----------------	----------	-------



1. nurse



2. postman



3. shop assistant



4. actor



5. taxi driver



6. waitress

En pares, los estudiantes deben encontrar las distintas profesiones en la sopa de letras e identificar la imagen que le corresponde. En la actividad 2, los alumnos deben completar las tablas correspondientes a las estructuras gramaticales vistas en clase.

Explique a los estudiantes que escucharán hablar a distintas personas sobre sus profesiones y sus *hobbies*. Ellos deben identificar la profesión y escribir bajo la imagen correspondiente. Reproduzca el audio como mínimo dos veces, y corrija en conjunto.

4 Read and write the job.

- He works in a clinic. He wears a white coat. He helps sick animals. He's a vet.
- She wears a uniform. You sometimes see her in the street. She gets up very early to deliver your letters. She's a postwoman.
- He often wears a uniform. He works in the day and at night. He works in a restaurant and carries food and drinks. He's a waiter.
- He wears lots of different clothes. He pretends to be other people. He works in a theatre. He's an actor.
- She doesn't wear a uniform. She works in the day and at night. She helps you when you want to travel. She drives a car. She's a taxi driver.

5 Write the questions. Listen and write a ✓ or a ✗. 12

- he / work / night / Does / at / ?
Does he work at night? ✓
- hospital / he / in / work / a / Does / ?
Does he work in a hospital? ✗
- a / Does / restaurant / work / he / in / ?
Does he work in a restaurant? ✓
- uniform / a / Does / wear / she / ?
Does she wear an uniform? ✗
- like / she / films / Does / ?
Does she like films? ✓
- film / studio / work / she / a / Does / in / ?
Does she work in a film studio? ✓

En la actividad 4, los estudiantes deben leer las oraciones y completar con la profesión correspondiente. En la actividad 5, los estudiantes deben poner en orden las partes de cada pregunta. Reproduzca el audio para que respondan usando cruz o tic.

6 Read and answer with a classmate. Children's own answer.



- Do you want to be famous?
- Do you want to work in a hospital?
- Do you want to travel to another country?
- Do you want to play the guitar?
- Do you want to work with animals?
- What do you want to do?

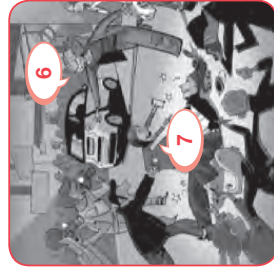
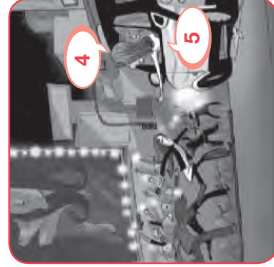
7 Look and describe. Children's own answer.



Unit 6 • What do you want to be?

Reúna a los estudiantes en parejas. Pida voluntarios para que lean los globos y solicite al resto que sigan el ejemplo con las preguntas. Para el ejercicio 7, pida a un voluntario que lea el globo de diálogo. Los estudiantes deben elegir una imagen y hacer una descripción similar.

8 Read and put the dialogues in order.



- 4 Look! It's Kristen Cullen. Stop the car!
- 2 My name is BELLA!
- 5 Oh dear! She looks frightened.
- 7 Oh no, Kristen is hurt. Leave her alone!
- 3 It's OK, Ron. I can go with Bella.
- 6 Stand back! I'm a doctor.
- 1 Sorry Maribel, I'm working today.

9 Read and answer.

1. Kristen Cullen doesn't want to be an actress.
2. The nurse asks Aunty Shona to go to the hospital.
3. Kristen doesn't like being famous.
4. Aunty Shona puts a bandage on Kristen's leg.
5. The nurse calls Aunty Shona "Doctor Starkey".
6. The nurse puts Kristen on a stretcher.
7. Maribel goes in the ambulance too.
8. Now Maribel wants to be a doctor just like Aunty Shona.

Review

10 Read and role-play. Then, write and say your own answer.

What do you want to be?

I love cooking.

I want to have a restaurant
and cook delicious food.
I want to be a chef!

My hobbies are

painting and drawing.
I want to work with children.
I want to be an
Art teacher!

Think back!

Children's own answer.

Complete your unit journal.

1. Before this unit, I could:
2. Words that I learned during the unit:
3. One thing that I want to understand more is:
4. Now I can:

Unit 6 • What do you want to be? 45

Finalmente, en la actividad 10, pregunte: **T: What do you want to be?**
Pida voluntarios que lean los globos de diálogo. Luego, cada estudiante
debe preparar una respuesta personal y exponerla de forma oral.

1 Listen again and complete the song. 13

turtles	aquarium	animals	sea	jellyfish
friends	live	octopuses	orcas	whales

We're going to the aquarium.

All my friends and me,

To learn about the animals

That live in the sea.

Blue whales, seals and jellyfish,
orcas, crabs and turtles too.
octopuses and great white sharks,
all live in the sea so blue.

We're going to the aquarium,

all my friends and me.

To learn about the animals

that live in the sea.

2 Read and complete with the correct job.

waiter	waitress
<u>policeman</u>	policewoman
actor	<u>actress</u>
<u>shop assistant</u>	shop assistant

Reproduzca la canción de la actividad 1 dos veces como mínimo y motive a los estudiantes a cantarla. **T: Let's sing together!** Conceda unos minutos para que la completen. En el ejercicio 2, pídale que reconozcan las profesiones y completen con la palabra que corresponda según el género. **T: Read the table. What's the job? Check your answers with a classmate.**

3 Write the questions, look, and answer.

a. any / there / arrows / Are / ?
Are there any arrows?
No, there aren't.

b. a / troll / there / is / ?
Is there a troll?
No, there isn't.

c. there / any / Are / frogs / ?
Are there any frogs?
No, there aren't.

d. a / is / wolf / there / ?
Is there a wolf?
Yes, there is.



4 Learn and say the riddles. Children's own answer.

What do you call two
witches that
live together?
Broom-mates!

Witches and wizards
need this. It's long
and normally made of
wood. What is it?

Lea la instrucción de la actividad 3 y reúna a los estudiantes en parejas. **T: Get in pairs. Write the questions, look at the picture, and answer with Yes, there are / No, there aren't.** Finalmente, solicite a los estudiantes que aprendan una de las adivinanzas y jueguen a decirla junto con un compañero. **T: Who wants to say a riddle?**

Name: _____

1 Cut, describe the job, and guess.



taxi driver



teacher



shop
assistant



singer



vet



nurse



waiter



actor



doctor



postman



firefighter



chef



Name: _____

1 Read and circle *True* or *False*.**Unusual Jobs**

Dan Osbaldeston works at castles and museums all over England. He studied History at university. His job is very unusual, he is a court jester. He wears a big jester's costume and a jester's hat with bells. When he is working he plays the pipes (a), juggles (b) and walks around on stilts (c). He tells stories and jokes and explains history to tourists. His character is called Thomas Fool.

Diego Zeman works in the circus. His father is Brazilian and his mother is Hungarian. They were acrobats in the circus. Diego started training on the trapeze (d) when he was 8. Every day he works in Cottle and Austen Circus. He is a human cannonball. He climbs into the cannon and it is filled with air at high pressure. Then Diego flies through the air and falls in a safety net (e). A model of Diego is fired first to make sure everything is safe.



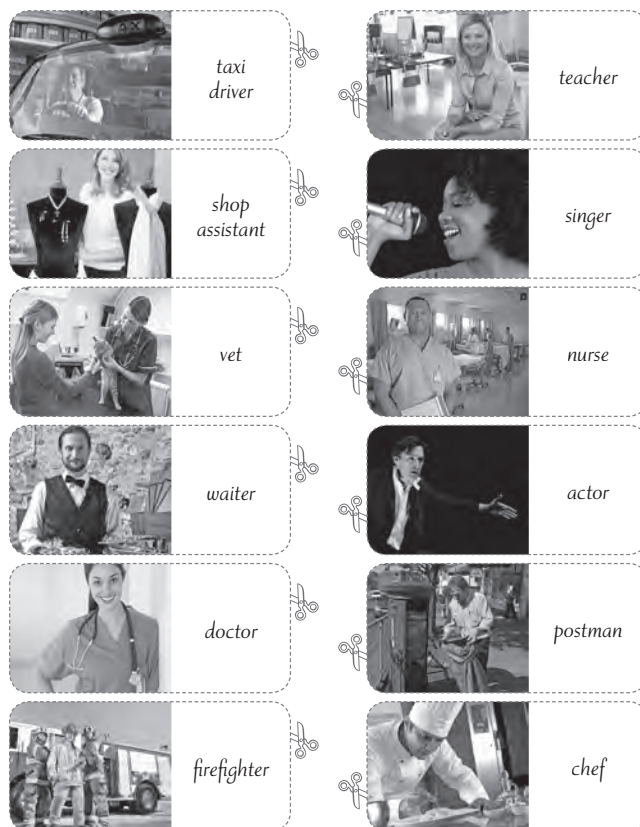
- | | | |
|---|------|------------|
| 1 Dan Osbaldeston works in a theatre. | True | False |
| 2 He studied History at university. | | True False |
| 3 When he is working, he wears a shirt and tie. | True | False |
| 4 When he is working, he walks on stilts. | True | False |
| 5 Diego Zeman's parents are Spanish | | True False |
| 6 He works in a circus. | | True False |
| 7 He started training when he was six. | True | False |
| 8 His model version flies first. | | True False |

2 Imagine you have an unusual job, write about it in your notebook. Use the information in the box to help you.

Where do you work? - What do you wear? - Who do you work with?
When do you work? - What do you do? - Why do you like it?

Solucionario fotocopiable 1:

Profesor: Los estudiantes deben juntarse en parejas y recortar un set. Luego deben ponerlas boca abajo. El estudiante 1 saca una de las tarjetas y la describe para que el estudiante 2 pueda adivinar de cuál profesión se trata. Deben repetir la actividad hasta que no queden fichas por adivinar. Describe la profesión.



Solucionario fotocopiable 2:

1 Read and circle *True* or *False*.

- 1 Dan Osbaldeston works in a theatre.
- 2 He studied History at university.
- 3 When he is working, he wears a shirt and tie.
- 4 When he is working, he walks on stilts.
- 5 Diego Zeman's parents are Spanish
- 6 He works in a circus.
- 7 He started training when he was six.
- 8 His model version flies first.

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

2 Imagine you have an unusual job, write about it in your notebook. Use the information in the box to help you.

Respuesta propia del estudiante.

Modelo: I work at a nuclear plant. I wear nuclear protective gear every day. I work with a lot of scientist and work 5 days of the week. I put radioactive material into the reactor. I like it a lot! Every day I learn new things.

Name: _____

1 Match the words and complete the sentences.

Mary Tom Peter Laura Ben

vet secretary chef scientist teacher

- 1 Mary wants to be a _____.
- 2 Tom _____.
- 3 Peter _____.
- 4 Laura _____.
- 5 Ben _____.

2 Find the words in the word search.

actor - teacher - baker - artist - waiter - nurse - vet - scientist

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



Name: _____

1 Write what they do and what they are doing.

- 1** Mary / teacher / school
Mary is a teacher.
She works at a school.
Now she is cooking.



- 4** Paul / dentist / surgery



- 2** Thomas / vet / clinic



- 5** Josh / banker/ bank



- 3** Terry and Sam /
 photographers / studio



- 6** Sally and Jim / doctors /
 hospital

2 Read and write the jobs.

- 1** I work with young children. I wear normal clothes at work. I work at a school. I'm a _____.
- 2** I work rescuing people and animals when there is a fire. I wear a uniform at work. I need to be very fit. I'm a _____.
- 3** I work with chemicals in a laboratory. I wear a white coat over my clothes at work. I investigate new things. I'm a _____.
- 4** I work with animals. I cure them when they are ill. I sometimes wear a green coat over my clothes at work. I'm a _____.
- 5** I work with food. I wear a uniform and a special hat at work. I like to invent new recipes. I'm a _____.

3 Read and circle the correct tense.

- 1** Firefighters **wear / are wearing** a uniform at work.
- 2** Teachers **are working / work** with children every day.
- 3** The doctor **is doing / does** my operation today.
- 4** The vet **doesn't wear / isn't wearing** a uniform. Today is Sunday. She isn't working.
- 5** When I am older I **want / am wanting** to be an artist.

Name: _____

1 Read and answer the questions.**Part time jobs**

In Britain, a lot of teenagers get part time jobs at the weekend or in the school holidays. Popular jobs are babysitting, dog walking, car washing or delivering leaflets. Part time jobs teach young people responsibility and prepare them for when they have a full time job.

We spoke to Lucy about her part time job. 'I am a part time dog walker,' she says. 'I take my elderly neighbours' dogs for walks every day except Saturday when I relax. I want to be a vet when I am older so it is good for me to work with animals.'



- 1 Name two popular part time jobs in Britain.

- 2 What do part time jobs teach young people?

- 3 What is Lucy's part time job?

- 4 What does Lucy want to be when she is older?

- 5 What do you want to be when you are older?

2 Match the job to the student.

I want to be a teacher.



I want to be a chef.



I want to be a vet.



a

Wanted: Student aged 15 -18 to help a child, aged 5, with primary homework.
Tel: 989000675.

b

Busy restaurant needs someone on Friday and Saturday nights to help in the kitchen. Call after 6 o'clock: 92345544.

c

Can you help me? I am 75 years old and I can't walk my dog.
Call Mary:
918777656.

Name: _____

1 Listen and complete the chart. 69

	Likes	Wants to be a...
 Alistair		
 Karen		
 Gordon		
 Nancy		
 Alex		

2 Read and match the definition to the photo. Then, write the job.



- _____
- _____
- _____
- _____
- _____
- 1 This person makes food in a restaurant.
 - 2 This person helps animals when they are ill.
 - 3 This person works in an office. She draws plans for buildings.
 - 4 This person makes beautiful paintings.
 - 5 This person works in a laboratory and investigates.

3 Read and complete (write the job and use the correct tense).

- 1 David is a chef. He _____ **(work)** in a big restaurant at weekends. At the moment he _____ **(make)** lasagna.
- 2 Danny is a _____. He _____ **(love)** animals. At the moment he _____ **(look)** after an ill horse.
- 3 Billy is a _____. He _____ **(get up)** at 7 and _____ **(drive)** to work every day. Now he _____ **(work)** in the laboratory with mice.
- 4 I am an _____. I _____ **(like)** my job. I _____ **(work)** from home. At the moment I _____ **(paint)** a picture of a famous person.
- 5 I am an _____. I _____ **(go)** to work by bus. I like making designs. Now I _____ **(design)** a plan for a shopping centre.

4 Unscramble the questions. Then, write about you.

I'm going to ask you some questions.

- 1 **get up/you/What time/do?** _____
- 2 **go/How do/to school/you?** _____
- 3 **doing/What/are/you/now?** _____
- 4 **like doing/do you/What?** _____
- 5 **do/What/want/you/to be?** _____



Answer the judge's questions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Unit 6 – Diagnostic test

1 1. Mary wants to be a chef. / 2. Tom wants to be a scientist. / 3. Peter wants to be a teacher. / 4. Laura wants to be a secretary. / 5. Ben wants to be a vet.

2 Vertical: baker, actor, nurse, waiter / Horizontal: teacher, artist, vet, scientist.

Unit 6 – Intermediate assessment A

1 1 (example) / 2 Thomas is a vet. He works in a clinic. Now he is painting / 3 Terry and Sam are photographers. They work in a studio. Now they are playing football / 4 Paul is a dentist. He works in a surgery. Now he is skiing / 5 Josh is a banker. He works in a bank. Now he is running / 6 Sally and Jim are doctors. They work in a hospital. Now they are playing tennis.

2 1 teacher / 2 firefighter / 3 scientist / 4 vet / 5 chef.

3 1 wear / 2 work / 3 is doing / 4 isn't wearing / 5 want.

Unit 6 – Intermediate assessment B

1 1 Dos de estas opciones: babysitting, dog walking, car washing, delivering leaflets. / 2 Part time jobs teach them responsibility and preparation for a full time job. / 3 Lucy is a part time dog walker / 4 She wants to be a vet. / 5 Respuesta personal. Modelo: I want to be... (a teacher, an artist, a musician, etc.)

2 1a / 2b / 3c

Unit 6 – Final assessment

1 Los estudiantes deben completar la tabla con la información de acuerdo con lo que escuchan en la pista de audio (Alistair likes food and cooking. He wants to be a chef. / Karen likes English. She wants to be an English teacher. / Gordon likes taking photos. He wants to be a photographer. / Nancy likes helping people. She wants to be a doctor. / Alex likes helping people. She wants to be a policewoman).

2 1. e - chef / 2. b - vet / 3. c - architect / 4. d - artist / 5. a - scientist.

3 1. works - is making / 2. vet - loves - looking / 3. scientist - gets up - drives - is working / 4. artist - like - work - am painting / 5. architect - go - am designing.

4 1. What time do you get up? / 2. How do you go to school? / 3. What are you doing now? / 4. What do you like doing? / 5. What do you want to be? / Students' own answers.

Transcripts Unit 6

Student's book

Track 56 – Listen, point, and say.

Taxi driver. Doctor. Waiter. Singer. Teacher. Vet. Actor. Nurse. Postman.

Track 57 – Listen, read, and role-play.

Narrator: Anita's talking to her Uncle Tony on the phone. Uncle Tony's a vet.

Anita: Uncle Tony, do you like being a vet?

Uncle Tony: Yes, I do. I love animals and I like helping them.

Anita: Where do you work exactly? Do you work on farms?

Uncle Tony: No, I work in an animal hospital.

Anita: Do you wear a uniform?

Uncle Tony: No, I don't wear a uniform. I wear a white jacket and special gloves.

Anita: Do you work at night?

Uncle Tony: Yes, I sometimes work at night when an animal is having babies or is very sick.

Anita: Are you working today?

Uncle Tony: No, I'm not. Today, I'm playing the saxophone. It's my favourite hobby.

Track 58 – Read. Then listen and say the name.

1 Who works at night?

2 Who uses a computer?

3 Who's working today?

4 Does Tanya wear a uniform?

5 Is Mick riding his bike in the forest?

6 Where does Tanya work?

7 Does Mick work at night?

8 Who works on Saturday and Sunday?

Track 59 – Listen and sing.

Remember the people everywhere,
Who work so hard for you.
Give them a smile! Say thank you!
For all the things they do.
Say thank you to the postman,
Who delivers all your letters,
And thank you to the vet,

Who helps your pet get better.
Doctors and nurses in hospital,
Who make you feel alright,
Actors and singers on TV,
You see them every night.
Shop assistants and waiters,
And taxi drivers too,

They work so hard both night and day,
For you, and you, and you!
And don't forget your teachers,
They help you learn and play.
Through all the years you spend in school,
They're with you every day.

Track 60 – Listen and say the job

1.Girl: Is it a man or a woman?

Boy: It's a woman.

Girl: Does she wear a uniform?

Boy: No, she doesn't.

Girl: Does she work in a shop?

Boy: Yes, she does. Who is she?

2.Boy: Is it a man or a woman?

Girl: It's a woman.

Boy: Does she work in a restaurant?

Girl: Yes, she does.

Boy: Does she like cooking?

Girl: Yes, she does. Who is she?

3.Girl: Is it a man or a woman?

Boy: It's a man.

Girl: Does he wear a uniform?

Boy: Yes, he does.

Girl: Does he work in a hospital?

Boy: Yes, he does. Who is he?

4.Boy: Is it a man or a woman?

Girl: It's a woman.

Boy: Does she work at night?

Girl: Yes, she does.

Boy: Does she drive a taxi?

Girl: Yes, she does. Who is she?

5.Girl: Is it a man or a woman?

Boy: It's a woman.

Girl: Does she wear a uniform?

Boy: Yes, she does.

Girl: Does she put out fires?

Boy: Yes, she does. Who is she?

Track 61 – Listen and say a tongue twister.

Builder, baker, teacher, tailor. Pilot, painter, vet. Doctor, dentist, Flight attendant, Farmer, fireman, chef!

Track 62 – Listen and repeat.

Builder. Baker. Teacher. Painter. Doctor.

Track 63 – Listen and write the word you hear.

Faster. Shorter. History. In a few.

Track 64 – Read and listen to the story.

1.Narrator: This is Maribel Starky. She's 12, but she knows what she wants to be when she leaves school... an actress, just like Kristen Cullen. Maribel hates her name. She wants to be called Bella Star.

2.Narrator: Aunt Shona is a doctor. She works at the hospital. Today she is visiting Bella and Dad. Kristen Cullen is coming to town. Bella asks Dad if she can go to see her.

Dad: Sorry Maribel, I'm working today.

Maribel: My name is BELLA!

Aunt Shona: It's OK, Ron. I can go with Bella.

3.Narrator: Bella likes Aunt Shona. She doesn't talk to her like she's a child.

Maribel: Look! It's Kristen Cullen. Stop the car!

Aunt Shona: Oh dear! She looks frightened.

4.Narrator: Kristen has a nasty fall and hurts her leg.

Aunt Shona: Stand back! I'm a doctor.

Maribel: Oh no, Kristen is hurt. Leave her alone!

5.Narrator: The ambulance arrives. Kristen has got a broken leg. The nurse puts her on a stretcher.

Fan-1: Can I have an autograph?

Fan-2: Smile, Kristen!

Paramedic: Can you come to the hospital, Doctor Starky?

6.Narrator: Aunt Shona puts bandages on Kristen's leg.

Kristen Cullen: Thanks for helping me.

Maribel: That's OK. I think you're brilliant! I want to be an actress too!

7.Narrator: Kristen is very unhappy. People are always bothering her. She doesn't want to be famous anymore!

Kristen Cullen: It's horrible being an actress!

8.Kristen Cullen: Do you still want to be an actress, Bella?

Maribel: My name is Maribel...and I want to be a doctor!

Track 65 – Listen and say the instrument.

1. What's this? Sonido de guitarra. It's a guitar.

2. What's this? Sonido de trompeta. It's a trumpet.

3. What's this? Sonido de flauta. It's a flute.

4. What are these? Sonido de batería. They're drums.

5. What's this? Sonido de violín. It's a violin.

6. What's this? Sonido de harpa. It's a harp.

Track 66 – Listen and read. What do you think?

1. Hello, I'm Tara. I'm a musician from Ireland. In Irish music, we play the violin, flute, harp and guitar. Sometimes, people dance to the music too. In Ireland, we celebrate Saint Patrick's Day on the 17th of March. There are parades in many Irish cities. People play Irish music in the parades and dance. Listen to some Irish music. What do you think?

2. Hello, I'm Oscar. I'm a flamenco singer from Spain. In flamenco music, we play the guitar, we clap our hands

and we sing. Sometimes, the music is fast and happy and sometimes it is sad and slow. Listen to some flamenco music. What do you think?

3. Hi, I'm Bruna. I'm a musician from Brazil. Samba musicians play drums, trumpets and guitars. We play samba music at Carnival. There are parades in the street. People wear colourful costumes and everyone dances. Listen to some samba music. What do you think?

Track 68 - Listen and say True or False.

- 1 Bruna is a singer from Spain.
- 2 In Ireland, people celebrate Saint Patrick's Day on March 17th.
- 3 Flamenco musicians play the harp.
- 4 People wear colourful costumes at Carnival in Brazil.
- 5 Sometimes Flamenco music is fast and happy and sometimes it's sad and slow.
- 6 Samba musicians play the violin.
- 7 There are parades in Ireland on Saint Patrick's Day.
- 8 Oscar is a musician from Brazil.

Teacher's book**Track 69 - Listen and complete the chart.**

Narrator: Good morning class. I'm here to talk to you about jobs. First we can talk about what you want to be. So, Alistair what do you want to be?

Alistair: Well I love food and I love cooking. I want to be a chef.

Narrator: And you Karen?

Karen: Well my favourite subject is English so I think I want to be an English teacher.

Narrator: Gordon, what do you want to be?

Gordon: I want to be a photographer because I love taking photos.

Nancy: Well I want to be a doctor because I like helping people.

Narrator: Thanks Nancy. And finally, Alex what do you want to be?

Alex: I like helping people too. I want to be a policewoman.

Activity book**Track 11 - Listen and write the job.**

1 In my job, I wear a uniform and I work in a hospital. Today, I'm not working. I'm listening to music.

2 In my job, I work in the mornings. I visit your house and give you letters. Today, I'm not working. I'm at the zoo. I'm taking photos of animals.

3 I work in a computer shop. I don't wear a uniform. Today, I'm not working. I'm camping in the mountains.

4 In my job, I don't wear a uniform. I work in a film studio. Today, I'm not working. I'm surfing in the ocean.

5 In my job, I drive a car every day. I work at night too. Today, I'm not working. I'm climbing in the mountains.

6 I work in a restaurant. I work on Saturday and Sunday. Today, I'm not working. I'm riding my bike.

Track 12 - Write the questions. Listen and write a tick or a cross.

1 Child: Does he work at night?

Narrator: Yes, he does.

2 Child: Does he work in a hospital?

Narrator: No, he doesn't.

3 Child: Does he work in a restaurant?

Narrator: Yes, he does.

4 Child: Does she wear a uniform?

Narrator: No, she doesn't.

5 Child: Does she like films?

Narrator: Yes, she does. She loves films.

6 Child: Does she work in a film studio?

Narrator: Yes, she does.

Track 13 - Listen again and complete the song.

We're going to the aquarium,
All my friends and me,
To learn about the animals
That live in the sea.

Blue whales, seals and jellyfish,
orcas, crabs and turtles too.

Octopuses and great white sharks,
all live in the sea so blue.

We're going to the aquarium,
all my and me.
To learn about the animals
that in the sea.

Introducción

La unidad *A great day out!* aborda el vocabulario relacionado con actividades de entretenimiento. Esto se transforma en una ventaja al momento de presentar a los estudiantes el Pasado simple. Las distintas actividades se presentan de manera lúdica y estimulante para ellos. Esta unidad también continúa el proceso de lectoescritura. Además, tanto el TE como el CA apoyan este proceso de manera constante.

La sección CLIL, en esta unidad, corresponde al OA 1 de Artes Visuales, donde se espera que los estudiantes puedan «crear trabajos de arte y diseños a partir de sus propias ideas y de la observación del: entorno cultural, entorno artístico, diseño en Chile, Latinoamérica y del resto del mundo». De esta manera, pueden aplicar habilidades interdisciplinarias que profundicen el aprendizaje de los contenidos de la unidad.

Listado tracks Unidad 7

Texto del Estudiante

Track	Página
64	92
65	94
66	95
67	96
68	97
69	97
70	98
71	102

Cuaderno de Actividades

Track	Página
14	50
15	51
16	53

Guía Didáctica del Docente

Track	Ítem
72	Final assesment



Planificación Unidad 7 A great day out!

Tiempo estimado: tres semanas y media.

Instrumentos de evaluación	TE pp. 99–103 CA p. 53	GDD pp. 235–239
Indicadores de evaluación para el estudiante	• Identifica y describe lugares. • Utiliza el Pasado simple del verbo <i>to be</i> para describir acciones y realizar preguntas. • Establece diálogos simples sobre actividades cotidianas.	

Habilidad	Objetivos de Aprendizaje	Materiales
Comprensión oral	OA 1 – Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples. OA 2 – Identificar en los textos escuchados: tema e ideas generales, información específica asociada a personas, lugares y tiempo. OA 3 – Escuchar textos orales en diversos formatos audiovisuales, usando estrategias para apoyar la comprensión: usar claves contextuales (tema, hablantes, lugar, tiempo, imágenes). OA 4 – Reaccionar a los textos escuchados, expresando preferencias o haciendo conexiones con experiencias personales, en forma oral, escrita o por medio de ilustraciones.	TE pp. 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103. CA pp. 50, 51, 53.
Comprensión de lectura	OA 5 – Leer y demostrar comprensión de textos adaptados y auténticos simples no literarios que estén relacionados con acciones cotidianas. OA 6 – Leer comprensivamente textos no literarios como, diálogos, instrucciones o emails, identificando ideas generales e información explícita. OA 7 – Leer comprensivamente textos literarios adaptados y auténticos simples, como rimas, canciones y cuentos identificando tema general del texto y personajes. OA 8 – Reaccionar a los textos leídos, expresando preferencias o haciendo conexiones con experiencias personales, en forma oral, escrita o por medio de ilustraciones. OA 9 – Usar las siguientes estrategias para apoyar la comprensión de los textos leídos: prelectura, lectura y poslectura.	TE pp. 94, 95, 97, 98, 100, 101, 102. CA pp. 48, 49, 50, 52.
Expresión oral	OA 10 – Reproducir y producir monólogos, canciones, rimas y diálogos para comenzar a identificar y familiarizarse con los sonidos propios del idioma. OA 11 – Expresarse oralmente, ya sea en diálogos, presentaciones o actividades grupales, con apoyo de lenguaje visual y/o digital, en torno a los temas del año. OA 12 – Participar en diálogos con pares y profesores al realizar las siguientes funciones: describir acciones cotidianas, palabras de uso frecuente.	TE pp. 92, 94, 95, 96, 99, 103. CA p. 49.
Expresión escrita	OA 13 – Demostrar conocimiento y uso del vocabulario aprendido: vocabulario temático de uso cotidiano. OA 14 – Completar y escribir de acuerdo con un modelo y con apoyo de lenguaje visual, textos no literarios con el propósito de compartir información en torno a los temas del año.	TE p. 96. CA pp. 50, 51.

Sugerencias Texto del Estudiante

Unit 7

A great day out! (pp. 92–103)

Objetivos de la unidad

- Escribir descripciones simples.
- Aprender y practicar el Pasado Simple del verbo *to be*.
- Escuchar y cantar una canción.
- Demostrar comprensión de historias.

Objetivos de Aprendizaje

OA 1 – OA 14

Actitudes

OAA A – OAA B – OAA D

Habilidades del siglo XXI

- Pensamiento crítico
- Colaboración
- Creatividad

CLASE 43

Tiempo estimado

90 minutos

Objetivo de la clase

- Reconocer el vocabulario de actividades de recreación.

Recursos

TE pp. 92–93

CA p. 48

CD 2 (Track 64)

Material fotocopiable 1

Gestión de la clase

Inicio 20 minutos

- Comience preguntando a sus estudiantes qué lugares de entretenimiento conocen o les gustaría visitar alguna vez.

Unit 7 A great day out!

Presentation

1. Look and answer.
 - a. Do you know these places?
 - b. Can you find these places where you live?
2. Listen, point, and say. 64



Desarrollo 50 minutos

- Solicite a los estudiantes que abran sus libros y observen las imágenes. **T:** *Open your books at page 92 and look at the pictures.* Pregunte, **T:** *Do you know these places? Do you find these places where you live?* En caso de que no los conozcan, pídales que apunten cuál de ellos les gustaría conocer y si saben dónde se encuentra.
- Antes de reproducir el audio, asegúrese de que los estudiantes comprendan a qué corresponde cada imagen, pidiéndoles que lean en voz alta una de las palabras y expliquen qué sucede en esos lugares. Reproduzca el audio de la actividad 2 como mínimo dos veces y corrija en conjunto.



Unit goals

- Learn about places in the city.
- Say *Where were...? / It's in...*
- Say *I / He / It was...*

Activity book Page 48

Unit 7 • A great day out! 93

Cierre 20 minutos

- Para terminar, pida a los alumnos que cierren sus libros. **T: Close your books please.** Luego, juegue al *Hangman* con toda la clase. Dibuje en la pizarra las líneas correspondientes al número de letras de uno de los conceptos vistos en clase, por ejemplo, *planetarium*. Entregue algunas pistas y pida a los estudiantes que digan letras para completar la palabra. Invite a algunos voluntarios a que repitan la actividad en la pizarra.

Solucionario

2. Puede encontrar el *transcript* del audio de esta sección en la p. 241.

Manejo de la clase

El uso del tiempo pasado puede ser desafiante y tedioso para algunos estudiantes a menos que se ponga en un contexto cercano y divertido. Guíe la conversación introductoria ofreciendo ejemplos, tales como, un parque de entreteniones, el planetario, una galería de arte o una pista de patinaje.

T: theme park, planetarium, gallery, skating rink.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 48 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Material fotocopiable 1

Utilice el Material fotocopiable 1 de la p. 231 para complementar la lección de presentación.

Evaluación diagnóstica

Entregue la Evaluación diagnóstica de la p. 235 en este momento para evaluar los conocimientos previos de los estudiantes.

Lección 1 (pp. 94–97)

Objetivos de Aprendizaje de la Lección 1

OA 1 – OA 3; OA 5 – OA 14

Actitudes

OAA A – OAA B – OAA D

CLASE 44

Tiempo estimado

90 minutos

Objetivos de la clase

- Introducir el Pasado Simple del verbo *to be*.
- Demostrar comprensión auditiva identificando una imagen luego de una descripción.
- Repasar las preposiciones de lugar.
- Aprender y cantar una canción.

Recursos

TE pp. 94–95

CA p. 49

CD 2 (Tracks 65–66)

Gestión de la clase

Inicio 20 minutos

- Diga. **T: Open your books at page 94.** Comente a los estudiantes que escucharán un diálogo entre Anita y Kim. Explíqueles que están buscando fotos en el computador y hablando sobre ellas.
- Reproduzca el audio como mínimo dos veces e incentívelos a seguir la lectura con su dedo. Aclare dudas de vocabulario y comprensión, para luego dedicar unos minutos a practicar el diálogo en parejas.

1 Listen, read, and role-play. 65

Anita and Kim are looking at photos on the computer.

- Look at this photo. **I was at a bowling alley with my brother.**
- How old were you?**
- I was eight and my brother was ten.
- I like this photo of the theme park.
- Me too! I was really excited. Look at my dad! He was scared.
- Is this you at the beach?
- Yes, I was with my mum.
- Was it hot?
- Yes, it was very hot and sunny. It was summer.



- Come on, let's go and take some photos!
- Good idea!

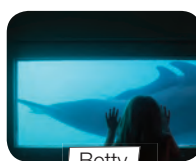
2 Look and read. Which sentence is in the dialogue?

I	was	at a bowling alley
He/She	was	eleven
It	was	winter

How old were you?

Where were you?

3 Look and role-play.



Betty



Anita



Colin



Ruth

It was summer. I was at the aquarium...

Are you Betty?

Yes, I am!

Activity book Page 49

94

Desarrollo 50 minutos

- Solicite voluntarios para que lean las oraciones y preguntas de las cajas en la actividad 2. En parejas, pídale que identifiquen cuáles de esas se encontraban en el diálogo anterior y luego corrija.
- Diga el nombre de las estaciones del año. **T: spring, summer, autumn, winter,** y pida a los estudiantes que miren las imágenes de la actividad 3. Solicite dos voluntarios que lean los globos de diálogo y escriba las oraciones modelo en la pizarra.
- Invite a los voluntarios a escoger una imagen y describan la escena imaginando que son los niños en ellas. Corrija errores y motive al resto de la clase a trabajar en parejas usando la misma estructura.

4 Listen and sing. 66

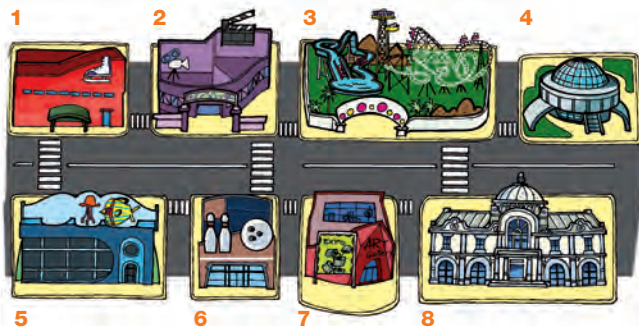
I love going out with my family.
We take lots of photos of the things we see.
Here's the aquarium and the planetarium.
And this is the palace. Look, it's me!

So many places we like to go,
A theme park and a film studio.
We really like going to a gallery,
Look! That's a painting by Dalí!

Here's another photo with my sister May,
At the skating rink on Saturday.
And here's the bowling alley. Yes, that's me!
I love going out with my family.



5 Look and ask.



- 1 skating rink
- 2 film studio
- 3 theme park
- 4 planetarium
- 5 aquarium
- 6 bowling alley
- 7 gallery
- 8 palace



Where's the theme park?

It's between the film studio and the planetarium.



Unit 7 • A great day out! 95

Solucionario

- 1 y 4. Puede encontrar los *transcripts* de los audios de esta sección en la p. 103.
2. *I was at a bowling alley.
How old were you?*

Manejo de la clase

Durante la actividad 2, resuelva cualquier duda respecto al uso del verbo *to be* en Pasado simple.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 49 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Cierre 20 minutos

- Pregunte a un estudiante dónde están los niños de la actividad 4. Luego explíqueles que escucharán una canción sobre salir con la familia. Reproduzca la canción como mínimo dos veces y motívelos a cantarla.
- Antes de comenzar la actividad 5, repase las preposiciones de lugar y anótelas en la pizarra. Pida a voluntarios que lean las burbujas de diálogo. Reúna a los estudiantes en parejas y pídale seguir el ejemplo preguntando por el resto de los lugares en el mapa. Corrija en conjunto realizando preguntas, tales como, **T: Where's the bowling alley?**

Lección 1

CLASE 45

Tiempo estimado

90 minutos

Objetivos de la clase

- Reconocer y practicar el Pasado simple del verbo *to be*.
- Hacer preguntas usando el Pasado simple del verbo *to be*.
- Leer y escribir un texto breve usando el Pasado simple del verbo *to be*.
- Reconocer los sonidos /ai/ y /ee/.

Recursos

TE pp. 96–97

CA p. 50

CD 2 (Tracks 67–69)

CD 3 (Track 14)

Material fotocopiable 2

Gestión de la clase

Inicio 20 minutos

- Solicite a los estudiantes que abran sus libros y observen las imágenes. **T: Open your books and look at the pictures.** Pregúnteles qué creen que es y qué ven en las imágenes.
- A continuación, lea los títulos de cada foto. **T: My first carnival. My first day at school. My holidays.** Explíqueles que escucharán a Ben hablar sobre sus fotos.
- Reproduzca el audio como mínimo dos veces y pida a los estudiantes que respondan *True* o *False* luego de cada descripción. Revise en conjunto.

6 Listen and say True or False. 67



7 Ask a classmate.

- | | |
|------------------------------------|---|
| a. What was your favourite toy? | e. What was your favourite ice cream flavour? |
| b. What was your favourite colour? | f. What was your favourite place? |
| c. Who was your first teacher? | g. What was your favourite TV programme? |
| d. What was your favourite food? | |

8 Read and write about you.



When I was little

By Megan

When I was little, my favourite food was spaghetti and my favourite drink was milk. My favourite toy was my bike. It was red and white. My favourite place was the park and my favourite game was hide and seek. At school, my favourite book was a story about elephants. My favourite subject was Art.

Activity book Page 50

96

Desarrollo 50 minutos

- Escriba en la pizarra los títulos *toys, foods, places*. Diga y anote dos ejemplos para cada uno y luego pida a los estudiantes que, en parejas, escriban una lista de palabras bajo cada título. Después de unos minutos, solicíteles que nombren algunas palabras para completar la lista en la pizarra. Explíqueles que deben hacerse las preguntas del ejercicio 7 y conversar con su compañero sobre sus infancias.
- Solicite a un voluntario que lea el texto de la actividad 8. Pregúnteles si hay vocabulario que desconozcan y realice preguntas para asegurar la comprensión. **T: What was Megan's favourite food?** Luego, otorgue unos minutos para que escriban un texto breve siguiendo el ejemplo.

9 Listen and say. 68

Where were Claire and Blair?

Were they floating on air?

I could see their hair.

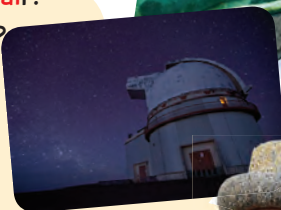
Claire and Blair

Were at the aquarium

Or were they at the planetarium?

Claire went to see the queen at the palace.

Blair went to meet sweet Pete at the theme park.



10 Listen and write the word you hear. 69

hair

here



chair

cheer



stare

stir



Claire

clear



Unit 7 • A great day out! 97

Solucionario

6, 9 y 10. Puede encontrar los transcripts de los audios de esta sección en las pp. 103–104.

6. 1. True, 2. False, 3. False, 4. False, 5. True, 6. False, 7. False.

10. 1. here.

2. stir.

3. cheer.

4. Claire.

Manejo de la clase

Incentive la corrección entre pares en las actividades de escritura.

Cuaderno de Actividades

Al finalizar, puede utilizar la p. 50 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Material fotocopiable 2

Utilice el Material fotocopiable 2 de la p. 232 para complementar lo aprendido en esta lección y reforzar la lectura y escritura del vocabulario de la unidad.

Evaluación intermedia

Utilice las evaluaciones intermedias para evaluar el aprendizaje del vocabulario de la unidad. Emplee la Evaluación intermedia forma A para aquellos estudiantes que usted considere que necesitan más ayuda. Por otro lado, presente la Evaluación intermedia forma B como un reto para los estudiantes más avanzados. Recuerde que puede encontrar el solucionario de estas evaluaciones en la p. 240.

Cierre 20 minutos

- Antes de comenzar la actividad 9, pregunte a los estudiantes qué ven en las imágenes. Reprodúzca el audio como mínimo dos veces. Solicite que repitan las frases y enfatice la diferencia entre /ai/ y /ee/. Reúnelos en parejas para que consoliden la comprensión y reproducción de sonido.
- Para la actividad 10, lea los pares de palabras haciendo clara la diferencia entre ambas. Explique a sus alumnos que deben identificar la palabra correcta de cada par. Corrija en conjunto, resuelva dudas e incentive el trabajo colaborativo. **T: What do you see in the images? Repeat these phrases. Listen to these words and identify the correct word in each pair.**

Lección 2 (pp. 98–103)

Objetivos de Aprendizaje de la Lección 2

OA 1 – OA 8; OA 10; OA 12

Actitudes

OAA A – OAA B – OAA D

CLASE 46

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer y escuchar una historia comprensivamente.

Recursos

TE pp. 98–99

CA pp. 51–52

CD 2 (Track 70)

CD 3 (Track 15)

Gestión de la clase

Inicio 20 minutos

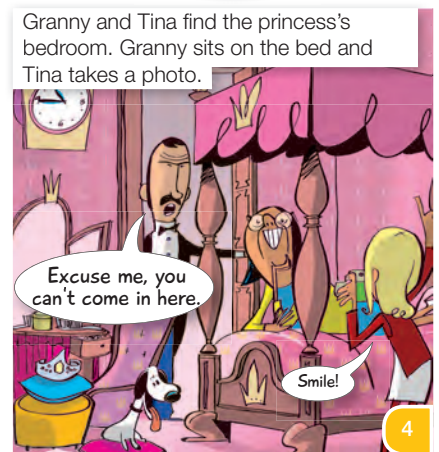
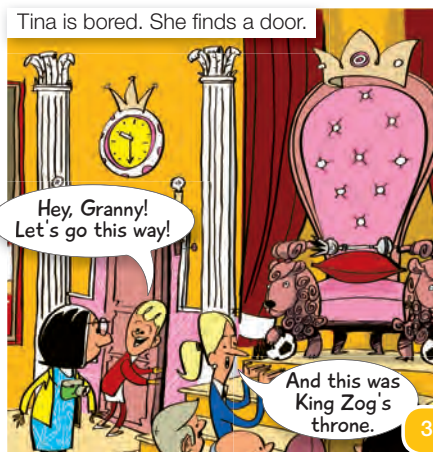
- Comience preguntando a sus estudiantes si saben en qué países hay palacios, como por ejemplo el *Buckingham Palace* de Londres.
- Explíqueles que van a escuchar y leer una historia. Diga, **T: Open your books at page 98**. Nombre a los personajes de la historia. Luego, apunte hacia las imágenes en la parte superior de la historia y diga, **T: Find the clocks in the story and say the scene**.
- Indíqueles que trabajen en parejas y corrija en conjunto.

Find and say!



11 Read and listen to the story. 70

Why are Granny and Tina in the princess' bedroom?

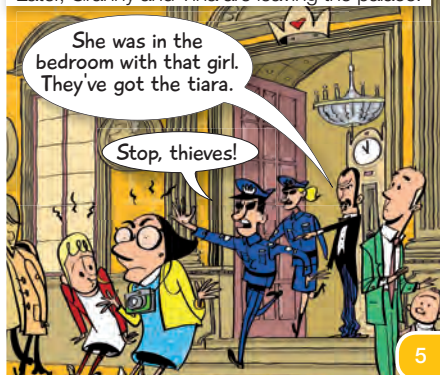


98

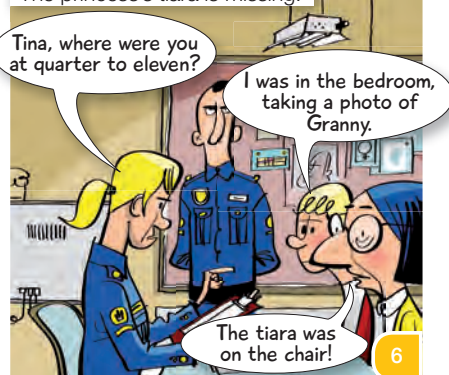
Desarrollo 50 minutos

- Antes de reproducir el audio, lea la pregunta de *while-reading*. Pida a los estudiantes leer y escuchar la historia. Reproduzca el audio como mínimo dos veces. Luego, evalúe la comprensión con preguntas. **T: Where are Tina and her granny? What time is the ceremony?**
- Anote los personajes en la pizarra. Reúna a los estudiantes en grupos y asigne un rol a cada uno para que practiquen el diálogo.

Later, Granny and Tina are leaving the palace.



The princess's tiara is missing.



The police look at the photos. They find the thief. It wasn't Granny and Tina.



The princess gives Granny and Tina medals for finding the tiara.



Retrieved from Beep 5.

12 Do you know any palace in Chile?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

Activity book
Pages 51-52

Unit 7 • A great day out! 99

Solucionario

11. Puede encontrar el *transcript* del audio de esta sección en la p. 104.
12. Palacio Cousiño (Santiago).
Palacio Hirmas (Concepción).

Stop and think!

Utilice esta sección para ayudar a los estudiantes a reflexionar sobre su propio aprendizaje. Motívelos a usar los colores del semáforo para demostrar cómo se sienten con respecto a su comprensión de la historia. Realice preguntas para ayudarlos a descubrir en qué aspectos revelan dificultades, por ejemplo: ¿qué parte de la historia necesitas repasar? ¿Encontraste difícil alguna parte de la actividad?, ¿cuál? **T:** *What part of the story do you need to review? Did you find any part of the story difficult? Which one?*

Cuaderno de Actividades

Al finalizar, puede utilizar las pp. 51-52 del Cuaderno de Actividades para profundizar en los objetivos de la clase.



Cierre 20 minutos

- Pregunte, **T:** *Do you know a palace in Chile?* e incentive a los estudiantes a participar comentando sus experiencias.
- Realice la sección de metacognición como lo ha hecho en unidades anteriores y aclare cualquier duda que pueda surgir.

Lección 2

CLASE 47

Tiempo estimado

90 minutos

Objetivos de la clase

- Leer y escuchar una historia.
- Demostrar comprensión respondiendo preguntas y ordenando diálogos.
- Reflexionar sobre el contexto real de los estudiantes a partir de la historia.

Recursos

TE pp. 100–101

Gestión de la clase

Inicio 20 minutos

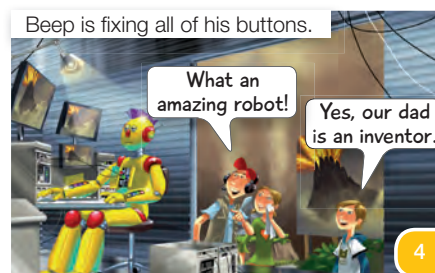
- Pida a los estudiantes que abran sus libros y observen las viñetas. **T: Open your books at page 100 and look at the pictures. What do you think happens in the story?** Disponga unos minutos para que discutan y respondan.

Lesson 2 The adventures of Beep

13 Look and predict what happens in the story.

14 Read and answer.

Where are Beep and his friends?



15 Write a title for the story.

100

Desarrollo 50 minutos

- Antes de comenzar la lectura, lea la pregunta. **T: Where are Beep and his friends?** Lea la historia en voz alta o solicite a voluntarios que lo hagan, mientras el resto de la clase leen y escuchan la historia.
- Chequee la comprensión haciendo preguntas, tales como: **T: What is happening? Where are they?**
- Solicite a los estudiantes que abran su cuaderno y dibujen lo que creen que pasará. **T: Open your notebooks and draw what happens next.**
- En la actividad 16, explique a los estudiantes que deben leer los diálogos y escribirlos en orden en sus cuadernos.

16 Draw what happens next. 

Here, Beep becomes the movie star!

17 Order the dialogues. 

: This is fantastic... Wait! Don't go!



: We can't go home, our robot is broken.



: What are you doing? The robot film is in the next studio!



: Now, all of my buttons are working again.

Reflect!

- What robot films do you like?
- Why do robots call our attention?



Solucionario

14. Puede encontrar el *transcript* del audio de esta sección en la p. 104.
14. *They are in a film studio.*
16. *What are you doing? The robot film is in the next studio!*
We can't go home, our robot is broken.
Now, all of my buttons are working again.
This is fantastic... Wait! Don't go!

Reflect!

Puede dar ejemplos para complementar la pregunta, tales como: *Transformers* o *Gigantes de acero*.

Cierre 20 minutos

- Dedique la última sección de la clase a comentar sobre sus películas de robots favoritas, haciendo la pregunta de la sección *Reflect!*

Lección 2

CLASE 48

Tiempo estimado

90 minutos

Objetivos de la clase

- Extender el contenido de la unidad aprendiendo sobre diferentes artistas visuales.
- Repasar el contenido de la unidad respondiendo preguntas de un juego.

Recursos

TE pp. 102–103

CA p. 53

CD 2 (Track 71)

CD 3 (Track 16)

Gestión de la clase

Inicio 20 minutos

- Para comenzar, pregunte a sus estudiantes si les gusta dibujar o pintar, y si conocen el nombre de algún artista visual.
- Si es posible, muéstreles algunas pinturas famosas y pregúnteles si logran reconocer alguna.
- Pídales que abran sus libros y observen las imágenes de la actividad 17. **T: Open your books at page 102 and look at the pictures in activity 17.**

Lesson 2 CLIL



18 Read and listen. 71

Roberto Matta (1911 – 2002)

Roberto Matta was a Chilean artist. He went to live to Paris and then Spain, where he met artists like Pablo Picasso and Salvador Dalí. He was a surrealist artist.



Frida Kahlo (1907 - 1954)

Frida Kahlo was from Mexico. She painted almost 200 self-portraits. Her art was inspired by Mexican nature and folklore.

Piet Mondrian (1872 – 1944)

Piet Mondrian was from Holland. He was from a family of artists. His paintings only have five colours: black, white, yellow, red and blue.



19 Make a painting inspired on one of these artists' work.



Reflect!

- Do you know the name of more artists?
- Is there a gallery or museum in your town?
- Why is art important?



Activity book Page 53

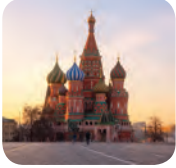
102

Desarrollo 50 minutos

- Diga a los estudiantes que escucharán y leerán textos sobre tres artistas visuales: Roberto Matta, Frida Kahlo y Piet Mondrian. Explíqueles que deben escuchar y leer atentamente.
- Pregunte a los estudiantes: **T: Who is a Chilean artist? What did Frida Kahlo paint? Which colours did Mondrian's paintings have?**
- Proponga a los estudiantes que elijan el/la pintor(a) que más los inspiró y realicen una pintura basándose en el estilo de cada uno.

20 Play a game.



8:20 	3:55 	11:10 	4:25 
6:30 	Miss a turn!	1:05 	7:40 
2:00 	10:15 	9:10 	3:40 



Where were you at
twenty past eight?



I was at the
bowling alley.

Unit 7 • A great day out! 103

Cierre 20 minutos

- Dedique la última sección de la clase a reflexionar sobre el tema, haciendo la pregunta de la sección *Reflect!*

Solucionario

18. Puede encontrar el *transcript* del audio de esta sección en la p. 104.

Reflect!

Puede mostrar ejemplos para complementar la reflexión.

Cuaderno de Actividades

Utilice la sección Review del Cuaderno de Actividades para finalizar la unidad. Motive a sus estudiantes a llenar su *Unit journal*: deben escribir lo que podían realizar antes de la unidad, las palabras que aprendieron, algo en lo que les gustaría profundizar y lo que pueden hacer ahora que han terminado la unidad. Puede encontrar un ejemplo en el Anexo 2.



Think back!

Utilice esta sección para que los estudiantes puedan trabajar en grupo y, de esta manera, resolver las preguntas y llegar al final del camino. El objetivo del juego es llegar al final del tablero respondiendo las preguntas que aparezcan. Deben lanzar el dado y moverse con fichas (pueden ser hechas por ellos mismos).

Evaluación final

Para evaluar el aprendizaje de la unidad, emplee la Evaluación final de las pp. 238–239. Recuerde que puede encontrar el solucionario de estas evaluaciones en la p. 240.

Unit 7 A great day out!

1 Look and write.

aquarium	planetarium	theme park	film studio
skating park	bowling alley	gallery	palace



She's at a palace



he's at a skating park



she's at a bowling alley



he's at a film studio



he's at a planetarium



she's at a theme park



She's at an aquarium



he's at a gallery

2 Complete the sentences.

1.

I love going to the gallery. I can see my favourite paintings there.



3.

I love looking at the planets. I really like going to the planetarium.

2.

My dad takes me to the film studio. I want to be an actor.

4. I love ocean animals. I sometimes go to the aquarium at the weekend.

3 Read and circle the mistakes.



This is me. I was at a planetarium. I was with my dad. It was winter. It was sunny.

4 Read and complete.

skating park / was / six / me / sister / skating rink / dad / was



This is me. I was six years old. I was at a skating park with my dad. It was autumn.



This is me. I was eight years old. I was at a skating rink with my sister. It was winter.



5 Show and tell.

Children's own answer.



This is me. I was five years old. I was at the bowling alley with my dad. It was autumn. It was fun!



T: Look at the pictures and write He's/She's at a... using a words from the box. T: Use the same words to complete the sentences in activity 2. Solicite a un estudiante que lea el párrafo de la actividad 3. T: Who wants to read activity 3? En conjunto, identifiquen los errores

y corrijan. En la actividad 4, deben completar usando las palabras de la caja. Finalmente, reúnalos en parejas e invítelos a describir una fotografía personal siguiendo el ejemplo. T: Let's read the example in activity 5. Now, show your picture to your classmate and describe it.

6 Write in order. Then, circle True or False.

When I was little...

- favourite / toy / a / My / was / car
my favorite toy was a car True False
- windy / was / It / cold / and
it was cold and windy True False
- a / My / was / toy / plane / favourite
my favorite toy was a plane True False
- superhero / a / I / was
I was a superhero True False



7 Listen and circle the five mistakes. Then, write the correct text below.



This is Miriam. She was at her first Christmas party.

She was five years old. She was a giant. Her cat was black. It was cloudy and hot. Her favourite food was spaghetti.

windy soup Jane Halloween witch six

This is Jane. She was This is Jane. She was at her first Halloween party. She was six years old. She was a witch. Her cat was black. It was cloudy and windy. Her favourite food was soup.

8 Answer about yourself. Children's own answer.

- What was your favourite toy? My favourite toy was _____.
- Who was your first teacher? _____.
- What was your favourite place? _____.

9 Look and write the times.

It's	quarter twenty-five	eight four twelve nine four eleven
	ten twenty five half	past to

- it's twenty-five past nine
 it's half past eight
 it's ten past twelve
- it's five to four
 it's a quarter to ten
 it's twelve to four

10 Listen and write the letter.

1 4



c



d

2 5



f



b

3 6



a



e



a aquarium

b palace

c gallery

d bowling alley

e bed

f skating rink

Diga: **T: Let's look at the picture from activity 6** y lea la instrucción.
Solicite a un voluntario: **T: Who wants to read activity 7?** Explíqueles que deben identificar los errores y reproduzca el audio. Corrija en conjunto y pídeles que reescriban el párrafo correctamente. En la actividad 8, los estudiantes deben leer y completar con respuestas personales.

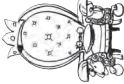
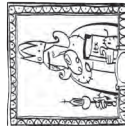
Solicite a los estudiantes que lean la tabla, miren los relojes y completen con la hora que corresponda. **T: Let's do the first one together!**
Resuelva dudas y reproduzca el audio como mínimo dos veces. **T: Do you understand?**

Review Robbery at the palace!

11 Look at the story and order the sentences.

- 3 Tina opens the door.
- 5 The princess gives Granny and Tina medals.
- 1 The princess is in her bedroom.
- 4 They see the dog taking the tiara.
- 2 They are looking at a painting of Queen Isabella.

12 Unscramble the words and then match.

- | | | |
|-------------|---|--|
| 1. trotarip | a | d |
| b |  |  |
| portraits | | mirror |
| 2. arita | c | d |
| c |  |  |
| tiara | | throne |
| 3. dalem | a | e |
| a |  |  |
| medal | | sword |

Which object is not in the story?

the sword

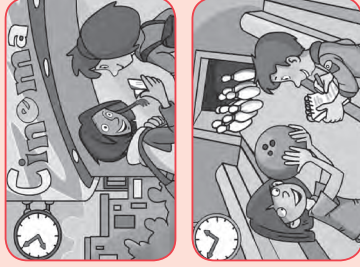
What does the dog take?

the tiara

Explique a los estudiantes que repasarán la historia del texto. En la actividad 12, deben numerar las oraciones. En la siguiente actividad, deben ordenar las letras y luego unir la palabra con la imagen correspondiente. Guíe el ejercicio haciendo preguntas: **T: What's the first word? And what's the correct picture?**

Review

13 Listen, complete, and sing.



Where were you at
I was at the cinema with my friend Kate.
Where were you at
I was with my granny at the gallery.

five to eight ?
ten to one ?
half past three ?
ten past two ?



Think back!

Children's own answer.

Complete your unit journal.

1. Before this unit, I could:
2. Words that I learned during the unit:
3. One thing that I want to understand more is:
4. Now I can:

Finalmente, reproduzca la canción de la actividad 14 y solicite a los estudiantes que pongan atención a la letra para completarla. **T: Pay attention. Listen and complete the song.** Luego motive los a cantarla. **T: Now, let's sing together!**

Name: _____

1 Choose, cut, and imagine an identity using the prompt.



This is my friend/aunt/uncle/cousin.

It was hot/cold/sunny/windy.

It was summer/winter/spring/
autumn/January.

In the photo he/she is wearing...

His/Her name is..

They were at the park/aquarium/skating rink.

Their names are..

They liked/didn't like/loved/hated it... because...

A



B



C



D



1 Circle True or False. Correct the false sentences in your notebook.

MY VISIT TO THE SHERLOCK HOLMES MUSEUM

Sherlock Holmes is not a real person. He is a fictional character. He is in many books by Sir Arthur Conan Doyle. He also appears in many films based on these books. Holmes is a clever detective. He solves crimes with his assistant, Doctor Watson. I was at the Sherlock Holmes Museum in London last year with my parents. It was fantastic. You can see Holmes and Watson's office and take a photo there. Guides dressed as policemen show you around the museum. There is a souvenir shop, too. I have got a Sherlock Holmes pencil case!



- | | | |
|--|------|-------|
| 1. Sherlock Holmes is a real person. | True | False |
| 2. We read about Holmes in Harry Potter books. | True | False |
| 3. Holmes is a clever detective. | True | False |
| 4. Holmes solves crimes with his assistant, Doctor Watson. | True | False |
| 5. The Sherlock Holmes Museum is in Paris. | True | False |
| 6. You can take a photo in Sherlock Holmes' kitchen. | True | False |

2 Look at the photos and compare Maria now with when she was two. Describe the difference in her daily routine.



Maria, then and now.



Profesor: Aquí tiene un par ejemplos de cómo sus estudiantes deben realizar la actividad:

These are my sisters.

It was summer.

Their names are Ana and Sofía.

It was a hot day.

We were at the aquarium.

We liked it because there were many animals.



This is my granny.

It was April.

Her name is Olga.

It was a windy day.

In the photo, she is wearing a blouse.

We were at the park.

We loved it because we had a great time together.



1

Circle True or False. Correct the false sentences in your notebook.

MY VISIT TO THE SHERLOCK HOLMES MUSEUM

Sherlock Holmes is not a real person. He is a fictional character. He is in many books by Sir Arthur Conan Doyle. He also appears in many films based on these books. Holmes is a clever detective. He solves crimes with his assistant, Doctor Watson. I was at the Sherlock Holmes Museum in London last year with my parents. It was fantastic. You can see Holmes and Watson’s office and take a photo there. Guides dressed as policemen show you around the museum. There is a souvenir shop, too. I have got a Sherlock Holmes pencil case!



- | | | |
|--|------|-------|
| 1. Sherlock Holmes is a real person. | True | False |
| 1. False. Sherlock Holmes is not a real person. | | |
| 2. We read about Holmes in Harry Potter books. | True | False |
| 2. False. We read about Holmes in books by Arthur Conan Doyle. | | |
| 3. Holmes is a clever detective. | True | False |
| 3. True. | | |
| 4. Holmes solves crimes with his assistant, Doctor Watson. | True | False |
| 4. True. | | |
| 5. The Sherlock Holmes Museum is in Paris. | True | False |
| 5. False. The Sherlock Holmes museum is in London. | | |
| 6. You can take a photo in Sherlock Holmes’ kitchen. | True | False |
| 6. False. You can take a picture in Sherlock Holmes’ office. | | |

2

Look at the photos and compare Maria now with when she was two. Describe the difference in her daily routine.

Maria, then and now.

Students’ own answers.

Name: _____

1 Who's who? Read and write.

Hi! I'm Anna! This is my family! My father is tall and he's got short black hair. He wears glasses. My mother is short. She's got long blond hair. Her sister has black hair and she is short. My brother is very tall, and so is my uncle. My uncle has got long blond hair. My cousin wears glasses, and so does my granny. My sister is short and she's got short hair.



1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

2 Read about Anna's granny. Complete with was or were.

This is me in 1967! ¹ I _____

at a music festival. The Rolling Stones

² _____ there!

They ³ _____ my favourite band!

I ⁴ _____ with my friends, Judy

and George.

It ⁵ _____ a hot and sunny day.

I ⁶ _____ very happy!



Name: _____

1 Answer the questions in your notebook.**1**

Was he at the theme park?
 Was he at the gallery?
 Was he with his teacher?
 Was he with his mother and father?

3

Was she at the skating rink?
 Was she at the bowling alley?
 Was she happy?
 Was she sad?

2

Was she at the beach?
 Was she in the forest?
 Was she hot?
 Was she cold?

4**AND YOU?**

Where were you on your last birthday?
 Were you at the cinema?
 Were you with your friends?
 Were you happy?

2 Complete the text with the words in the box.

My favourite place to go for a day out is the ¹ _____.
 alley. I always go on ² _____ with my parents and my
³ _____. I often ⁴ _____ a hot dog after
 bowling and I ⁵ _____ an orange juice. Last Friday I ⁶ _____
 _____ at the bowling alley. It was a rainy day but in the
 bowling alley we ⁷ _____ warm! It was fantastic!

bowling

brother

Fridays

eat

were

was

drink

3 Write about you.

My favourite teacher was _____.

My best friend was _____.

My favourite subject was _____.

My favourite food was _____.

My favourite toy was _____.

Name: _____

1 Write about Peter.

In spring 2015, Peter went to the palace with his mother. It was windy.

In summer 2015, _____

In autumn 2015, _____

In winter 2015, _____

2 Write what Mum says.

At the palace:

Mum: _____

Assistant: Yes of course. They cost 10 euros for adults and children go free.

Mum: _____

Assistant: Here you are! That's 20 euros.

Mum: _____

Assistant: Yes, you can. There are some areas where you can't but there are signs.

Mum: _____

Assistant: Yes, there is. It's at the end of this corridor on the left.

Mum: _____

Assistant: Yes, they have and they cost 5 euros.

Mum: _____

Have they got special meals for children?

Thank you very much.

Can I have two please?

Is there a restaurant in the palace?

Can you take photos in the palace?

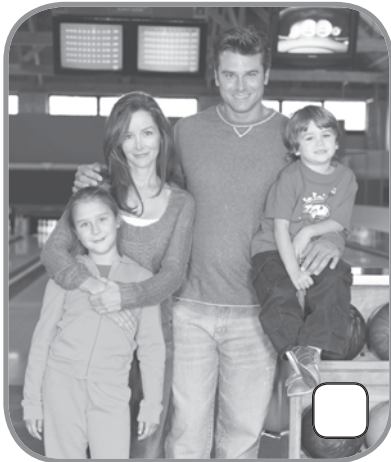
Can you give me some tickets for the palace tour?

Name: _____

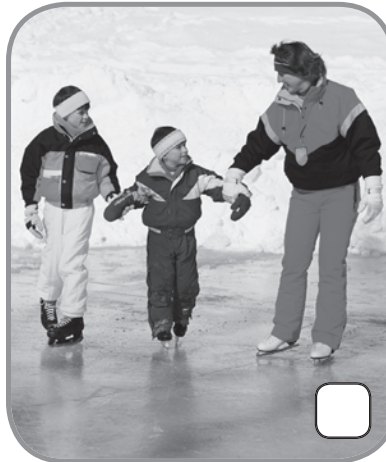
1 Listen and number the photos.



a



b



c



2 Look and write was/wasn't/were/weren't in the spaces.

MARIO'S SUPER CRUISE ACTIVITIES

MONDAY	BEACH
TUESDAY	PARTY ON BOARD
WEDNESDAY	VISIT PALACE WITH MUM AND DAD
THURSDAY	VISIT FILM STUDIO WITH KID'S CLUB
FRIDAY	VISIT PLANETARIUM

- a. On Monday, Mario _____ at the beach.
- b. On Tuesday, he _____ at school.
- c. On Wednesday, Mario and his parents _____ at the palace.
- d. On Thursday, Mario and the Kids Club _____ at the skating rink.
- e. On Friday, he _____ at the planetarium.

3 Read the paragraph. Then, write 5 sentences about you in your notebook.

When I was little

Look at this old photo! It's me when I was 4. I was at school. My favourite food was watermelon. My favourite toy was my teddy. It was yellow. My favourite place was the beach. My favourite colour was blue. My best friend at school was Lucy.

By Jenny



4 Write where Mary was at the times shown.



1. _____
2. _____
3. _____
4. _____

5 Circle the correct answer.

1. John was ____ the skating rink.
a) in b) on c) at
2. My jacket ____ green.
a) not b) wasn't c) weren't
3. I like astronomy. I love going to the ____
a) theme park b) planetarium c) aquarium
4. What ____ your favourite toy?
a) was b) does c) do
5. ____ was your favourite teacher?
a) What b) How c) Who
6. When the weather is sunny, it is ____
a) windy b) cold c) hot

6 Unscramble the words to make sentences.

1. don't / palace / visit / want / I / the / to

2. toy / was / My / a / car / favourite / red

3. aquarium / sometimes / go / We / to / at / the / weekend / the

4. come / Do / want / the / bowling / you / to / alley / ? / to

5. at / was / rink / with / sister / I / the / my / skating

Unit 7 – Diagnostic test

- 1** 1. father / 2. mother / 3. sister / 4. brother / 5. granny / 6. aunt / 7. uncle / 8. cousin
2 1. was / 2. were / 3. were / 4. was / 5. was / 6. was

Unit 7 – Intermediate assessment A

- 1** 1. Yes, he was at the theme park. No, he wasn't at the gallery. No, he wasn't with his teacher. Yes, he was with his mother and father.
2. No, she wasn't at the beach. Yes, she was in the forest. No, she wasn't hot. Yes, she was cold.
3. Yes, she was at the skating rink. No, she wasn't at the bowling alley. Yes, she was happy. No, she wasn't sad.
4. Students' own answers.
2 1. bowling / 2. Fridays / 3. brother / 4. eat / 5. drink / 6. was / 7. were.
3 Los estudiantes deben responder según su experiencia personal.

Unit 7 – Intermediate assessment B

- 1** Respuestas modelo: In summer 2015, Peter went to the theme park with his father. It was sunny / In autumn 2015, Peter went to the museum with his parents. It was raining / In winter 2015, Peter went to the planetarium with his father. It was snowy.
2 Can you give me some tickets for the palace tour? / Can I have two please? / Can you take photos in the palace? / Is there a restaurant in the palace? / Have they got special meals for children? / Thank you very much.

Unit 7 – Final assessment

- 1** Los estudiantes deben enumerar cada imagen (a – c), de acuerdo con lo que escuchen en la pista de audio (a. 3 / b. 1 / c. 2).
2 a. was / b. wasn't / c. were / d. weren't / e. was.
3 Los estudiantes deben leer y responder de acuerdo con sus experiencias personales.
4 1. At ten to twelve, Mary was at the beach / 2. At twenty past two, Mary was in the park / 3. At half past four, Mary was at the bowling alley / 4. At eight o'clock, Mary was at the cinema.
5 1. c / 2. b / 3. b / 4. a / 5. c / 6. c.
6 1. I don't want to visit the palace. / 2. My favourite toy was a red car. / 3. We sometimes go to the aquarium at the weekend / 4. Do you want to come to the bowling alley? / 5. I was at the skating rink with my sister.

Transcripts Unit 7

Student's book

Track 70 – Listen, point, and say.

Planetarium. Bowling alley. Palace. Theme park. Skating rink. Gallery. Aquarium. Film studio.

Track 71 – Listen, read, and role-play.

Anita: Look at this photo. I was at a bowling alley with my brother.

Kim: How old were you?

Anita: I was eight and my brother was ten.

Kim: I like this photo of the theme park.

Anita: Me too! I was really excited. Look at my dad! He was scared.

Kim: Is this you at the beach?

Anita: Yes, I was with my mum.

Kim: Was it hot?

Anita: Yes, it was very hot and sunny. It was summer.

Kim: Come on, let's go and take some photos!

Anita: Good idea!

Track 72 – Listen and sing.

I love going out with my family,
We take lots of photos of the things we see.
Here's the aquarium and the planetarium,
And this is the palace. Look, it's me!
So many places we like to go,
A theme park and a film studio.

We really like going to a gallery,
Look! That's a painting by Dalí!
Here's another photo with my sister May,
At the skating rink on Saturday.
And here's the bowling alley. Yes, that's me!
I love going out with my family.

Track 73 – Listen and say True or False.

My first carnival

1.Ben: Hello, I'm Ben. Look at my first carnival, I was a pirate.

2.Ben: My hat was black and my jacket was green.

3.Ben: I was with my friend, Tony. He was a ghost. My first day at school

4.Ben: On my first day at school, I was with my dad. I was happy.

5.Ben: My new schoolbag was blue. My holidays

6.Ben: On my holidays, I was at the beach with my brother.

7.Ben: It was cloudy. My T-shirt was red and my cap was orange.

Track 74 – Listen and say.

Where were Claire and Blair?
Were they floating on air?
I could see their hair.
Claire and Blair

Were at the aquarium
Or were they at the planetarium?
Claire went to see the queen at the palace.
Blair went to meet sweet Pete at the theme park.

Track 75 – Listen and write the word you hear.

Hair. Stir. Cheer. Claire.

Track 76 – Read and listen to the story.

1.Narrator: The princess was in her bedroom.

Maid: The ceremony starts at twelve o'clock. Have you got your tiara?

Princess: Yes, thank you!

2.Narrator: Fifteen minutes later, in the entrance hall, Tina is visiting the palace with her granny.

Tour guide: She was Queen Isabella.

Granny: Ooh, look at those portraits Tina!

3.Narrator: Tina is bored. She finds a door.

Tina: Hey, Granny! Let's go this way!

Tour guide: And this was king Zog's throne.

4.Narrator: Granny and Tina find the princess's bedroom. Granny sits on the bed and Tina takes a photo.

Butler: Excuse me, you can't come in here.

Tina: Smile!

5.Narrator: Later, Granny and Tina are leaving the palace.

Butler: She was in the bedroom with that girl. They've got the tiara.

Guard: Stop, thieves!

6.Narrator: The princess's tiara is missing.

Guard: Tina, where were you at quarter to eleven?

Tina: I was in the bedroom, taking a photo of Granny.

Granny: The tiara was on the chair!

7.Narrator: The police look at the photos. They find the thief. It wasn't Granny and Tina.

Granny: IT WAS THE DOG.

Guard: Let's find the dog, the ceremony starts soon.

8.Narrator: The princess gives Granny and Tina medals for finding the tiara.

Granny: What a great day out!

Track 77 – Read and listen

1.Beep: ALL of my buttons are broken!

Sally: Listen! The volcano isn't making any noise.

Director: STOP!

2.Narrator: Beep and the children are in a film studio!

Director: What are you doing? The robot film is in the next studio!

3.Finn: We can't go home, our robot is broken.

Sally: Can we use your computers to fix him?

Director: Oh, all right then!

4.Narrator: Beep is fixing all of his buttons.

Film crew: What an amazing robot!

Finn: Yes, our dad is an inventor.

5.Beep: Now, all of my buttons are working again.

Sally: Wow! You've got another control panel!

Director: Action!

6.Sally: Now, let's go home!

Director: This is fantastic... Wait! Don't go!

Track 78 – Read and listen.

Roberto Matta (1911 – 2002)

Roberto Matta was a Chilean artist. He went to live to Paris and then Spain, where he met artists like Pablo Picasso and Salvador Dalí. He was a surrealist artist.

Frida Khalo (1907 - 1954)

Frida Khalo was from Mexico. She painted almost 200 self-portraits. Her art was inspired by Mexican nature and folklore.

Piet Mondrian (1872 – 1944)

Piet Mondrian was from Holland. He was from a family of artists. His paintings only have five colours: black, white, yellow, red and blue.

Teacher's book

Track 79 – Listen and number the photos.

Teacher: Right class! Have you all brought photos of a special day out?

Boy: Yes Miss, can I go first?

Teacher: Yes, you can.

Boy: Look! This is me and my dad. We were at the aquarium. It was a great day.

Girl-1: Look, Miss! Here you can see me with my older brother, Mark, and my parents at the Warner Brothers theme park. It was a very sunny day.

Girl-2: I'm at the bowling alley with my dad and my brothers. It was winter and the bowling alley was lovely and warm!

Activity book

Track 14 – Listen and circle the five mistakes. Then, write the correct text below.

This is Jane. She was at her first Halloween party. She was six years old. She was a witch. Her cat was black. It was cloudy and windy. Her favourite food was soup.

Track 15 – Listen and write the letter.

Woman: Hi Harry!

Harry: Hello!

Woman: Harry, where were you at twenty-five to two?

Harry: Twenty-five to two? I was at a gallery.

Woman: And where were you at half past three?

Harry: I was at a skating rink.

Woman: Oh! Do you like skating?

Harry: Yes, I do, it's fantastic.

Woman: Good! Where were you at five o'clock?

Harry: I was at an aquarium with my friends.

Woman: Oh yes, aquariums are interesting places.

Where were you at ten past six?

Harry: At ten past six, I was at a bowling alley.

Woman: Do you like bowling?

Harry: Yes, I like bowling, but I'm not very good at it.

Woman: Where were you at quarter to eight?

Harry: I was at a palace. I was with my mum and dad.

Woman: Where were you at twenty past nine?

Harry: I was in bed at twenty past nine.

Woman: In bed?

Harry: Yes, I was very tired!

Woman: OK, thanks Harry, bye!

Harry: Bye!

Track 16 – Listen, complete, and sing.

Where were you at five to eight?

I was at the cinema with my friend Kate.

Where were you at half past three?

I was with my granny at the gallery.

Where were you at ten to one?

At the bowling alley with my friend Ron.

Where were you at ten past two?

I was at the theme park. How about you?

Introducción

La unidad *A busy weekend* aborda el vocabulario de las actividades de tiempo libre, en pasado simple. Se desarrollan actividades que son cercanas a los estudiantes para reconocer en inglés. Las actividades se presentan de manera lúdica y atractiva. Esta unidad también refuerza el proceso de lectura y, tanto el TE como el CA, apoyan este proceso de manera constante.

La sección CLIL, en esta unidad, corresponde al OA 16 de Matemáticas donde se espera que los estudiantes puedan «identificar y dibujar puntos en el primer cuadrante del plano cartesiano, dadas sus coordenadas en números naturales». De esta manera, pueden ejercitar el vocabulario relacionado con el colegio y los planos cartesianos que se espera aprendan en este nivel.

Recuerde revisar el Anexo 1 de la p. 281 donde encontrará las expresiones de uso frecuente dentro de la sala de clases.

Listado Tracks Unidad 8

Texto del Estudiante

Track	Página
73	104
74	106
75	107
76	109
77	110

Cuaderno de Actividades

Track	Página
17	55
18	59

Guía Didáctica del Docente

Track	Ítem
78	Final assessment



Planificación

Unidad 8 A busy weekend

Tiempo estimado: tres semanas y media.

Instrumentos de evaluación	TE pp. 115–119 CA pp. 59–61	GDD pp. 269–273
Indicadores de evaluación para el estudiante	• Conversa sobre actividades de tiempo libre. • Reconoce y utiliza verbos irregulares en pasado simple. • Realiza y responde preguntas sobre actividades.	

Habilidad	Objetivos de aprendizaje	Materiales
Comprensión oral	OA 1 – Demostrar comprensión de textos orales adaptados y auténticos simples, leídos por un adulto o en formato audiovisual, como: poemas y canciones, cuentos, diálogos, exposiciones orales, artículos informativos. OA 2 – Comprender textos orales acerca de temas variados, identificando: ideas generales e información específica; vocabulario aprendido; sonidos propios del inglés. OA 3 – Escuchar textos orales y aplicar estrategias para apoyar la comprensión, por ejemplo: hacer predicciones, escuchar con un propósito, relacionar el texto con imágenes.	TE pp. 104, 106, 107, 109, 110, 111, 112. CA pp. 55, 59.
Comprensión de lectura	OA 5 – Leer y comprender textos literarios y no literarios adaptados y auténticos simples, identificando: ideas generales e información específica, relaciones de causa-efecto y secuencia entre ideas, y palabras clave. OA 6 – Leer y demostrar comprensión de textos relacionados con temas conocidos, del contexto inmediato, de otras asignaturas, que contengan las siguientes funciones: solicitar y dar información, expresar gustos y preferencias. OA 7 – Usar estrategias para apoyar la comprensión de los textos leídos: prelectura, lectura y poslectura. OA 8 – Reaccionar y demostrar interés por lo leído estableciendo relaciones con experiencias personales y temas de otras asignaturas, expresando preferencias y opiniones por medio de: dramatizaciones, exposiciones orales, párrafos. OA 9 – Reproducir y producir textos orales, como canciones, poemas, adivinanzas y diálogos, para identificar y usar sonidos propios del idioma, como el sonido /j/ y /g/.	TE pp. 100, 101, 106, 108, 110, 112, 114, 116. CA pp. 54, 55, 57, 58, 61.
Expresión oral	OA 10 – Expresarse oralmente, ya sea en diálogos, presentaciones o actividades grupales, con apoyo visual o digital, en torno a los temas del año. OA 11 – Participar en diálogos usando el vocabulario aprendido. OA 12 – Escribir de acuerdo a un modelo y con apoyo de lenguaje visual, textos no literarios (como email o agenda) y textos literarios con el propósito de compartir información en torno a los temas del año.	TE pp. 103, 104, 106, 107, 108, 111, 112, 113, 114, 115, 117, 116. CA pp. 56, 57, 60.
Expresión escrita	OA 13 – Escribir de acuerdo a un modelo y con apoyo de lenguaje visual, textos no literarios (como email o agenda) y textos literarios con el propósito de compartir información en torno a los temas del año. OA 14 – Escribir para realizar las siguientes funciones: expresar gustos y preferencias, describir personas en cuanto a personalidad o estado, justificar una opinión.	TE p. 108. CA pp. 54, 56, 60.

Sugerencias Texto del Estudiante

Unit 8

A busy weekend (pp. 104–119)

Objetivos de la unidad

- Hablar sobre actividades de tiempo libre.
- Reconocer y utilizar verbos en pasado simple.
- Hacer y responder preguntas sobre actividades.

Objetivos de Aprendizaje

OA 1–OA 3; OA 7; OA 10; OA 13

Actitudes

OAA A – OAA B – OAAD

Habilidades del siglo XXI

- Metacognición
- Pensamiento crítico

CLASE 49

Tiempo estimado

90 minutos

Objetivos de la clase

- Practicar verbos en pasado simple.

Recursos

TE pp. 104–105

CA p. 54

CD 2 (Track 73)

Gestión de la clase

Inicio 20 minutos

Cuente una historia a los estudiantes sobre su fin de semana. Haga mímicas cuando diga verbos en pasado. Explíqueles que deben escribir en su cuaderno la palabra que dijo al hacer la mímica. **T: On Saturday I went to a café with my friends. We took a lot of pictures. On Sunday I ran a city marathon.** Pídales que lean en voz alta lo que escribieron.

Unit 8 A busy weekend!

Presentation

1. Look and answer.
 - a. What's the past simple of take?
 - b. Do you practise these activities?
2. Listen, point, and say.  73



Desarrollo 50 minutos

- Solicite a los estudiantes que observen las imágenes y pregúnteles qué actividad les gusta más. **T: Which activity do you like the most?**
- Invite a diferentes estudiantes a leer las preguntas a y b de la sección *Presentation*. Repase el abecedario en inglés, si es necesario. Puede pedirles que deletreen otros verbos y hacer una encuesta sobre las actividades que ellos practican más.
- Reproduzca el audio de la actividad 2, dos veces como mínimo, para que los estudiantes repitan. Luego, pídale que lean los verbos en voz alta, individualmente.

Solucionario

2. Puede encontrar los *transcripts* de esta actividad en las pp. 275–277.

Cuaderno de Actividades

Utilice la p. 54 del Cuaderno de Actividades para reforzar el aprendizaje de las estructuras adquiridas en esta clase.



Evaluación diagnóstica

Entregue la Evaluación diagnóstica de la p. 269 en este momento para evaluar los conocimientos previos de los estudiantes.

meet/met a friend

write/wrote an email

take/took photos

do/did my homework

have/had pizza

Unit goals

- Learn about activities.
- Say the past simple of verbs.
- Say *Where are the... / They're...*
- Read a story.

Activity book Page 54

Unit 8 • A busy weekend! 105

Cierre 20 minutos

Realice un juego con los estudiantes. Divida la clase en varios grupos y pida a cada grupo que escoja un nombre de niña o niño. Escriba los nombres que elijan en la pizarra. Distribuya papeles por la sala que digan los verbos vistos en clase. Explíqueles que usted va a decir unas oraciones, donde nombrará a cada equipo. Cuando escuchen el nombre del equipo, deben dirigirse hacia la estación con el verbo que usted haya dicho y hacer la mímica correcta.

T: Maria took a lot of pictures this weekend. Juan had some pizza with his friends. Juan and Maria went to a café. Juegue con los nombres de los personajes para que los estudiantes tengan que moverse varias veces. Luego, permita que otros estudiantes dirijan el juego.

Lección 1 (pp. 106–109)

Objetivos de Aprendizaje de la Lección 1

OA 1 al OA 9

Actitudes

OAA A – OAA B – OAA D

CLASE 50

Tiempo estimado

90 minutos

Objetivos de la clase

- Hacer y responder preguntas sobre el fin de semana.
- Deletrear verbos irregulares en pasado.

Recursos

TE pp. 106–107

CA pp. 55–56

CD 2 (Tracks 74 y 75)

CD 3 (Track 17)

Material fotocopiable 1

Gestión de la clase

Inicio 20 minutos

- Repase los verbos irregulares vistos con los estudiantes en la última clase. Pídales que tomen turnos para pasar en pareja a la pizarra. Uno de los integrantes debe decir en voz alta lo que hizo el fin de semana, y el otro debe escribirlo en la pizarra, luego, intercambian roles. **T: You must come to the board. One of you will say what you did on the weekend and the other one will write it. Then, you change places.**

Lesson 1 Practice

1 Listen, read and role-play. 74

- Hello, Mark. **Did you have a good weekend?**
- Yes, I did. I went to the cinema with Ben.** We saw a film about sharks.
- Sharks! Was it scary?
- Yes, it was, but we liked it. Did you have a good weekend, too?
- Yes, I did. On Saturday, I met Kim and we went to the shops.
- What did you buy?
- Kim bought a T-shirt and I bought a book.
- Did you go out on Sunday?
- No, I didn't. I read my new book and I wrote an email to my cousin.**



Did you do your Maths homework?

No, I didn't! I'm going to do it now!

2 Look and read. Which sentence is in the dialogue?

Past simple- irregular verbs

	met	my friends.
I We	read	a magazine.
	went	to the shops.

	meet	my friends.
I We	didn't read	a magazine.
	go	to the shops.

Did	you	buy	a new T-shirt?
		do	your homework?

Yes, I	did.
No, we	didn't.

3 Ask a classmate about last weekend.

1. Did you go to the shops?
2. Did you read a book?
3. Did you do your homework?
4. Did you meet your friends?
5. Did you see any films?
6. Did you take any photos?

Did you go to the shops?

Yes, I did. I went with my sister and she bought a computer game.

Activity Book Page 55

106

Desarrollo 50 minutos

- En la actividad 1, explique a los estudiantes que Mark y Anita regresan del fin de semana al colegio y están conversando. Pregúnteles, qué hacen ellos con sus amigos cuando vuelven el lunes al colegio. **T: What do you do with your friends when you come on Monday to school?** Reproduzca el audio de la actividad 1. Pida a los estudiantes que repitan las oraciones en azul, y luego actúen el diálogo. En la actividad 2, solicíteles que lean en voz alta las oraciones que están en el diálogo. Permita que trabajen en parejas para hacer la actividad 3, luego pídales que compartan sus respuestas con la clase. Dígales que tomen turnos para leer la letra de la canción en la actividad 4 y luego reproduzca el audio para que la canten.

4 Listen and sing. 75

A busy weekend, a busy weekend,
I had a busy weekend with all my friends.
A busy weekend, a busy weekend,
I had a bus-bus-busy weekend!



I did my homework and I read a book.
Then I sent a text message to my friend Anouk.
We met at the cinema near our school.
We saw a scary movie. It was really cool!



I wrote an email and I went to swim,
on Saturday morning with my best friend, Jim.
Then we went to a restaurant with Jane and Jake,
I had a cheesy pizza and some chocolate cake.



Sunday morning and we went to the zoo.
We took lots of photos of the kangaroos.
We bought a souvenir and saw the snakes.
But we ran past the crocodiles in the lake!

5 Ask a classmate.

send/sent a text	meet/met a friend	do/did my homework
go/went to a café	run/ran in the park	have/had pizza
write/wrote an e-mail	take/took photos	see/saw a parrot

What's the past simple
of send? Spell it!

It's sent!
S-E-N-T

Activity book
Page 56

Unit 8 • A busy weekend! 107

Solucionario

1, 2 y 4. Puede encontrar los *transcripts* de esta sección en las pp. 275–277.

Material fotocopiable 1

Utilice el Material fotocopiable 1 de la p. 266 para complementar lo aprendido en esta lección y reforzar la lectura y escritura del vocabulario de la unidad.

Cuaderno de Actividades

Utilice las pp. 55–56 del Cuaderno de Actividades para reforzar el aprendizaje de las estructuras adquiridas en estas clases.



Cierre 20 minutos

- Pida a los estudiantes que observen la actividad 5 por unos minutos y copien los verbos en sus cuadernos.
- Luego, dígaes que cierren su libro y su cuaderno. Permítales que pasen en parejas al frente de la pizarra a deletrear los verbos de la actividad, y corrija con la clase. **T: Now children observe activity 5 for a few minutes and copy the verbs in your notebooks.**

Lección 1

CLASE 51

Tiempo estimado

90 minutos

Objetivos de la clase

- Escribir sobre el fin de semana.
- Practicar el sonido /j/ y /g/.

Recursos

TE pp. 108–109

CA p. 57

CD 2 (Track 76)

Gestión de la clase

Inicio 20 minutos

- Escriba en la pizarra la siguiente oración:
On Saturday, I went to the water park with my family. It was so cool! After that...
Explíqueles que deben continuar la historia, tomando turnos para pasar a la pizarra y escribir oraciones incluyendo los verbos en pasado de forma correcta.
T: This a story about a person's weekend. Come to the board to continue to write what happened. Make sure to use the verbs correctly!
- Luego, corrija el texto final junto con la clase.

Lesson 1 Production

6 Read, role-play, and guess.



Jackie

On Saturday, I went to an aquarium with my family. We saw some colourful fish. I took photos of the dolphins. On Sunday, I wrote an email to my grandad.

George

On Saturday, I did my homework and I listened to music in my room. On Sunday, I met my friends and we played football in the park. I took photos of my friends.

Rachel

On Saturday, I went to the shops. I bought some new shoes. In the evening, I met my cousins and we went to the cinema. On Sunday, I did my homework and I played cards with my brother.

Charlie

On Saturday, I wrote an email to my friend and I listened to music. On Sunday, I met my granny. We went to a restaurant and we had a big pizza. It was delicious!



7 Write about your weekend.



I had a good weekend.
On Saturday morning
I played computer
games. On Sunday I
went to a café and
ran in the park with
my dog.



Activity book Page 57

108

Desarrollo 50 minutos

- Diga: **T: We're going to read about the weekend of four children.** Lea la instrucción y solicite voluntarios para leer. **T: Who wants to read?** Asegúrese de que comprendan. **T: Do you understand the text? Is there any word you don't know?** Dirija su atención al ejemplo y explíqueles que deben escoger un personaje y su compañero debe hacerle preguntas hasta adivinar cuál es. **T: Now, get in pairs. Choose a character and your classmate must guess it.**
- En la actividad 7, pregúnteles qué hicieron el fin de semana. Luego, pídale que escriban la actividad en sus cuadernos. Reproduzca el audio de la actividad 8. Luego pida a los estudiantes que digan el tongue twister cada vez más rápido.

- 8 Read and say a tongue twister. 76

Gerald and Jen met in the village.
They saw a jaguar in a cage.
Jen took photos while Gerald jumped of rage.
Together they freed the jaguar from the cage.



- 9 Write j or g.



- a. ?ames took ? in ?er cookies to his grandma.
James took ginger cookies to his grandma.



- b. ?eor ?e and ?ane wear yellow ?umpers.



- c. ?ill sent a ?oke to her friend ?enny.



- d. ?asmine saw the film "Aven?ers" and en?oyed it.



- e. ?erry went to a café to eat ?elly and ?am.



Solucionario

8. Puede encontrar los *transcripts* de esta sección en las pp. 275–279.
9. *George and Jane wear yellow jumpers.*
Jill sent a joke to her friend Jenny.
Jasmine saw the film "Avengers" and enjoyed it.
Jerry went to a café to eat jelly and jam.

Cuaderno de Actividades

Utilice la p. 57 del Cuaderno de Actividades para reforzar el aprendizaje de las estructuras adquiridas en esta clase.



Evaluación intermedia

Utilice las evaluaciones intermedias de las pp. 270 y 271 para evaluar el aprendizaje del vocabulario de la unidad. Emplee la Evaluación intermedia forma A con aquellos estudiantes que usted considere que necesitan más ayuda. Por otro lado, presente la Evaluación intermedia forma B como un reto para los estudiantes más avanzados. Recuerde que puede encontrar el solucionario de estas evaluaciones en la p. 274.

Cierre 20 minutos

- Invite a los estudiantes a realizar la actividad 9 de forma individual. **T: Do activity 9 by yourself.** Luego, pídeles que pasen a la pizarra para corregir sus respuestas. **T: Who wants to write their answers on the board?** Practique la pronunciación de los sonidos leyendo las oraciones en voz alta junto con la clase. **T: Let's practise together!**

Lección 2 (pp. 110–115)

Objetivos de Aprendizaje de la Lección 2

OA 10 al OA 15

Actitudes

OAA A – OAA B – OAA D

CLASE 52

Tiempo estimado

90 minutos

Objetivos de la clase

- Escuchar y leer una historia.
- Investigar sobre desastres naturales.

Recursos

TE pp. 110–111

CA p. 58

CD 2 (Track 77)

Gestión de la clase

Inicio 20 minutos

- Converse con los estudiantes sobre desastres naturales. Pregúnteles qué desastres naturales conocen, o si han visto alguno. **T: What natural disasters do you know about? Have you ever seen a natural disaster happen?** Discuta sus respuestas, y luego explíqueles que van a escuchar una historia relacionada a un desastre natural. **T: We are going to listen to a story about a natural disaster.**

Lesson 2

A weekend in the mountains!

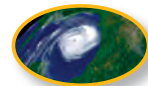
Tornado

Tsunami

Hurricane

Earthquake

Look it up!



10 Read and listen to the story. 77

Who did they call to fight the fire?



110

Desarrollo 50 minutos

- Pida a uno de los estudiantes que lea en voz alta el título de la historia. Pregúnteles si alguna vez han ido a la montaña. **T: Have you ever been to the mountain?** Dirija su atención a la sección Look it up! Divida la clase en 4 grupos diferentes para que busquen la definición en un diccionario, o en internet, y luego lo expliquen a la clase. Lea en voz alta la pregunta del *while-listening* y explique a los estudiantes que deben encontrar la respuesta mientras leen la historia. Reproduzca el audio y luego pida a diferentes estudiantes que lean cada parte de la historia. Aclare con los estudiantes cualquier palabra que desconozcan.

Suddenly, they saw lots of wild animals.



Jerry phoned the firefighters and Fran sent a text to his Aunt.



Everyone from the village helped the firefighters. The boys volunteered too. It took all weekend to put the fire out.



Fran had such a busy weekend that he forgot something...



Retrieved from Beep 6.

11 Do you know about forest fires in Chile? How can you prevent them?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

Activity book
Page 58

Unit 8 • A busy weekend! 111

Solucionario

10. Puede encontrar los *transcripts* de esta sección en las pp. 275–279.

Stop and think!

Utilice esta sección para ayudar a los estudiantes a reflexionar sobre su propio aprendizaje. Motívelos a utilizar los colores del semáforo para demostrar cómo se sienten con respecto a su comprensión de la historia. Realice preguntas para ayudarlos a descubrir en qué aspecto tienen dificultad, por ejemplo: ¿qué parte de la historia necesitas repasar? ¿Consideraste difícil alguna parte de la actividad?, ¿cuál? **T:** *What part of the story do you need to review? Did you find any part of the story difficult? Which one?*

Cuaderno de Actividades

Utilice la p. 58 del Cuaderno de Actividades para reforzar el aprendizaje de las estructuras adquiridas en esta clase.



Cierre 20 minutos

- Conceda unos minutos a los estudiantes para que trabajen en grupo y respondan las preguntas de la actividad 11. Luego, pídeles que compartan sus respuestas con la clase. **T: Now, share your answers with your classmates.** Realice la sección Stop and think! como lo ha hecho en unidades anteriores.

Lección 2

CLASE 53

Tiempo estimado

90 minutos

Objetivos de la clase

- Escuchar una historia y responder preguntas para demostrar su comprensión.

Recursos

TE pp. 112–113

Material fotocopiable 2

Gestión de la clase

Inicio 20 minutos

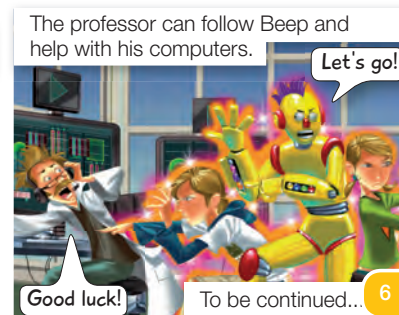
Escriba en la pizarra varias palabras del vocabulario e invite a diferentes estudiantes a escribir oraciones utilizándolas. **T: Use the words on the board to make sentences.** Revise que las oraciones estén correctas leyéndolas en voz alta junto con los estudiantes.

Lesson 2 The adventures of Beep

12 Look and describe one scene. 

13 Read and answer.

Who's Doctor Kronik?



112

Desarrollo 50 minutos

- Dirija la atención de los estudiantes a la primera imagen de la historia y pídales que describan lo que está pasando. Lea en voz alta la pregunta del *while-listening* y explíqueles que deben encontrar la respuesta mientras leen la historia. Lea en voz alta la historia y apunte a las imágenes para facilitar la comprensión. Lea el ejemplo de la actividad 14 y haga énfasis en la palabra que está mal. Luego, pídales que tomen turnos para leer las oraciones. Posteriormente, deben escribirlas en sus cuadernos. Repase el ejemplo de la actividad 15, permita unos minutos para que hagan la actividad en su cuaderno y corrija las oraciones junto con la clase. **T: Pay attention to the first image of the story and describe what is happening. You must find the answer to the story. Take turns to read the sentences.**

14 Find the wrong word in the sentence and replace it with the correct one.

- Doctor Kronik is an expert **musician**.
Doctor Kronik is an expert historian.
- The nurse can follow Beep and help with computers.
- I want to fight Doctor Kronik.
- I've got your blue key now. You can't stop me now, Rubik!

15 Order the sentences.

This OK! house. our is It's

It's OK. This is our house.

can I too. travel in time

It's Quick! Dad!

got stop to We've him!

Reflect!

- Do you think Doctor Kronik should be stopped? Why?
- Would you stop someone who acts like this?



Unit 8 • A busy weekend! 113

Solucionario

- Puede encontrar los *transcripts* de esta sección en las pp. 275–279.
- The professor can follow Beep and help with his computers.
 - I want to stop Doctor Kronik.
 - I've got your time key! You can't stop me now, Rubik!
 - I can travel in time too!
Quick! It's dad!
We've got to stop him!

Reflect!

Dedique la última sección de la clase a reflexionar sobre la historia y el contexto real de los estudiantes haciendo la pregunta de la sección Reflect!.

Material fotocopiable 2

Utilice el Material fotocopiable 2 de la p. 267 para complementar lo aprendido en esta lección y reforzar la lectura y escritura del vocabulario de la unidad.

Cierre 20 minutos

- Dirija la atención de los estudiantes a la imagen de la sección *Reflect*, y pídeles que describan lo que está pasando en la imagen. Luego, discuta con la clase las preguntas. Pregúnteles cómo detendrían a alguien que actuara como el Dr. Kronik. **T: What would you do to stop Dr. Kronik?**

Lección 2

CLASE 54

Tiempo estimado

90 minutos

Objetivos de la clase

- Encontrar lugares dentro de un mapa usando coordenadas.
- Participar en un juego para repasar los contenidos de la unidad.

Recursos

TE pp. 114–115

CA p. 59

CD 3 (Track 18)

Dado

Fichas

Gestión de la clase

Inicio 20 minutos

Pida a los estudiantes que imaginen que están en una isla desierta, donde solamente tienen un mapa para poder ubicarse. Pregúnteles si sabrían salir solo con el mapa. **T: Imagine you are on a desert island. Could you get out using only a map?** Discuta sus respuestas y luego, explíqueles que en esta clase van a leer mapas usando coordenadas. **T: In this class you are going to practise reading a map using coordinates.**

Lesson 2 CLIL



16 Read the information about the map.

- **Colours** show towns, forests, and water. What colour are the towns and forests in this map?
- **Lines** show roads, rivers, paths, and railways. What colour are the rivers and roads in this map?
- Maps have **symbols**. What's the symbol for a nature reserve?
- A **key** explains the colours, lines and symbols in a map. How many elements are there in the key?



17 Look at the map and find the coordinates for the following places.

- The campsites. (A1, A4, F4)
- The castle.
- The hotels.
- The lakes.
- The museum.
- The forests.

18 Look at the map and answer.

- How many train stations are there?
- Is there a castle in A1?
- How many campsites are there?
- Is there a museum in C5?
- Where does a road go through a tunnel?
- Where are the nature reserves?

How many train stations are there?

No, there isn't.

There are two train stations.

Is there a museum in C5?

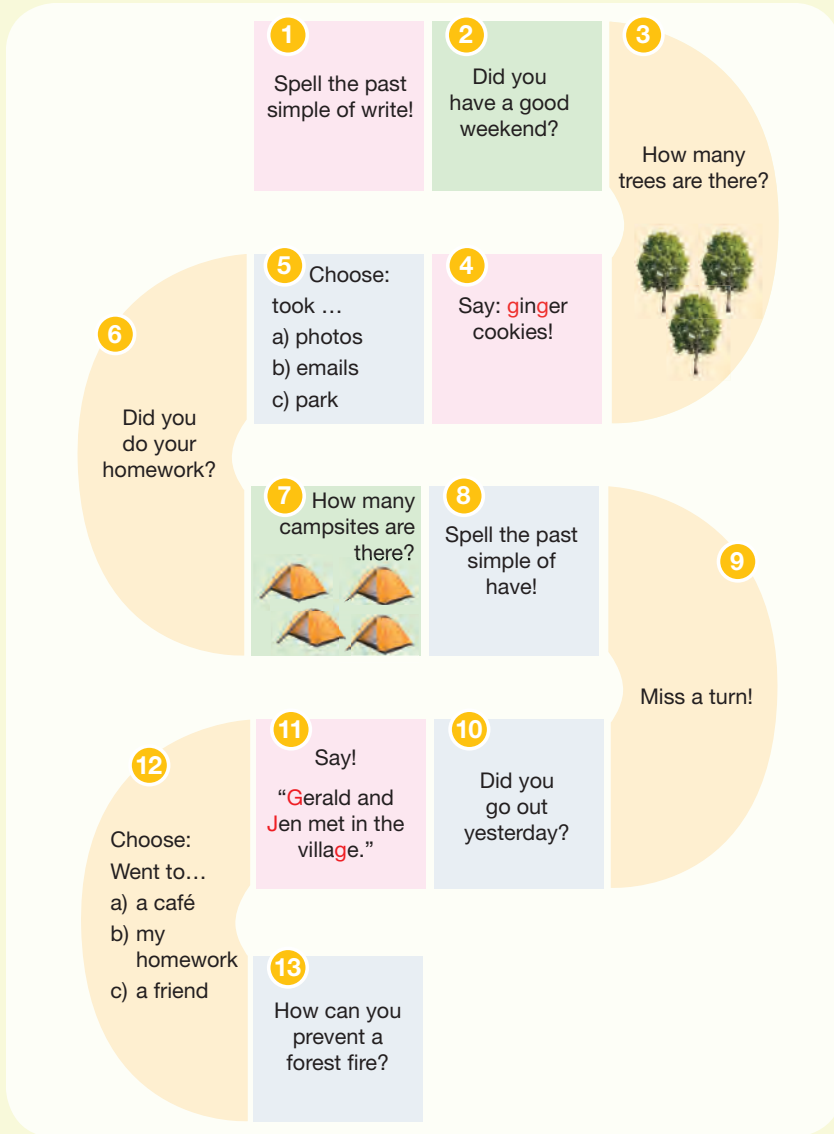
Activity book Page 59

114

Desarrollo 50 minutos

- Solicite a diferentes estudiantes que tomen turnos para leer el texto de la actividad 16 y respondan las preguntas como clase. **T: Who wants to read?** Lea en voz alta el ejemplo de la actividad 17 y pídales que apunten a las coordenadas en el mapa. **T: Let's read the coordinates. Can you point the correct place?** Luego, motíuelos a realizar la actividad en sus cuadernos y revise sus respuestas pidiéndoles que las lean en voz alta y apuntando al mapa según lo que ellos hayan respondido. Divida a la clase en varios grupos para la actividad 18 y luego lea las preguntas en voz alta para que cada grupo responda.

19 Play with a classmate.



Unit 8 • A busy weekend! 115

Right: 1 *No, there isn't.* / 2 *In A2.* / 3 *In A1, A2, A3, F1, F2, F3, E1, E2, and E3.*

19. 1 *w-r-o-t-e* / 2 *Yes, I did.* o *No, I didn't.* / 3 *There are three.* / 5 *took photos* / 6 *Yes, I did.* o *No, I didn't.* / 7 *There are four.* / 8 *h-a-d* / 10 *Yes, I did.* o *No, I didn't.* / 12 *Went to a café.* / 13 *Student's own answer. Ideas: Don't leave rubbish in the forest.*

Think back!

Utilice esta sección para que los estudiantes puedan evaluar su aprendizaje en la unidad. Deben trabajar en grupo para resolver las preguntas y llegar al final del camino. Los jugadores deben empezar en *Start* y avanzar con su ficha según indique el dado hasta llegar a *Finish*. Antes de avanzar, deben contestar correctamente la pregunta que les corresponda. El ganador será el estudiante que llegue primero al cuadro *Finish*.

Cuaderno de Actividades

Utilice la sección Review del Cuaderno de Actividades para finalizar la unidad. Motive a sus estudiantes a llenar su *Unit journal*: deben escribir lo que podían realizar antes, que aprendieron, algo que les gustaría profundizar y lo que pueden hacer ahora. Encuentre el ejemplo en el Anexo 2.



Cierre 20 minutos

- Converse con los estudiantes sobre su aprendizaje durante esta sección de CLIL y la unidad. Pregúnteles, qué fue lo más difícil para ellos, qué consideran que necesitan practicar, y en qué creen que son buenos.
T: What was the most difficult part for you? What do you need to practise? What do you think you're good at?

Solucionario

17. b. F1; c. B1, C6; d. A5, A6, D2; e. C4; f. F1, F2, F3, E1, E2, E3, A1, A2, A3.
18. Left: 1 *There are two train stations.* / 2 *No, there isn't.* / 3 *There are three.*

Evaluación final

Entregue la Evaluación final de las pp. 272-273 en este momento para evaluar el logro de los objetivos de la unidad por parte de los estudiantes. **T: This is the final evaluation.** Recuerde leer en voz alta las instrucciones en inglés.

Review (pp. 116–119)

Objetivos de Aprendizaje

OA 10 al OA 15

Actitudes

OAA A – OAA B – OAA D

CLASE 55

Tiempo estimado

90 minutos

Objetivos de la clase

- Repasar las unidades 7 y 8.

Recursos

TE pp. 116–117

CA pp. 60–61

Gestión de la clase

Inicio 20 minutos

- Divida la clase en varios grupos y explíqueles que van a hacer un juego. Usted va a nombrar una categoría y ellos deben escribir en un papel, 3 oraciones sobre el tema. **T: We are going to play a game. I will say a category and you have to write three sentences about the topic on a piece of paper.** Nombre temas relacionados a las unidades anteriores, por ejemplo, **T: Bowling alley!** Establezca un límite corto de tiempo para que escriban las oraciones. Ganará el equipo que tenga más oraciones escritas correctamente.

Review Units 7-8

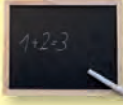
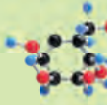
It's trivia time!

1 Read and answer.

1. It's a very big house. Kings and queens live here.
2. You can see paintings and sculptures here.
3. There are dolphins, octopuses and jellyfish, but it isn't the ocean.
4. It's a good place to learn about the moon, planets and stars.
5. There are lots of cameras and lights. Actors work here.
6. It's cold and dark. Bats live here.
7. There are lots of houses and shops here.

2 Look at Kim's schedule. Ask and answer True or False.

Kim's Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
 	 	 	 	 

Kim took photos on Friday.

False! She took photos on Tuesday.

116

Desarrollo 50 minutos

- Motive a los estudiantes a tomar turnos para leer las oraciones de la actividad 1. Pídales que levanten la mano cuando sepan la respuesta correcta. **T: Raise your hand if you know the answer.** Solicíteles que trabajen en parejas en la actividad 2. **T: Work in pairs.** Explíqueles que deben observar el horario de Kim, luego uno de los dos debe cerrar el libro y hacerle preguntas a su compañero, como aparece en el ejemplo. **T: Look at the schedule closely. Then, close the book and say correct sentences.** En el tablero, los estudiantes deben jugar en grupos de 3, y moverse lanzando el dado. Si se equivocan, o no saben la respuesta, deben volver al inicio del juego.

3 Play a game.



1 What's the past simple of: a) go b) write c) meet	2 Do you like to theme parks?	3 What time is it? 	4 Say places in your town.
8 Say 5 aquarium animals.	7 Say and spell! 	6 What's the past simple of: a) have b) take c) run	5 Say and spell the past time of take.
9 Say two words with the g sound.	10 What did you do during your weekend?	11 Say two famous artists.	12 What time is it? 
16 What can you see in a planetarium?	15 Answer! Did you ran in the park yesterday?	14 What's the past simple of: a) buy b) see c) do	13 Say and spell! 

Activity book
Pages 60-61

Review • Units 7-8 117

Solucionario

1. castle
2. museum
3. aquarium
4. planetarium
5. film studio
6. cave
7. city

Cuaderno de Actividades

Utilice las pp. 60 y 61 del Cuaderno de Actividades para reforzar el aprendizaje de las estructuras adquiridas en la unidad.



Cierre 20 minutos

- Divida a la clase en varios grupos. **T: Let's work in groups.** Pídale que elijan cualquier diálogo de las unidades 7 y 8. **T: Choose a dialogue from units 7 or 8 and practise it.** Luego, deben presentarlo a la clase y los demás estudiantes deben adivinar de qué unidad es. **T: Now, present the dialogue. (To the rest of the class) This dialogue is from unit...**

CLASE 56

Tiempo estimado

90 minutos

Objetivos de la clase

- Participar en diferentes juegos para repasar las unidades 7 y 8.

Recursos

TE pp. 118-119

Gestión de la clase

Inicio 20 minutos

- Pida a los estudiantes que observen la imagen y que encuentren a Beep. **T: Look at the picture and look for Beep!** Luego, dígalos que escojan un personaje y lo describan. **T: Choose a character and describe it.**

**Desarrollo** 50 minutos

- Puede realizar los siguientes juegos:
- *Memory quiz*: pida a los estudiantes que observen la ilustración por algunos minutos, y recuerden lo más que puedan. Luego, solicite que cierren sus libros y haga preguntas sobre la imagen. **T: How many...are there? Where's the...?**
- *Who am I*: explique a los estudiantes que usted va a pensar en una persona del dibujo, y ellos deben adivinar quien es, haciendo preguntas, por ejemplo: *Are you running? Have you got brown hair?*



Solucionario

Las respuestas dependerán de lo que usted proponga en la clase.

Cierre 20 minutos

Pida a los estudiantes que observen la imagen y escojan alguna situación que se muestre, por ejemplo, el mago presentando su acto de magia. Proponga que trabajen en grupos para actuarlo. **T: Choose a situation from the story, work in groups to act it out!**

1 Look and complete with the correct verbs in past simple.



I did my homework.



I had lunch.



I ran with my friends.



I sent a text.



I took a photo.



I wrote an e-mail.



I met my friends.



I went to a café.



I saw a snake.

2 Read and rewrite the sentences with the verbs in past simple.

1. I **go** to the cinema with my brother.

I went to the cinema with my brother.

2. Sam and Frank **run** in the park.

Sam and Frank ran in the park

3. I **send** a text to my friend Katy.

I sent a text to my friend Katy

4. My sisters **have** pizza for lunch.

My sisters had pizza for lunch

Lea la instrucción de la actividad 1. Apunte la primera imagen y guíe con un ejemplo. **T: What did the boy do? Complete! I (did) my homework.** Modele el ejemplo de la actividad 2 en la pizarra. Solicite a voluntarios que pasen a escribir las oraciones. **T: Who wants to write**

3 Complete the tables.

met		my friends.
I	<u>read</u>	a comic.
We	<u>went</u>	to the park.

Past Simple

I	didn't	go	to the cinema
We		<u>wrote</u>	any emails.

Did	you	buy	a new T-shirt?
		<u>do</u>	your homework?

Yes,	I	<u>did</u>
<u>No</u>	we	didn't

4 Listen and write a ✓ or a ✗.

Anna	✗	✓	✓	✗	✓
Ricky	✓	✗	✓	✓	✗

5 Look at Activity 4. Then, write in order and circle.

1. new / I / some / shoes / bought

I bought some new shoes

Anna Ricky

2. I / go / the / didn't / cinema / to

I didn't go to the cinema

Anna Ricky

3. didn't / magazine / a / read / I

I didn't read a magazine

Anna Ricky

the first sentence? En la actividad 3 indique: **T: Complete the tables and check your answers with a classmate.** Para la actividad 4: **T: Now, listen and identify what Anna and Ricky did.** Finalmente, otorgue tiempo para realizar la actividad 5 y revise en conjunto.

6 Read and role-play. Children's own answer.



On Saturday, I went to the shops and bought a fantasy book!



On Sunday, I met my cousin Fernando and we ran in the park!

7 Look and write about Mary's weekend.



Last weekend, I met my friend Sofia. _____

We went to _____ to the cinema. We _____

watched Minions. The next day, I _____

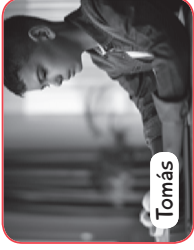
did my homework. _____

Pida a los estudiantes que observen las fotografías y el diálogo de la actividad 6. Motívelos a trabajar en parejas y escoger cada uno un personaje. Deben conversar sobre el fin de semana, agregando más actividades. En la actividad 7, deben escribir sobre el fin de semana de Mary según las imágenes. Ayúdelos si existen algunas palabras que desconozcan y quieran incluir.

8 Look and describe the images using the verbs in past simple.



On Saturday, Tomás did his homework and played computer games.



On Saturday Cindy met a friend and took pictures



Cindy



Karen

do / play

meet / take

go / have

9 Read about Michelle's weekend and put the sentences in order.

2 In the afternoon, I met my friends and we went to the shops. I bought a new T-shirt.

4 In the evening, I played cards with my brother and we watched TV until dinner time.

1 I had a good weekend. On Saturday, it was hot and sunny. In the morning, I did my homework and played computer games in my room.

3 Then, we went to a café and we had ice cream. My friend Rodrigo took this photo of me!



En la actividad 8, solicite a los estudiantes que describan las imágenes en pareja y luego compartan sus respuestas con la clase. Invítelos a tomar turnos para leer en voz alta sobre el fin de semana de Michelle, y luego pídeles que ordenen las oraciones escribiendo números en las cajas.

Review A weekend in the mountains!

10 Look at the story and retell it to a friend.



Children's own answer.

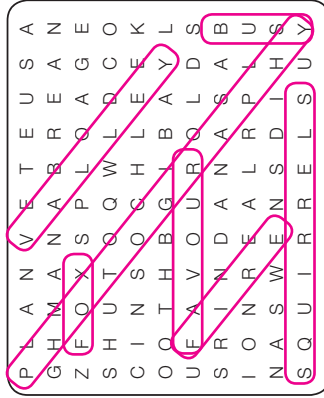
Fran called his friend Carla.
Carla asked Fran about his
weekend and Fran told her that
he went to the mountains....



11 Answer the questions.

- Where did Fran go at the weekend?
He went to Gallifa Valley
- Who did Fran stay with?
He stayed with his cousin Jerry
- What did Fran forget?
He forgot it was a holiday
Gallifa Valley
- Where did the forest fire happen?
They rode their bikes
- What did Fran and Jerry do on Saturday?

12 Find the words and complete the sentences.



- Fran needed to ask Carla a favour.
Jerry is Fran's cousin.
He lives in the village.
Fran's hobby is photography.
Some rabbits ran across the track.
The fire was in the Gallifa valley.
The boys saw a fox and some squirrels.
Fran had a busy weekend.

Explique a los estudiantes que en la actividad 10 deben contar la historia del TE de nuevo a su compañero, luego pídeles que tomen turnos para contarla como clase. Permita que hagan la actividad 11 y 12 de forma individual, luego revise sus respuestas en la pizarra.

Review

13 Listen again and complete the song.

I did my homework and I read a book.

Then I sent a text message to my friend Anouk.

We met at a cinema near our school.

We saw a scary movie. It was really cool!

I wrote an email and I went for a swim.

On Saturday morning with my best friend Jim.

Then we went to restaurant with Jane and Jake.

I had a cheese pizza and some chocolate cake.

Sunday morning and we went to the zoo.

We took lots of photos of the kangaroos.

We bought a souvenir and we saw the snakes.

But we ran past the crocodiles in the lake!



Think back!

Children's own answer.

Complete your unit journal.

1. Before this unit, I could:

2. Words that I learned during the unit:

3. One thing that I want to understand more is:

4. Now I can:

Reproduzca el audio de la actividad 13 varias veces para que los estudiantes puedan completar la letra. Luego, permita que revisen el libro para revisar sus respuestas. Motívelos a completar el unit journal como en las unidades anteriores.

1 Complete with your information. Then, learn and role-play with a classmate.

Children's own answer.

Cristina: Hi Vicentel When I was little, my favourite toy was a _____.
What about you?

Vicente: Hi Cristinal When I was little, my favourite toy was a _____.
What was your favourite colour?

Cristina: My favourite colour was _____.
My T-shirts and shorts were always _____!

Vicente: My favourite colour was _____.
I always painted everything with that colour!

Cristina: What was your favourite food?
My favourite food was _____.

Vicente: My favourite food was _____.
I loved _____!

2 Read and role-play. Children's own answer.

	Janis	Marty
8:00	gallery	aquarium
11:15	bowling alley	theme park
15:45	planetarium	skating rink
19:20	theme park	gallery

Where were
you at eight
o'clock?

I was at the
aquarium!

3 Read about Tamara's weekend and answer.

I had a fantastic weekend. On Saturday, I met my friends and we went to the museum. There was an exhibition about dinosaurs. It was great! Then, we went to a restaurant. I had a salad and an ice cream.

On Sunday morning, I did my Spanish homework and I listened to music. In the afternoon, I went to the zoo with my cousins. We took photos of the animals.

- When did Tamara go to the museum?
a. on Friday
b. on Sunday
c. on Saturday
- Who did she go with?
a. with her cousins
b. with her parents
c. with her friends
- At the museum, there was an exhibition about:
a. flowers
b. dinosaurs
c. art history
- Where did Tamara go after the museum?
a. to a restaurant
b. to the zoo
c. to the bowling alley
- On Sunday, Tamara did her _____ homework.
a. English
b. Maths
c. Spanish
- She _____ photos of the animals.
a. went
b. took
c. wrote

Lea el texto de la actividad 1 haciendo silencios en los espacios en blanco, y explique a los estudiantes que deben completarlo con la información sobre ellos mismos. Luego deben actuarlo.

En la actividad 2, deben hacer un *role-play* con la información de la tabla.

Pida a los estudiantes que realicen la actividad de forma individual. Luego, pídeles que intercambien sus *workbooks* con sus compañeros para evaluarse.

Name: _____

- 1** Work in groups. Group A: you are suspects. Work together to establish your story. Group B: you are police officers. Prepare your questions and invent some more to ask. When you are ready, work in pairs and act out your role.



Group A

Suspect

Some sports equipment disappeared on Saturday afternoon from the local sports centre. You are suspects (they think it was you!). Explain that you were at the cinema together and that you are innocent.

- What film did you see?
- How did you arrive at the cinema?
- What time did you meet?
- Did you eat any popcorn?
- What did you do before the cinema?
- What did you do after the cinema?

The police officer is going to interview you each separately. Be careful or you will all go to prison if you don't give the same story!



Group B

Police officers

You think that these children have the sports equipment that disappeared from the sports centre on Saturday afternoon. You are going to interview them one by one to check they are telling the truth.

- What film did you see?
- Did you sit at the front or the back of the cinema?
- What did you have to drink? What did your friends drink? Who paid for the drinks? How much did they cost?
- Was there a lot of publicity before the film started?
- Were there many people in the cinema?
- Did you like the film? Did your friends like the film?
- What time did the film end?
- How did you go back home: by bus, by car or on foot?

Invent more questions to try and catch the suspects!



Name: _____

1 Read and answer the questions.

Hi Paul,
Wait until I tell you what happened last *weekend*. It was my 11th birthday. I wanted to have my birthday party in the Fun Palace at the shopping centre. I go there every year with my friends. We play with the foam balls, and then we have cake and fizzy drinks. I invited 16 people from my class and we all arrived at five o'clock. My mum wanted to pay to go in but the monitor said that

we were too old! The palace is for children up to the age of 10 only! Luckily there was a bowling alley in the shopping centre. I invited my friends to the bowling alley and when we finished, we went to a restaurant and we had hamburgers and colas. We ate cake in school on Monday. It was fantastic!

See you soon,
Danny

1. How old was Danny last weekend? _____

2. Where did he want to have his birthday party? _____

3. How many people did Danny invite? _____

4. What time did they arrive at the Fun Palace? _____
5. Where did Danny finally invite his friends? _____

6. What did they do after the bowling alley? _____

2 Look at the information. Then, complete the text messages. Use your imagination!

1. Hi, _____. Do you _____ this weekend?
2. Sure! _____ to meet?
3. What about _____ afternoon?
4. OK, Saturday is a good day. _____ and _____ do you want to meet?
5. Let's meet at _____ pm next to _____.
6. Great! Do you _____ or the bowling alley?
7. I prefer _____ because _____.
8. Me too. Let's _____ Fruit and Fun after and eat _____.

Solucionario Extra photocopiable material 1

1 Guíe a sus estudiantes a formar grupos y que cada grupo tome un rol. Deben inventar la narrativa de su personaje y luego dividirse en parejas. Cada sospechoso debería tener las mismas respuestas para probar su inocencia. Acá tiene un ejemplo para el rol de *Suspects*.

- What film did you see?
We saw Avatar 2 at our local cinema.
- How did you arrive at the cinema?
We arrived by bus.
- What time did you meet?
We met at half past seven.
- Did you eat any popcorn?
Yes, we did.
- What did you do before the cinema?
We were at Jaime's house.
- What did you do after the cinema?
We went to my house to eat some pizza.
- How long did the movie last?
It lasted around 3 hours.
- Did you go to the sports centre at some point on Saturday afternoon?
No, we didn't.

Solucionario Extra photocopiable material 2

- 1**
1. Danny was 11.
 2. He wanted to have his birthday party at the Fun Palace.
 3. He invited 16 people.
 4. They arrived at 5 o'clock.
 5. He invited his friends to the bowling alley.
 6. After the bowling alley, they went to a restaurant.

- 2**
1. Hi, Jake. Do you want to meet this weekend?
 2. Sure! When do you want to meet?
 3. What about Saturday afternoon?
 4. OK, Saturday is a good day. Where and when do you want to meet?
 5. Let's meet at 5pm next to the fountain.
 6. Great! Do you want to go skating or to the bowling alley?
 7. I prefer the bowling alley because it's more fun.
 8. Me too. Let's go to Fruit and Fun after and eat ice creams.

Name: _____

1 Look and complete.

Verb	Past Simple
be	was / were
take	_____
_____	had
go	_____
_____	saw



2 Read and complete.



Terence Tiger's holiday

This summer, Terence Tiger (go) ¹ **went** on holiday to Britain. First, he (go) ² _____ to London. He (visit) ³ _____ the British Museum and London Bridge. He (take) ⁴ _____ a lot of photos! Then he (travel) ⁵ _____ to Scotland, by train. He went to Loch Ness, and (see) ⁶ _____ the Loch Ness Monster! After that he went to Manchester. He (watch) ⁷ _____ a football match. Manchester United (play) ⁸ _____ Arsenal. Manchester was the winner! It (be) ⁹ _____ fantastic!

Name: _____

1 Put the words in order to make questions. Then, write the answers.

We studied Science. We watched a film on TV. We cooked spaghetti.
I tidied my bedroom. He arrived at six o'clock.

1. for / cook / What / dinner / you / did / ?

2. arrive / did / he / When / ?

3. tidy / Which / you / did / room / ?

4. TV / did / watch / on / What / you / ?

5. did / study / What / you / ?

2 Write the verbs in the Past Simple.

Hi, I'm Mary. I really ¹ _____ (enjoy) last weekend. I ² _____ (celebrate) my birthday. It ³ _____ (be) cold, but sunny.
We ⁴ _____ (dance) in the garden. My friends ⁵ _____ (visit) me. My dad ⁶ _____ (cook) meat on the barbecue, and we ⁷ _____ (listen) to our favourite music. The party ⁸ _____ (finish) at 9:30.
It was great!

**3 Answer the questions.**

1. What did Mary celebrate?

2. Where did Mary and her friends dance?

3. What did Dad cook on the barbecue?

4. What did Mary and her friends listen to?

5. When did the party finish?

Name: _____

1 Read and complete the text.

invented started (x2) moved was (x2) opened

Levi Strauss ¹ _____ born on February 26th 1829, in Germany. His family ² _____ to the USA when he ³ _____ 18. His family ⁴ _____ a big dry goods shop in San Francisco. In 1872, Jacob Davis, a tailor from Nevada ⁵ _____ making men's work trousers with metal studs to make them stronger. Jacob and Levi ⁶ _____ copper rivets to make the work trousers stronger. In 1873, Levi Strauss and Co. ⁷ _____ making what we now know as Levi jeans!

**2 Complete the text using the Past Simple.**

Last week my family and I ¹ _____ (cycle) to the beach. We ² _____ (prepare) a big picnic. We ³ _____ (arrived) at the beach at 11 o'clock. I ⁴ _____ (play) in the sea. My little sister ⁵ _____ (play) in the sand. I ⁶ _____ (help) her to make a big sandcastle. When we ⁷ _____ (finish) our lunch we ⁸ _____ (walk) along the beach. It ⁹ _____ (be) a great day!

**3 Write questions for the answers.**

1. We arrived at the park at 6 o'clock.
2. We played football.
3. We played on the pitch where the goalposts are.
4. We talked about school.

Name: _____

1 Listen, and put the pictures in order.



On Saturday	On Sunday
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

2 Look at Lucy's diary and complete. Use the correct tense.

Saturday: play make

dance cycle

Sunday: want walk

love do play



Saturday	Sunday
9 am: basketball match	10 am: tennis
11 am: make biscuits with mum	1 pm: picnic
5 pm: cycle to friend's house	3 pm: cycle home
9:30 pm: disco	7 pm: do homework



On Saturday morning, I ¹ _____ basketball and then I ² _____ biscuits with my mum. After lunch I ³ _____ 6 kms to see my friends. That night there was a disco and I ⁴ _____ for hours. On Sunday, I ⁵ _____ tennis and then I ⁶ _____ to the village to buy bread for lunch. In the evening I ⁷ _____ my homework. I ⁸ _____ the weekend but I was tired and I ⁹ _____ to sleep early on Sunday. What a busy weekend!

3 Unscramble and write the questions about Lucy's weekend. Circle the answers.

1. Saturday morning / Lucy / did / What / do / on / ?

Walk football basketball

2. village / to / Lucy / cycle / the / Did / ?

Yes, she did. No, she didn't.

3. dance / did / Where / Lucy / ?

At the disco at the friend's house

4. Where / Lucy / did / bread / buy / ?

The village the town

4 Now write about you. What did you do last weekend?

At the weekend

Unit 8 – Diagnostic test

1 Columna Verb: have / see

Columna Past simple: took / went

2 1. example / 2. went / 3. visited / 4. took / 5. travelled / 6. saw / 7. watched / 8. played / 9. was

Unit 8 – Intermediate assessment A

1 1 What did you cook for dinner? / We cooked spaghetti. 2 When did he arrive? / He arrived at six o'clock. 3 Which room did you tidy? / I tidied my bedroom. 4 What did you watch on TV? / We watched a film on TV. 5 What did you study? / We studied Science.

2 1. enjoyed / 2. celebrated / 3. was / 4. danced / 5. visited / 6. cooked / 7. listened / 8. finished.

3 1. Mary celebrated her birthday. / 2. They danced in the garden. / 3. Dad cooked meat on the barbecue. / 4. They listened to their favourite music. / 5. The party finished at 9:30.

Unit 8 – Intermediate assessment B

1 1. was / 2. moved / 3. was / 4. opened / 5. started / 6. invented / 7. started.

2 1. cycled / 2. prepared / 3. arrived / 4. played / 5. played / 6. helped / 7. finished / 8. walked / 9. was.

3 Respuestas modelo: 1. What time did you arrive at the park? / 2. What did you do? / 3. Where did you play football? / 4. What did you talk about?

Unit 8 – Final assessment

1 Los estudiantes deben ordenar cronológicamente cada serie de imágenes, de acuerdo con lo que escuchen en la pista de audio (Saturday: 5, 1, 4, 3, 2 / Sunday: 5, 2, 1, 4, 3).

2 1. played / 2. made / 3. cycled / 4. danced / 5. played / 6. walked / 7. did / 8. loved / 9. wanted.

3 1. What did Lucy do on Saturday morning? (basketball) / 2. Did Lucy cycle to the village? (No, she didn't) / 3. Where did Lucy dance? (at the disco) / 4. Where did Lucy buy bread? (the village).

4 Los estudiantes deben responder de acuerdo con sus experiencias personales.

Transcripts Unit 8

Student's book

Track 80 - Listen, point, and say.

Take / took photos
See / saw a parrot
Write / wrote an email
Run / ran in the park

Go / went to a café
Have / had pizza
Meet / met a friend
Do / did my homework

Track 81 - Listen, read, and role-play.

Anita: Hello, Mark. Did you have a good weekend?

Mark: Yes, I did. I went to the cinema with Ben. We saw a film about sharks.

Anita: Sharks! Was it scary?

Mark: Yes, it was, but we liked it. Did you have a good weekend, too?

Anita: Yes, I did. On Saturday, I met Kim and we went to the shops.

Mark: What did you buy?

Anita: Kim bought a T-shirt and I bought a book.

Mark: Did you go out on Sunday?

Anita: No, I didn't. I read my new book and I wrote an email to my cousin.

Mark: Did you do your Maths homework?

Anita: No, I didn't! I'm going to do it now!

Track 82 - Listen and sing.

A busy weekend, a busy weekend,
I had a busy weekend with all my friends.
A busy weekend, a busy weekend,
I had a bus-bus-busy weekend!
I did my homework and I read a book,
Then I sent a text message to my friend Anouk.
We met at the cinema near our school,
We saw a scary movie. It was really cool!

I wrote an email and I went for a swim,
On Saturday morning with my best friend, Jim.
Then we went to a restaurant with Jane and Jake,
I had a cheesy pizza and some chocolate cake.
Sunday morning and we went to the zoo,
We took lots of photos of the kangaroos.
We bought a souvenir and we saw the snakes,
But we ran past the crocodiles in the lake!

Track 83 - Listen and say a tongue twister.

Gerald and Jen met in the village.
Gerald and Jen met in the village.
They saw a jaguar in a cage.
Gerald and Jen met in the village.
They saw a jaguar in a cage.

Jen took photos while Gerald jumped with rage.
Gerald and Jen met in the village.
They saw a jaguar in a cage.
Jen took photos while Gerald jumped with rage.
Together they freed the jaguar from the cage.

Track 84 – Read and listen to the story.

1.Narrator: It was Monday morning. Fran called his friend Carla.

Fran: Hi Carla, I need to ask a favour!

Carla: Oh, hi Fran. Did you have a good weekend?

Fran: Uh, well, listen...

2.Fran: Uh, I went to the mountains.

Carla: That sounds fun. Who did you stay with?

3.Narrator: He had a busy weekend. He stayed with his older cousin, Jerry. On Saturday, they went out on their bikes.

Jerry's mum: Dad saw a family of wild boar in the woods yesterday, so be careful.

Jerry: OK Mum, we'll go slowly.

4.Narrator: Fran's hobby is photography. Some rabbits ran across the track. He saw them and took a photo.

Fran: This is going to be a great photo!

5.Narrator: Suddenly, they saw lots of wild animals.

Fran: Look a fox and some squirrels! Why are they running away?

Jerry: Something is wrong. Come on!

6.Narrator: Jerry phoned the firefighters and Fran sent a text to his Aunty.

Jerry: There's a forest fire in the Gallifa valley!

7.Narrator: Everyone from the village helped the firefighters. The boys volunteered too. It took all weekend to put the fire out.

8.Narrator: Fran had such a busy weekend that he forgot something...

Fran: So that's why I need to copy your homework...

Carla: Did you forget? Today is a holiday!

Track 85 – Read and listen.

1. Beep: Oh no! Where are we now?

Sally: It's OK! This is our house.

Dr. Rubik: Heelp!

Finn: It's Dad! Quick!

2.Finn: What's happening?

Dr. Kronik: I've got your time key! You can't stop me now, Rubik!

3.Narrator: Beep unties the professor.

Sally: Who was he?

Dr. Rubik: That was Doctor Kronik.

4.Dr. Rubik: Doctor Kronik is an expert historian. I think he wants to travel through time with my time key and steal treasure.

Finn: We've got to stop him!

5.Beep: I can travel in time too. I want to stop Doctor Kronik.

Sally: We're going too!

Finn: Yes!

6.Narrator: The professor can follow Beep and help with his computers.

Beep: Let's go!

Dr. Rubik: Good luck!

Narrator: To be continued...

Teacher's book

Track 86 – Listen and put the pictures in order.

1 On Saturday morning Robert played football with the school team.

2 Then, he went home to do his homework.

3 In the afternoon Robert walked to the shops with his dad to buy trainers.

4 On Saturday evening he watched a film.

5 He chatted with his friends on the computer before he went to bed.

1 On Sunday morning Robert and his mum walked the dog to the park.

2 When he was in the park he skated for half an hour.

3 In the afternoon Robert baked some chocolate cakes.

4 Afterwards he went to visit his grandmother.

5 In the evening he played video games with a friend.

Activity book

Track 17 - Listen and write a tick or a cross.

Interviewer: Hello Anna. Did you have a good weekend?

Anna: Yes, I did. Thank you.

Interviewer: Did you read a magazine?

Anna: No, I didn't. I read a book but not a magazine.

Interviewer: Did you take any photos?

Anna: Yes, I did. I took some photos of my friends.

Interviewer: Did you do your Maths homework?

Anna: Yes, I did. I did it on Sunday morning.

Interviewer: Did you buy some new shoes?

Anna: No, I didn't. I didn't go to the shops last weekend.

Interviewer: Did you go to the cinema?

Anna: Yes, I did. I went to the cinema with my brother.

Interviewer: Hi Ricky. Did you have a good weekend?

Ricky: Yes, it was OK.

Interviewer: Did you read a magazine?

Ricky: Yes, I did. I read a magazine about sport.

Interviewer: Did you take any photos?

Ricky: No, I didn't.

Interviewer: Did you do your Maths homework?

Ricky: Yes, I did. I did my Maths homework and my English homework on Saturday.

Interviewer: Did you buy some new shoes?

Ricky: Yes, I did and I really like them. They're very comfortable.

Interviewer: Did you go to the cinema?

Ricky: No, I didn't. I saw a film on TV but I didn't go to the cinema.

Track 18 - Listen again and complete the song.

A busy weekend, a busy weekend,
 I had a busy weekend with all my friends.
 A busy weekend, a busy weekend,
 I had a bus-bus-busy weekend!
 I did my homework and I read a book,
 Then I sent a text message to my friend Anouk.
 We met at the cinema near our school,
 We saw a scary movie. It was really cool!
 I wrote an email and I went for a swim,
 On Saturday morning with my best friend, Jim.
 Then we went to a restaurant with Jane and Jake,
 I had a cheesy pizza and some chocolate cake.
 Sunday morning and we went to the zoo,
 We took lots of photos of the kangaroos.
 We bought a souvenir and we saw the snakes,
 But we ran past the crocodiles in the lake!

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<https://www.brookings.edu/blog/education-plus-development/2017/11/15/strategies-for-teaching-metacognition-in-classrooms/>
<https://www.brookings.edu/blog/education-plus-development/2017/12/05/how-do-you-teach-critical-thinking-when-the-norm-is-not-to-question/>
<https://www.brookings.edu/blog/education-plus-development/2017/12/12/complementary-strategies-for-teaching-collaboration-and-critical-thinking-skills/>
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Videos

- <http://learnenglishteens.britishcouncil.org/study-break/video-zone>
- <https://learnenglishkids.britishcouncil.org/grammar-videos>
- <https://kids.nationalgeographic.com/videos/>

Juegos

- <https://anglomaniacy.pl/grammar.htm>
- <http://www.eslgamesworld.com/>
- <http://learnenglishteens.britishcouncil.org/study-break/games>
- <https://learnenglishkids.britishcouncil.org/en/home>
- <http://kids.nationalgeographic.com/games/>
- <https://www.discoverykidsplay.com/juegos/aprendiendo-ingles/index.shtml>

Lecturas

- <https://www.readinga-z.com/books/leveled-books/>
- <https://kids.nationalgeographic.com/explore/countries/chile/>
- http://www.teach-nology.com/worksheets/language_arts/reading_comp/
- <http://www.rong-chang.com/easykids/>
- <http://www.rong-chang.com/children/index.htm>
- <http://learnenglishkids.britishcouncil.org/read-write>
- <http://www.timeforkids.com/>
- <http://dltk-teach.com/minibooks/>
- http://www.hubbardscupboard.org/printable_booklets.html
- <https://www.commonlit.org/en>

Estrategias y material complementario

- <https://learn.k20center.ou.edu/strategies>
- <https://www.curriculumenlineamineduc.cl>
- <https://busyteacher.org/>

Galería de imágenes por unidad

- Unidad 1: http://www.rekursostic.cl/lic19/ing5_u1
- Unidad 2: http://www.rekursostic.cl/lic19/ing5_u2
- Unidad 3: http://www.rekursostic.cl/lic19/ing5_u3
- Unidad 4: http://www.rekursostic.cl/lic19/ing5_u4
- Unidad 5: http://www.rekursostic.cl/lic19/ing5_u5
- Unidad 6: http://www.rekursostic.cl/lic19/ing5_u6
- Unidad 7: http://www.rekursostic.cl/lic19/ing5_u7
- Unidad 8: http://www.rekursostic.cl/lic19/ing5_u8

CRA

Como complemento a los recursos presentes en la GDD, puede utilizar los recursos existentes en su biblioteca escolar (CRA y digital). Para esto, se sugiere pedir asesoría al encargado CRA de su colegio.

Banco de lecturas adicionales

En los vínculos presentes en la página anterior, usted puede encontrar diversas lecturas graduadas para complementar su clase. Por ejemplo, en el sitio readinga-z, usted encontrará diferentes textos con niveles distintos de dificultad.

Welcoming students

Good morning children!

Good afternoon kids.

How are you today?

Taking attendance

OK everyone, your attention please.

I'm going to call the roll.

Checking for understanding

Do you need help?

Can I help you with this?

Is that clear?

Are you sure?

Encouragement

Super!

Well done!

Excellent!

Brilliant!

Wonderful!

Congratulations!

Good job!

Chants

- Eyes on me!

Quickly put your eyes on me

Eyes on me

Eyes on me

Quickly put your eyes on me

So we can start, you see.

- Row, row, row yourself

Row, row, row yourself

Gently into place.

Quietly, quickly, we sit down,

Crisscross applesauce!

- We have rules!

We have rules.

We have rules.

Rules to keep us safe in school

Inside voices, walking feet.

Don't touch or bother

The friends we meet.

Follow directions, listen too.

Rules will make you cool in school!

Complete your unit journal.

1. Before this unit, I could:

2. Words that I learned during the unit:

3. One thing that I want to understand more is:

4. After finishing this unit, I can:

Complete your unit journal.

1. Before this unit, I could:

Talk about free-time activities.

Write about animals.

2. Words that I learned during the unit:

A quarter to.

Always, never.

3. One thing that I want to understand more is:

Talking about routines.

4. After finishing this unit, I can:

Tell the time.

Utilice el exit ticket para motivar a los estudiantes a reflexionar sobre su aprendizaje en la unidad. Pídales que trabajen de forma individual para llenar el ticket como aparece en el ejemplo. Asegúrese de que entiendan qué información deben completar. Ayúdelos a generar preguntas en inglés sobre sus dudas, acepte sus preguntas en español y enséñelos a decirla

en inglés. Permítales que vuelvan al TE a recordar lo que hicieron, para llenar el ticket completo. Finalmente, pídale que compartan su exit ticket con un compañero y luego resuelva las dudas de los estudiantes como clase. T: Complete your exit ticket. Think about what you learned and what you need to practise. Share with your classmate.

CD 1		
Track	Unidad	Pág.
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3	Welcome	9
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5	SB U1	12
6	SB U1	14
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13	SB U1	22
14	TB U1	Test 1
15	SB U2	24
16	SB U2	26
17	SB U2	27
18	SB U2	29
19	SB U2	29
20	SB U2	29
21	SB U2	30
22	SB U2	34
23	TB U2	Test 2
24	SB U3	36
25	SB U3	36
26	SB U3	38
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29	SB U3	41
30	SB U3	42
31	SB U3	46
32	TB U3	Test 3
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42	SB U4	62
43	TB U4	Test 4
CD 2		
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45	SB U5	66
46	SB U5	69
47	SB U5	69
48	SB U5	69
49	SB U5	70
50	TB U5	Test 5
51	SB U6	76
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60	SB U6	86
61	SB U6	86
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68	SB U7	97
69	SB U7	97
70	SB U7	98
71	SB U7	102
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74	SB U8	106
75	SB U8	107
76	SB U8	109
77	SB U8	110
78	TB U8	Test 8
CD 3		
Track	Unidad	Pág.
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2	AB U1	12
3	AB U2	14
4	AB U2	16
5	AB U2	18
6	AB U3	24
7	AB U4	29
8	AB U4	32
9	AB U5	35
10	AB U5	38
11	AB U6	41
12	AB U6	42
13	AB U6	46
14	AB U7	50
15	AB U7	51
16	AB U7	53
17	AB U8	55
18	AB U8	59



Good job!

Let's learn English.
It's fun!

You can do it.

