



TEACHER'S GUIDE GRADE 6- UNIT 1 VOCABULARY AND WARMUP

Pre-activity

Schema Building:

- The teacher writes the following QUESTIONS on the board:
 - May I go to the rest room?
 - Can I go to the principal's office?
 - Can we go to the gym?
 - Can I borrow your pen?
 - May I stand up teacher?
 - Can I ask you a question?

RESPONSES:

- Sure, go ahead, / Yes, you can. / Yes, here you are. / No, you may not. /Sure.
- The teacher says the expressions and mimes the situations. Students listen and repeat.
 - Students ask the questions to one another and practice the responses.

Activity

Grouping:

-Individual work

Setup:

-The teacher brings expressions written in cardboard paper. Example:

May I go to the restroom?

Sure, go ahead.

- The teacher places the expressions on her desk.
- Students pick a request and a response.
- Students match the requests with the responses.

VOCABULARY. Make students acquainted of the goals of the unit.

- Have students practice the vocabulary section. Students click on the



arrow keys to move forward or backwards as they listen.

Vocabulary Practice:

Vocabulary 1

Students work in Cyberlab Kids Students click on the VOCABULARY section. Students listen and then repeat the statements. Example:

- May I go to the rest room? Sure. Go ahead.
- Can I go to the principal's office? Sure. Go ahead.
- Can we go to the gym? Yes, you can.
- Can I borrow your pen? Yes, here you are.
- May I stand up teacher? No, you may not.
- Can I ask you a question? Sure.

WARM UP

Students work in Cyberlab (Warm-up): Telephone Conversation

- Students read the expressions.
- Students drag the expressions to order the telephone conversation.
- Students listen to the feedback to check their answers.
- Students repeat the short conversations in class to reinforce what they did in the Cyberlab kids platform practice.

Tips/Further activities

EXTRA ACTIVITY.

Students click on the MOVIE button and sing along. "The 5 Rules of the Classroom".
Students sing along as they read.

TEACHER'S GUIDE

GRADE 6- UNIT ONE

LISTEN

Pre-listen

Schema Building:

- Students work in Cyberlab Kids Students click on the LISTEN section. Students start working in the PRE-LISTEN conversation. Students have to order the conversation by dragging the numbers correctly.

Prelisten 1:

1. Hello. Is María home?
2. No, she's at school.
3. Can I take a message?
4. No, thanks. I'll call back later

Order the following conversations.
Number them from 1 to 4.

1
2
3
4

No, thanks. I'll call her back later.
Hello. Is Maria home?
Can I take a message?
No, she's at school.

Prelisten2:

1. Good morning. May I talk to Gabriela?
2. Sure. Who's calling?
3. This is Roberto.
4. Hold on a minute, Roberto.

Order the following conversations.
Number them from 1 to 4.

1
2
3
4

Hold on a minute Roberto.
Good morning. May I talk to Gabriela?
Sure, Who's calling?
This is Roberto.

Example: 1. Hello. Is María home? 2. No, she's at school. 3. Can I take a message? 4. No, thanks. I'll call back later

Listen

Grouping

- Individual work

Setup:

Each student should have a headphone. Students repeat the conversations from the Pre-listen activity.

While-listening

- Cyberlab Kids Platform. Students click on the arrow keys after the prelisten activity to move to the Listen section.

Students listen to the conversation once. Students listen to the conversation the second time. When students listen the second time, the text of the conversation appears. To do this, students click on the arrow keys to move on. Students can answer the question in the first or second opportunity as they listen.

- Students choose the right answer by clicking A or B. Example:

Who's calling? A. Pedro B. Laura

Post-Listen

Post-Listening. Cyberlab Kids Platform. Students read the instructions.

- Students can work individually or in pairs if they have a computer to share.

- Students order the conversations in Post Listen 1, 2, 3 by dragging the expressions in the correct order. To review their answers, students can click on the toucan click button and listen to the conversation.

Optional: *Students can write the expressions in five separate cards. Students can order the conversation in groups of five. To do this, the teacher gives a card to each member of the group, and students have to read the expressions and order the conversation orally.*

Tips/Further activities

Supplementary activity. Groups of five students.

- The teacher tells students to stand up. The teacher hands out a slip of paper to the students. Students read the slips of paper and order the conversation. To do this, students must move places and stand up in the order of the conversation.
- Students read the conversation in the order they are standing.



TEACHER'S GUIDE
GRADE 6 - UNIT ONE
LANGUAGE STUDY

Pre-activity

Schema Building:

The teacher activates prior knowledge by practicing the following expressions with the students:

TALKING ON THE PHONE

A: Good morning. May I talk to Allen?

B: Sorry. He's at school. Who's calling?

A: This is Lucy.

ASKING AND DENYING PERMISSION

A: Excuse me teacher. Can I go to the bathroom?

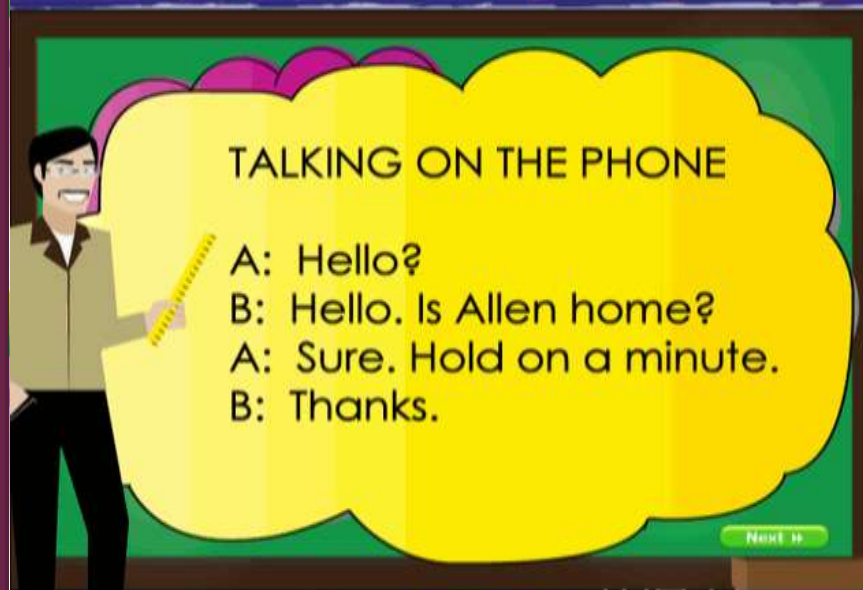
B: Sure. Go ahead.

Activity

Grouping
Pair work

Setup:

Students click on LANGUAGE STUDY in Cyberlab Kids Platform. Students listen to the information about expressions regarding talking on the phone and asking for and denying permission. STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT.



Students click on the ABC button to practice questions and answers regarding talking on the phone and asking for and denying permission.

Language study: Activity 1.

- Students read the expressions on the left and match them with the responses on the right.
Example: *Can I take a message? No thanks, I'll call back later.*
- Students check answers with a classmates
- Students practice the expressions and responses, by role-playing them in front of the class.

Language study: Activity 2.

- The students read the questions or statements.
- Students click and choose the right response. Example:
_____ I stand up? a. Does b. Can



Post-activity

ON THE BOOK: Students complete the supplementary activity as requested.

Example: Complete the spaces with the correct word. Choose the word from the word bank.

1. _____ I stand up, teacher?
2. _____ a minute, please.
3. _____ on.
4. _____ you like to leave a message?
5. _____ I take a message?
6. _____ calling?

WOULD	WAIT
MAY	HOLD
WHO'S	CAN

Tips/Further activities

EXTRA ACTIVITY:

- Students make paper telephones.
- Students use the following materials: paper cups and strings.
- The students make their telephones and practice the conversations.
- Students use long strings and move far away to check if they can listen to one another.




TEACHER'S GUIDE GRADE 6- UNIT ONE READ

Pre-read

Schema Building:

Students make believe you are calling a friend. Students write their answers in Cyberlab Kid's Platform. Sample situations:

<p style="text-align: center;">PRE READ</p> <p>Make believe you are calling a friend. Do as requested:</p> <div style="text-align: center;">  </div>	<ol style="list-style-type: none"> 1. Call a friend. Ask for the person. What do you say? Use the expression: "May I talk to....?" <hr/> 2. Answer the phone. Say that the person is not home. What do you say? Use the expression: "I'm sorry....." <hr/> 3. Answer the phone. The person who is calling leaves a message. What do you say? Use the expression: Can I take? <hr/>
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Read

Grouping
Pair work

Setup: Cyberlab Kids Platform

Students see the image of the park and they see the book that is glowing on the table. Students click on the book to start reading.

- Students read the conversations. Then students fill in the chart by answering the questions.

Gabriel's mom: Hello?
Enid: Hello. Is Gabriel there?
Gabriel's mom: Yes, but he's busy at the moment.
Enid: Can I leave a message?
Gabriel's mom: Sure. Who's calling?
Enid: This is Enid. Please tell him to call me back.
Gabriel's mom: Ok.
Enid: Thanks

**Who's calling?
Where's Gabriel?
What's the message?**

Santiago's Dad: Hello?
Nelson: Hello. May I talk to Santiago?
Santiago's Dad: I'm sorry. He's at school.
Nelson: Could I leave a message?
Santiago's Dad: Yes, of course. Who's calling?
Nelson: This is Nelson. Tell Santiago that I'll call back later.
Santiago's Dad: Ok. Bye.
Nelson: Bye.

**Who's calling?
Where's Santiago?
What's the message?**

- Students click on the ABC to practice the understanding of the conversations.

Post-read

Students use the following expressions and do the following:

1. Ask for permission to go to the bathroom.
2. Call a friend and leave a message.
3. Talk about your hobbies and favorite food.

USEFUL EXPRESSIONS

- Can I go to.../May I go to.../Yes, you may.../May I speak to...? / Hold on. /One minute please.

Tips/Further activities

Tips for the teacher: Monitor students while read. Students can listen and read and practice pronunciation.



TEACHER'S GUIDE
 GRADE 6 – UNIT ONE
 WRITE

Pre-write	Schema Building: <ul style="list-style-type: none"> - Students work in Cyberlab Kid's Platform. - Students click on the WRITE section. - Students work on the PREWRITE section. - Students brainstorm possible greetings and possible messages when talking on the phone. To do this, students write their ideas on the spaces provided. The teacher monitors answers and checks spelling.
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Write	Grouping Individual work	Setup: Students read the greetings and messages from the pre-write activity. Students repeat the different answers.
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- Students use the answers from the pre-activity to complete the incomplete phone conversation.
- Students complete the phone conversation with the questions and statements provided.

Post-write	Students prepare telephone conversations with a partner. <p> <input type="checkbox"/> Laura: _____ <input type="checkbox"/> Luis: I'm sorry. He's at school. _____? <input type="checkbox"/> Laura: Sure. Tell him I am at school waiting for him. <input type="checkbox"/> Luis: _____? Laura: This is Laura. Luis: Ok. Laura. _____. Laura: Thanks a lot!!! </p>
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Tips/Further activities	Tips for -Monitor activity. - Monitor writing <ul style="list-style-type: none"> -Who's calling? -Is Roberto home? -I'll tell him you called. -Can I take a message?
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TEACHER'S GUIDE
 GRADE 6– UNIT ONE
 TEAM PROJECT AND SURF THE WEB



Pre-activity

Schema Building: TEAM PROJECT

OBJECTIVE: Getting to know you.
 PRODUCT: An oral presentation

Activity

Grouping
 Groups of
 four students

Setup:

Roles	Job Description	Student's Name
Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 Secretary	Writes information about project	
Student 3 Designer	Designs layout and adds artwork	
Student 4 Assistant	Helps secretary and designer with their work	

Getting to Know You!

_____ interviewed by _____
 Student 1 Student 2

How old are you? _____ What is your school's name? _____
 What grade are you in? _____ What's your best subject? _____
 Do you have brothers or sisters or pets? _____ Name them: _____
 Name one place you'd like to visit on your vacation. _____
 What is your hobby? _____
 Who's your favorite singer or group? _____
 What are your favorite sports? _____ Name them _____
 What's your favorite video game? _____

Post-activity

SURF THE NET. Students do the following:

Search the web on the following topic: Greetings
 Go to http://www.brucevanpatter.com/world_greetings.html

Two other Websites that explain greetings in other cultures	http//
	http//
Greeting	
Contry	
Greeting	
Country	
Important elements about greetings in other cultures	

Tips/Further activities

Further Activity. Students learn about other cultures. **CULTURE NOTE:** Greetings vary from culture to culture. For example, Costa Ricans tend to kiss and shake hands more often than people from the United States.

