

# Basic Education

## Primary & Secondary School

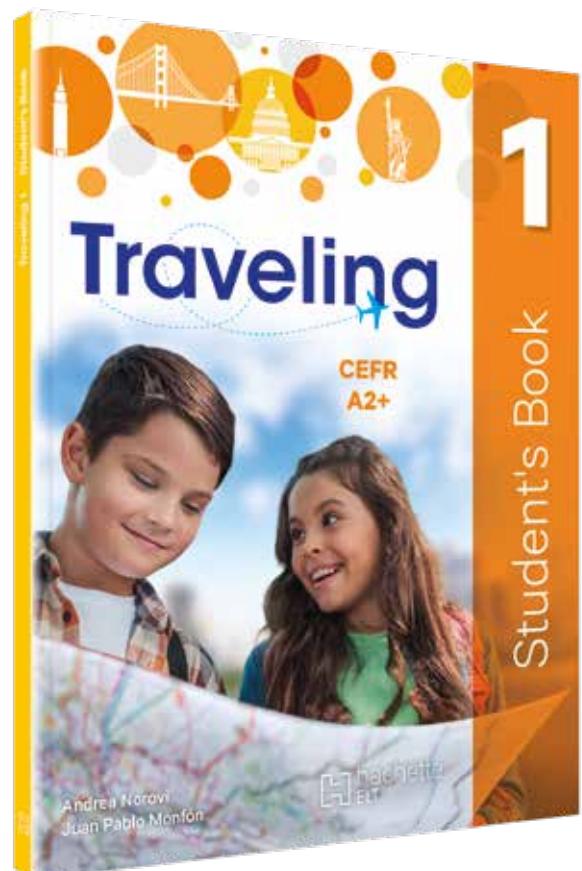
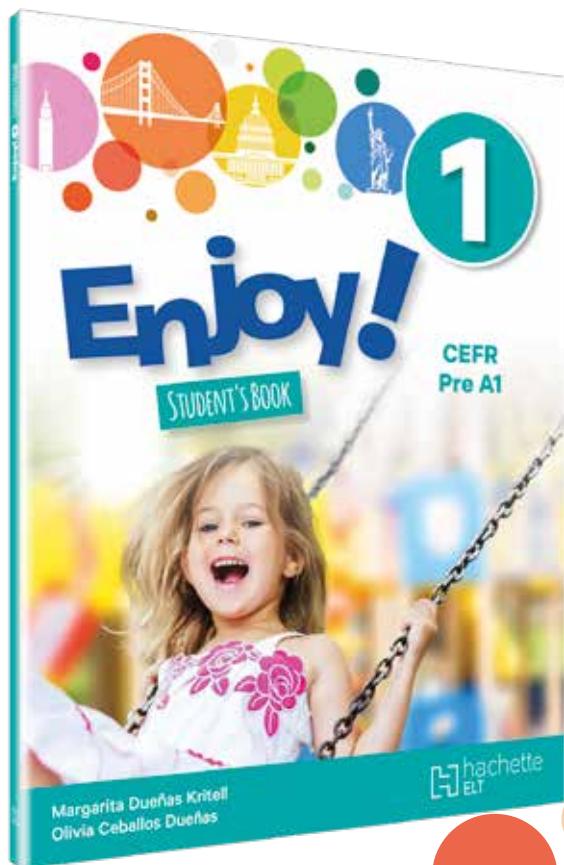


Catalog  
2021  
ELT

# Presentation

Hachette Livre is a Global Company with presence in 140 countries and four continents. With 140 brands and more than 7,000 employees, it is one of the biggest and more prestigious publishing groups in the world. Even though it has a huge range of catalogues, such as books of fiction, reference, art, essays, and others, its Education Companies are leaders in countries like Spain, France, and the United Kingdom.

Hachette Livre Mexico has developed an ELT option for Mexican students of Basic Education Level (Primary and Secondary). Based on the best teaching practices and a modern methodology, we are confident that our series are a fresh and attractive solution for both teachers and students. So please enjoy traveling with us!





## What is the Common European Framework?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers of communication among professionals working in the field of modern languages arising from the different educational systems. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to establishing and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content, and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international cooperation in the field of modern languages. The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid mobility.

The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competences down into separate components. This confronts us with psychological and pedagogical problems of some depth. Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole. The Framework includes the description of "partial" qualifications, appropriate when only a more restricted knowledge of a language is required (e.g. for understanding rather than speaking), or when a limited amount of time is available for the learning of a third or fourth language and more useful results can perhaps be attained by aiming at, say, recognition rather than recall skills. Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of languages.

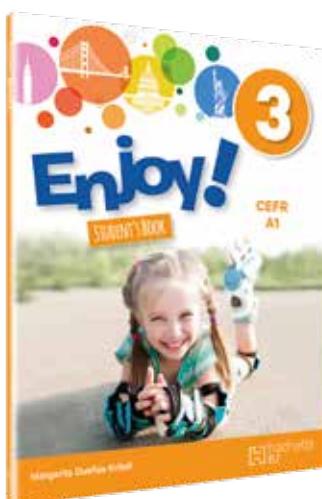
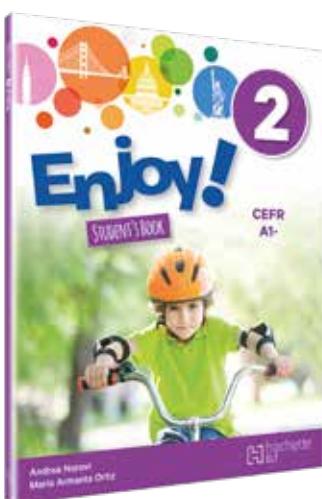
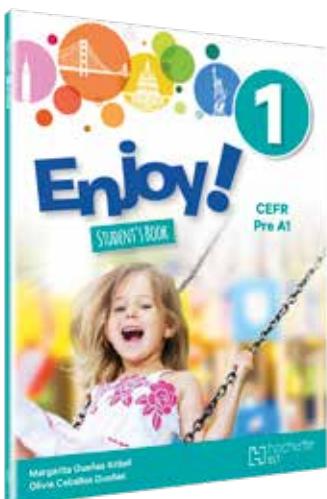


## Enjoy!, Traveling, and the Common European Framework of Reference

			Enjoy! and Traveling reach	Cambridge English Test
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.		
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.		
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.		
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Traveling 3, B1+  Traveling 2, B1-	PET for Schools
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Traveling 1, A2+  Enjoy 6, A2  Enjoy 5- A2-	Flyers
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Enjoy 4, A1+  Enjoy 3, A1  Enjoy 2, A1-	Movers  Starters
	Pre-A1		Enjoy!	



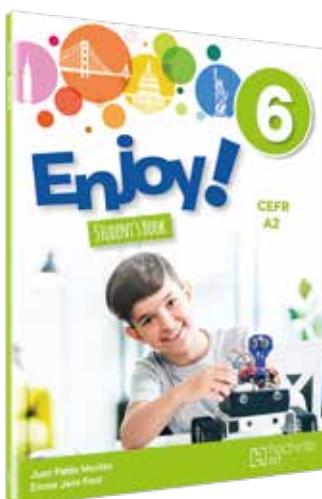
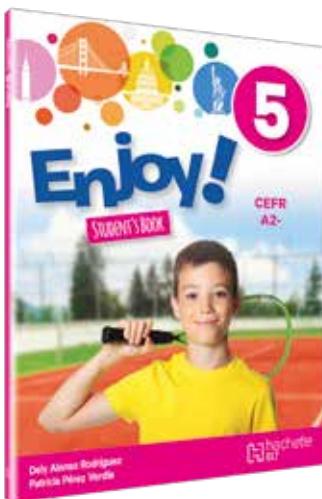
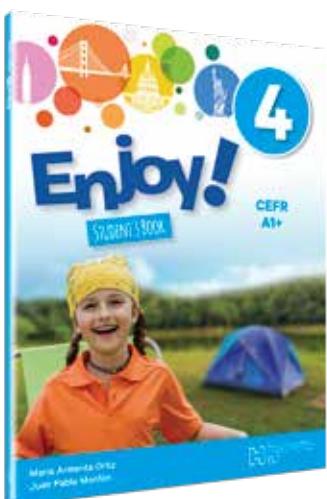
# Enjoy!



120 pages  
Cl. Student's Pack: 98490  
ISBN: 978-968-261-562-7  
Cl. Teacher's Guide: 900942  
Cl. Big Book: 900943

120 pages  
Cl. Student's Pack: 98491  
ISBN: 978-968-261-563-4  
Cl. Teacher's Guide: 900944  
Cl. Big Book: 900945

112 pages  
Cl. Student's Pack: 98492  
ISBN: 978-968-261-564-1  
Cl. Teacher's Guide: 900946



112 pages  
Cl. Student's Pack: 98493  
ISBN: 978-968-261-565-8  
Cl. Teacher's Guide: 900948

112 pages  
Cl. Student's Pack: 98494  
ISBN: 978-968-261-566-5  
Cl. Teacher's Guide: 900950

112 pages  
Cl. Student's Pack: 98495  
ISBN: 978-968-261-567-2  
Cl. Teacher's Guide: 900952



## Proposals for the series

### **Enjoy! 1**

To teach and practice English as a Foreign Language at the Pre-A1 level (preparation to start A1) through exposure to the foreign language, the development of the four language skills, and an awareness of your own learning and learning with others. Emphasis is given to listening and oral skills, without neglecting the development of literacy.

### **Enjoy! 2**

To practice and consolidate the English language learned in Pre-A1 and take the student to the next level A1—through the development of the four skills and the reflection on the learning itself. Emphasis is placed on listening and oral skills, without neglecting reading and writing.

### **Enjoy! 3**

To review and consolidate the English language learned in levels 1 and 2 to be able to take them to the next level of A1 by the balanced development of the four skills and reflecting on their own learning. At this level the children read and write a little more than in the previous levels, but the emphasis on oral and listening skills continues. Grade the student's level for the Cambridge Movers exam.

### **Enjoy! 4**

To review and consolidate the English language learned at an A1 level (*Enjoy 3!*) to be able to take students to an A1+ level by reflecting on the learning itself and maintaining a balance of the four skills. At this level, the student should be more responsible and mature and thus start to carry out more complex activities than in the previous levels.

### **Enjoy! 5**

To practice and consolidate the English learned at level A1+ to be able to take them to the next level A2—through the reflection of their own learning and maintaining a balance of the four skills. At this level the student should be more responsible and mature starting to include activities, outcomes and more complex vocabulary than in the previous levels.

### **Enjoy! 6**

To review and consolidate the English learned to take the student from level A2— to level A2 by reflecting on their own learning and maintaining a balance of the four skills. At this level, the student should be more responsible and mature including more activities and more complex outcomes and themes than in previous levels. Give the student tools and the language to be able to take the Cambridge *Flyers* exam.



## Methodology

### Communication

Students are given ample opportunities to speak, play, and sing in the language. Emphasis on listening skills to improve oral communication.

### Total Physical Response (TPR)

Students respond to the language with movements, for example: instructions, mimicry, acting, and the use of non-verbal language. This facilitates the understanding of language and student participation.

### Lexical-functional

Grammar is taught within language functions and as part of the vocabulary teaching, taught in “chunks” as “chunks” (sentences and questions which fulfill a function). The student learns phrases and sentences which will help them get something, for example, information, or to express their own needs, and/or opinions. Vocabulary, and where appropriate, grammar, are always contextualized within its function.

### Based on the product

The product is evidence of learning and is communicative, since the students will always socialize and share what they produce, using the language learned.

### Reflection

Knowing how to be, knowing how to learn and how to learn together. By teaching the students how to reflect, this prepares them for higher grades, where they must be ready to think about their learning, their social skills and the usefulness of the foreign language in their daily life.

Self-assessment and evaluation are present at the end of each lesson. Teaching the students to reflect, to think about their learning, their social skills, and the usefulness of the foreign language in their daily life, will prepare them for secondary education.

### Development of reading-writing and hand-eye coordination

With the help of icons, cut-outs, and clear and precise instructions.

## Components of the series

### Student's Book

- It consists of 10 modules of 3 lessons each containing: listening, reading, writing, and oral communication, as well as self-assessment and reflection sections + a product page
- Includes an illustrated dictionary or glossary, and cut-outs

### Workbook

- Workbook for the student with 96 pages, which includes an abbreviated Picture Dictionary



## Teacher's Guide

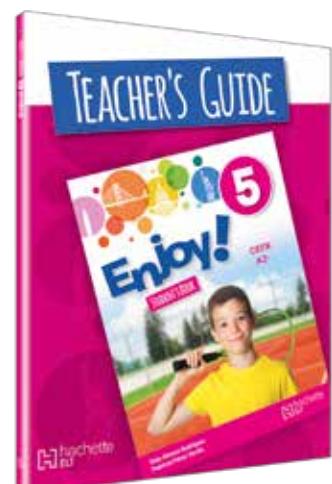
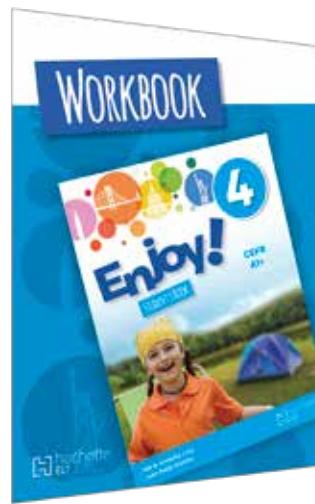
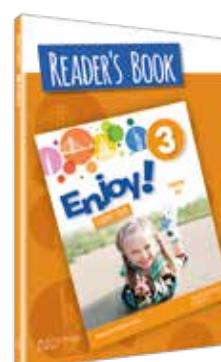
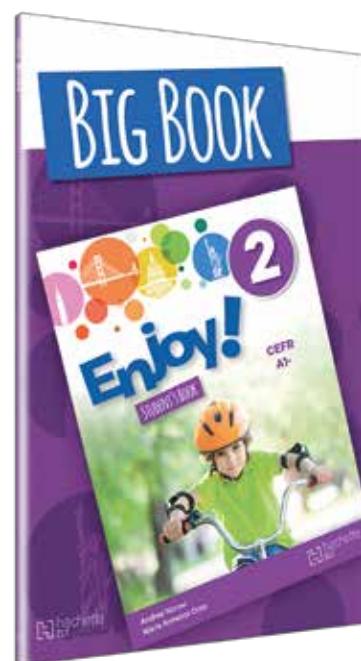
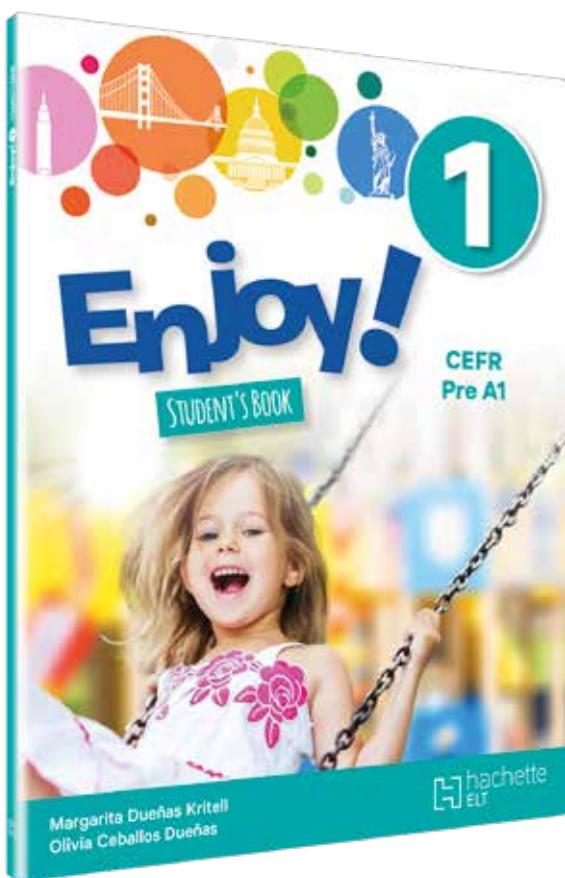
- Audio scripts
- Comments with ideas for starting, developing and closing each lesson
- Suggestions of how to work on the reading book (Big Book and Reader's Book)
- Suggestions to develop: product, reflection, digital image and self-evaluation
- Extra activities
- A summative evaluation and a formative evaluation (rubric) per module

## Big Book (Enjoy! 1 and 2). Reader's Book (Enjoy! 3 to 6)

- Book of 96 pages double letter size with printed readings in full color (Big Book) with 10 readings, one per module
- Book of 144 pages (Reader's Book) with 10 readings, one per module
- 5 readings supported with audio, to be used in the classroom
- Activities before, during and after the reading

## Website

- Audios
- Poster images
- Evaluations
- Complementary material





## Structure of Student's Book

The content of the book is organized in:

- Index
- Presentation and iconography
- At the beginning of each module, there is a question to activate prior knowledge
- 10 modules of 3 lessons each containing: listening, reading, writing and oral communication, as well as sections of self-evaluation and reflection
- Final product page
- Picture dictionary
- Cut-outs
- Website bibliography

**10 modules of 3 lessons each**

**Module 1**

**A question to activate prior knowledge**

**Objectives:**  
Understand and respond to greeting, courtesy and farewell expressions.

**Why Do People Say "Hi"?**

**TRACK 01**

**1 Listen. Listen again and sing along.**

**Hello song**

Hello, teacher. Hello, girls.  
Hello, friends. Hello, boys.  
Hello, everyone! Hello, everyone!

**2 Look at the pictures. Check (✓) the pictures that show a polite attitude.**

**a.**    
**b.** 

**c.**    
**d.** 

**6 six**

**The page is shown in number and written form so the student can familiarize with the written version**

**Listening activities**



**Listening icon**

**Write, trace, draw, circle, color and underline activities**

**Cut and paste activity**

**Lesson number**

**Objectives:** Respond to courtesy, greeting and farewell expressions.

**Lesson 2**

**Module 1**

**7** Listen and number.  
TRACK 08

**8** Listen and point.  
TRACK 09

**9** Complete the courtesy expressions. Listen and check.  
please Thank  
a. Can you help me, \_\_\_\_\_?  
Sure!  
\_\_\_\_\_ you!  
b. Lend me your pencil, \_\_\_\_\_!  
Here you are.  
\_\_\_\_\_ you.

**10** Listen and repeat.  
TRACK 09

**11** Work in pairs. Practice the conversations.  
**8** eight

**1** Read and write. Hello! Bye!  
Goodbye!

**2** Work in pairs. Act out the expressions.

**3** Cut and paste the expressions. Then practice them.  
Sing and say your name at <https://learnenglishkids.britishcouncil.org/en/songs/bean-bag-hello?page=1%2C5>

**4** Write the greeting and farewell expressions from Activity 3 in your notebook.

**Product work • Step 1 • Go to page 15**

**nine** **9**

**Work with a classmate**

**Open your Big Book or Reader's Book**

**Portfolio**

**Module 1**

## Product lesson

Illustrated greeting, courtesy and farewell expressions

**Materials:**  
Construction paper, Crayons  
Colored pencils, Scissors

**Steps:**  
1 Form teams. Check the expressions you learned in this module. Write one expression on each of the cards.  
2 Illustrate your cards.  
3 Use the cards to practice the expressions with your classmates.

**It's time to reflect!**  
Check what you did in the module according to how you felt.

I can...	not confident	confident	very confident
a. write greeting, courtesy and farewell expressions.			
b. illustrate expressions.			
c. practice the expressions with my classmates.			

**Final product:**  
I wrote and illustrated greeting, courtesy and farewell expressions.

Website recommendations to develop use of ICT and broaden the subject

**Product Lesson**

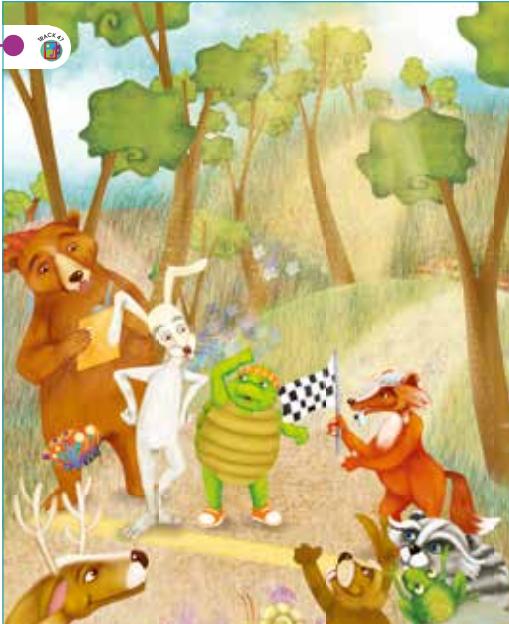
**Work with others and share your work**

**Reflexion activity**  
Self-evaluation



## Structure of the Big Book and Reader's Book

**Listening icon**



**Large illustrations with appropriate text to advance to the next level**

All the animals got together to see the race.

72

**Listening icon**

Module 4

Brian: Which wasn't very helpful because all of the men had guns...  
 Luca: And horses too! So they needed to stay off of the main road.  
 Brian: Yeah, they walked through the forest while the men were chasing them. The forest turned into hills, and they kept walking through the night.  
 Luca: I bet they were tired!  
 Brian: I bet. Anyway, that's where I stopped reading. What happens next in the story?  
 Luca: OK, the dangerous man from the forest, his name was Roy.  
 Brian: Oh yeah, I remember.  
 Luca: So Roy continued chasing them. The men on horses were catching up too. Chad and the girl were scared.  
 Brian: Do we learn the girl's name?  
 Luca: Yes, it's Julia.



**Glossary**

chase (verb) pursue in order to catch or catch up with  
 catch up (phrasal verb) to get closer to a goal

53

## Structure of the Workbook

**Page of exercises for the module and lesson**

Module 2

Lesson 1

1 Read the rhyme. Write the rhyming words together.

**My School Friends**

This is Nate, My favorite mate!	There you see Jake Loves eating cake!
He's very smart In the class of art!	And that is Cath, She's good at math!

2 Color the picture that reflects the topic of the rhyme.



seven 7

**Abbreviated Picture Dictionary section**

Module 1



colored pencils      crayon      eraser      glue

Module 2



pencil      ruler      bat      cat

Module 3



cross      drink      fair      food

34 thirty-four

The page is shown in number and written form so the student can get used to the written version

# Structure of the Teacher's Guide

A question to activate prior knowledge

The SB Index with detailed objectives

Lesson number

Objectives, learning outcomes and materials

Reference to Student's Book

**Module 2**  
Why Do People Write Rhymes?

SB	Session	Expected learning outcomes	
<b>Lesson 1</b> pp. 16-18	1	<ul style="list-style-type: none"> <li>Activate previous knowledge from images.</li> <li>Identify topic, purpose and recipient.</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Recognize graphic and textual components.</li> <li>Detect words that rhyme.</li> </ul>	
	3	<ul style="list-style-type: none"> <li>Identify topic, purpose and recipient.</li> <li>Recognize rhythm and rhyme with sound resources.</li> </ul>	
<b>Lesson 2</b> pp. 19-21	1	<ul style="list-style-type: none"> <li>Detect words that rhyme.</li> <li>Repeat words that rhyme and practise their pronunciation.</li> <li>Notice the composition of words.</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Detect words that rhyme.</li> <li>Identify changes in intonation.</li> <li>Complete words that rhyme.</li> <li>Share concerns.</li> </ul>	
	3	<ul style="list-style-type: none"> <li>Clarify the meaning of words.</li> <li>Repeat words that rhyme and practise their pronunciation.</li> </ul>	
	<b>Lesson 3</b> pp. 22-24	1	<ul style="list-style-type: none"> <li>Compare similarities and differences between words that rhyme and words that don't rhyme.</li> <li>Spell words that rhyme.</li> </ul>
		2	<ul style="list-style-type: none"> <li>Make correlations between parts of writing and orality.</li> <li>Compare written work with classmates.</li> <li>Share concerns.</li> <li>Repeat words that rhyme and practise their pronunciation.</li> </ul>
		3	<ul style="list-style-type: none"> <li>Review repertoire of words and expressions.</li> </ul>
Product lesson p. 25		Final product:	<ul style="list-style-type: none"> <li>Illustrated that rhyme for a pictorial file</li> </ul>

Evaluation instrument (p. 34)  
Anecdotal notes form  
Portfolio evidence (p. 32)  
Module progress test (p. 33)

Final product name

Proposed evaluation tools

Closing Ideas on how to wrap up the session

Product work

Exercise answer key

Cutouts icon

6 Cut and paste the words in order to form questions and answers.

Answers: What is your name? My name is \_\_\_\_\_. How old are you? I'm \_\_\_\_\_. years old. What do you like to do? I like \_\_\_\_\_.

7 Copy the answers with your information from Activity 6 in your notebook.

Write name, age and activity on the board. Have children copy the words in their notebooks and tell them to copy their answers to the questions from Activity 6. Walk around and make sure children are copying the words correctly.

→ Product Work

This activity will help children to practice the questions and answers they have learned in this module and then be able to talk about their personal information in the last stage of the product.

8 Share your information from Activity 6 with your classmates.

To have children share their information, you can divide the class into small groups. Have children take turns asking and answering the questions and answers from Activity 6. Monitor and encourage children to only speak English. You can have a pair of volunteers demonstrate activity in front of the class.

Learning to learn

Draw children's attention to the box. Read the words aloud and have them notice the two types of words. Ask: What are the question words? Elicit the correct answer.

What Information Do You Share with Others?

Learning to learn

Intended to help pupils recognize learning strategies that favor collaboration, and lifelong learning strategies

Lesson 1

Student's Book pages 16-18

Objectives:

Explore illustrating rhymes and tales in verse.

Expected learning outcomes:

• Answer questions based on intended audience based on title and previous knowledge.

• Distinguish textual components (title, stanza, etc.).

• Reflect on the function of pictures.

Discover the meaning of words.

Identify rhyming words.

Materials:

• Audio CD, Student's Book, Big Book, an apple (optional), sheets of paper, construction paper, colors.

SESSION 1

Warm-up To familiarise the social practice of this module you can ask children if they like rhymes and give an example of a typical rhyme in Spanish to convey the meaning (*Doña Blanca, De-tin-marin, or others you know well*). Let children sing the rhyme if they know it. Then you can ask the class if they would like to listen to a rhyme in English. It's important to be enthusiastic when you ask children to generate the mood to sing and sing. See the **Teaching notes** to check rhyme on the internet and read about rhymes and their use in the classroom.

them to pay attention to the things (elements) mentioned in the rhyme. You can make a list on the board: cloud, tree, apple, sky, etc. and ask children to find the elements and add rhymes to discuss in pairs which things are mentioned in the rhyme. It's important that you ask children if they want to listen to the rhyme again if the story is unclear. Alternatively, you can also play the rhyme to sing. While you play the rhyme, you can pause the track between stanzas to repeat each fragment. See the **Extra Activity** box right after this if you have five to ten minutes to spare at the end of this session.

Extra Activity

If you have free to ten minutes to spare after having children complete Activity 2, you can add hand gestures to the lines of the rhyme. If you follow this suggestion, you can use your hands to represent the things mentioned in the rhyme. For example, when you say "apple over dancing" move arms and legs to show how apples over dancing (line 2), stop dancing and blow like the wind (line 3), and take a short step forward to show how the apple fell down (line 4). You can then play Track 07 and encourage children to copy your move.

Teaching notes

Since this module is about rhymes and stories told in verse check the website <http://infarureyrmes.com>. You can find many rhymes and simple tales told in verse that you can use with children and reinforce the topic. Rhymes are used in classrooms to raise children's interest and create a positive environment to learn. They are also an excellent way to introduce children to develop listening skills and practice pronunciation. Find out more about rhymes and chants, and have fun with the kids!

Answers: 1. a; 2. b; 3. a

1 Look at the title of the rhyme. Circle the correct option.

For this activity you can show the class an apple or draw one on the board and ask what is it. What is an apple? How many apples are there in the picture?

Dictionary page 106. Then you can ask children to open the Student's Book to page 16 and point to the illustration and the title. This is very important so that children can identify the rhyme they just read. Thus, it's advisable that you point to the title and then the rhyme when you give instructions for this activity. You can read each statement and the options with the class. Alternatively, you can allow time to answer individually if the activity is not very challenging. When you have answered the three statements, you can ask children to compare answers in pairs.

2 Read and listen to the rhyme.

Now that children have anticipated some information by focusing on the title and the illustration, you can ask them to sing the rhyme. Do you want to listen to the rhyme? To help children focus on the story told in the rhyme, you can ask them to pay attention to the things (elements) mentioned in the rhyme. You can make a list on the board: cloud, tree, apple, sky, etc. and ask children to find the elements and add rhymes to discuss in pairs which things are mentioned in the rhyme. It's important that you ask children if they want to listen to the rhyme again if the story is unclear. Alternatively, you can also play the rhyme to sing. While you play the rhyme, you can pause the track between stanzas to repeat each fragment. See the **Extra Activity** box right after this if you have five to ten minutes to spare at the end of this session.

Remember Bring a new rhyme to sing with the class at the beginning of Session 2. Check out: <http://infarureyrmes.com>

Which Are Your Favorite Rhymes?

Listening icon

Use the Picture Dictionary

Remember comments

Module Test

Module 6

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

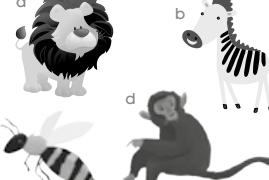
1 Match the animals to the correct name. 4 pts.

1. zebra \_\_\_\_\_



a.

2. monkey \_\_\_\_\_



b.

3. bee \_\_\_\_\_



c.

4. lion \_\_\_\_\_



d.

2 Write the animals in the box in the place where they live. 4 pts.

snake      dolphin      fish      cheetah

On land	In water

3 Complete the questions with the correct word. 2 pts.

Where      Can

a. \_\_\_\_\_ do macaws live?

b. \_\_\_\_\_ a macaw fly?

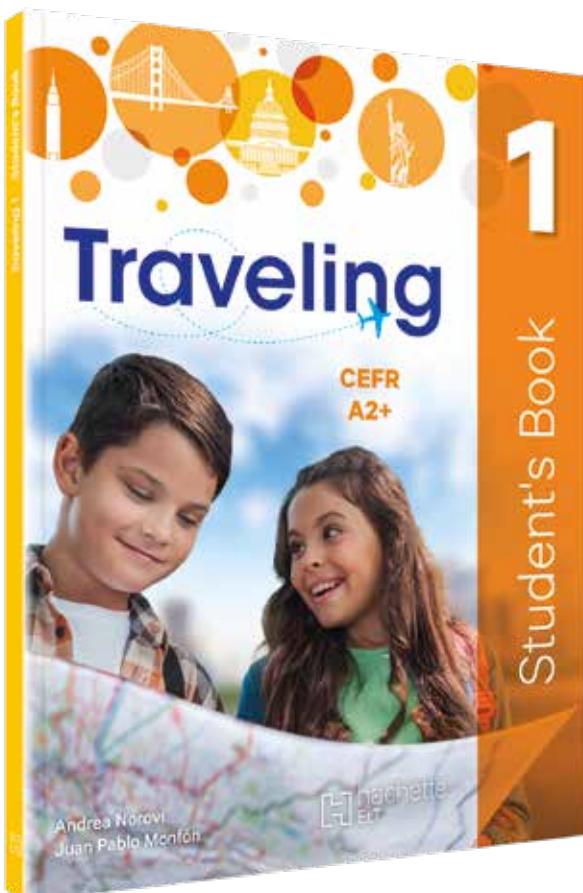
Total score: / 10

Reader's pages

Total score

Workbook answer key

# Traveling

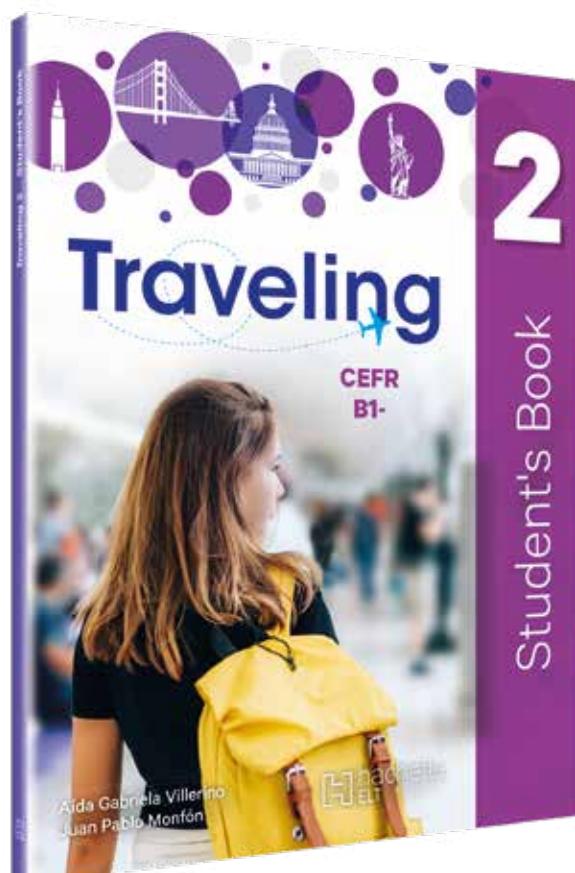


192 pages

Cl. Student's Pack: 98496

ISBN: 978-968-261-559-7

Cl. Teacher's Guide: 900954



192 pages

Cl. Student's Pack: 98497

ISBN: 978-968-261-560-3

Cl. Teacher's Guide: 900956



## Proposals for the series

### **Traveling 1**

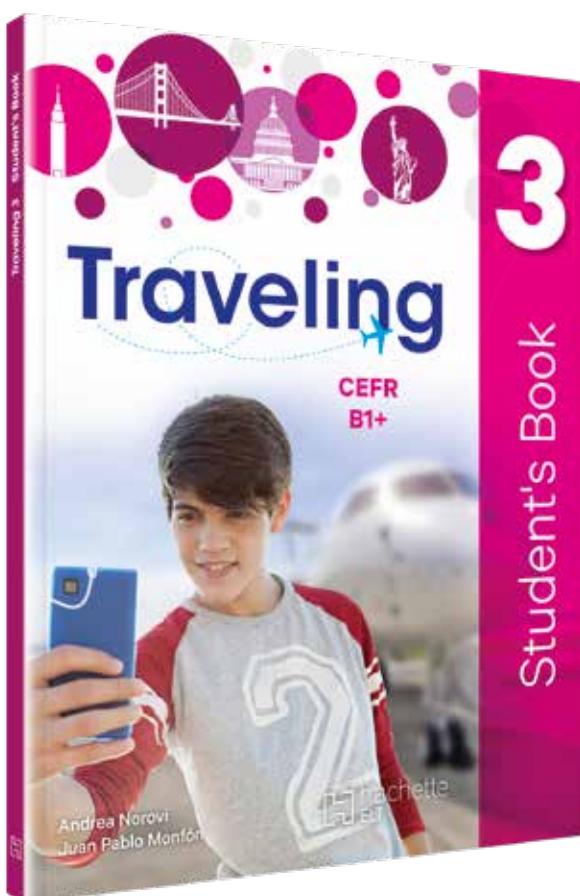
To practice and consolidate the English learned as a Foreign Language in level 6 of Enjoy! (A2) to be able to take the students to an A2+ level by reflecting on one's own learning, working and collaboratively and maintaining a balance of the four skills. In this age group, the students can handle more complex tasks, themes, and language functions. The emphasis on reflection, open grammar, co-evaluation, and self-assessment is more noticeable than in the Enjoy!

### **Traveling 2**

To practice and consolidate the English learned as a Foreign Language in Traveling level 1 (A2+) to be able to take the students to a B1- level by reflecting on their own learning, working and learning collaboratively and maintaining a balance of the four skills. In this age group, the students can handle more complex tasks, topics, and language functions. The emphasis on reflection, open grammar, co-evaluation, and self-assessment is more in depth than in Traveling 1.

### **Traveling 3**

To practice and consolidate the English learned as a Foreign Language in Traveling level 2 (B1-) to be able to take the students to a B1 + level by reflecting on their own learning, working and learning collaboratively and maintaining a balance of the four skills. In this age group, the students can handle more complex tasks, topics, and language functions. The emphasis on reflection, open grammar, co-evaluation, and self-assessment is more in depth than in Traveling 2.



192 pages

Cl. Student's Pack: 98498

ISBN: 978-968-261-561-0

Cl. Teacher's Guide: 900958



## Methodology

### Communication

Students are given ample opportunities to speak, discuss, and give their opinions in the language. Listening skills are emphasized to facilitate speaking skills.

### Personalization

Facilitates the understanding of the language and its implementation by the student.

### Lexical-functional

Grammar is taught within language functions and as part of vocabulary teaching, taught in "chunks" (sentences and questions that fulfill a function). The students learn phrases and sentences that will help them get something, for example: information, or to express needs and opinions. Vocabulary, and where appropriate, grammar, are always contextualized in their function.

### Product based

The product is evidence of learning and is communicative, since students will always socialize and share what they produce, using the language learned.

### Reflection

On their learning, their social skills and the usefulness of the foreign language in their daily lives. Self-assessment and evaluation are present at the end of each lesson. When teaching the students to reflect, this will prepare them for higher education, thinking about their learning, their social skills and the usefulness of the foreign language in their daily life.

## Components of the series

### Student's Book

- Consists of 10 modules of 4 lessons each and contains: listening, reading, writing and oral communication. Additionally, there are co-evaluation, self-evaluation and reflection sections plus a final product page
- Includes a glossary
- Formative trimestral evaluations
- Glossary
- Bibliography with recommendations of websites and books

### Workbook

- Workbook for the student with 96 pages, which includes a Grammar Reference



## Teacher's Guide

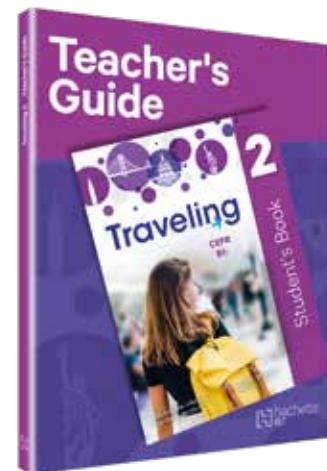
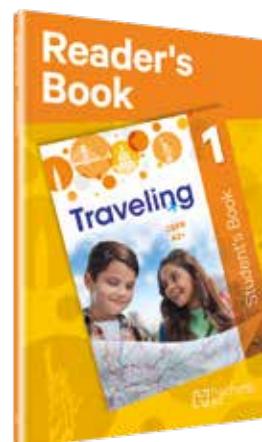
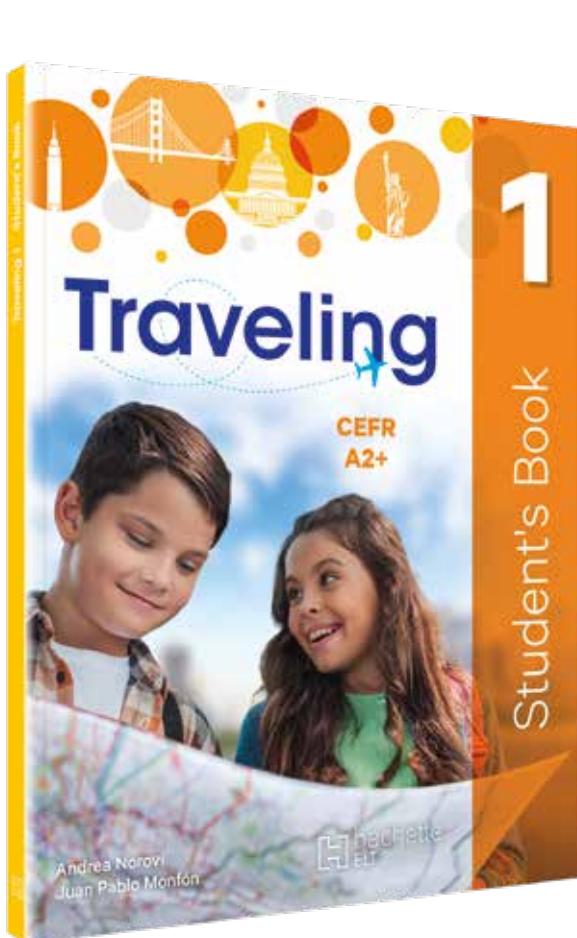
- Audio scripts
- Comments with ideas for starting, developing, and closing each lesson
- Ideas on how to work with the reading book (Reader's Book)
- Ideas on how to develop: product, reflection, digital image, and self-evaluation
- Extra activities
- A summative evaluation and a formative evaluation (rubric) per module

## Reader's Book

- 144-page book with readings printed in two colors
- 5 readings supported with audio, to be able to use in the classroom
- 10 modules that include before, during, and after reading activities
- Glossary
- Optional reading trimestral evaluations
- Bibliography

## Website

- Audios
- Poster type images
- Evaluations
- Complementary material





## Structure of the Student's Book

The content of the book is organized into:

- Index
- Scope and sequence
- Presentation and iconography
- At the beginning of each module, there is a question activating prior knowledge
- 10 modules of 4 lessons each containing: listening, reading, writing and oral communication, as well as sections of co-evaluation, self-evaluation and reflection
- Final product page
- Formative evaluation every three modules
- Glossary
- Bibliography of websites and books

**Title**

**A question activating prior knowledge**

**Communicative activity**

**Expected learning outcomes**

**10 modules of 4 lessons each module**

**MODULE 1**

**A Journey into Likes and Dislikes**

Why is it important to know other people's likes and dislikes?

**Communicative activity:**

- Exchanges associated with information of oneself and of others.
- Exchange compliments, likes and dislikes in an interview.

**In the following lessons, you will:**

- Listen to and revise likes and dislikes in the dialogues of an interview.
- Understand general sense and main ideas of dialogues.
- Express compliments, likes and dislikes in written dialogues.
- Express compliments, likes and dislikes in a dialogue.

9



Name of the lesson

Title of the lesson

## Itinerary

### Can I ask you the first question?

**On board**

1 Match the words in the boxes to the correct mind map. There are two extra options that you don't need.

2 Listen to the first part of two interviews. Match the pictures to the correct person.

a. _____		d. _____	
b. _____		e. _____	
c. _____		f. _____	

ALAN SMITH ANDREW MCLEOD

10 |

#### LESSON STAGES

**On board** In this stage, you introduce the lesson

**Highlights** This stage will provide you with models of contextualized language useful to perform the social practice

**On route** In this stage, you practice language or strategies that are useful for performing the social practice

**Explore** This stage gives you the opportunity to use all of your language ability and knowledge to complete communicative tasks connected to the social practice

#### Listening activities

**Lighthouse Box** Contains extra information about language or learning aspects that can help you improve your work and monitor your progress

#### MODULE 2

##### Lighthouse

Which of these strategies would you like to use to learn new words?

- Writing sentences using the new word.
- Identifying the opposite: for example, interesting – boring.
- Making a drawing to remember the meaning of the new word.
- Keeping a record of new words in your notebook.
- Associating the new words to others you know well.

You will learn more about these strategies in this module!

p. 176

##### Explore

- 8 Write 5 sentences in English using a few words from Activity 6.

I'm learning to cook my grandmother's recipes.  
I learned the poem by heart.

- 9 Discuss these questions.

- Why do you think it is important to have some guidance when using dictionaries?
- Why do you think it is important to understand symbols and other elements in dictionaries?

##### Travel log

- 10 Look back at the activities in this lesson. Answer the questionnaire.

Lesson 1: Select and revise bilingual dictionaries

- a. Why is it important to identify textual elements in a bilingual dictionary?
- b. What is an entry?
- c. What elements can you find in an entry?
- d. What abbreviations are used in dictionaries? Give examples.
- e. Which other information about a word can you find in the English-Spanish section?
- f. Which other information about a word can you find in the Spanish-English section?

- 11 Ask a classmate to evaluate your questionnaire.

29

Working in pairs or in groups icon

Glossary section

**Travel log section** At the end of each lesson, you will reflect on your performance using different evaluation tools. Then you will ask a classmate to evaluate your performance

## ARRIVAL

We have a very special guest!

**CHECKPOINT 1**  
Make a list of questions you can use to interview someone about his/her likes and dislikes. Decide on the register you will use.

**CHECKPOINT 2**  
Make a list of expressions you can use to start, interrupt and finish your interview.

**CHECKPOINT 3**  
Choose one person you would like to interview. Brainstorm ideas about topics and questions to talk about during the interview.

We would like to interview: \_\_\_\_\_

Topic 1	Topic 2	Topic 3	Topic 4
a. We will talk about...			
b. First, we will ask...			
c. Then we will ask...			
d. Finally, we will ask...			

**CHECKPOINT 4**  
Write the script of the dialogue using your notes in Checkpoints 1 to 3.

**CHECKPOINT 5**

Now it's time to evaluate your performance and the performance of your classmates. Ask your teacher for the Individual Product Record and the Collaborative Product Record of this module.

Work with a different classmate and take turns to interview each other.

**Arrival** In this lesson, you will find the steps to work on the final product of the module. This lesson gives you the opportunity to collect the work done in previous lessons and gather all the evidence of your progress

This is also the time to evaluate your performance and the performance of your classmates. Ask your teacher for the Individual and Collaborative Product Record



## Structure of the Reader's Book

**Title**

**Number of module**

**Author**

**Listening icon**

**Reading activities**

**Work in pairs or in groups icon**

**Reading comprehension exercises**

## Structure of the Workbook

**Number of module**

**Title of module**

**Writing exercises**

**Grammar Reference Section**

**Grammar rules for the module**



# Structure of Teacher's Guide

**Suggested planning page is a preliminary of the entire module including: objectives, guidelines, resources and references for both the SB and RB**

**MODULE**

## 1 A Journey into Likes and Dislikes

**COMMUNICATIVE ACTIVITY:** Exchanges associated with information of oneself and of others. Exchange compliments, likes and dislikes in an interview.

**MAP FOR THE JOURNEY**

**ITINERARY • Can I ask you the first question?**

**Objectives:** Listen to and revise likes and dislikes in the dialogues of an interview.

**Teaching guidelines**

- Show our students a variety of examples for them to understand how to:
- Value dialogue and language as a mean to exchange experiences.
- Identify topic, purpose and intended audience.
- Notice common clues in leisure situations.
- Recognize behaviour adopted by speakers to clarify and confirm comprehension.
- Determine sequence of enumeration.
- Identify language register.

**Collect evidence such as:** List of preferences with likes and dislikes.

**Resources:** Student's Book pages 10-13 • CD track 2

**DEPARTURE • What do you like best?**

**Objectives:** Understand general sense and main ideas of dialogue.

**Teaching guidelines**

- Describe and make explicit different ways in which then can:
- Anticipate the general sense and main ideas.
- Recognize the structure of dialogues.
- Recognize the types of sentences used to express likes and dislikes.
- Express language of expressing likes, compliments and dislikes.
- Detect syntactic differences between British and American English: collective nouns agreement.
- Identify words used to connect ideas.

**Collect evidence such as:** List of preferences with likes and dislikes. Questions and sentences.

**Resources:** Student's Book pages 14-17 • CD Tracks 3, 4 and 5 • CD image (projection)

**PATHWAY • That's so interesting!**

**Objectives:** Express compliments, likes and dislikes in written dialogues.

**Teaching guidelines**

- Think out loud for your students to understand how to:
- Show empathy in oral interactions.
- Determine language register and compose sentences.
- Combine different language forms and expressions.
- Order sentences into a sequence using connectors.
- Include details in main ideas.
- Make and respond to questions to solve doubts.
- Assess self-performance and others' performance.

**Collect evidence such as:** Questions and sentences.

**Resources:** Student's Book pages 18-20

**ARRIVAL**

**Interview about likes and dislikes**

**Resources:** Student's Book page 24

**READING JOURNEY**

**A Night With...**

**Resources:** Reader's Book pages 5-16

**Arrival**  
Product name

**Reading journey**  
Reference to the reading book

**Lighthouse** Will help learners reflect about learning strategies

**Departure**

**Spyglass**

This purpose of this box is to help learners reflect about themselves. If you would like to take advantage of the information in the box, you may ask learners first to read the information in silence. Then you could arrange the class in groups and ask them to think of their ideas that can help English more relevant and memorable for them. While learners discuss together, you might want to go around the classroom and monitor their work. Finally, you can invite some volunteers to share ideas with the class.

**Explore**

7 Complete the sentences about likes and dislikes and make them true for you.

This activity will provide learners with opportunities to personalize the use of language for expressing likes and dislikes. You could ask learners to complete the activity in an alternative way: with books closed, you could write the following on the board: I love... I can't stand... and then project image 1. Then you could ask learners to guess how to complete the sentences on the board using the images to make them true for you. You should allow any contributions and write them on the board when learners have guessed correctly. After that, you can direct learners to complete Activity 7 in their Reader's Book to complete the sentences to make them true for themselves. While students complete the activity, you could go around the classroom and monitor their work. Next, you might want to allow learners to compare answers in groups and ask them to find similarities and differences. Finally, you may invite some volunteer groups to share information with the whole class.

**Answers may vary.**

**Answers may vary.**

**Compass**

The purpose of this box is to help learners reflect about collaborative work. In order to take advantage of this box, you could arrange the class in groups and ask them to discuss the questions on the right. After that, you can ask learners to discuss the questions on the right. This might be good time to go around the classroom and monitor their work. If you decide to do so, you could also encourage learners to elaborate their answers by giving specific examples. Finally, you may choose to let learners compare ideas with another group.

**8 Read the sentences and discuss the questions.**

This activity will help learners detect syntactic differences between British and American English: collective nouns

**Travel log**

9 Look back at the activities in this lesson. Look at the chart. Check the option that describes you best.

It is important to remind the class that every time they finish a lesson, they will reflect on their work. In this module, learners are asked to complete an evaluation rubric to evaluate themselves; it might be a good idea to help learners identify which activities that they have completed in the lesson are related to the different 'can do' statements in the chart. If you decide to do this, you will be guiding them to notice the evidence that they can use to be more objective about their performance.

**10 Ask a classmate to evaluate your performance.**

Before asking learners to co-evaluate, it might be a good idea, to first ask them to compare answers. If you decide to do this, you may also ask learners to check the points in the chart that they both feel satisfied with and the points they both found challenging and explain why. After that, you can ask learners to evaluate each other. Alternatively, you may want to ask learners to think of strategies that could help them improve their performance in the future.

**18**

**It's time to read! Check the procedure suggested for the Reading Journey on Page 29.**

An indication of when to use the Reader's Book

**Work in pairs or in groups icon**

**Compass box**

It will help learners reflect on working collaboratively

**Itinerary How have you been?**

**CLASS 1**

**Context-setting:** To set the context of this module, you could arrange the class in groups and ask students to discuss together how often they share personal experiences in conversations and what kind of experiences they like sharing and to whom. You might want to monitor learners' work in case they need support. After that, you could invite volunteers to share ideas with the class. Then you might want to point out that in this module, they will be working on how to share personal anecdotes in a conversation.

**On board**

**1 Look at the pictures and discuss the questions.**

This activity will help learners identify and discuss modality of communication. You can conduct the activity as proposed in the Student's Book. Additionally, you could ask learners to mention which other ways of communication they use and why. Finally, you can encourage volunteers to share answers with the rest of the class.

**Answers may vary.**

**Highlights**

**2 Listen to two conversations about personal anecdotes and choose the correct option to answer the questions.**

In this activity learners will listen to two different conversations in which speakers share experiences. This will help them value the effect of modality of communication. For this activity, it might be a good idea to ask learners to read the questions and the answers first. This will help learners focus on the type of information they need to pay attention to. Once learners have completed the task, you could ask them to compare their answers in pairs or groups. If you consider it necessary, you may allow learners to listen to the recording a second time.

**Conversation 1:a, b, 1; Conversation 2:1, c, 2, b**

**SB answers**

**Closing Ideas on how to wrap up the session**

**Arrival** You will provide learners with guidelines to work on the final product of the module. They can evaluate their own performance

**MODULE 1**

**ARRIVAL**  
Interview about likes and dislikes

**CLASS 1**

**REVISION OF CHECKPOINTS 1 TO 4**

Before asking learners to work on the final checkpoints for this final product, you could ask them how they feel about their work so far. You can ask them these questions: Was it easy to come up with questions about likes and dislikes? How about expression for interviewing, starting and closing an interview? How about writing a dialogue for an interview? Do you remember which steps you followed? After that, you may ask them read the checkpoints suggested for this product.

You may want to arrange the class in groups, and ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 4). By doing this, you will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activities.

In case you chose not to do Checkpoint 4 in the previous class, now the time to do it. You should suggest the procedure for this activity on page 24.

**CLASS 2**

**CHECKPOINT 5**

You could set up this activity by explaining to the class that they will use only the questions in their dialogues to interview a partner. If you think it would be useful, you may allow learners to perform this activity a few times with different classmates. When learners have finished interviewing each other, you should distribute the Collaborative Product Record on page 28 for learners to evaluate their performance with the help of their classmates and yourself.

**Collaborative Product Record**

You should draw learners' attention to the Collaborative Product Record before distributing them. You should explain to the class that they will now reflect on their performance when working with others to write the interview script suggested for this module.

**CLASS 3**

You should set the class to read the instructions carefully and complete the first row, justifying their choice by completing the last column. Then you may allow learners to ask a classmate they worked with to complete the second row and justify his/her ideas. Finally, learners will ask you to complete the third row, in which you will also complete the statement and then write a brief note on the learners' performance.

To finish, ask learners to read their classmates' and your notes to propose an action plan to work on the future. This record, along with the Individual Product record, will be used as evidence of their overall performance during this module.

You should go to page 29 to check the suggested procedure to help learners evaluate their overall performance with Your Record of the Journey.

**Spyglass Box**  
Will help learners reflect about themselves and the way they interact with their world



## Website

In order to support teachers in their daily work, we offer additional resources on our website, that can be accessed online from any device (desktop, iOS or Android).

Teachers would find all the Audio tracks with their Scripts, Videos, Exams, Worksheets, and many other resources.



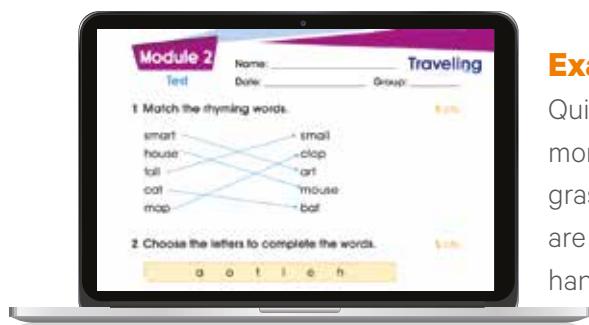
### Audio tracks

Audio tracks are essential for fine-tuning language: they make it easier for students to acquire new vocabulary and syntactic structures by hearing them used in context. Audio tracks, thus, also improve oral production.



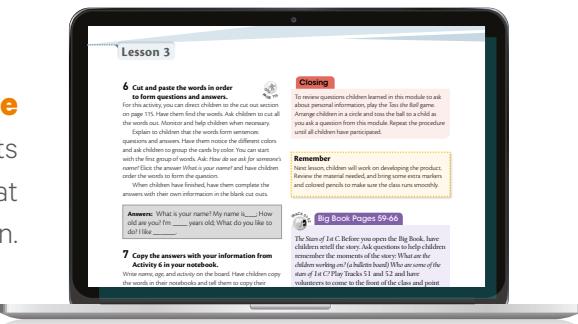
### Videos and slides

A holistic approach to a new language would be incomplete without visual aids. Much of our interaction in a foreign-speaking country is through body language, street signs, images.



### Exams

Quizzes and exams are a great way of monitoring students' progress and their grasp of a particular topic or skill. Exams are available for download: just print and hand them out.



### Digital Teacher's Guide

It's like a roadmap. A teacher can deviate or complement its contents, but a guide serves as an anchor, it's always a great resource for planning out the basics of a lesson.



### Worksheets

Worksheets make a teacher's life easier. They contain a variety of exercises aimed at consolidating grammar and vocabulary points. They help students link new and old concepts, and they help teachers single out information that may still be unclear.



## Offices

Renacimiento 180  
Col. San Juan Tlihuaca, Alcaldía Azcapotzalco,  
C.P. 02400, México, Ciudad de México  
Phone numbers: (55) 5354 9100  
(55) 1102 1300  
[adelareyes@editorialpatria.com.mx](mailto:adelareyes@editorialpatria.com.mx)

## Toll-free number

**800 83 12 661**

