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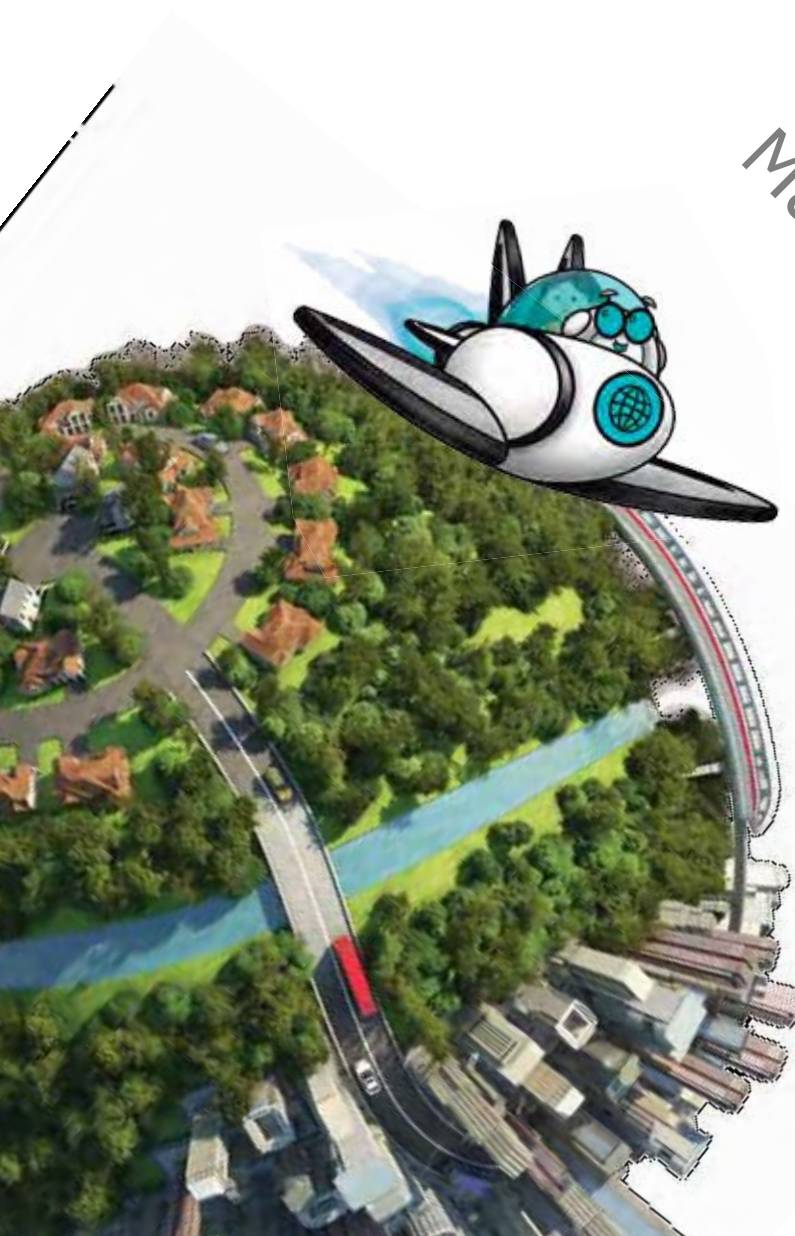
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Welcome to *My English Trip* Teaching Notes. We would like you to see these materials as a guide, a source of extra activities and ideas rather than a set of instructions to be followed step by step. The simultaneous look at the Pupil's Book and the Teaching Notes for one or two lessons, should take no more than 5 minutes and, a couple more to be added if you want to download some of the photocopyables to have them ready for fast finishers. We are all teachers and know how short of time we are, so we wanted these Teaching Notes to be helpful but not overloaded.

### The background for *My English Trip* in Argentina – NAP

The 'Núcleos de Aprendizaje Prioritarios' (NAP) produced by the Ministry of Education were published in 2012. They are the supporting framework that includes the guiding principles for the teaching of foreign languages in the educational system. We will be referring to different parts of the NAP within these Teaching Notes to show how the content and activities in *My English Trip* take them into account.

#### • NAP •

##### EJE: EN RELACIÓN CON LA LECTURA

'La formulación de anticipaciones e hipótesis en relación con el sentido del texto y el paratexto, antes y durante el proceso de lectura, a partir de ilustraciones, títulos y otras pistas temáticas y lingüístico-discursivas.'

Principles in the NAP that will be recurrent in *My English Trip*:

### ► Plurilingual and intercultural perspective<sup>1</sup>

It is important to highlight the emphasis on the development of the awareness of shared language features. In *My English Trip*, the awareness between L1 and L2 is present throughout. Some connections with other foreign languages are also made and we would like to encourage these connections with whatever language you or your pupils have knowledge about.

A real example will come in handy. A young trainee teacher<sup>2</sup>, a native speaker of Portuguese, used L1 (Spanish) in the classroom to deal with a difficulty of understanding.

A pupil noticed a different accent and asked about it. The teacher quickly wrote on the board *cachorro* and showed them how that word transparent for Spanish and Portuguese had a different phonological realization in each language. It was a great moment of awareness for the children that helped them to see that knowing one language frequently helps to learn others without having to start from scratch all the time. This realization should be extended to varieties of Spanish present in the classroom to make sure none are devalued. Even if the formal educational system must guarantee the exposure of pupils to the so-called standard varieties of languages, this must not be done to the detriment of the varieties spoken by pupils.

Also, if any speakers of indigenous or autochthonous languages are present in your class, make sure you ask about connections or equivalents for lexical items focused on and/or for views about the themes under discussion in your class. Make sure you praise these contributions publicly. These actions will help pupils become aware of how cultures and languages are inextricably bound and provide different perspectives on the same phenomena so

they understand how each widens the other. This will help them to understand that differences enrich our possibilities to comprehend and, so, learn to respect and value these differences.

### ► Listening and speaking

- › Identification of the communicative situation that gives rise to language.
- › Identification of gestures, tone of voice, pauses, pitch, volume to contribute to understanding the message.
- › Listening for gist and for specific details.
- › Listening to become aware of rhythm and musicality in the foreign language.
- › Anticipation as a key listening strategy.
- › Participation in classroom exchanges.
- › Text variety (rhymes, songs, poems, riddles, etc). Throughout *My English Trip*, you will find brochures, magazine articles, look books, and many other text types in an attempt to expose pupils to a diverse collection of texts that circulate in our everyday lives. You will find specifications of the varieties in the annual planning section.

### ► Reading and writing

- › Progressive exposure to a variety of short texts (brochures, magazine articles, dialogues, etc).
- › Identification of images, gestures, morphological and syntactic clues to get meaning.
- › Relationship between reading and writing: texts that can serve as models/sources for pupils to produce their own.
- › Socialization of texts written by pupils.

### ► Language and culture awareness

- › Reflection on the situations that give rise to particular texts.

<sup>1</sup> [http://www.coe.int/t/dg4/linguistic/Source/LE\\_texts\\_Source/EducPlurInter-Projet\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/LE_texts_Source/EducPlurInter-Projet_en.pdf) retrieved on 4 March 2014

<sup>2</sup> Carolina Drummond Chevrant, ENS en LV Sofia Broquen de Spangenberg

- Reflection on how sound features, grapho-phonetic relationships, punctuation and capitalization, and basic connectors have helped to understand.
- Reflection on the features of language that are shared with and/or different from Spanish and other languages pupils may know.
- Reflection on the differences and similarities of the lifestyles of the characters in the Pupil's Book and of the different members of the class.

## General considerations:

### a. The use of L1

An important comment to make is related to the need to use L1 to discuss the issues underlying the theme of a unit, as well as to comply with one of the required elements of the NAP: reflection on language.

Since 'English only' is a very well-established myth in ELT, it is important to share some sources that deal with the issue. There is general agreement today that there is no reason to ban the use of L1 in the classroom. Most studies indicate that judicious use of L1 can be positively beneficial<sup>3</sup>. This being said, we would like to emphasize the importance of maximizing meaningful and contextualized exposure to L2 in the classroom.

With respect to meaningful exposure to L2, we would like to add that, as far back as the 80s, the need had been established for the message to be understood. No learning

– of any subject matter – can take place if pupils do not understand. It is up to us to guarantee that the message gets across. If that happens, chances are that the exposure will become a learning opportunity. Lack of understanding increases anxiety in young learners. Make sure you provide a safe environment in terms of understanding and increase the amount of L2 as you go if pupils are reluctant initially. The philosophy behind *My English Trip* is: we want pupils to feel they can learn so they want to go on learning in the future. There are a few words and phrases that are part of the everyday classroom language that the teacher should start saying in the L2 from the beginning, eg: *look, underline + gesture*. Some other phrases/chunks for routines are highly recommended, eg: *See you tomorrow! Have a nice weekend! Sit down! Come in! Line up!* Clear gestures that accompany speech are highly clarifying. You will soon see pupils begin to use them themselves! Remember you teach each and every pupil in your class, not only the ones who can easily understand and respond.

### b. Working with songs

Properly dealt with, songs are a very useful asset in the foreign language classroom. Songs are enjoyable to the young learner and they are a way to learn and have fun at the same time. Unless you choose nonsensical combinations to practise certain sounds, a song should be meaningful; pupils should understand the lyrics and the vocabulary should be accessible. They may not understand every single word, but they need to know what it is about and the 'message' it conveys.

In *My English Trip*, there are some songs geared to expanding pupils' experience with the foreign language in a different form. For those contexts with very few periods a week, this will be more than enough to have pupils become familiar with this form of language use.

An interesting source for extra songs (pupils could try them out at home or they could be accessed in class if there is a good internet connection and enough time) is: <http://learnenglishkids.britishcouncil.org/en/songs>. In most

cases, the language in the songs will not fully coincide with what pupils know, but there are many ways to deal with this. For example, in the 'Chocolate cake' song on the website mentioned above, the introduction will need to be explained but the song itself contains a number of words pupils are taught in *My English Trip 1*, Unit 4. They can play with recognition (there are some vocabulary activities there) or they can even read the lyrics first and then start the listening. Add exaggeration of the gestures and pupils will be completely ready for it!

### ► Songs for your daily routine

*My English Trip 1 & 2* include three routine songs for the purpose of helping you manage classroom organization (see the lyrics below).

The 'Hello' and 'Goodbye' songs call pupils' attention to two specific moments of the class. The former prepares them for the day's work, the latter may serve to keep them focused while they are putting away their things.

Depending on their context and upbringing, many pupils will enjoy an opening song as a routine for starting the English lesson well into 5th form. This is one way to make sure they tune into English. In some schools, we have observed children start singing as soon as they see their English teacher at the door. This signals an acknowledgement of their teacher's presence and of his/her teaching purpose – which is a good starting point. Also, a closing song, as we have just suggested, can help you get them organized again so they get ready to leave.

But it is important to remember that the opening song should not be a substitute for making contact with each pupil – this can take place as you sing, by scanning your class, searching for eyes that may not be looking at you or for mouths that may not be moving. When the song ends, as you check attendance, you can approach these pupils and probe into their feelings or watch for physical signs of poor health, etc.

If children stop paying attention to the song and start mumbling undistinguishable sounds or not singing at all,

3 <http://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/mateftesldissertations/milesdiss.pdf> retrieved on 26 September 2014  
<http://dosfan.lib.uic.edu/usia/E-USIA/forum/acrobat/P6.pdf> retrieved on 26 September 2014  
 Kandel, Analía 1999. 'Should we use Spanish in the EFL classroom?' (28/09/99), 'ELT Agony Column', in *Chalk it up*, *The Buenos Aires Herald* Educational Supplement. Analía Kandel holds an MA in TEFL from the University of Reading and is a former President of APIBA (Asociación de Profesores de Inglés de Buenos Aires).



you should consider discontinuing this practice. These pleasurable moments should be brief and varied in style, eg: some days you can sing loudly, others in a hush. As regards the third song, it helps to call pupils' attention to the task when they are noisy or have lost concentration, with the added benefit that it includes vocabulary on feelings. It is up to you to include other songs you may find useful and even have pupils work out their own songs.

### **Hello song**

*Hello teacher, hello teacher!*

*How are you, how are you?*

*How are you today?*

*How are you today?*

*Fine, thank you!*

*Fine, thank you!*

### **Goodbye song**

*Bye, bye, children!*

*Bye, bye, children!*

*Off we go! Off we go!*

*See you next class!*

*See you next class!*

*Have a good time!*

*Have a good time!*

### **Silence song**

*Are you happy?*

*Are you fine?*

*Open your ears.*

*Open your eyes.*

*Close your mouth.*

*Close your mouth.*

*Hush, hush, hush!*

*Hush, hush, hush!*

### ► Possible ways to deal with the 'teaching' of songs

Start with the tune of the song and let pupils hum along; then deal with the message, lyrics, etc. Alternatively, you


can start with the lyrics (if there are words pupils should recognize either aurally or by reading) and then have them listen to the song.

In general, after any of these two global approximations, you will ask pupils to focus on a line and get them to repeat that one only as you play the song until it is acceptable and then add a new line. You can also select chorus lines first. Singing all the song from the beginning is not usually a good idea: it could result in mumbling and it makes the lines more difficult to remember.

### **c. The development of life skills**

Life skills have been defined by the World Health Organization as 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'. *My English Trip* covers three main groups of skills, which are:

- › thinking skills such as: creativity/imagination, problem solving, decision making, self-knowledge, critical thinking, accessing and analyzing information;
- › collaboration skills such as: waiting for one's turn, respecting other opinions, sharing or socializing one's production; and
- › social skills such as: social responsibility, cultural awareness, social development, respecting diversity.

With regards to thinking skills, activities throughout *My English Trip* marked with  foster the development of critical thinking by having pupils categorize, discriminate, make conclusions and inferences, discover meaning and use information in different ways.

Collaboration is promoted in *My English Trip* by simple role play and speaking activities, games and projects that give pupils the chance to work collaboratively with others and, therefore, make them respect others' work and opinions.

References to the type of social skills dealt with in each unit in *My English Trip* have been included in the Annual planning. Social skills<sup>4</sup> are related to the way we interact with others. Developing social skills in children is about getting them to feel comfortable and be able to perform competently in the social situations they will face. But the most important thing for us as responsible adults in charge of children is to show them how they can deal with conflicts, help them to express their needs but also to lead them to listen carefully to the expression of the needs of others or to guide them to notice their indications about pleasure or displeasure in the absence of expression. The inclusion of feelings in *My English Trip 1*, Unit 1 is intended to focus on emotions to help pupils identify and express their feelings in constructive ways, thus preventing violent action to solve problems that may arise with others. The possibility to talk about their feelings will also help them to confront their own personal frustrations without violence.

### **d. Evaluation of learning in *My English Trip***

Throughout these Teaching Notes, there are references to how activities may be carried out in ways that help pupils become meta-cognitively aware of their achievement and their shortcomings.

Evaluation<sup>5</sup>, in its formative role, is seen as a way to help pupils get control over their learning during the process. It also allows their teachers to see where some scaffolding might come in handy.

### ► The tests in *My English Trip*

The tests included in *My English Trip* are an instance of measurement of learning, but they are not (and cannot be) a complete evaluation of each pupils' performance.

4 <http://www.psychologytoday.com/blog/growing-friendships/201108/what-are-social-skills>

5 [http://www.buenosaires.gob.ar/areas/educacion/curricula/dle\\_web.pdf](http://www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf) (p.248)  
<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/diseniocularparaeeducacionprimaria2ciclo.pdf> (pp.64 and 337)

The tests, however, are a formal instrument for pupils themselves to become aware of their growth and also of their need to go over some items, with your guide. All the tests go from receptive to productive activities. Production is guided/free, depending on the number of units where the item in question has been worked on.

### ► Marking

As you will see, no points have been assigned to each activity. This is because we would like to avoid a widespread practice of dividing items according to their number to come to a final mark related to adding individual points.

We would rather suggest that facing each test, you consider the demand of each activity and how much the impact of that particular activity should be in the final mark.

All the tests included in *My English Trip* go from the receptive dimension to the productive dimension, making sure it coincides with the view of learning as a process: what is recognized today may be produced in the future. The tasks that require full production are the most challenging ones and their evaluation should not be centred on point deduction for mistakes, but rather on the message being achieved and, eventually, on the richness and the level of accuracy, too.

We suggest you consider the objective of the activity and consider it globally – complying with 70% of that activity successfully should be a pass, eg:

- In a vocabulary recognition activity, recognizing 70% approximately is a pass.
- In a vocabulary production activity, getting 70% right approximately is a pass. (eg: *My English Trip 1*, Unit 2 Test, Activity 1). Please read below what we should understand by getting it right.

**Note on spelling:** English is one of the least transparent languages in the world in terms of its grapho-phonetic

relationships. Thus, errors at this level are to be expected and accepted and should not be a major component of the final grade. As long as the word can be recognized, the answer at this stage should count as correct. You might consider a minor global discount for spelling when rounding off the final mark.

- In a choice activity involving understanding (eg: *My English Trip 1*, Unit 3 Test, Activity 2) 70% would mean getting 3 right – that would be an acceptable result as it would allow you to see that the item in question is understood.
- It is very important that you go over the instructions and the pictures in the tests before you start. In the activity mentioned above, it needs to be clear to pupils that the one who is speaking is not the one with the dog. You can even check, *Is he happy? No!*
- In a guided or free productive activity, make sure you focus on the overall purpose. If it is clear that the main difference, function or text type has been internalized, that should be a pass. You can consider higher marks for those who can provide more detail and/or who are also accurate (eg: *My English Trip 2*, Unit 5). If pupils can write the sentences about Tom's activities and remember to add 's' at least in three (even if misspelled), you should consider a pass for this activity as he/she seems to have internalized what you are focusing on here. Within the communicative perspective, achieving communication should be the priority, especially in the beginning stages, to motivate children to continue: 'Nothing succeeds like success!'

**Test • Unit 5** Name: \_\_\_\_\_ Course: \_\_\_\_\_

**Match. Then look and write.**

go	football
play	Grandma
visit	TV
read	a book
watch	video games
	to school
	the trumpet

1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**Look at Activity 1. What does Tom do on Saturdays? Write.**

**Complete with:**  
have / has get / gets go / goes watch / watches play / plays

Hi! My name is Sally and this is Lucy. We are friends, but we are very different.  
I \_\_\_\_\_ up seven o'clock and I \_\_\_\_\_ breakfast.  
I \_\_\_\_\_ to school by bus at eight o'clock. Lucy \_\_\_\_\_ to school in the afternoon. She \_\_\_\_\_ up at ten o'clock and she \_\_\_\_\_ video games in the morning. At twelve o'clock, I \_\_\_\_\_ to my house. At twelve o'clock, Lucy \_\_\_\_\_ to school.  
In the afternoon, Lucy is at school and I am in my house. I \_\_\_\_\_ football with my brother and I \_\_\_\_\_ TV. Lucy \_\_\_\_\_ TV at seven o'clock.  
On Saturdays, I \_\_\_\_\_ to the park and Sally \_\_\_\_\_ to the park, too!

**Test • Unit 6** Name: \_\_\_\_\_ Course: \_\_\_\_\_

**Find and write in the correct group**

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

**Read guess and write**

- They are animals. They are brown. They can climb trees.
- I play football in the \_\_\_\_\_.
- They are animals. They are big. They are grey. They have a long nose.
- They are animals. They are birds. They are white and pink.
- I visit the animals at the \_\_\_\_\_.

**Look and write Yes or No. Correct the No sentences.**

In this city:

- there is one zoo \_\_\_\_\_
- there are four schools \_\_\_\_\_
- there are three parks \_\_\_\_\_
- there are two hospitals \_\_\_\_\_

**Write three more sentences about the city in Activity 3.**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

**End-of-year Test** Name: \_\_\_\_\_ Course: \_\_\_\_\_

**Write in the correct group.**

monkey	bus	flamingo	train	museum	Tuesday	mall	puma
supermarket	school	boat	Monday	car	hippo	Friday	Wednesday

**Transport** \_\_\_\_\_ **Animals** \_\_\_\_\_ **Dogs** \_\_\_\_\_ **Places** \_\_\_\_\_

**Read and write True or False. Then correct the false sentences.**

Hi! My name is Tom. I am 10. I have a long day. I get up at 6 and I have breakfast. I go to school by train and by bus. At two o'clock I go to my grandma's house. I have lunch and watch TV in her house. At two in the afternoon I go to the park. In the park there is a small zoo. There are many monkeys and giraffes in the zoo. I like giraffes very much. They can run very fast. I play football with my friend Thomas in the park. At five o'clock I go to my house by bus and train. I have dinner at eight o'clock with my mother and my father. I read a book and I go to sleep at ten o'clock.

- Tom gets up at six \_\_\_\_\_
- He goes to school by car \_\_\_\_\_
- He goes to school in the afternoon \_\_\_\_\_
- He has lunch in his house \_\_\_\_\_
- There is a puma in the zoo \_\_\_\_\_
- Tom plays in the park in the afternoon \_\_\_\_\_
- He goes to sleep at eleven o'clock \_\_\_\_\_

**PHOTOCOPIABLE © Macmillan Publishers S.A. 2015**

## The Pupil's Book in *My English Trip*

### a. Introductory comic strip



In *My English Trip 1 & 2*, a comic strip introduces the main characters in the book, who will accompany pupils through their learning journey and will help to introduce the theme of each unit in the Unit Openers.

### b. Unit Opener



The Unit Opener functions as a 'hook' to the content of the unit so as to help pupils to frame their thinking and focus on the theme that will give unity to each series of lessons in the unit. At the same time, it always includes images that lead to reflection on the theme, thus providing the possibility of developing critical

thinking and culture awareness on well-known topics in the teaching to children.

p19



At the end of the unit, in Lesson 9, there is always a return to the Unit Opener – this time with the possibility to give information about it in English, with the new language pupils have learnt. This circular organization

of the units makes pupils aware of their growth.



In each Unit Opener in the Teaching Notes, you will find web links and suggestions for the discussions that may arise if you have time to go deeper into the issues or you find your pupils are particularly interested in any of them.

### c. Lessons




Each Lesson 1 in *My English Trip 1 & 2* (from Unit 2 onwards in Level 1) presents a situation to contextualize the language to be learnt. The focus is on the context that determines the language used. Some emotional language may appear here.

Lesson 2 has a focus on vocabulary related to the main theme, while in Lesson 3 that lexis is integrated into a pattern. This order guarantees understanding of the messages being conveyed.



From then on, the focus of each lesson may vary according to the needs of the topic of each unit. In each lesson where a grammar pattern or structure is taught, you will find a section

called 'Grammar Trip' that fosters pupils' self-discovery of structures. Pupils solve activities that help them reflect on and internalize the structures right after having seen them at work.

Activities marked with  help pupils integrate new language with the language taught in previous units (and in previous levels, as the series progresses). This will help pupils gain full sense of achievement since they are constantly reusing what they learn in different contexts.



Each Lesson 7 finishes with a writing activity carefully graded and modelled that will allow pupils to integrate the language learnt in each unit.

Lesson 8 has a focus on social skills and includes emotional language and other everyday expressions that will help pupils communicate more naturally in the L2.







Lesson 9 always takes pupils back to the Unit Opener and also proposes an easy project to be carried out by pupils whether in class or at home, depending on the time available.

#### d. My Practice Trip & My Progress



At the end of each unit, there is a section called 'MPT' ('My Practice Trip') which provides additional practice for the unit. Each of these sections finishes with the 'My Progress' box, which has been introduced to give students the chance to become aware of their performance in terms of completion of the activities in the 'MPT' section.

There are as many pin markers as there are activities in the MPT section of the unit. Pupils could colour a mark every time they finish an activity or check if they have completed all of them when the whole unit has already been covered. This should help them to develop control over their performance in order to modify it if necessary. One important aim is to make pupils aware of how responsible they have been with their own work and if they have made the effort to complete the activities. Please insist on the fact that this is a moment of reflection, not related to any kind of mark and that they should be honest with themselves so they can use this information to improve. If you want to go a step further, you can even suggest using different colours to reflect the difficulties they have had when doing each activity, eg: green when they were able to complete the activity with no difficulty, yellow if they made some mistakes and they should revise a bit more, etc. We recommend you spend a couple of minutes to do this all together after the first few units so pupils get used to it. After that, just ask them at the end of each unit whether they have completed this. You need to keep asking as they are still very young and require presence and support.

#### e. Activate & Explore



Every two units, there is a section that will recycle themes and language seen in previous classes but presented in a different and new context. The 'Activate' page concentrates on integrating and expanding the language already learnt.

The 'Explore' page goes a bit further into new content and challenges. Still, because *My English Trip 1* is for young beginners, the challenges will be controlled. Remember tasks should always be achievable to promote confidence rather than frustration.

This section serves more than one purpose: it shows pupils they can grasp more language than they believe they can; it helps them practise more than one reading strategy; it makes them look for further information and so on. Also, here is where they will get the largest text variety.



## f. Special features:

### ► 'My English Trip en familia'



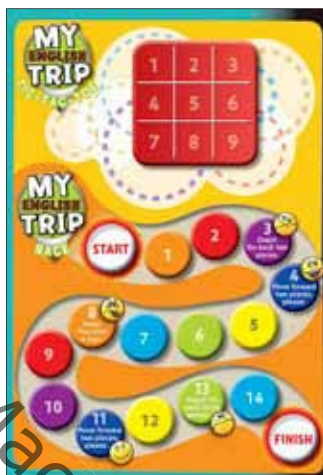
This section offers advice and tips in Spanish for families to accompany pupils in their learning journey, even though they don't know or understand English.

### ► My Grammar Summary



The inside of the back cover flap in each level of *My English Trip* includes a summary of the grammar patterns introduced, in the form of tables to facilitate self-study and analysis by pupils.

## ► Games



On the back cover flap of *My English Trip 1 & 2*, there are two board games accompanied by a set of cut-outs at the back of the book that allow pupils to play integration games with the vocabulary and structures they learn. These games can be used after finishing each unit or to integrate what has been learnt in several units allowing pupils to practise the language in a fun and entertaining way.

These are the instructions to play the games:



- Invite pupils to open the back cover flap of their books and focus their attention on the Tic-Tac-Toe board. Have them tell you how many positions or squares it is made of.
- Have pupils play in pairs. They choose their symbol (the Xs or the Os on the last page of the cut-outs at the back of their books). They then choose a number on the board and a card from the unit set, eg: P1: 5 (he/she may choose the card with the window for Unit 1). If he/she says, *Eleven orange windows*, ie: the right answer, he/she places his/her symbol on number 5 of the board. Otherwise, he/she misses the opportunity to score. The same happens with the other player. In this way, pupils will have the opportunity to cover the nine cards from each unit.



- Tell pupils that the winner of the game is the player who gets three Xs or Os in a row on the board. If all nine squares are filled and neither player has three symbols in a row, the game is a draw.
- Invite pupils to open the back cover flap of their books and focus their attention on the Race board. Elicit how many positions it is made of. Show them there are two positions without numbers: the 'Start' and the 'Finish' positions. Explain what they are.
- Tell pupils to focus their attention on the positions with emoticons and help them with any language queries. Make sure they understand the message in each of these positions so that they don't make mistakes when playing.
- Tell them they need a dice to play the game. They can also choose one of the counters provided on the last page of the cut-outs. Then explain the rules of the game.
- Pupils can play it in pairs or small groups. The first pupil throws the dice, places the counter on the number obtained and chooses a card. If his/her answer is correct, the pupil is allowed to go on playing from his/her new position. If his/her answer is wrong, he/she goes back to his/her original position. If he/she falls on any of the positions with the emoticons, he/she has to accept the order given and play accordingly. The winner is the pupil who gets to the Finish first.



The organization of your class is a diverse and ever-changing reality. Whether you have a 45-minute lesson or a 50-minute lesson or two such periods in a row or interrupted by a break, you all know that 99% of the time the real teaching time is somewhat shorter (pupils need to go up or down the stairs or along a long corridor to reach their classroom, or the head teacher scolded them for misbehaving during the break) and your pupils are never the same (whether the lesson is on a different day or on the same day during the second period; whether or not the second period comes right after the first one or after a break). This is why only you can decide whether you will follow the suggestions offered here to the letter or not. Use your teacher expertise.

### Optional lesson starters

- Have pupils share the sentences they have written about their friend or member of their family with the rest of the group.
- Go back to page 5, count the items and write the figure alongside in preparation to the numbers pupils are about to learn.

Is it really necessary to add this to the lesson per se? If anything, before starting a new lesson or even taking up one that could not be rounded off the previous class, we need to get pupils into the picture, so to speak, we need to grab their attention somehow. Some people talk about 'lesson hooks'. This is all about creating suspense, about arousing interest. Can you ask a question, the answer to which will be found after dealing with the content? We have suggested different types of starters: some bring forward elements that will be needed for the development of that lesson, others are just songs that can form part of a routine and still others recycle material that will be useful later on in the unit.

Routines are a very good tool for the younger groups. Singing a short 'Hello' song (see notes above) brings them into the English lesson. You can sing it in a very loud voice if you feel they need waking up or in a very low voice if they are too excited about a previous event. But watch it! This must be carefully checked so pupils who do not join in at all (they may not sing as long as they clap or move their mouths/heads) are invited to do so. No pupil should be left out of some form of participation in a group activity. Starters should be short and accessible. They should give every pupil a feeling of success, so make sure there is at least one answer that they can get right. If pupils are frustrated at the start of the class, they will most probably lose interest. Remember: nothing succeeds like success! But the most important thing to remember when starting a class is to **make contact with your pupils**. Do they all/ Does one of them look different – sad or bored or angry?

If you notice, you can help them by noticing and helping them to express what is wrong if they want to. Precisely in Unit 1, basic emotions are introduced, so they will be able to express their feelings in English. Anyway, remember that L1 will be necessary if you or they need to go a bit further into the issue, unless these are comments about minor changes (haircut, new pencil case) where gestures will do to establish meaningful communication.

[illegible]

➔ **Learning strategy**

## Becoming independent learners

Make pupils go to the grammar tables on the back cover flap of their books. Go back to the picture and ask who Cathy is pointing to. Then say, *Look at the picture. Is that Cathy's family?* If they have any doubts, direct them to the description on page 6.

Throughout the units you will find learning strategies mentioned several times. They are intended to highlight opportunities to provide pupils with tools to develop their autonomy as learners. We have included a specification of what we are trying to help students learn, when appropriate, in each unit (becoming morphologically aware, becoming phonologically aware, etc).

Since we assume you would like to help pupils become independent learners, we suggest you bear in mind the following:

- **Rubrics/instructions:** allow pupils to discover things for themselves. Guide them so they learn how to become independent. This may take some time (especially at the beginning of the course) but it will pay off in the end when they need little or no help to decipher what they have to do.
- **Anticipation:** anticipation is a key moment in reading<sup>6</sup> and listening. No information that can be anticipated from previous knowledge, title, visuals or known language should be left for the reading proper. Anticipation helps learners to make up a kind of scaffolding that will support them in their detailed reading of the lines. In listening, it is vital to anticipate the elements that will help the listener discard some of the possibilities before or during the activity. They can analyze the options provided and consider what the differentiating elements are. If they will be listening to numbers concerning the ages of children, let them look at the pictures and consider what the ages could be. Then have pupils say those numbers and think of what prominent sounds will help them to hear the difference. Or if there are two written words as options, make them consider what letter sounds will help them realize which is mentioned.
- **Intelligent guessing and inference:** there will be a lot of intelligent guessing in *My English Trip*. Intelligent guessing is not wild trial and error. It is the use of the available (known) clues<sup>7</sup>. This practice will lead pupils to

become critical thinkers who can understand, evaluate and make decisions.

- **Punctuation and capitalization:** pupils should be made aware of the use of punctuation from the very start. Punctuation is one of the ways writers help readers understand what they want to say. At this stage, full stops, exclamation and question marks need to be internalized. Make pupils aware of capitals as well, as English and Spanish do not always coincide (take the personal pronoun 'I', for example!)
- **Decision making:** it is important that pupils discuss and decide. In particular in writing, where there is time to think, any writer may choose to omit some information or add something and pupils are no exception. So please make sure they do not use the texts provided to support their writing as rigid models to be filled in with their data, but as sources of input for them to scaffold their productions.

## c. Tips

The screenshot shows a lesson plan page for 'My English Trip'. It includes a 'Lesson 4' section with 'Optional lesson starters' and 'Page 23'. There are several 'TIP' boxes and an 'Optional activity' box. The tips focus on encouraging pupils to think independently, use punctuation and capitalization, and make decisions. The optional activity involves a game where pupils guess words based on clues.

**TIP**  
Do not allow volunteers to answer all the time. If you do, you will probably think everyone can notice or knows the answer when that will not be the case in most situations. Tell them you will nominate the speaker. This way everyone will try to be ready to answer rather than wait for others to think and then copy.

These are ideas we would like to share with you from our experience as teachers:

- Encourage pupils to 'play with the language' and tell them not to be afraid of making mistakes. It is good for them to know that anyone can learn from mistakes.
- Accept diversity of answers, even if they are not the ones you wanted to get. Listen carefully to their ideas. Pupils need to connect learning to their own lives<sup>8</sup>.
- Don't ask pupils to read and listen at the same time.
- Ask the questions first and then nominate a pupil. This way they will all be on the alert to answer.

<sup>8</sup> Perkins, David. American Educator: The Professional Journal of the American Federation of Teachers; v17 n3, pp. 8,28-35, Fall 1993 <http://www.exploratorium.edu/IFI/resources/workshops/teachingforunderstanding.html> retrieved in December 2010

<sup>6</sup> <http://es.slideshare.net/ireitalia/cuadernillo-de-ct-ingls-version-final> retrieved on 5 September 2014

<sup>7</sup> de Leon-Abao, E. (2014) Teachers' Instructional Competence on Students' Comprehension Skills and Critical Thinking Ability. *Open Journal of Social Sciences*, 2, 334-339. doi: [10.4236/jss.2014.24037](https://doi.org/10.4236/jss.2014.24037). <http://www.scirp.org/journal/PaperInformation.aspx?PaperID=44973#VDrT3fn1R6E> retrieved on 20 June 2014

- If you plan to correct on the board, make sure you walk around while pupils are working to spot things that might never come up. Pupils will tend to keep quiet if they notice they have a different answer and will just copy the one established as correct on the board, discarding a possible good response they may have.
- When you check comprehension, do not just ask whether pupils have understood. It is unusual for a child to say he/she has not (he/she is frequently not aware). Verify comprehension by eliciting the expected answer or performance.
- Whenever there are two forms available, eg: *I am...*, *My name is...*, encourage pupils to choose one for production, maybe the one they feel more comfortable with.
- Make a list of expressions and words that appear in this course like: *Help me, please. Be careful!* etc, and add them to your daily class vocabulary whenever appropriate.
- Please keep competition to a minimum. There is a popular belief that competition is motivating, but there is evidence that any external reward might be detrimental to intrinsic motivation<sup>9</sup>, the one we would certainly try to promote the most in language learning. There is evidence to the contrary in sports, but only when it is between well consolidated teams.
- Special vocabulary tips for memory:
  1. Test vocabulary regularly. Ideal ways are touching and pointing games, eg: you point, pupils say, or they point and you say. In this case, you can make some mistakes on purpose to see if they can spot and correct them.
- 2. Arrange subgroups for vocabulary practice. If there are six new items, do not work on all of them together. Arrange them into subgroups of two or three. Whenever possible, group them according to some special feature (eg: transparent food, food ending in '-s', etc). Make pupils aware of this so it can become a learning strategy, too!
- 3. When dealing with repetition of vocabulary, follow this pattern: chorus, individual volunteers and then non-volunteers. If somebody refuses to speak in a loud voice, go near them and tell them to whisper the word/answer in your ear.
- Special phonology tips:
  1. Do not split meaningful groups. Pauses included where they should not go make comprehension difficult. Sentences read word for word stop the flow of communication.
  2. Pupils should be taught that the words that carry meaning in an exchange are heard more loudly, ie: they are stressed. This helps them feel secure when listening and facilitates comprehension. Little by little, pupils will be made aware, with your help, of the particular rhythm of the English language.
  3. The tone of voice and the gestures used by pupils when acting out should reflect the feelings intended in the text.
  4. Words should be pronounced as close to the correct English version as possible. It is better to exaggerate certain sounds at the beginning than to correct faulty pronunciation later on. It is important to show pupils that many words in English end in a consonant other than the ones common in Spanish and these sounds should be heard, eg: it is better to say /faɪf/ than /faɪ/.
- 5. Association of sounds and spelling will help pupils to learn how to pronounce new words and to find connections between words with shared meanings. If this activity is done as a matter of course, pupils will, in the end, make the association and produce the correct pronunciation by themselves. Make it lively and it will pay off. This becomes helpful in words they have heard and said but have never before seen in writing, eg: *Please*. If they are reminded of another word where the combination *ea* appears – *read, Beakie* – they will recognize the word as /pli:z/.
- 6. Remember that when doing a listening activity you are TEACHING pupils listening, not testing. This means that it will imply playing the track as many times as necessary, especially at the beginning of the course, to allow pupils to understand. We are interested in what information they can get through listening not in what they can't get. This will give them a sense of achievement and they will not be afraid of any listening task.
- 7. While listening, ask pupils about words they recognize, (probably *Hi, Hello*). This trains their ear to search for the known.
- 8. Go from the general to the specific when listening. Ask about noise, number of participants, voices, context. Then go to the exchanges and finally, if necessary, to individual words.

9 [http://scholar.google.com.ar/scholar\\_url?url=hl=en&q=http://www.researchgate.net/publication/12712628\\_A\\_meta-analytic\\_review\\_of\\_experiments\\_examining\\_the\\_effects\\_of\\_extrinsic\\_rewards\\_on\\_intrinsic\\_motivation/file/9c960529b5f30e8b08.pdf&sa=X&scisig=AAGBfm21qhofcIOvrKMior3vbref\\_v1lIQ&oi=scholar&ei=rf46VOzHL8z8sASm5YLACA&ved=0CBsQgAMoAJAA](http://scholar.google.com.ar/scholar_url?url=hl=en&q=http://www.researchgate.net/publication/12712628_A_meta-analytic_review_of_experiments_examining_the_effects_of_extrinsic_rewards_on_intrinsic_motivation/file/9c960529b5f30e8b08.pdf&sa=X&scisig=AAGBfm21qhofcIOvrKMior3vbref_v1lIQ&oi=scholar&ei=rf46VOzHL8z8sASm5YLACA&ved=0CBsQgAMoAJAA) retrieved on 12 October 2014



# PLANIFICACIÓN ANUAL<sup>1</sup>

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>1</b> <b>Welcome back to school!</b>	9 a 12 horas	Vida cotidiana: yo y mi escuela. Mis útiles escolares. Mi salón de clase. Vida social: mi familia, mis amigos y yo. Yo y la vida en sociedad. La importancia de las reglas de convivencia. El mundo a nuestro alrededor: el cuidado del medio ambiente cercano. Los espacios sociales compartidos (la cancha, el parque, la plaza).	Presentarse. Presentar a la familia propia y a la de los amigos. Nombrar, describir y contar los útiles escolares (colores). Describir sentimientos. Dar y seguir instrucciones/recomendaciones.	Revisión: colores, sentimientos, miembros de la familia, útiles escolares. El aula: objetos escolares e instrucciones: <i>desk, chair, board, door, window; stand up/sit down, talk, run, shout, open/close, walk, wave, turn around</i> . Números del 1 al 20. Recomendaciones: <i>Please don't run in the mall. Don't drop litter in the park.</i>  <i>be: I am Cathy. He is 10 years old.</i> <i>like: I like big cities. I don't like small towns. He likes Trip</i> <i>have: I don't have a dog but I have a cat. He has two brothers.</i> <i>live: I live with my mum.</i> <i>can: He can play the piano and the guitar.</i>	Historieta  Canción  Póster	El inicio en la reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo:  ► el uso de conectores básicos.  La apreciación del ritmo y la musicalidad en los textos trabajados.  La sensibilización ante diferentes formas de prejuicio en las relaciones interculturales para poder avanzar en su superación.	<b>Mantener una escucha atenta y respetuosa hacia las indicaciones con respecto a reglas de seguridad y convivencia en espacios compartidos.</b>  Hacer nuevos amigos.  Compartir con nuestros amigos.

<sup>1</sup> There are several foci in this plan. The idea is that you pick and choose to develop your own yearly plan according to your context and to the demands made on you by the authorities at different levels.

## Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>2</b> <b>Looks</b>	10 a 15 horas	Vida cotidiana: yo y mi familia. Vida en sociedad: mi familia y mis amigos. El mundo de la creatividad y la imaginación: los monstruos.	Presentar/Describir a la familia, amigos y otros (aparencia física). Dar y seguir instrucciones/recomendaciones.	Partes de la cabeza y la cara: <i>hair, eyes, ears, nose, mouth</i> Adjetivos: <i>long, short, blonde, big, small</i> Instrucciones: <i>Touch your nose. Close your eyes.</i> Recomendaciones: <i>Wave your hand. Brush your hair. Wash your face.</i>  <i>have: She has blue hair and a red nose.</i> <i>Does your brother have blue eyes? Yes, he does. / No, he doesn't.</i>  Posición de adjetivos: <i>one long orange nose</i>	Historieta  Canción  Revista: "lookbook"  Póster  Iconos/Señales/ Signos estandarizados de indicaciones en espacios compartidos socialmente (Explore)	La lectura/escucha de textos breves instruccionales, relacionados con situaciones de la vida cotidiana de los niños y niñas.  El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana: la escuela, el juego, las celebraciones, las comidas, entre otras (la forma de vestirse y arreglarse).	<b>Darle importancia al aseo personal.</b>  Escuchar atenta y respetuosamente las indicaciones de profesionales de la salud y otros adultos responsables.

Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
3 Clothes and weather	10 a 15 horas	Vida cotidiana: yo y mi medio ambiente cercano. El mundo alrededor nuestro: la naturaleza y su relación con las necesidades humanas.	Dar y seguir instrucciones/recomendaciones. Expresar sensaciones físicas. Describir el atuendo. Describir el estado del tiempo.	Prendas de vestir: <i>shirt, shorts, T-shirt, jeans, skirt, boots, hat, shoes</i> El estado del tiempo: <i>hot, cold, rainy, sunny, cloudy</i> Adjetivos: <i>small, big, old, new</i> Instrucciones/ Recomendaciones: <i>Put on your shoes. Take off your sweater.</i>  <b>Present continuous:</b> <i>I am wearing jeans.</i> <i>He is wearing shorts.</i> <i>We/They are wearing boots.</i> <i>She is not wearing a sweater.</i>  Expresión de posesión: <i>'s</i>	Historietas Revista Póster	La lectura/escucha de textos breves instruccionales, relacionados con situaciones de la vida cotidiana de los niños y niñas.  La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas, paraverbales y no verbales.	<b>Compartir actividades con la familia y amigos.</b>  Reconocer, aceptar y disfrutar de la variedad de estilos y apariencias.  Mantener una escucha atenta y respetuosa hacia las recomendaciones de los adultos responsables con respecto a la vestimenta en función del clima.



## Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>4</b> <b>My day</b>	10 a 16 horas	Vida cotidiana: yo y mis actividades. Las comidas. Vida personal y social. Las rutinas cotidianas: contextos escolares. Las actividades humanas: los medios de transporte. El mundo de la creatividad y la imaginación: los vampiros.	Expresar agrado y desagrado. Relatar las rutinas propias y preguntar sobre las rutinas de otros. Identifica y decir la hora.	La hora: <i>o'clock</i> Partes del día: <i>morning, afternoon, night</i> Preposiciones de tiempo: <i>in, at</i> Las comidas: <i>breakfast, lunch, dinner</i> Rutinas diarias: <i>get up, have breakfast, go to school, have lunch, have dinner, go to sleep</i> Medios de transporte: <i>bike, bus, boat, car, train, motorbike, by train / on foot</i>  <i>I am late.</i> <i>I am punctual.</i>  <b>Present simple:</b> <i>I get up at 8 o'clock in the morning.</i> <i>Do you go to school by bus?</i> <i>Yes, I do./No, I don't.</i> <i>I go to school by bus.</i> <i>I don't go to school by car.</i>	Historietas  Folleto/Agenda (Explore)  Póster	La transcripción de textos breves, reemplazando diferentes elementos (acciones, cualidades, escenarios, entre otros) con la ayuda del/la docente.  La valoración de la práctica del diálogo para construir conocimiento y favorecer la participación y la convivencia.  La aproximación a la comprensión de que un texto oral puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman.	<b>Ser puntual como garantía de participación en actividades sociales.</b>  Expresar respetuosamente nuestros sentimientos con respecto a las acciones de otros.  Ser capaz de reconocer como somos con respecto a las reglas.

Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>5</b> <b>My friend's day</b>	10 a 16 horas	<p>Vida personal y social: las rutinas cotidianas.</p> <p>Actividades del tiempo libre: los deportes, canto, tocar instrumentos musicales.</p>	<p>Relatar las rutinas de otros y preguntar sobre ellas.</p> <p>Expresar agrado y desagrado.</p> <p>Identificar y describir los sentimientos de otro.</p>	<p>Actividades de tiempo libre: <i>go to the park, watch TV, play the trumpet, play video games, read books, visit Grandma</i></p> <p>Los días de la semana: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i></p> <p><b>Present simple:</b> <i>I don't go to school on Saturdays. He plays football on Mondays. She goes to school at eight o'clock. Does he play the trumpet on Mondays? Yes, he does. No, he doesn't. She doesn't go to school by boat.</i></p>	<p>Historietas</p> <p>Canción</p> <p>Agenda semanal</p>	<p>El inicio en la reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende (inflexiones verbales).</p> <p>El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir.</p> <p>La escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas (grabaciones de audio y video, entre otras). Esto supone:</p> <ul style="list-style-type: none"> <li>► el inicio en la identificación de la situación comunicativa, los interlocutores y el tema abordado, es decir, de elementos relacionados con el contexto de enunciación.</li> </ul>	<p><b>Dar el ejemplo. Compartir respetuosamente los objetos de otros.</b></p> <p>Identificar los sentimientos de otros</p>

Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
<b>6</b> <b>Cities and towns</b>	10 a 14 horas	Vida en sociedad: mi barrio/ciudad/provincia/país. Las instituciones y lugares de interés. La ciudad y el campo. Otros hábitats.	Describir la existencia de instituciones, negocios o lugares de interés cultural en una ciudad/barrio. Describir la ubicación de animales objetos o edificios.	Lugares en una ciudad/barrio: <i>mall, park, zoo, hospital, supermarket, cinema, café, museum</i> Animales silvestres/en un zoológico: <i>iguana, elephant, flamingo, hippo, monkey, puma</i> Preposiciones de lugar: <i>on, in, under</i> Expresión de existencia: <i>There is litter on the grass.</i> <i>There is a school in my town.</i> <i>There are two parks.</i>	Historietas  Tickets de entradas a espectáculos o lugares de interés  Texto informativo (Activate)  Texto informativo (Explore)	La comprensión y construcción de sentidos del texto escrito apelando a diferentes estrategias. Esto supone: <ul style="list-style-type: none"> <li>▶ la identificación del género;</li> <li>▶ la identificación, con la ayuda del/la docente, del tipo de lectura requerida –global o focalizada– acorde con el propósito comunicativo;</li> <li>▶ el recurso a pistas que brindan los textos y su paratexto;</li> <li>▶ la confirmación o modificación de las anticipaciones e hipótesis formuladas.</li> </ul> El reconocimiento de algunas similitudes y diferencias en relación con el español.	<b>Ser cuidadosos con la disposición de los residuos.</b>  Considerar y proponer alternativas ecológicas de transporte.