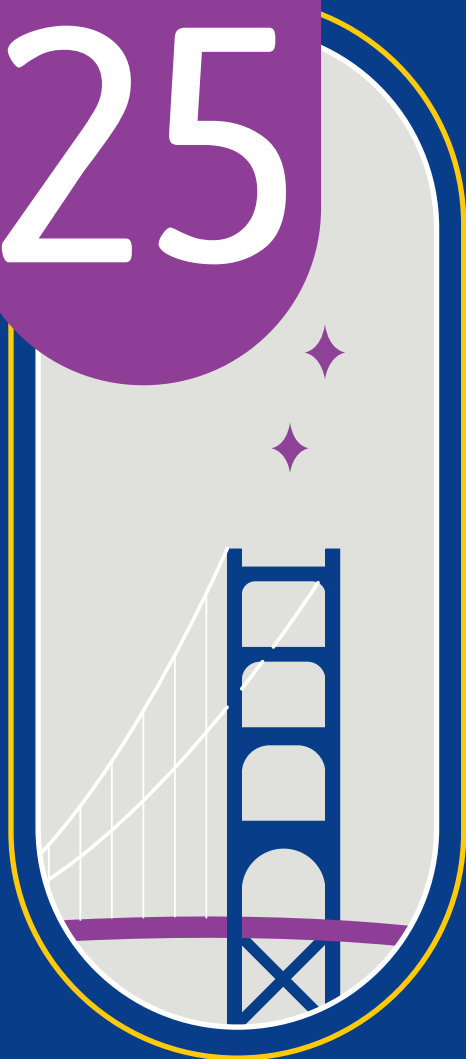
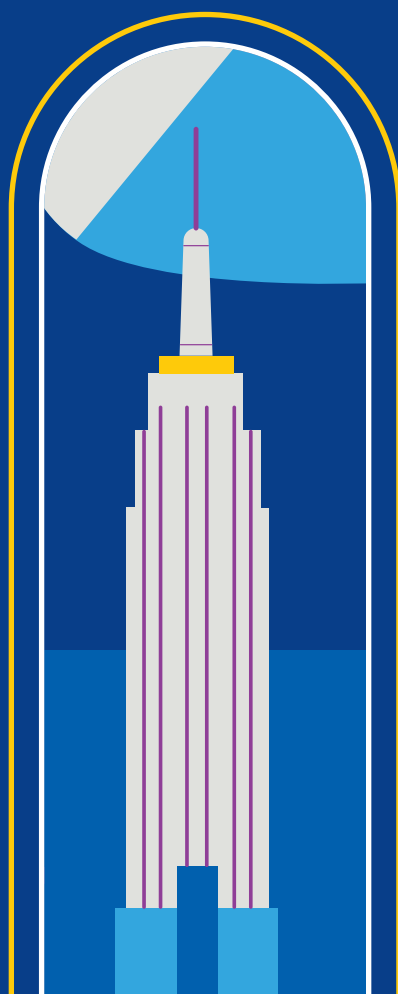
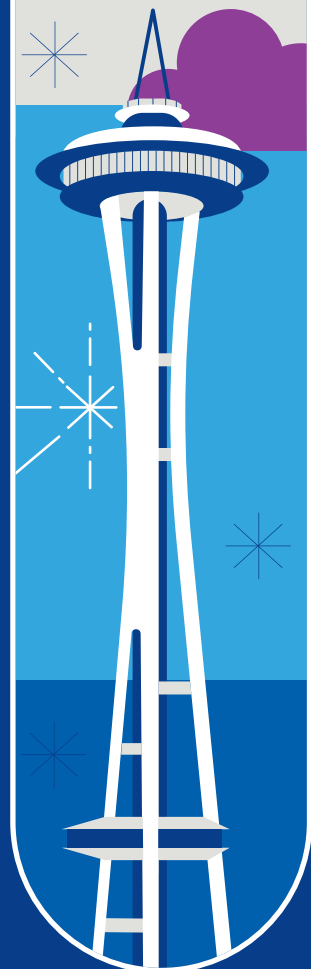


# ELT CATALOG

Basic  
Education

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25



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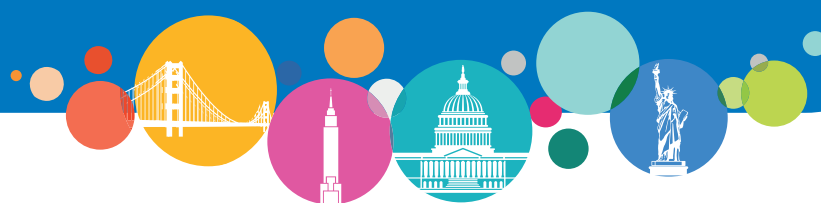
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# English for Primary and Secondary School



## Hachette Livre Mexico and ELT

Hachette Livre Mexico is thrilled to offer a fantastic ELT program specifically designed for Basic Education students in Primary and Secondary school across Mexico. As part of Hachette Livre, a leading global publishing powerhouse active in 140 countries, we bring a wealth of expertise to educational publishing.

Hachette Livre stands out in countries like Spain, France, and the UK.

Discover the joy of learning English for Primary and Secondary school with us!

## What is the *Common European Framework of Reference*?

The Common European Framework of Reference (CEFR) provides a universal basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. It describes comprehensively what language learners must do to communicate and what knowledge and skills they must develop to act effectively. The Framework also covers the cultural context in which language is set and defines levels of proficiency which allows learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework aims to overcome the communication barriers among professionals working in the field of modern languages that arise from different educational systems. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, in pursuit of establishing and coordinating their efforts and 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 favorable 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.



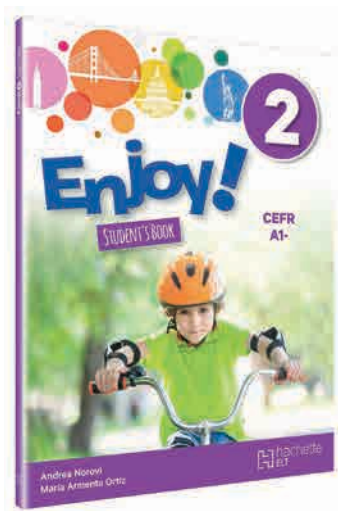
Enjoy!, Traveling, and the Common European Framework of Reference

			Enjoy! and Traveling reach
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 themselves 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 themselves 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, and 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 their 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–
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 their background, immediate environment, and matters in areas of immediate need.	Traveling 1, A2+ Enjoy 6, A2 Enjoy 5, A2–
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others, and can ask and answer questions about personal details such as where they live, people they know, and things they have. 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–
Pre-A1			Enjoy! 1

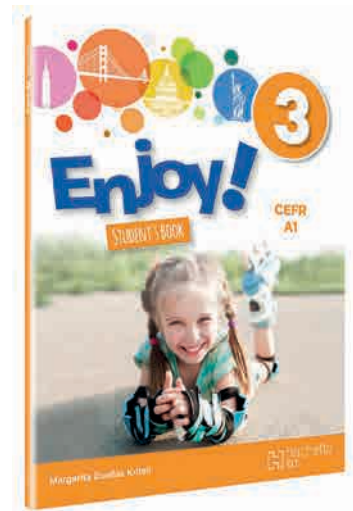
# Enjoy!



Cl. Student's Pack: 98490  
ISBN: 978-968-261-562-7  
120 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900942



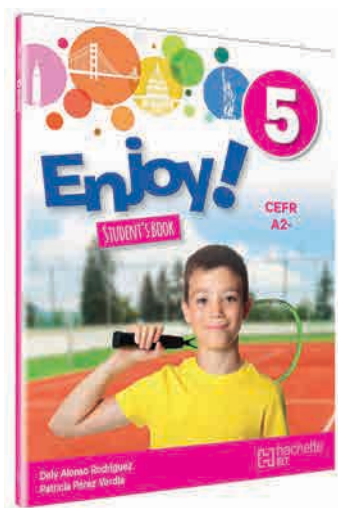
Cl. Student's Pack: 98491  
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120 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900944



Cl. Student's Pack: 98492  
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112 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900950



Cl. Student's Pack: 98495  
ISBN: 978-968-261-567-2  
112 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900952

## Series Proposal

### Enjoy! 1

To teach and practice English as a foreign language at the Pre-A1 level through the development of the four language skills, and an awareness of their learning and learning with others. In this stage, listening and oral skills are emphasized without neglecting the development of literacy.

### Enjoy! 2

To practice and consolidate the English language learned in Pre-A1 through the development of the four language skills and the reflecting on the learning itself. In this stage, listening and oral skills are emphasized without neglecting reading and writing.

### Enjoy! 3

To review and consolidate the English language learned in levels 1 and 2 to take students to level A1 by developing the four language skills and reflecting on their own learning. At this level, learners read and write more than in the previous levels, but the emphasis on oral and listening skills continues.

### Enjoy! 4

To review and consolidate the English language learned at an A1 level (*Enjoy 3!*) to take students to an A1+ level by reflecting on the learning itself and maintaining a balance of the four language 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+ through the reflection of their learning and maintaining a balance of the four language 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 students to level A2 by reflecting on their learning and maintaining a balance of the four language 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.

## Methodology

### Communication

Students are given ample opportunities to speak, play, and sing in the language. Emphasis on listening skills to improve oral communication. Furthermore, students develop reading and writing skills throughout the series.

### 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

Students also acquire the language using songs, chants, and poems; grammar is taught within language functions and as part of the vocabulary, taught in “chunks” (sentences and questions that fulfill a function). The student learns phrases and sentences that will help them get something (for example, information) or to express their needs and 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 students will always socialize and share what they produce using the language learned.

### Reflection

On knowing how to be, knowing how to learn, and how to learn together. Teaching the students how to reflect 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, cutouts, and clear and precise instructions.

## Series Components

### For students and teachers

#### 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 plus a product page
- Includes an illustrated dictionary or glossary, and cutouts

#### Workbook

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

#### Reader's Book (*Enjoy! 3 to 6*)

Reading book with 144 pages 10 readings, and pre, during, and post reading activities.



# For teachers

## Teacher's Guide

- Comments with ideas for starting, developing, and closing each lesson
- Suggestions on 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
- Audio scripts

## Big Book (Enjoy! 1 and 2)

Book of 96 pages double letter size with printed readings in full color (Big Book) with 10 readings.



Student's Book Structure

- Table of Contents
  - Presentation and iconography
  - A question at the beginning of each module to activate prior knowledge
  - 10 modules of 3 lessons, each containing: listening, reading, writing, oral communication, self-evaluation, and reflection sections
- Final Product
  - Picture Dictionary (1<sup>st</sup> to 4<sup>th</sup> grade)
  - Glossary (5<sup>th</sup> and 6<sup>th</sup> grade)
  - Cutouts (1<sup>st</sup> to 3<sup>rd</sup> grade)
  - Website recommendations

10 modules with 3 lessons each

Module objectives

Module 1

Why Do People Say "Hi"?

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

A question to activate prior knowledge

1

Listen. Listen again and sing along.

TRACK 02

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 numerical and written form so the student can become familiar with the written version.




Listening activities

9

Listening icon

Module 1

7 Listen and number.

8 Listen and point.

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.

11 Work in pairs. Practice the conversations.

8 eight

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

Lesson number

Lesson 2

Objectives: Respond to courtesy, greeting and farewell expressions.



1 Read and write .

Hello! Bye!

Goodbye! Hi!

2 Work in pairs. Act out the expressions.

3 Cut and paste the expressions. Then practice them.

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

Website recommendations to develop use of ICT and broaden the subject

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.

fifteen 15

Product Lesson

Work with others and share your work

Self-evaluation (reflection) activity

Big Book and Reader's Book Structure

Listening icon

Large font in the Big Book for 1<sup>st</sup> and 2<sup>nd</sup> grade students

72

All the animals got together to see the race.

Listening icon

Module 4

TRACK 28

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: Okay, 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.

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

53

Glossary

Workbook Structure

Exercises related to the module and lesson

Module 2 Lesson 1

1. Read the rhyme. Write the rhyming words together.

My School Friends

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

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

1. 2. 3.

eleven 11

Abbreviated Picture Dictionary section

Abbreviated Picture Dictionary

Module 1

colored pencils crayon eraser glue

Module 2

pencil ruler bat cat

Module 3

cross drink fair food

94 ninety-four

The page **shows** numerical and written form so the student can become familiar with the written version.



Teacher's Guide Structure

A question to activate prior knowledge

The SB Index with detailed learning outcomes

Lesson number

Objectives, learning outcomes, and materials

Reference to the Student's Book

Module 2

Why Do People Write Rhymes?

SB	Session	Expected learning outcomes
Lesson 1 pp. 16-18	1	• Activate previous knowledge from images. • Identify topic, purpose and recipients.
	2	• Recognize graphic and textual components. • Detect words that rhyme.
	3	• Identify topic, purpose and recipients. • Recognize rhythm and rhyme with sound resources.
Lesson 2 pp. 19-21	1	• Detect words that rhyme. • Repeat words that rhyme and practice their pronunciation. • Notice the composition of words.
	2	• Detect words that rhyme. • Identify changes in intonation. • Complete words that rhyme. • Share concerns.
	3	• Clarify the meaning of words. • Repeat words that rhyme and practice their pronunciation.
Lesson 3 pp. 22-24	1	• Compare similarities and differences between words that rhyme and words that don't rhyme. • Spell words that rhyme.
	2	• Make correlations between parts of writing and orally. • Compare written work with classmates. • Share concerns.
	3	• Repeat words that rhyme and practice their pronunciation.
Product lesson p. 25		Final product: • Illustrated that rhyme for a pictorial file. Evaluation instrument (p. 34) • Anecdotal notes form. Portfolio evidence (p. 32) Module progress test (p. 33)

Final product

Proposed evaluation tools

Listening icon

Use the Picture Dictionary

Remember comments

Warm-up activity

Extra activity

Teaching notes.

Ideas on how to extend some stages or alternative procedure to be done before or after a certain activity.

Ideas related to classroom management and teaching language.

Product work

Exercise answer key

Closing

Ideas on how to wrap up the session

Cutouts icon

Lesson 3

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

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

8 Share your information from Activity 6 with your classmates.

Learning to learn

What information Do You Share with Others?

Big Book Pages 59-66

Workbook Answer Key

Lesson 1

Lesson 2

Lesson 3

Module 6

Test

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

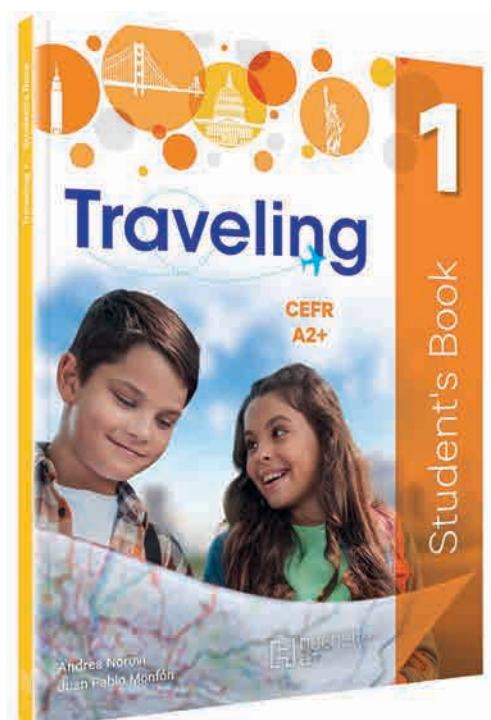
Reader's Book or Big Book pages

Workbook answer key

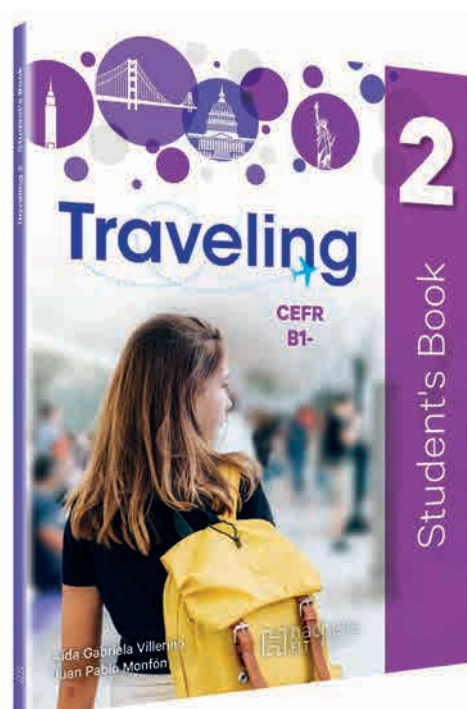
Total score

Learning to learn. Intended to help students recognize learning strategies that favor collaboration and lifelong learning techniques.

# Traveling



Cl. Student's Pack: 98496  
ISBN: 978-968-261-559-7  
192 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900954



Cl. Student's Pack: 98497  
ISBN: 978-968-261-560-3  
192 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's Guide: 900956



Cl. Student's Pack: 98498  
ISBN: 978-968-261-561-0  
192 pages  
Soft cover / Size: 20.5×27 cm  
Cl. Teacher's guide: 900958

## Series Proposal

### Traveling 1

To practice and consolidate English as a foreign language in level 6 of the *Enjoy!* series (A2) by reflecting on their learning, working and learning collaboratively, and maintaining a balance of the four language skills. In this age group, 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!* series.

### Traveling 2

To practice and consolidate English as a foreign language in *Traveling* level 1 (A2+) to take students to a B1- level by reflecting on their learning, working and learning collaboratively, and maintaining a balance of the four language skills. In this age group, 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 English as a foreign language in *Traveling* level 2 (B1-) to be able to take students to a B1+ level by reflecting on their learning, working and learning collaboratively, and maintaining a balance of the four language skills. In this age group, 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*.



## Methodology

### Communication

Students are given ample opportunities to speak, discuss, and give their opinions in the target language. Listening skills are emphasized to facilitate speaking skills. Furthermore, students develop reading and writing skills throughout the series.

### Personalization

Students understand and apply the language in their real life context naturally.

### 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. Teaching students to reflect prepares them for higher education and helps them think about their learning, their social skills, and the usefulness of the foreign language in their daily life.

## Series Components

### For students and teachers

#### Student's Book

- Consists of 10 modules of 4 lessons each. Additionally, there are co–evaluation, self–evaluation, and reflection sections plus a final product page
- Formative quaterly evaluations
- Glossary
- Website recommendations

#### Workbook

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

#### Reader's Book

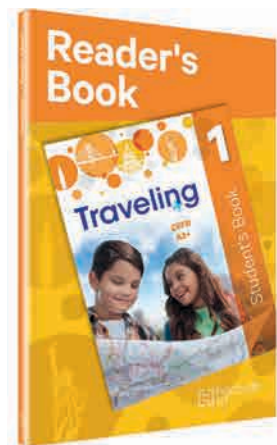
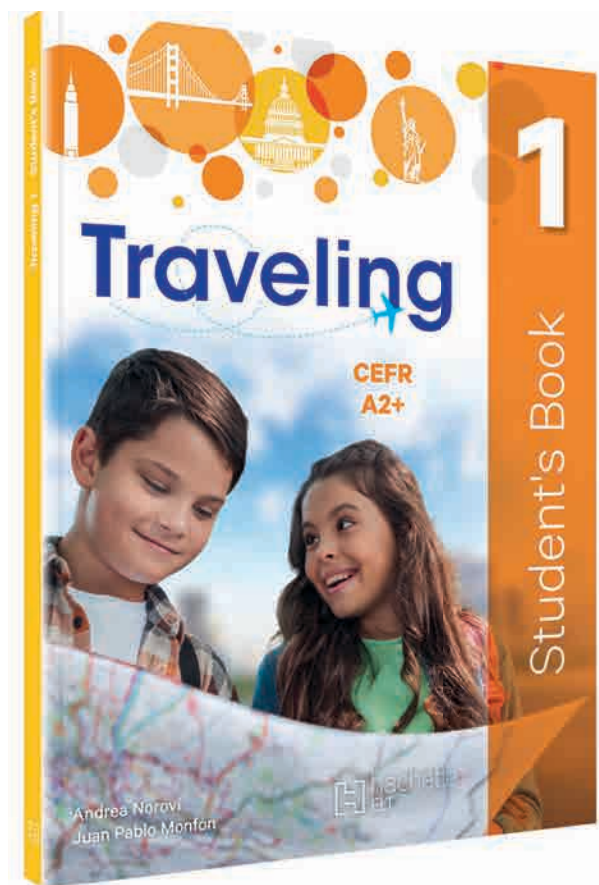
144–page book with readings printed in two colors, five readings supported with audio. Before, during, and after reading activities.



## For teachers

### Teacher's Guide

- 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 and a formative evaluation (rubric) per module
- Audio scripts



## Student's Book Structure

The content of the book is organized into:

- Table of Contents
- Scope and Sequence
- Presentation and iconography
- A question at the beginning of each module to activate 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
- Formative evaluation every three modules
- Glossary
- Website recommendations



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.

Animals

Music

Social media

Family

Mother

Sister

Father

Brother

Rhythm

Singer

Lyrics

Instruments

**Highlights**

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

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



ALAN SMITH

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_



ANDREW MCLEOD

1



2



3



4



5



6



Lesson Stages

**On board.** In this stage, the lesson is introduced.

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

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

**Explore.** This stage gives learners the opportunity to use all of their 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

**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?

**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!

**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.

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

Work in groups icon

Work in pairs icon

Glossary section

## 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.

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.

**CHECKPOINT 5**

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

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

This is also the time for learners to evaluate their performance and the performance of their classmates. Teachers will provide the Individual and Collaborative Product Record.

18

## Reader's Book Structure

Number of module

6

Title

It'll Be an Amazing Trip!

Listening icon

Author

A story by Miranda Moore

Reading activities

Reading Activities

Work in pairs icon

Reading comprehension exercises

**BEFORE YOU READ**

**1 Discuss these questions.**

a. When were dictionaries invented?

b. What information did the first dictionaries include?

c. What is the most prestigious English dictionary?

d. What kind of dictionaries will people use in the future?

**WHILE YOU READ**

**2 Read the text and check your answers in Activity 1.**

**3 Answer the following questions.**

a. Where was the first dictionary found?

b. Who invented the word 'dictionary'?

c. What is the name of the first English dictionary?

d. When was the first 'official' English dictionary published?

e. Who introduced the American spelling rules?

f. How was *The Oxford English Dictionary* first published?

g. What is J.R.R. Tolkien famous for?

## Workbook Structure

Number of module

4

Title of module

A Journey into the Human Body

Writing exercises

**1 Label these parts of the body. Write their names on the boxes.**

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

5. \_\_\_\_\_ 6. \_\_\_\_\_

**2 Briefly describe what each system from the pictures on Activity 1 does.**

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

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

Grammar Reference Section

GRAMMAR REFERENCE

Use of English for the module

**Module 1 – Tag Questions**

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They are very common in English. The tag repeats the auxiliary verb (or main verb when be) from the statement and changes it to negative or affirmative.

The basic structure of a tag question is:

Affirmative statement	Negative tag	Answer
It's cold today.	isn't it?	Yes, it is.
Negative statement	Affirmative tag	Answer
You don't study much.	do you?	No, I don't.

**Module 2 – The Imperative**

The form of the verb used for the imperative is the **base form** of the main verb, and the subject is implicit (you). For example:

- Walk to the corner, turn left, and cross the avenue.

- Open the door, please.

The imperative remains the same whether it is addressed to one or more people. For example:

- Come on, Ana! I'm waiting.

- Come on, boys. You're late.

**Uses:**

- to give an order – Come here at once!
- to give instructions – Slice the onion and put it in the pan.
- to give advice or warnings – Watch out!
- to make an offer or an invitation – Come visit soon!

There is also a special type of imperative, using *Let's*, that is used when you need to include the speaker. For example:

- Let's leave early.



## Teacher's Guide Structure

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

Work in  
pairs icon

**Compass box.** It will help learners reflect on working collaboratively.

# MODULE

## A Journey into Likes and Dislikes

# 1

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

**MAP FOR THE JOURNEY**

**Lesson 3**

**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 your 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 contextual clues in leisure statements.
- Recognize behavior adopted by speakers to clarify and confirm comprehension.
- Determine sequence of enunciation.
- 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 dialogues.

**Teaching guidelines**

- Describe and make explicit different ways in which they can:
- Anticipate the general sense and main ideas.
- Recognize the structure of dialogues.
- Recognize the types of sentences used to express likes and dislikes.
- Compare ways 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 1 (projector)

**Lesson 2**

**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.
- Consider repertoires of words and expressions.
- Order sentences into a sequence using connectors.
- Include details in main ideas.
- Mix 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

**DESTINATION** • Thank you for being with us!

**Objectives:** Express compliments, likes and dislikes in a dialogue.

**Teaching guidelines**

- Provide your students with information that allows them to:
- Take roles as interviewer and interviewee.
- Use expressions to anticipate spontaneous answers.
- Use question tags to request confirmation.
- Compose sentences to express likes and dislikes.
- Express points of view in favor and against.
- Recognize appropriate moments to interrupt interlocutors.
- Practice and follow rhythm, speed and pronunciation.
- Adjust questions and answers.
- Self-assess to identify strengths and areas for development.

**Collect evidence such as:** Dialogue about likes and dislikes.

**Resources:** Student's Book pages 21-23 • CD track 4 and 5

**Lesson 1**

**ARRIVAL**

**Interview about likes and dislikes**

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

**READING JOURNEY**

**A Night With...**

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

**Lesson 4**

**Itinerary**

**How have you been?**

**CLASS 1**

**Content-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 are 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 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, c. Conversation 2: 1, c, 2, b**

**Lesson 5**

**2 Read the sentences from Conversation 1. Check the picture that best represents the speakers' body language when saying those sentences.**

This activity will help learners value the effect caused by non-verbal language when sharing personal anecdotes. You may want to share this information with learners before setting up this activity as it will help them benefit from the task more fully. You can conduct this activity as proposed in the Student's Book or invite learners to do it individually instead. It may be a good idea to allow learners to compare answers when they have finished. Then they may want to invite volunteers to share their answers with the rest of the class. Additionally, you could ask learners to discuss what body language the people in Conversation 2 might have used.

**A, 1, B, 4**

**2 Compass**

This Compass box is designed to help learners reflect on how non-verbal language might impact communication. Take advantage of the questions in the box. You might ask learners to read the questions individually first and then they could arrange the class in pairs or groups and ask them to discuss together. Then you can invite volunteers to share conclusions with the class.

**4 Match the sentences and questions from the conversations in Activity 2 to the correct purpose.**

This activity will help learners analyze choice of expressions and repertoires used in a conversation about personal experiences. You can conduct this activity as proposed in the Student's Book or ask learners to complete it individually first. Then they may allow learners to compare answers in groups before checking with the whole class.

**A, 1, d, c, b, a, e, f, e, a**

**Closing**

To wrap up this class, you could arrange the class in groups and ask them to choose one of the conversations they heard in Activity 2. Then you can explain to the class that they need to imagine what happened next in the conversation and write their ideas in their notebooks. You may decide to monitor students' work at this point in case they need further support. Finally, you can encourage volunteers to share their ideas with the class.

**Lesson 6**

**Arrival.**  
Product name.

**Reading journey.**  
It is a reference to  
the Reader's Book.

SB answers

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

**Lighthouse** will help learners reflect about learning strategies.

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

## Departure

**Spyglass**

The 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 other ideas that can help make 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.

**2 Complete the sentences about likes and dislikes to make them true for you.**

This activity will provide learners with opportunities to personalize the use of language for expressing likes and dislikes. If you would like to set up this activity in an alternative way, with books closed, you could write the following on the board: *I like... I can't stand... and then project images!* 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' attention to the expressions in Activity 7 and tell them 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 the information with the whole class.

**A Answers may vary.**

**2 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 left. After that, you can ask learners to discuss the questions on the right. This might be a 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.

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

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

**Lighthouse**

The purpose of this box is to help learners reflect about learning strategies. You may arrange the class in pairs and ask learners to read the information in the box to check if their answers in Question 7 were correct. You should not ask learners to discuss the questions on the right yet. After that, you can ask learners to discuss the questions on the right side of the box. This might be a good time for you to go around the classroom and monitor their work so that you can encourage learners to elaborate on their answers. Finally, you could allow learners to compare ideas with another group.

**3 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 help them reflect. Before asking learners to use the evaluation rubric to evaluate themselves, it might be a good idea to help learners identify which activities that they have completed in this 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.

**4 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. You could 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.

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

**ARRIVAL**

### Interview about likes and dislikes

**C L A S S 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 interrupting, starting and closing an interview? How about writing a dialogue for an interview? Do you remember which steps you followed? After that, they 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 choose not to do Checkpoint 4 in the previous class, now the time to do it. You should check the suggested procedure for this activity on page 24.

**C L A S S 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.

You could ask learners if they are satisfied with their questionnaires for the interview, or if they would like to take some time to work on them and write a new improved version. You may allow learners to write an improved version if they wish to do it. When learners have finished working on their questionnaires, you should distribute the Individual Product Record on page 28 for learners to check their work.

**Individual Product Record**

You should draw learners' attention to the Individual Product Record before distributing them. It's advisable to explain to the class that they will now reflect on their individual work, and you should distribute a copy of the record to each learner. You can ask the class to read the instructions in silence. Then, with their dialogue, you could invite them to check the most appropriate column. This record, along with the Collaborative Product Record, will be used to help learners reflect on their progress at the end of the following class.

**C L A S S 2**

You should ask 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 for 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.

An indication to use the Reader's Book

# ESL for Secondary School

## help!



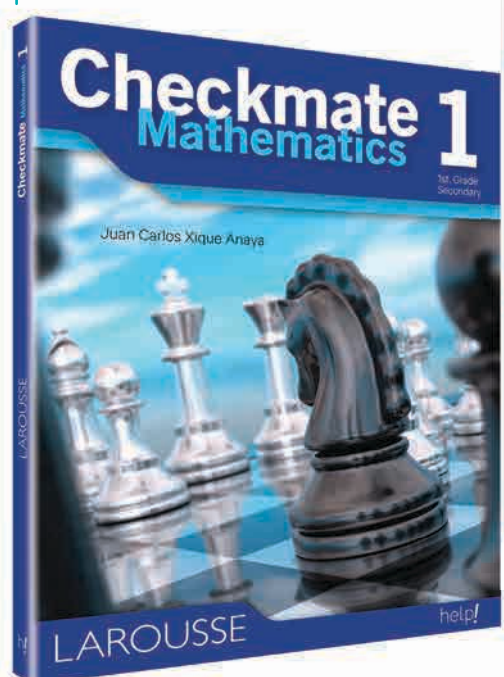
As a result of the integration of the English language into everyday life and with the purpose of disseminating knowledge through content that significantly transforms and impacts school learning, Larousse offers a series of textbooks to bring students closer to the English language and different spheres of knowledge.

ESL for Secondary School and its series **help!** provides textbooks **to learn English through CLIL** with subjects such as Mathematics, Geography, Biology, Physics, Chemistry, and History.

## Checkmate. Mathematics

**Grades:** 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>

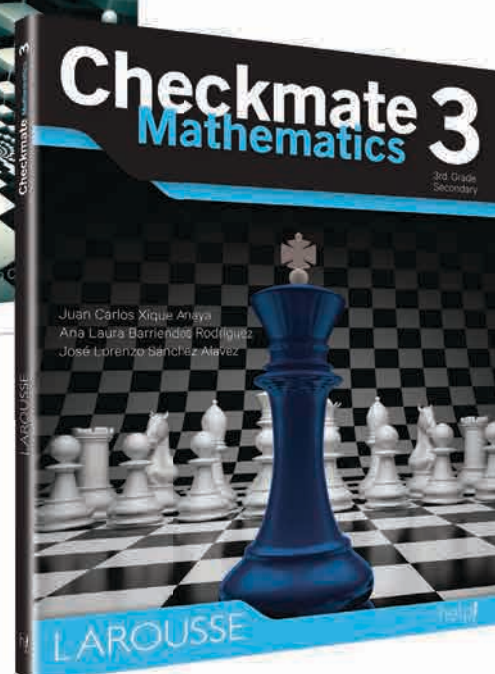
**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101016  
ISBN: 978-607-212-699-2  
272 pages  
Soft cover / Size: 20.5×27 cm



CI: 101017  
ISBN: 978-607-212-698-5  
272 pages  
Soft cover / Size: 20.5×27 cm



CI: 101018  
ISBN: 978-607-212-697-8  
256 pages  
Soft cover / Size: 20.5×27 cm



### Purpose

**Checkmate** helps students improve their understanding of the subject as it reinforces the learning of the English language and higher-order thinking skills. This series allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, graphs, and the content in these books, support the student's understanding of the subject.

The constructivist methodology of the book is based on expected learning outcomes; the different activities, sections, and support links included in each of the texts maintain this competency-based approach.

## Student's Book

- The book is divided into 5 units.
- At the beginning of the book, the **scope and sequence** outline the basic rules of grammar, content, lessons, pages, and time allotted to each unit.
- At the beginning of each unit, the expected learning outcomes and **competencies to develop** are specified.
- Every lesson contains the following sections:
  - » **Checkmate** – mathematical problems posed as challenges so that students test their reasoning skills, creativity, and previous knowledge.
  - » **Opening Move** – includes definitions, explanations, and didactic situations for the development of mathematical knowledge.
  - » **The World on a Board** – contains Internet links and multimedia material to complement the study of the lessons.
  - » **Whites Move** (in 1<sup>st</sup> grade only) – carefully planned activities to practice and test the topics learned in the lesson.
  - » **Icons**   – where students will find activities to test their capacity to analyze, discuss, and use the mathematical methods they learned.
  - » **Let's Review the Match** – the final section in each lesson. In this section, the challenge presented in the Checkmate section is reviewed and students present other solutions to it.
  - » **Glossary Boxes** – with definitions of mathematical terms to clarify the lesson's concepts.
- Exam – included at the end of each unit, allows students to evaluate the achievement of the expected learning outcomes.
- Additional Resources – bibliography and online resources for students and teachers located at the end of the book. Checkmate 1 includes a “Cutouts” section.

## Methodology

- The three levels of Checkmate use **a competency-based approach**.
- The series aims for students to **build their knowledge** and **develop their abilities**, so that they are capable of interpreting and communicating mathematical information, solving their own and other's problems, formulating arguments, and using appropriate techniques and technologies for any given situation.

## Advantages

- Throughout the books, there is an **analogy to chess**, which allows students to discover the playful side of mathematics.
- The series contains **additional activities and mathematical problems** for students to explore and research.

### Resources

Teacher's guide:

- General teaching suggestions

Download from



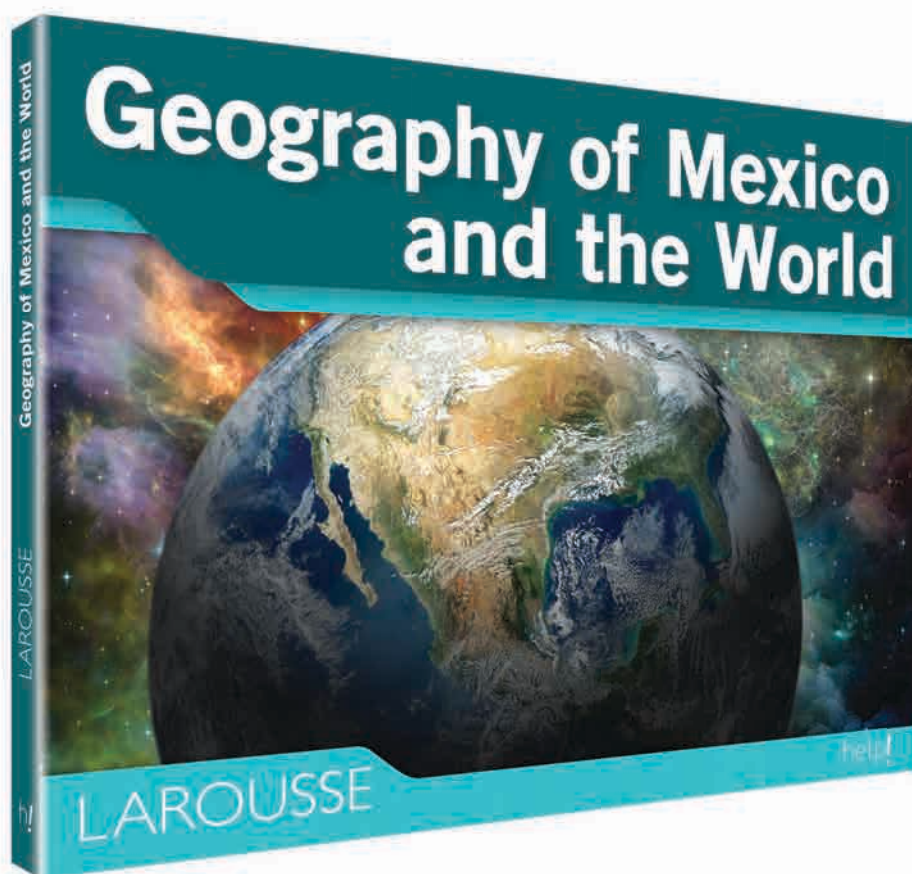
<https://www.blinklearning.com>



## Geography of Mexico and the World

**Grades:** 1<sup>st</sup>

**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101022

ISBN: 978-607-212-700-5

240 pages

Soft cover / Size: 27 × 20.5 cm

### Purpose

*Geography of Mexico and the World* helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.

## Student's Book

- The book is divided into **5 units**, each containing **5 didactic sequences** and a **project** or **case study** at the end.
- At the beginning of each unit, the core topic, the **expected learning outcomes**, the geographic competence, and the contents are presented.
- In each sequence, students will find the following sections:
  - » **Show What You Know** – an exploration of student's previous knowledge.
  - » **Expand Your Horizons** – contains accurate, up-to-date information. It also contains specific activities that allow students to interact with the contents using several didactic proposals.
  - » **Practice What You Learned** – an activity in which students apply what they have learned throughout the lesson.
  - » **To Learn More** – where some of the topics in the unit can be expanded through suggested exercises and by accessing specialized websites.
  - » **Glossary Boxes** – shows the definition of some terms whose meaning is difficult to understand.
  - » **Key Concepts** – found in italics throughout the text, are concepts that are considered important for the study of the subject.
  - » **Using Videos** – where students will find audiovisual resources such as movies and video documentaries to reinforce the contents of the unit.
- At the end of each unit students will be able to apply what they learned by solving a specific problem or analyzing current events through **projects** or **case studies**.
- **Evaluate What You Learned** – a brief stop to reinforce the knowledge, abilities, attitudes, and values developed throughout the unit. It includes a test and self and peer assessments to be completed individually or collectively.

## Methodology

- This book uses **a competency-based approach**.
- This work has been designed with the fundamental premise that the informative content be closely integrated to the activities in didactic sequences.
- The content has been built by consulting primary sources.
- The information has been adapted for the students of this level and uses accessible and precise language by applying the principle of didactic transposition.

## Advantages

- In all maps and in certain tables and figures there are suggested analytical activities in order to bring students closer to the use and interpretation of these instruments. Cartography includes clear and simple instructions for students to create their own maps either by using the symbols or statistical tables.
- The **projects** and **case studies** are structured using a global-to-local scale because we want young people to work with a "geography of relevant problems".
- It constantly supplies students with **the most innovative contemporary thought**, not to mention the legacy of the great universal thinkers.

### Resources

Teacher's guide:

- **General teaching suggestions**

Download from

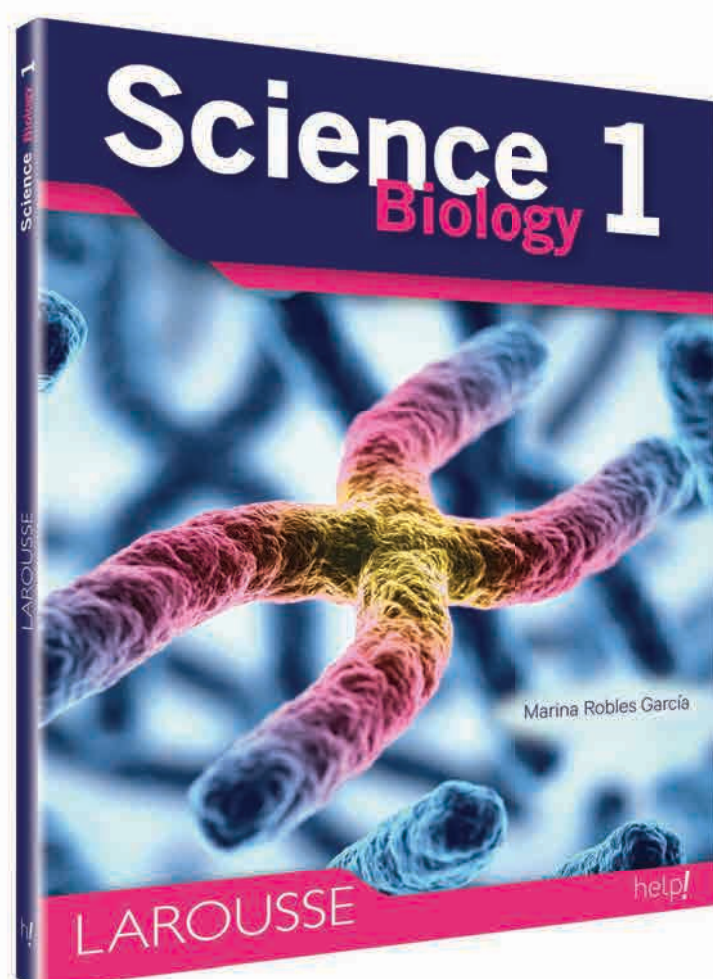


<https://www.blinklearning.com>

## Science 1. Biology

**Grades:** 1<sup>st</sup>

**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101019  
 ISBN: 978-607-212-695-4  
 200 pages  
 Soft cover / Size: 20.5×27 cm

### Purpose

**Science 1. Biology** helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.

## Student's Book

- The book is divided into **5 units**, each with 3 lessons and a project at the end.
- At the beginning of each unit, students will find the **competencies to develop** and the **expected outcomes**.
- In each lesson, students will find the following sections:
  - » **Basic information** of the topics in a clear and direct language.
  - » **Boxes with activities** to put the acquired knowledge into practice and to awaken their scientific interest.
  - » **Did You Know...? For Your Project and Let's Learn More Boxes** – for students to obtain further information and a greater approach to the topic.
  - » **Illustrations, tables, maps, diagrams, charts, and pictures**, which constantly support the better understanding of the topics.
  - » **Let's Learn More** – a section located at the end of most of the lessons where students will find recommended books and websites to further enrich their learning.
  - » **Project** – corresponds to the last lesson of the first 4 units. In these lessons, students will work in teams to apply what they have learned throughout the unit. Students will find project ideas to develop and the steps to present the results of the work or research.
  - » **Evaluation** – located at the end of each unit. It is used to verify the students' knowledge (self-assessment).
  - » **Glossary Boxes** – with definitions throughout each lesson in the book in order to clarify technical terms to students.

## Methodology

- This book uses a **competency-based approach**.
- **Science 1. Biology** focuses students on biological processes, awakening students' interest in science through the **application and integration of the studied topics (projects)**.

## Advantages

- The **projects included in the book are completely related to students' interests**, which guarantees teamwork, to find answers to improve life on the planet.
- It presents **additional activities** to enrich the topics, apart from the opportunity students will have to work on the integration and application project at the end of each unit.

## Resources

Teacher's guide:

- **General teaching suggestions**



Download from

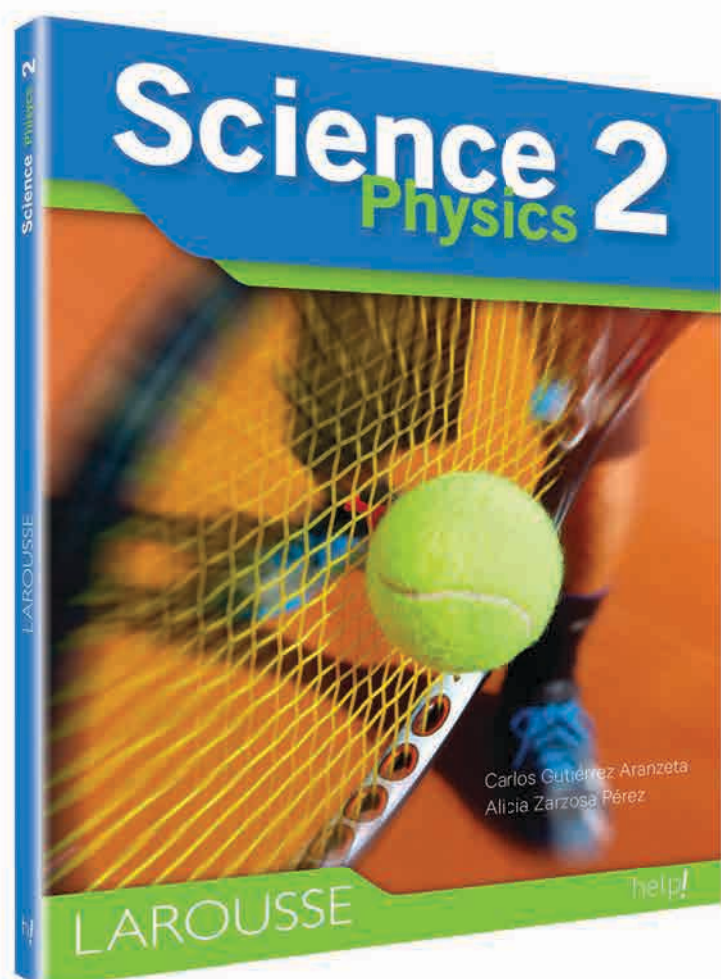
<https://www.blinklearning.com>



## Science 2. Physics

**Grades:** 2<sup>nd</sup>

**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101020  
ISBN: 978-607-212-701-2  
232 pages  
Soft cover / Size: 20.5×27 cm

### Purpose

**Science 2. Physics** helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.

## Student's Book

- The textbook is divided into **5 units**.
- At the beginning of each unit, students will find the **expected learning outcomes** as well as the **topic of the unit** and the physics competencies to develop.
- Along each unit, students will find the following:
  - » **Four types of activities:**
    - Experimental
    - Reflection
    - Research
    - Integration Activities – (at the end of topics and units).
  - » **Glossary Boxes** – with simple definitions of terms that are difficult to understand.
  - » **Learning More** – with websites to explore contents deeper.
  - » **Did You Know That...?** – with fun and interesting facts about the topics in the unit.
  - » **Getting Closer to...** – presents interesting information for students to link Physics with other areas of knowledge.
  - » **Example problems** – contextualized situations for students to learn the procedure that needs to be followed to reach a solution and then implement the acquired knowledge.
  - » **Project** – activities that allow students to apply what they have learned through research and experiments.

## Methodology

- This book uses **a competency-based approach**.
- **Science 2. Physics**, focuses on natural phenomena, awakening students' interest in science **through the application and integration of the studied topics (projects)**.

## Advantages

- The **projects included in the book are completely related to students' interests**, which guarantees teamwork.
- The text is **rich in theoretical information and experimental activities**. It allows teachers to present a broad and deep context of the different topics.
- All the **experimental activities** proposed in the book are made with **inexpensive materials that can be found at home**, the school does not need to have an equipped laboratory for the practical part of the subject.

## Resources

Teacher's guide:

- **General teaching suggestions**

Download from

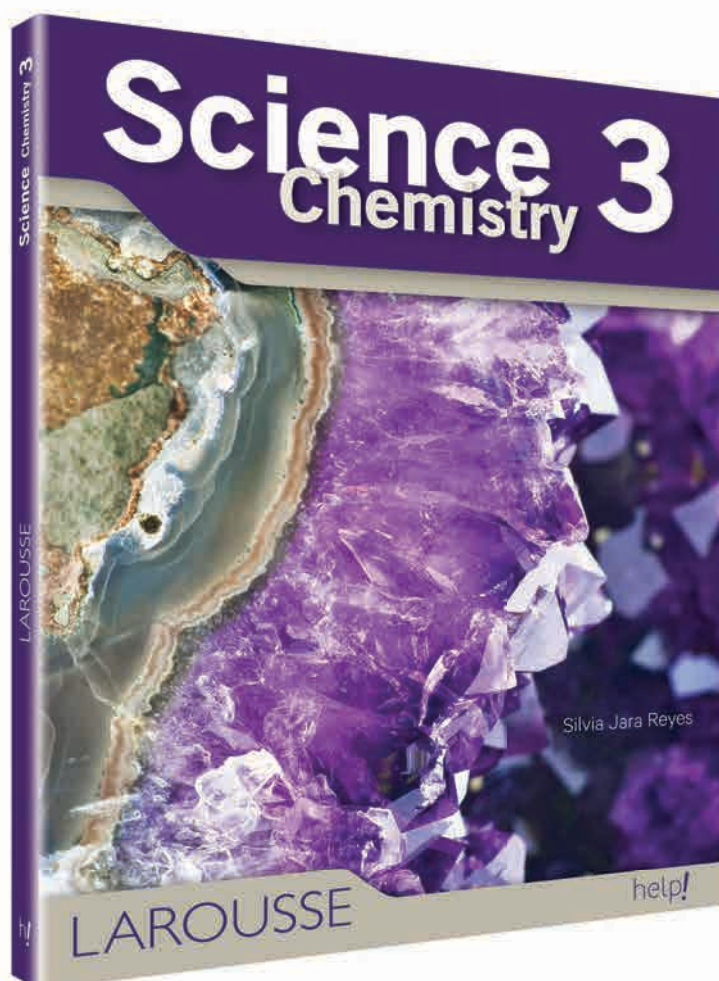


<https://www.blinklearning.com>

## Science 2. Chemistry

**Grades:** 3<sup>rd</sup>

**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101021

ISBN: 978-607-212-696-1

240 pages

Soft cover / Size: 20,5×27 cm

### Purpose

**Science 3. Chemistry** helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various illustrations, diagrams, photographs, maps, tables, graphs, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and support links included in this text maintain this competency-based approach.

### Resources

Teacher's guide:

• General teaching suggestions

Download from



<https://www.blinklearning.com>

## Student's Book

- The book is divided into **5 units**; the first four develop the course content and integrate a project at the end. The fifth unit poses some projects for students to develop.
- At the beginning of each unit, students will find the **expected learning outcomes** and the **competences**.
- In each lesson students, will find the following sections:
  - » **What Do you Know?** – an opening activity where students will identify previous knowledge related to the topic.
  - » **Four types of activities:**
    - Experimental (“Let’s experiment”)                      – Reflection (“Let’s reflect”)
    - Research (“Let’s Learn More”)                                      – “Let’s calculate”
  - » **Science and Technology** – where the studied content is compared to other areas of knowledge or everyday life situations.
  - » **Environment** – with important information to make students aware of the importance of taking care of their environment.
  - » **Healthcare** – with information and recommendations to take care of our bodies.
  - » **Let’s Save Our World** – important information on how to prevent chemical harm to the environment.
  - » **Remember That** – helps students reinforce previous knowledge from other science courses.
  - » **ICT** – where students will be able to find audiovisual suggestions and online resources to complement their knowledge.
  - » **Glossary Boxes** – with brief definitions to clarify terms that are unfamiliar to students.
  - » **Progressing in the Project** – where students will find useful information for a better planning of their project.
  - » **Let’s Learn More** – at the end of each lesson webpages, articles, videos, or books are recommended in order to expand on the topic.
  - » **What We Learned About...** – to close each topic, exercises to evaluate students’ learning.
- **At the end of each unit there is also:**
  - » **A project (Units 1 to 4)** – so that students apply the knowledge acquired throughout the topics and lessons.
  - » **Evaluation of the unit** – located at the end of each unit. Based on the PISA format for students to familiarize with this type of standardized tests.
  - » **Chemistry in Action** – contains interviews to researchers, artisans, and chemists so that students learn about the research and activities conducted in Mexico related to the covered topics.
  - » **Periodic table of elements** – located at the end of the book.

## Methodology

- This book uses a **competency-based approach**.
- **Science 3. Chemistry** focuses on chemical phenomena and processes, awakening students’ interest in science through the **application and integration of the studied topics (projects)**.

## Advantages

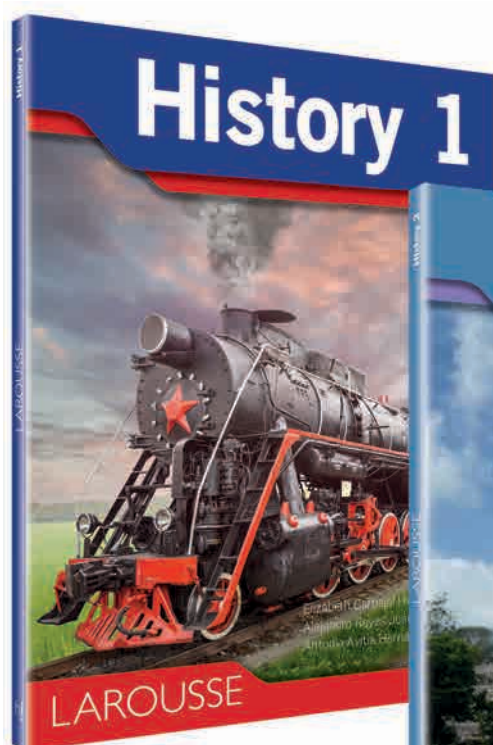
- The **projects included in the book are completely related to students’ interests**, which guarantees teamwork.
- The text is rich in theoretical information and **experimental activities**. It allows teachers to present a broad and deep context of the different topics.
- Most of the experiments proposed in the book are made with **inexpensive materials that can be found at home**, the school does not need to have an equipped laboratory for the practical part of the subject.



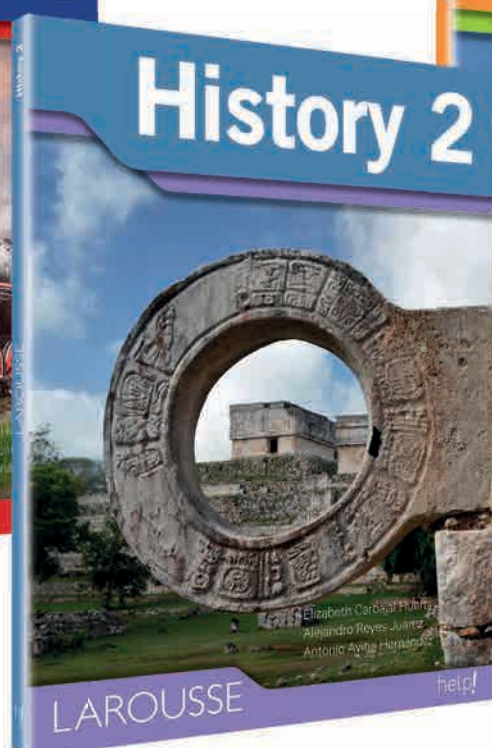
## History

**Grades:** 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>

**Target audience:** bilingual schools teaching through Content and Language Integrated Learning (CLIL).



CI: 101023  
ISBN: 978-607-212-733-3  
236 pages  
Soft cover / Size: 20.5×27 cm



CI: 101024  
ISBN: 978-607-212-732-6  
256 pages  
Soft cover / Size: 20.5×27 cm



CI: 101025  
ISBN: 978-607-212-731-9  
264 pages  
Soft cover / Size: 20.5×27 cm

### Purpose

**History** helps students improve their understanding of the subject as it reinforces the learning of the English language. This textbook allows students to confidently navigate the basic concepts of the subject.

The various charts, tables, diagrams, photographs, maps, timelines, and the content in this book, support the student's understanding of the subject.

The constructivist methodology of the books is based on expected learning outcomes; the different activities, sections, and links included in each of the texts maintain this competency-based approach.



## Student's Book

- The book is divided into 3 units and the learning sequences of historical are included at the start of each unit.
- Inside the lessons, students will find the following sections:
  - » **Navigation route** – with the topics of study and a famous quote.
  - » **Let's start the journey** – what students already know.
  - » **Past-present** – this section will allow students to reflect on the links between the present and the past.
  - » **Overview of the Period** – historical facts and processes developed in each unit through timelines and important concepts.
  - » **Starting point** – a brief tour which explores and activates previous knowledge and ideas.
  - » **On track** – it indicates that the development of the topic has begun.
  - » **My location** – here students make a pause to assess their progress.
  - » **Take the helm** – this section proposes activities to reinforce the topics that students have covered.
  - » **Compass** – this section will guide students to recognize values found in historical context or in which they can reflect to guide their actions.
  - » **Glossary** – students will find the meaning of some little-known words.
  - » **Alternative route** – here students will find an alternative to develop their digital skills while they learn.
  - » **Arrival point** – students record their learning through a task or product.
  - » **Self-assessment**
  - » **Peer-assessment** – students will assess the collaborative attitudes shown in the sequence of activities.
  - » **Let's finish the trip** – students will find this space to work on an activity to pick up what they learned.
  - » **Learning construction unit** – students will carry out two research projects.

## Methodology

- This book uses a **competency-based approach**.
- This work has been designed with the fundamental premise that the informative content be closely integrated to the activities in the didactic sequences.
- The content has been built by consulting primary sources.
- The information has been adapted to the characteristics of the students at this level using accessible and precise language by applying the principle of didactic transposition.

## Advantages

- The subject focuses on the understanding of time and space in History, the handling of historical information, and the formation of a historical conscience to promote coexistence.
- **History** aims to provide efficient and pertinent learning strategies to achieve students' learning outcomes.
- Students can come up with their conclusions, generate their opinions, and analyze History through additional activities.
- The **research projects** in the learning construction units are essential to develop higher-order thinking skills.
- Personal and collaborative work will lead students to **integrate, build, apply** historical knowledge, and **develop research skills**.

### Resources

Teacher's guide:

- **General teaching suggestions**

Download from



<https://www.blinklearning.com>



At Hachette Livre Mexico, we have taken on the task of enriching our textbooks with useful and pedagogically relevant digital resources, which allows us to make learning more meaningful.

At **H**achette **L**ivre **M**exico (**HLM**), we are dedicated to enhancing our textbooks by incorporating valuable and pedagogically relevant digital resources, making the learning experience truly impactful.

Embracing technology is key to advancing education, and we are proud to facilitate its integration in classrooms through our **HLM Virtual Environment**. We aim to empower the educational community with digital skills and competencies, ensuring a bright future for all learners.

Within this supportive environment, students, teachers, and families have access to diverse resources that enrich the educational journey, fostering innovation and comprehensive learning when combined with the printed books.

We are excited to be a part of this transformative educational approach and look forward to continuing to make a positive impact.

## Advantages of Technology in Education

### Teachers will...

- have a variety of tools available to create a dynamic and engaging experience with students.
- manage assignments and exams while effortlessly tracking grades using digital platforms.
- use the Messages tool to foster direct communication with students, keep them informed about events, and encourage their participation through surveys.



### Students will have...

- an intuitive and simple interface.
- a digital learning experience.
- a development of digital skills.







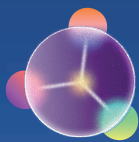
**Interactive PDF books**

Get ready for an amazing classroom experience with the digital version of printed books! Each page comes to life, adding an extra dimension to your lessons. Teachers have powerful tools to emphasize key points, making learning engaging and fun. With interactive activities and offline accessibility, these books take learning to a whole new level!



**Exciting Digital Assets**

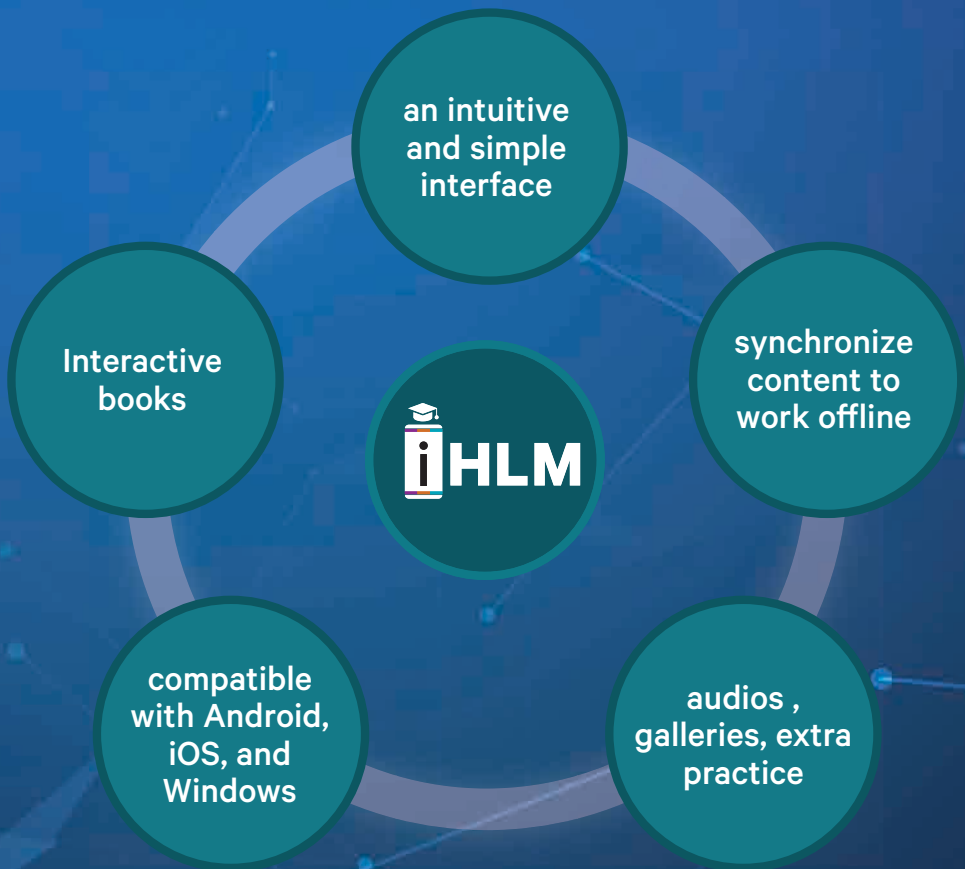
Engage with dynamic multimedia resources like audio, videos, and academic support materials. Elevate classroom learning with these complementary resources that enhance and enrich the activities in the books.



**Teacher's Hub!**

Discover an abundance of support for educators, including teaching tips, assessments, worksheets, vibrant digital posters, and a variety of helpful tools. Stay connected with students using interactive chats, engaging activity assignments, and detailed progress metrics, etc.

All these incredible educational resources are easily accessible through the LMS platform, empowering teachers to efficiently manage and enhance learning experiences. From sharing content to monitoring student progress, creating communication spaces, and beyond, the possibilities for enriching education are endless!







## Advantages

- An intuitive and simple interface for all types of users
- Synchronizes content to work *offline*
- Compatible with Android, iOS and Windows
- Multimedia resources: audios and galleries
- Teachers' resources: didactic suggestions, unit exams and answer keys
- Interactive activities
- It extends the possibilities for organizing, communicating, and assigning tasks or projects.



Go to:  
[blinklearning.com](http://blinklearning.com)

## Interactive books

### Resources:

- formative assessment through extra automated extra practice
- interactive tools (pencil, marker, text, notes, display modes)
- digital flashcards and audio



Our books are backed by a powerful LMS platform, empowering educators and students to strengthen learning with a wealth of digital resources



## Teachers



### Digital resources

1. Audios
2. Downloadable material
  - Worksheets
  - Exams
  - Teacher's guides
  - Reader's and Big Books
3. Flashcards



### Didactic tools

- Teacher's Books
- Exams
- Student's book answer keys
- Workbook



### Interactive activities

Project the book to enhance learning.

Automated responses and analytics!

Types of interactive activities:

- Multiple choice
- True or False
- Matching columns
- Fill in the blanks (cloze)
- Short answers
- Drag and drop
- Sequencing
- Memory game
- Crossword puzzle
- Word search

Links to websites from the books



### Exclusive materials

#### Classes

Create groups with students to send information collectively or individually, schedule assignments or exams, and keep track of their grades.

#### Messages

Communicate with your groups or individual students using this tool, allowing you to send announcements and surveys and receive feedback.

#### Statistical Information

Access metrics on your students' time, grades, and academic performance indicators.

Student's Book Navigation Resources



Link to the video interactive activities



Link to the module's answer key (for the teacher)

Interactive tools (pencil, marker, text, notes, display modes)



Enjoy! 6

Module 3

What Does a Sports Announcer Need to Talk About?

Objectives: Anticipate the narration of an event based on key words and previous knowledge. Analyze sequence of events.

Lesson 1

1

Look at the pictures and discuss the questions below with your partner.

1

2

3

4

a. What sports are the fans watching?

b. How do you think the people in the pictures feel? Why?

c. What is different about being at a live sports event and watching one on television or listening to it on the radio?

d. How do sports announcers help you experience what you're watching on TV or listening to on the radio?

26

twenty-six

2

Read the questions below. Listen to the audio and Circle the correct answer. Compare your answers with a partner.

1. The first sport the announcer mentions is...

a. softball. b. volleyball. c. baseball.

2. The second sport the announcer talks about is...

a. soccer. b. tennis. c. hockey.

3. The final sport the announcer mentions is...

a. American football. b. boxing. c. golf.

27

twenty-seven

3

Look at the chart below and discuss with a different partner.

a. What do you think the audio will be about?

b. Underline the key words that help you know what you should listen out for.

Key facts for an effective narration of a sports event	Word(s) from Marco's narration of a sports event
When is the match?	
Where is the match?	
What sort of match is it?	
Who is playing?	

Product work • Step 2 • Go to page 35

4

Using the keywords you underlined, listen to the audio and fill out the chart in Activity 3. Compare your answers with a classmate.

27

twenty-seven

Link to audio track

Link to the Reader's Book or Big Book

Link to interactive activities



Link to websites

www

You can take a quiz about signs in public spaces on this website: [www.safenyny.gov/kids/kidssign.htm](http://www.safenyny.gov/kids/kidssign.htm)

## Tools for Teachers

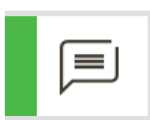
The teacher license gives you access to many tools that will allow you to have a truly interactive experience with your students. Organize, communicate, and assign work to your students.




My content



Classes

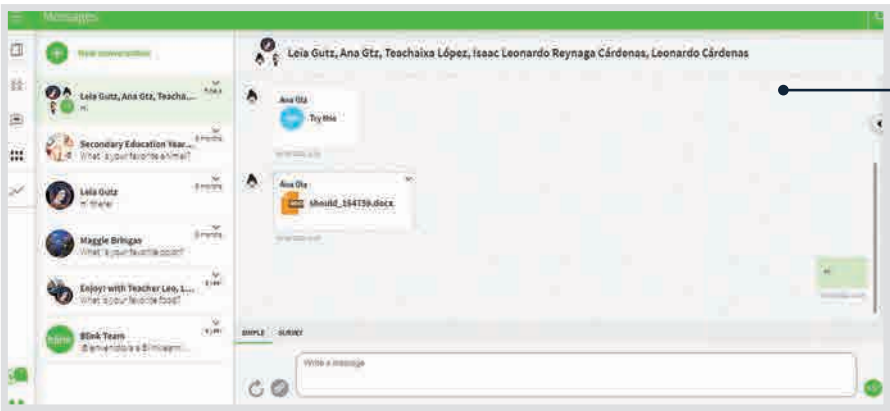
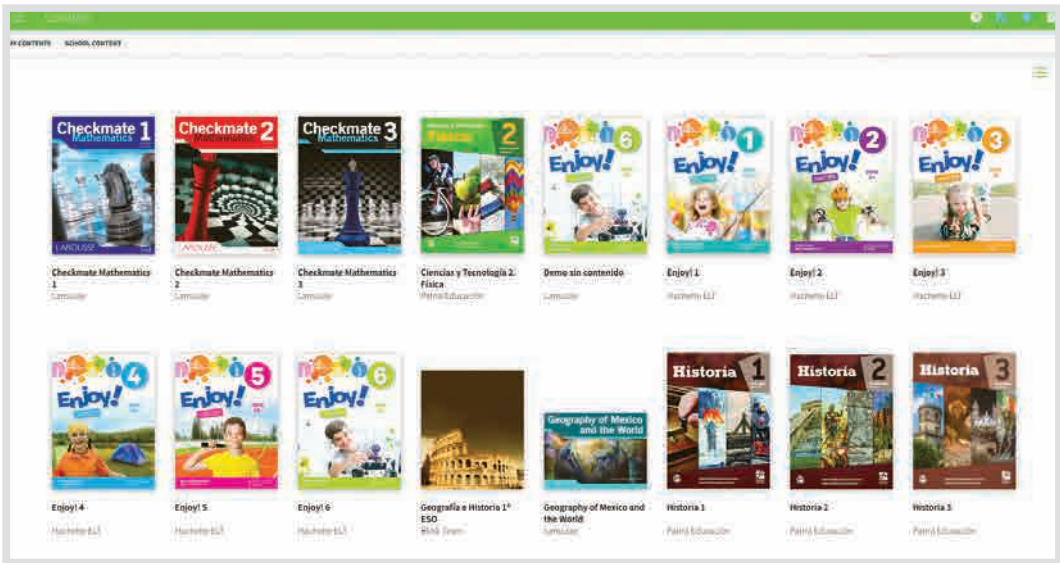


Messages



Statistics

Create a group with all your students to send them information of any kind (either in groups or individually), schedule assignments or exams, and keep track of their grades.



Communicate directly with the group or with specific students, notify them of an event, and even send them a survey to answer and send back with the Messages tool.



# english prime



## **What is the *All-Inclusive Series / English Prime*?**

The *All-Inclusive Series / English Prime* is a method for ELT based on blended learning principles. This method combines a content-based/task-based approach – focused on skills and competencies students need – , which uses specialized activities. In this way, every learner can reach their academic goals and succeed in an educational and professional context.

We know the importance of having true mastery of the English language, that is why within the design and creation of *English Prime 5* and *English Prime 6*, we have placed the focus on three aspects: skill development, academic and social topics, and an introduction to the world of certifications.

The *All-Inclusive Series / English Prime* provides a wide range of resources to give relevant, stimulating, and productive lessons through six levels.





Cl. Student's Pack: 200971  
ISBN: 978-968-261-586-3  
184 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921968



Cl. Student's Pack: 200972  
ISBN: 978-968-261-587-0  
164 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921970



Cl. Student's Pack: 200973  
ISBN: 978-968-261-588-7  
156 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921972



Cl. Student's Pack: 200974  
ISBN: 978-968-261-589-4  
144 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921974



Cl. Student's Pack: 200975  
ISBN: 978-968-261-590-0  
204 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921976



Cl. Student's Pack: 200976  
ISBN: 978-968-261-591-7  
216 pages  
Soft cover / Size: 21×27 cm  
Cl. Teacher's Book: 921978

The Common European Framework of Reference (CEFR) establishes concrete guidelines for the balanced development of these skills: listening, reading, speaking, and writing.



	Pre A1	A1-	A1	A1+	A2	A2+	B1-	B1	B1+	B2-	B2	B2+
English Prime 1												
English Prime 2												
English Prime 3												
English Prime 4												
English Prime 5												
English Prime 6												

\*This table represents an approximate level of our series to the CEFR

## Series Proposal

The series uses specialized activities and a wide range of resources to give relevant, stimulating, and productive lessons focused on students' skills to reach from level Pre-A1 to B2.

It also contains guidelines for the study of aspects to which students should pay more attention due to its particular importance or difficulty, and keys that will help students organize their learning process.

## Methodology

*English Prime* is a 6-level method for ELT based upon *Blended Learning* principles, that combines the *Communicative*, *CLIL*, *Gamification*, and *Task-Based approaches*.

Thematic blocks based on *Blended Learning* constitute the fundamental divisions of the book. They consist of presenting basic ideas and current content covered in each topic and their relationship with others.

### B-Learning

The Blended Learning approach combines face-to-face and online learning. *English Prime* allows students to control their pace and offers teachers the necessary tools to make their teaching more effective.

### CLT

Communicative Language Teaching emphasizes the functional use of language through activities targeted at developing the four skills and communicative practice in students. It relies on tasks related to authentic social contexts.

### CLIL

Content and Language Integrated Learning reinforces students' learning of a non-EFL subject, such as Science or Geography, through the target language. Subject content and EFL are interrelated, for example, Science in English and using Science material in English where students learn globally.

### TBL

Task-Based Learning allows students to design a project in groups and help them learn through real-life experiences whilst the teacher plays a more supportive role.

### Gamification

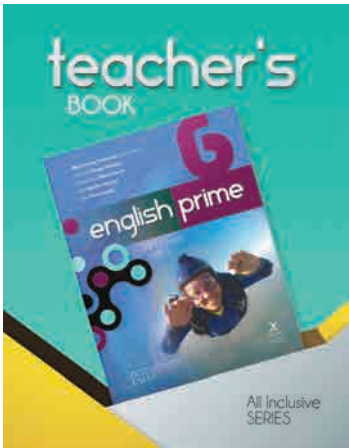
Learning English could be both a serious task and a fun dynamic one. Students may take pleasure in learning: satisfaction and motivation all-in-one. Practice a friendly competition and have fun!

Series Components



Student's Book

It includes a series of activities developed for students to improve their level of English, providing the fullest and clearest exercises and texts aimed at developing language habits and skills connected with all domains: personal, public, educational, and occupational.



Teacher's Book

It helps lesson planning and offers ideas to bring a topic alive. It provides a wealth of additional ideas to foster learning the English language and contains answers or sample answers for the SB exercises.



Answer Key

It includes the answers to every lesson's practice exercises in the Workbook.



Workbook

It provides practice in the areas of language that might be challenging.



Blended Learning



Online Practice



International English



Video



Printable Material



Digital Student's Book



Digital Workbook



Learning Management System



Teacher Management System

## Student's Book Structure

- Scope and learning outcomes
- Contents
- Introduction and iconography
- Four blocks, each containing: speaking, writing, listening, and reading activities
- Peer and self-assessment tools to diagnose and manage student's formative and summative evaluation in every module
- Audio scripts
- 24 interactive lessons, six per block
- CLIL lessons
- Task-Based lessons
- Gamification lessons
- Quizzes, one per block
- A global examination at the end of the course
- Links and references for additional practice

Questions that invite students to reflect on themselves and their background knowledge and in which way they must contribute with their knowledge and critical stance.

## Essential questions

Four  
blocks

## Essential questions

## Key learning objective

## Key learning objective

Concise statements about how the examples, presentations, and tools are intended for students' learning.

## Title of the block

**English Prime 1–4**  
Motivational content about the block.  
Includes quotes from extraordinary people around the world to inspire students to learn.

**English Prime 5–6**  
Inspiring stories of perseverance, commitment, and success. Stories not only from those who faced a difficult situation, but from extraordinary individuals who have lent a hand to the world.



Warm-up

This section provides a perfect opportunity for the teacher to evaluate the level of the students related to a specific topic. Teachers can do so through short practices or examples that are also intended to prepare students for the activities found throughout the block.

Challenge

Activities promoting dynamic and attractive environments through gamification. These motivate and allow students to enjoy learning and allow the teacher to assess general knowledge on the subject.

**Warm-up**

Work in pairs and complete the dialogue to introduce yourself to your partner. Provide the missing information. Ask your teacher for extra vocabulary if you need it.

**Challenge**

Work with a partner. To win this challenge each team has to solve the quiz as fast as possible and then write the answers on the board. Your teacher has a prize for the winning team.

2

Elchette ELT • All Inclusive Series

Drivers

Activities based on the communicative approach that will provide students with impulse and motivation to develop the four language skills: speaking, writing, listening, and reading.

Develop one skill

Prepare for... Reading

Prepare for... Writing

**Prepare for... Writing**

4.1 During the first activities, we have seen some of the elements of this block's topic values and jobs. How do they integrate? Let's find out!

Creating a company sounds like a lot of work, don't you think? Look at the following list of the aspects someone needs to consider to start a business. Arrange the elements in order from 1 to 8 as you consider, being 1 the most important element and 8 the less important one.

a) Think carefully before using social media.  
b) Narrow down your market.  
c) Choose an interest.  
d) Your target defines the ideal price.  
e) Understand you will fail.  
f) Be honest about what your customers can expect from you.  
g) Reassess your price as you grow.  
h) Ask for advice.

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Elchette ELT • All Inclusive Series

**Prepare for... Reading**

3.25 Read the following text and place the following headings in the appropriate paragraph according to the information they provide.

**Headings**

a) Organize your community  
b) Stand up for yourself  
c) Know the consequences  
d) Take care of yourself  
e) Embrace yourself

**Five tips to overcome discrimination**

(1) Find ways to embrace your identity, the strength and beauty of being you. Read books and talk to people who make you feel good about being yourself.

(2) One of the best ways to fight discrimination is by taking care of yourself. How can you take care of yourself? Having a healthy lifestyle.

(3) Be open about your feelings! If something makes you feel uncomfortable, say it. Fight for your rights. In order to change, people need to know when something is wrong.

(4) There is always a time for doing things. Be strategic and intelligent in choosing your fights. Weigh the costs and benefits.

(5) Work in teams. Group work is necessary to survive. Getting together with people who experience similar things makes you stronger and gives you a better perspective.

88

Elchette ELT • All Inclusive Series



Prepare for... Speaking, Writing and Reading

Develop multiple skills at once

**Prepare for... Speaking, Writing and Reading**

3.4 In groups, discuss the following situations. One of you will read the situation and give his/her opinion about it. The rest of the team will discuss if they agree or not.

**Situation 1**  
TV used to have very few options to watch, and right now it offers the same possibilities as Internet.

**Situation 2**  
Internet offers a great deal of information, but it also has a lot of unnecessary things. People can get easily distracted.

**Situation 3**  
Facebook, Instagram and other social networks are a complete waste of time. It is really dangerous to have all that information available for other people we do not know.

English Prime 3 • Block 3 • Student's Book 25

1.2 Global warming is a current problem, and it is important to start taking action to improve the situation in the planet. You are worried and you have decided to create posters to place them around your neighborhood. Using the information in the text and your own ideas, complete the poster.

**SAVE THE PLANET**

**We must do something NOW**

If you want to improve the situation of the planet, you must...

**1** Recycle plastic bottles and bags.

**2** \_\_\_\_\_

**3** Plant trees and clean forests.

**4** \_\_\_\_\_

**5** Turn off the lights.

**6** \_\_\_\_\_

**It's All In Your Hands**

English Prime 3 • Block 3 • Student's Book 27

**Edusoft for hachette ELT**

A subsidiary of ETS, the creator of the TOEFL® and TOEIC® tests

**3. Reading and Speaking: City of Lakeview: Recycling tips.**

The pages will point out every time it is necessary to access the student's LMS.

**A little bit of grammar**

The focus of the grammatical explanations in the series is specifically aimed at the problems students face when learning English as a foreign language. The grammatical topics can be used deductively, inductively, or both.

**Prepare for... Writing**

**A little bit of grammar**

**1.5 Grammar flashback!**  
Using conditionals and identifying them is simple, but what happens when you don't remember how to build the sentences in the respective tenses? Oops! Why don't we go back in time and remember grammar tenses and modal verbs? Complete the missing spaces in the grammar rules.

**Simple present**

**Affirmative**  
I, You, We, They + Verb  
He, She, It + Verb -s

**Negative**  
I, You, We, They + \_\_\_\_\_  
He, She, It + \_\_\_\_\_

We waste a lot of water.  
She wastes a lot of water.

People don't use resources correctly.  
The man \_\_\_\_\_ use resources correctly.

**Modal verbs**

Subject + will, may, can / could, might + Verb

Oceans \_\_\_\_\_ melt in 50 years.

English Prime 3 • Block 3 • Student's Book 13



Students will reinforce their learning of a subject, such as Science, Math, or Geography, through the target language.

Today is a new day, and according to your math teacher, it is a new opportunity to give you a headache. You have to learn a new topic, and since everyone is having trouble with math, she has given you the following notes for you to study. Read carefully and answer the questions below.

### Solving one-variable equations

An equation is a statement in which two expressions are equal. For example, the expression  $5 + 3$  is equal to the expression  $5 + 2$  (because they both equal 8), so we can write the following equation:  $5 + 3 = 5 + 2$ .

**Algebraic equations**  
Most equations include a variable. For example, the equation  $x + 2 = 6$  has a variable, this means there is a number which we still don't know its value. Whenever we have an equation like this, we call it an **algebraic equation**.

For an algebraic equation, our goal is to figure out what value of the variable will make a true equation. In the equation  $x + 2 = 6$  notice how  $x = 4$  creates a true equation because:  
 $4 + 2 = 6$   
 $6 = 6$

To solve algebraic equations, follow these simple steps:  
1. Identify the variable.  
2. Clear the variable. Keep the variable in one side of the equation. Remember whatever you do in one side of the equation, must be done in the other side, so the equation is not altered.  
3. Substitute the value you got in the equation to check out if it is a true equation.

1. What is an equation?  
2. What does an equation need to be an algebraic equation?  
3. What is a variable?  
4. How do you know an equation is correct?  
5. What is the solution for the equation:  $2x + 6 = 18$ ? Do the procedure step by step:  
 $x =$  \_\_\_\_\_

And what does this have to do with English class?

English Prime 5 • Block 4 • Student's Book 115

### Prepare for... Certification

**Taking a certification**  
There are many kinds of certifications anyone can take. Their purposes might be different, as in some cases they are oriented to a particular population. But in general terms, a certification gives you the opportunity to demonstrate your proficiency in English.

In the following boxes, you'll find some information about particular certification exams, like TOEFL, Cambridge and IELTS. In case you want to learn more, you can always visit their websites. Although each type of exam contains a particular way to evaluate language proficiency, they are similar in many aspects, for example, in the fact that they are standardized exams, which means that what you get as a score in a given test might be applicable to a different test. The exercises we have included in this section are similar to Cambridge certification exams.

**IELTS**  
The International English Language Testing System, or IELTS™, is an international standardized test of English language proficiency for non-native English language speakers. It is jointly managed by the British Council, IDP IELTS Australia and Cambridge English Language Assessment, and was established in 1989. IELTS is one of the main English-language tests in the world.

**ETS TOEFL**  
Test of English as a Foreign Language (TOEFL) is a standardized test that measures the English language ability of non-native speakers wishing to enroll in English-speaking universities. The test is accepted by many English-speaking academic and professional institutions. TOEFL is one of the two major English-language tests in the world.

**Cambridge English B1 Preliminary**  
The B1 Preliminary, previously known as Cambridge English Preliminary and the Preliminary English Test (PET), is an English language examination provided by Cambridge Assessment English (previously known as Cambridge English Language Assessment and University of Cambridge ESOL examinations). B1 Preliminary is an intermediate-level qualification and is designed for learners who have mastered the basics of English and now have practical language skills for everyday use. It is targeted at Level B1 of the Common European Framework of Reference (CEFR).

English Prime 5 • Block 4 • Student's Book 153



**English Prime 5–6**  
Strategies and tips students need to demonstrate their proficiency in English through the many kinds of certifications.



Certification-type exercises

**English Prime 5–6**  
Provide a great opportunity to know the format of the most recognized certification exams. This practice can be found in both the Student's Book and the Workbook.

### Certification-type exercises

**Certificate exercises**  
This is your answer sheet. Depending on the section, you will be asked to answer here or in another sheet.

**A. Listening**  
You will listen to one track audio, it includes 5 short conversations and a larger conversation for this task. You are not allowed to listen twice and the audio won't be repeated.

Total 16/ \_\_\_\_\_

1. a) She was cooking. b) She was at the restroom. c) She was blowing her nose.	5. a) He didn't do his part. b) He is making excuses to send it later. c) He did it, and he will send it to Vero to get the whole work unified.
2. a) That Marlon is lazy. b) That Marlon should study more. c) That both of them should go fishing.	6. a) Mineralogy b) Botany c) History
3. a) Give their classmates one sheet. b) Seat and play videogames. c) Wait for the teacher to clarify.	7. a) She may get hurt. b) She may eat it. c) She may get dismissed.
4. a) Cancel the operation. b) Wrap the shopping. c) Give the goods to the customer, unwrapped.	8. a) He won't return. b) He would be late with the specimen. c) He would not be late and bring the specimen to class.

English Prime 6 • Block 2 • Student's Book 160

Pair and Group Evaluation

Read the following text and highlight all the phrasal verbs you find. Then with a partner complete the following chart with phrasal verbs and their meaning. Look at the example. You can listen to the lecture to check your pronunciation.

MARVEL™ AND THE NEW

Last night, I was looking for a story for my child at Barnes and Noble. I was astonished to see all the comics I found. Most of them were from Marvel, and I remembered when my parents brought me up in a small town in Minnesota, my friends and I used to read comics and our creativity and values got strong. Most parents now keep away this kind of literature, but I figure out that we should take advantage of it.

Our children now are running out of time to develop their creativity and imagination by playing all day with apps and videogames. We should encourage the opposite, and comics may be the answer. I will not give up in this endeavor, and if comics cheer our children up, well so be it. I checked out many titles, like *Black Panther*, *Captain America*, *Hulk*, among others, and all those stories reinforce the values that our society should recover.

Pair and Group Evaluation

Peer assessment in which students will interact, practice their skills, compare their work with classmates, and correct each other.

Can Do (Self-Assessment)

A self-assessment tool at the end of each section. The purpose of this test is for the students to become aware of their progress throughout the block.

Fourth, answer the following comprehension questions by writing True (T) or False (F) according to the information on the audio.

1. The speaker believes that, in general, people are aware of the history of food preservation.

2. Nicholas Appert discovered that food could be kept in good conditions by preparing himself a sandwich.

3. Pasteur's discovery marks the beginning of a lot of research and experimentation in the food preservation area.

4. The speaker states that any person interested in the topic can find more information.

5. From the speaker, we understand that the radio program is only about the history of food preservation.

Can Do (Self-Assessment)

As every time we finish a block in this book, it is moment for you to check what you have learned and what you are able to do.

Read the following can-do statements and check ✓ the ones that apply to your skills and knowledge.

After the hard work in this block, you can...

Understand the use and usage of the present simple tense to talk about daily habits and routines and factual information such as general truths, scientific facts or definitions.

Understand the use and usage of the present continuous tense to talk about progressive actions in the present.

Use vocabulary related to healthy habits and a healthy lifestyle.

Use the present simple tense to talk about a fixed schedule for the future.

Use the present continuous tense to talk about an arrangement for the near future.

Use the present continuous tense to talk about something happening during a given period of time.

Quiz (Summative Evaluation)

Complete the sentences. Choose the correct option.

1. A: What \_\_\_\_\_ Helen do?  
B: She's a housewife.  
a) is  
b) do  
c) does

2. Helen: Where \_\_\_\_\_ Andrew live?  
Pat: He lives in California.  
a) does  
b) do  
c) is

3. Patient: Excuse me, what time does Dr. Kelly get to the hospital?  
Nurse: I \_\_\_\_\_ know. I'm sorry.  
a) do  
b) 'm not  
c) don't

4. Emily: \_\_\_\_\_ a girlfriend?  
Mary: Yes, he does. Her name is Pat.  
a) Has Sam  
b) Does Sam have  
c) Is Sam having

5. A: Is John married?  
B: Yes, he is married, but he \_\_\_\_\_ children.  
a) has  
b) doesn't have  
c) has not

6. A: Does your brother work?  
B: Yes, he \_\_\_\_\_ in a hospital every day from nine to five.  
a) works  
b) working  
c) work

7. A: Is Rome in Spain?  
B: No, \_\_\_\_\_  
a) it doesn't  
b) it isn't  
c) isn't

Quiz (Summative Evaluation)

This brief test at the end of each section, similar to an exam, informs teachers of what students have learned throughout the section, and addresses their deficiencies by objective means.

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Learning English could be both, a serious and a fun dynamic task. Join a friendly competition and just have fun!

Games

Let's play a little bit!

1) *Miming scenes*

Do you know what a *mime* is?

They are people who explain things without speaking! Amazing, uh?

Well, that's exactly what you will do:

Mime the following activities to the class so they guess what you're doing. Remember to be as descriptive as you can because the class must say the exact words. Have fun!

- You are changing a baby's diaper.
- You are drinking hot coffee.
- You are watching a very funny movie.
- You are reading a sad book.
- You are stuck in the fitting room of a store.
- You're sleeping in the bus.
- You're cleaning your room.
- You're answering the phone.
- You're playing videogames.
- You're kissing your boyfriend/girlfriend.

Additional practice

If you want to get additional practice and/or information on the topic, check the following links:

- <https://www.esol.com/en/cram-up/grammar/simple-pre-pro>
- [https://www.english-hillside.com/en/exercises/grammar/simple\\_present\\_continuous2.htm](https://www.english-hillside.com/en/exercises/grammar/simple_present_continuous2.htm)
- <https://web2.uvcs.uvic.ca/de/studyzone/220/grammar/cont.htm>

66

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2) *Time zones*

A student secretly chooses a country and describes what (most/some/a few) people in that country do. The purpose of the game is to make your friends guess what country you're thinking of.

E.g.,

- People speak a nice dialect of Spanish.
- They play with snow in the mountains.
- They enjoy soccer too much, and their most typical teams are Riverplate and Boca Juniors.

You're talking about Argentina!

Have fun! And be creative in your descriptions! Remember to give descriptions that are not so obvious.

"Do you know how an Argentine kills himself? He climbs up his ego and then jumps off"

Pope Francis, 2015

References

<https://www.perfect-english-grammar.com/present-simple-present-continuous-2.html>

<https://www.test-english.com/grammar-points/22/present-simple-continuous/>

<https://www.englishuniversity.org/71-5>

<https://analucia.wordpress.com/advanced-1-ho-1/>

Prepare for... Final Test

Writing

Instructions: Adapt the word in capitals to use it on the blank and make a correct sentence.

- We \_\_\_\_\_ to visit John but we didn't have time. (PLAN)
- I \_\_\_\_\_ to reach a decision. (FAIL)
- The jury didn't succeed in \_\_\_\_\_ a decision. (MAKE)
- Beth \_\_\_\_\_ to study late. (USE)
- It \_\_\_\_\_ David a year to save money to buy a car. (TAKE)
- He \_\_\_\_\_ lots of pancakes. (MAKE)
- This can be \_\_\_\_\_ implemented. (EASY)
- I would describe my dad as being very \_\_\_\_\_. (ENERGY)
- \_\_\_\_\_, I would like to thank you sincerely for your kind words. (FINAL)
- Rose was \_\_\_\_\_ on the phone, when her children arrived. (TALK)

15 point each / 15 points

Instructions: Choose the correct option to complete the sentences.

- We set \_\_\_\_\_ for the trip early the next morning.  
a) on      b) in      c) off
- Your doctor can figure \_\_\_\_\_ what activities are safe and fun for you.  
a) out      b) in      c) down
- If you really want something, you can go \_\_\_\_\_ it.  
a) after      b) to      c) on

15 point each / 15 points

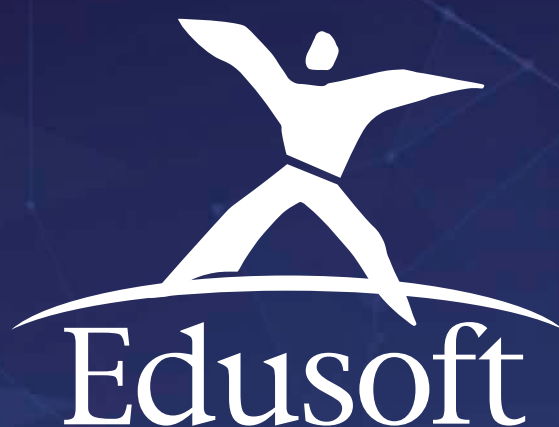
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Prepare for... Final Test

A global examination at the end of the book with a similar format to that of standardized tests used to obtain official certifications. It contains all the main elements a student must achieve throughout the course.

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A subsidiary of ETS,  
the creator of the  
TOEFL® and TOEIC® tests

*Edusoft Ltd.* is a subsidiary of *Educational Testing Services (ETS)* – the world's largest private educational assessment and research organization, and the maker of the TOEFL® and TOEIC® tests. *Edusoft* is a global leader in technology-based English Language Learning and Assessment Solutions, serving a range of educational, government, and corporate sectors in over 30 countries worldwide.

With more than 25 years of expertise in the field, *Edusoft* specializes in comprehensive large and small scale blended learning solutions, based on the latest interactive technology and field-proven pedagogical approach.

*Edusoft Ltd.* and *Hachette Livre* offer a digital platform where English learners and teachers will be able to access the *English Prime* books and specific lessons from *Edusoft*, as well as work with interactive and dynamic activities through the Learning Management Systems. This integrated solution will also allow teachers to keep track of their students' progress through the Teacher Management System.





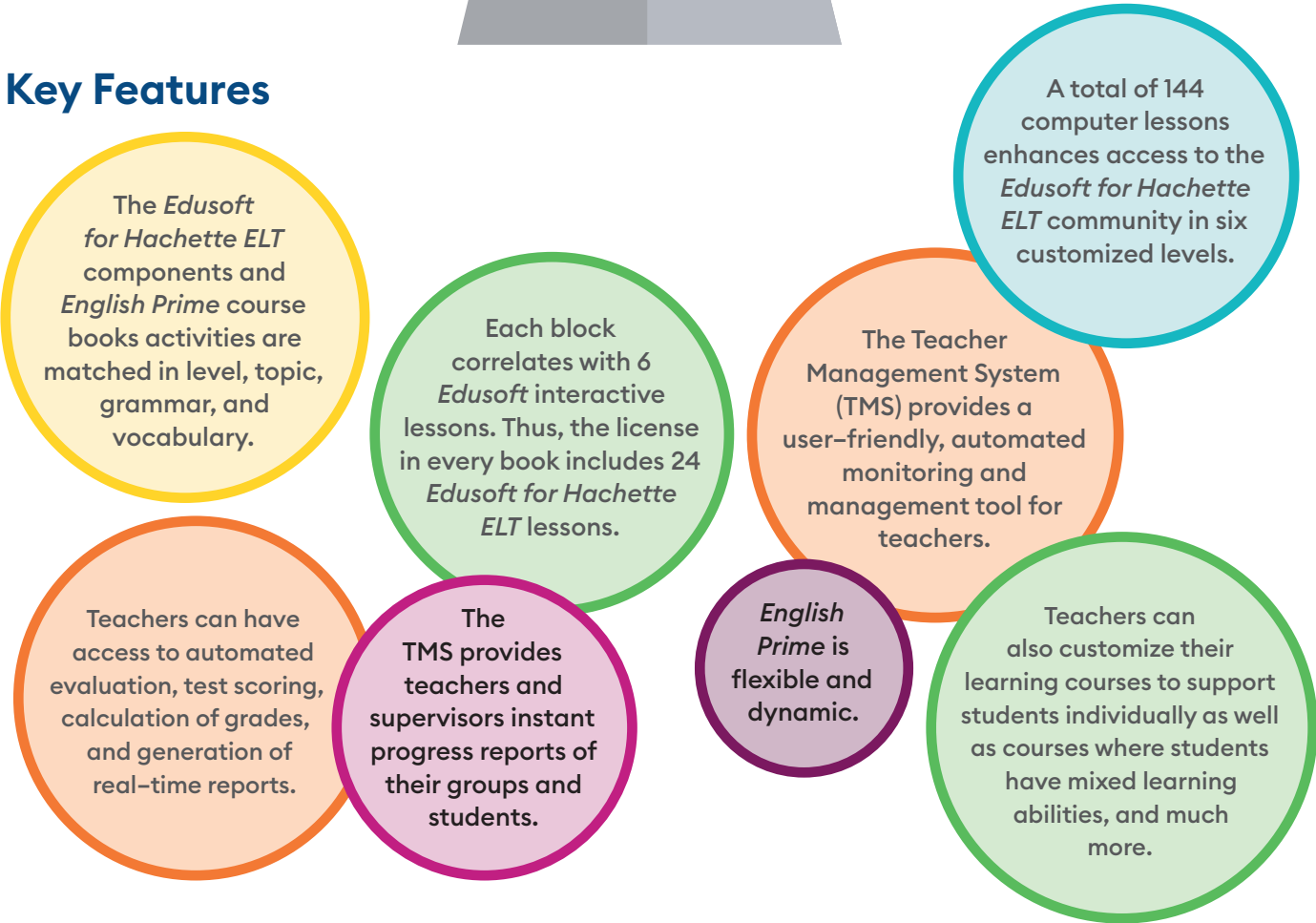
*This blended learning solution involves our English Prime course books and Edusoft for Hachette ELT digital platform.*

*Edusoft for Hachette ELT LMS* is a 100% online English language learning curriculum that provides engaging core content based on a communicative language approach.

Students and teachers can easily access courses to find interactive real-life videos, speech recording, animations, pop-up dictionaries, grammar assistance, role-play & rubrics, pronunciation exercises, and screen sensitive help.

To benefit from the success of this integrated solution, specific lessons from *Edusoft for Hachette ELT* have been systematically correlated with individual lessons from the *English Prime* books. These resources are an integral part of the Blended Learning solution and a tool that will facilitate teachers' work as they strive to implement it successfully.

Key Features




## Digital Components

### Learning Management System (LMS)

The perfect companion for *English Prime* is the *Edusoft for Hachette ELT* tool. This license allows students to track their progress and evaluations in real-time. It also includes a wide range of activities, such as mark true or false, cloze, classification, sequencing, freewriting, matching, memory game, edit text, personalized speaking, speech recording, and evaluation.

To navigate through the program, use the links in the navigation bar.



Access the Dictionary, Help, and My Info which includes your profile and logout.

Here you will see the course you are currently studying and the lesson you worked on last.

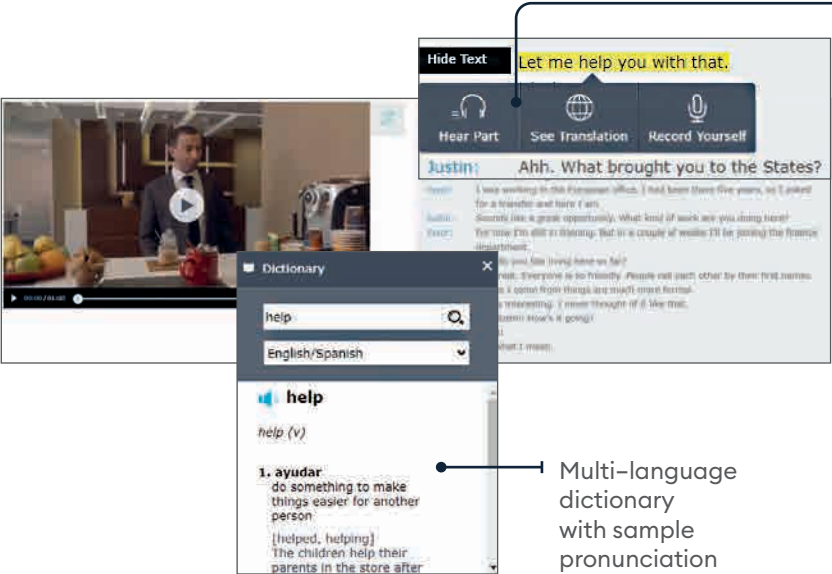
Here you will find quick links to the latest magazine articles.

This area provides you with information about your progress within the course.

Here you can see your progress through the blocks within the course.

The course is divided into blocks. The bar below the block name indicates student's progress.

This Learning Management System (LMS) includes an ample range of activities to introduce, develop, close, or consolidate the Student's Book topics.



Audio scripts, record yourself, translate, and more thoughtful help on screen.

A wide variety of activities

- Personalized speaking
- Memory game
- Mark the true
- Sequencing
- Cloze
- Edit text
- Free writing
- Match text to picture
- Classification
- Speech recognition
- Speech recording and Evaluation

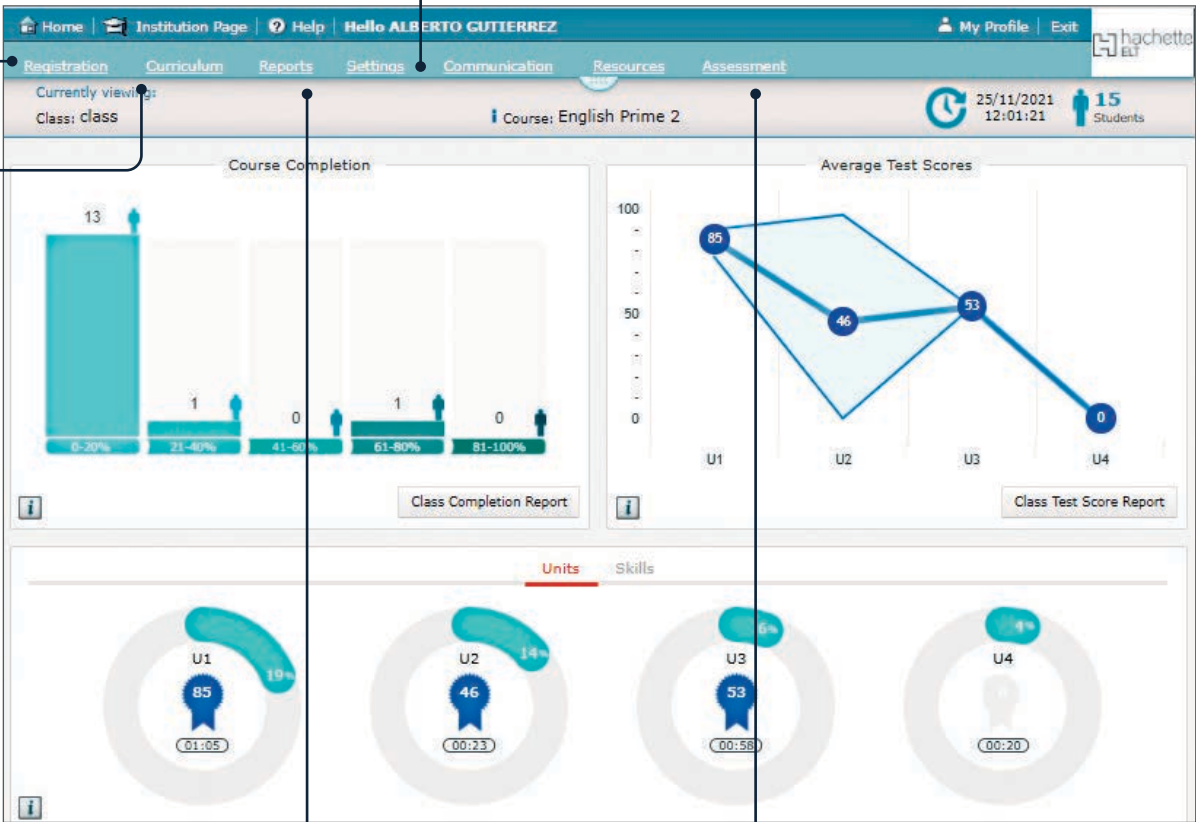
Multi-language dictionary with sample pronunciation

# Teacher Management System (TMS)

The Teacher's Pack includes our TMS tool that allows teachers to track students' progress, evaluate outcomes, track task completion, test scores, and create real-time reports about student's time spent on task.

The Registration feature helps you register and administer schools, teachers, classes, and students.

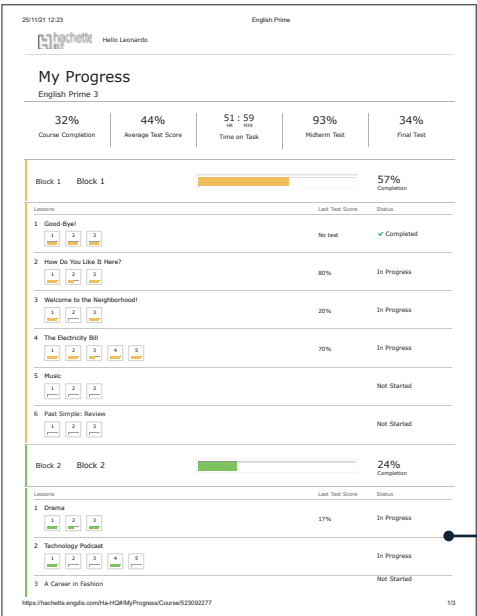
The Settings feature allows you to customize the language settings of the *English Prime* platform.



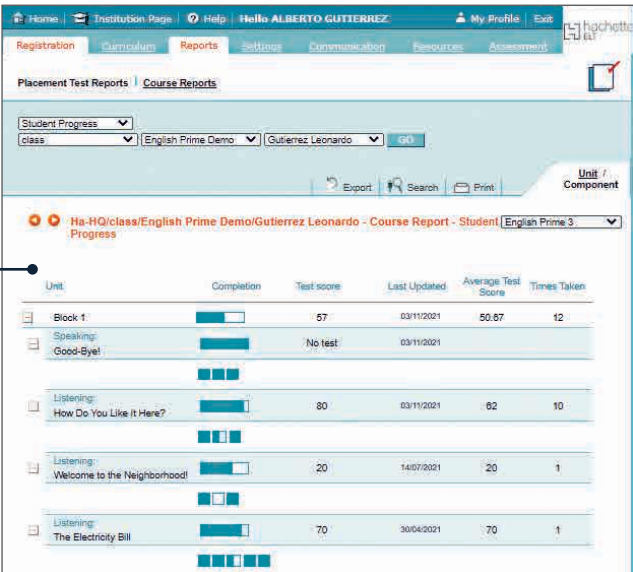
The Curriculum section helps you manage and customize your students' learning paths.

The Management System provides a range of reports to help you track students' progress.

The Assessment section provides you with a range of offline assessment tools to supplement your *English Prime* assessment package.



With just a few clicks print or export your reports.



# Bilingual Dictionaries

## Español/Inglés

## English/Spanish

For more than a century, Larousse has had the main objective of promoting and disseminating knowledge across borders and the diversity of languages.

Larousse Editions is an international brand that constitutes an unavoidable reference in the field of dictionaries.

The series of *Bilingual* and *Pocket dictionaries* have reinforced the prestige of the Larousse label in the field of teaching and learning the English language. In them you will find the words and most common expressions used in English and Spanish and their meanings, pronunciation guides, lists of verbs, and other types of elements that will help learners expand and facilitate their study of English as a foreign language.

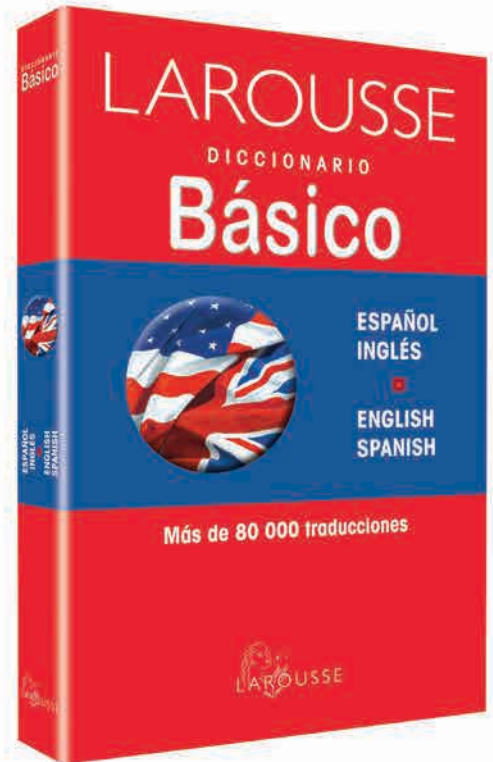


## Basic Dictionary Español/Inglés – English/Spanish

Grammatical supplement included

### Basic level

- More than 50,000 words and expressions
- More than 80,000 translations
- Most commonly used vocabulary in both languages
- Most commonly used lexicon in Latin American Spanish
- Clearly labeled expressions in both languages
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The most comprehensive of its kind

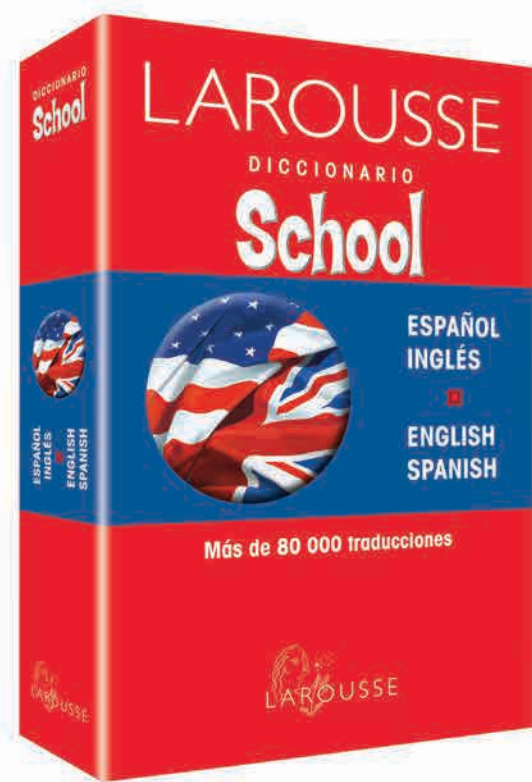
### Intermediate level

- More than 128,000 translations
- The ideal bilingual dictionary for consulting everything related to English at school, the office, or abroad
- Due to its content and size, it is the most comprehensive and practical of its kind
- English pronunciation guide
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- Synonyms in both languages
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- Conjugation tables of regular and irregular Spanish verbs
- Irregular English verbs

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**School Dictionary**  
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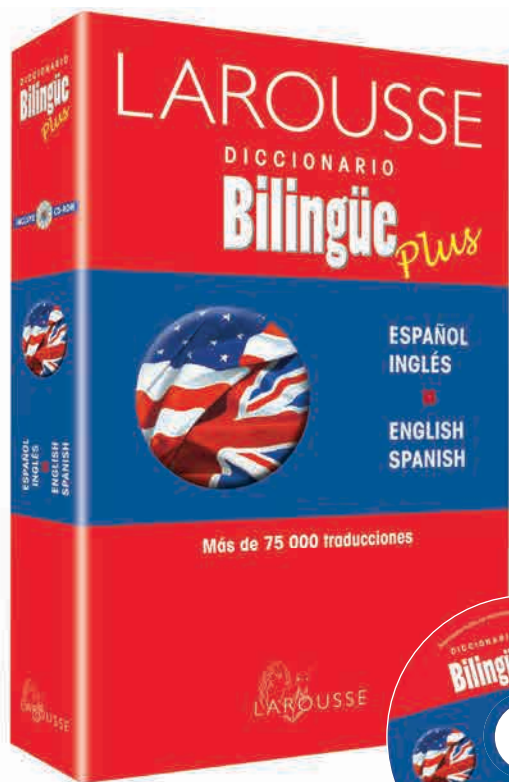
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- Most uses and spellings of words correspond to American English; British variations are clearly indicated
- Technical, scientific, and specialized vocabulary
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**Español/Inglés – English/Spanish**  
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- More than 32,000 entries
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- Numerous thematic boxes (for example, “Professions”, “Vegetables”, “Useful Phrases”), comments on the uses and meanings of headwords, and precise explanations of false cognates
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- 16 full–color illustrations



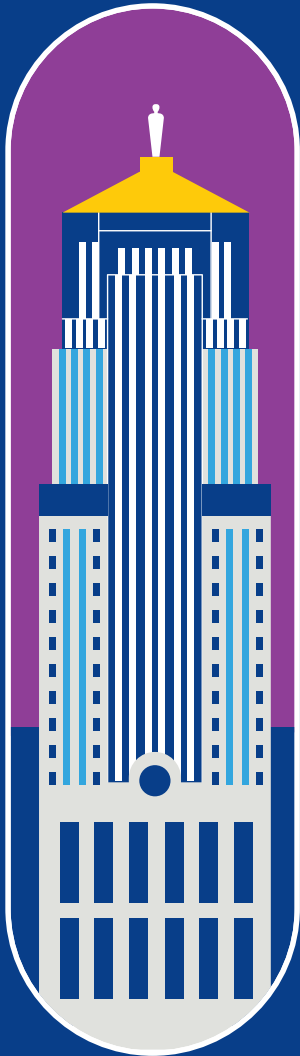
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