

ACES Educación

ENGLISH + Series



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Book Description



It is a three-level course

It is part of the + Series.

It is contextualized in the integration of faith with teaching & learning.

English + has been especially thought for 9 and 12 year-olds.

Book Description

It has been written taking into account the proposals included in the Common European Framework (CEF).

| CEFR | |
|------|------------|
| A2 | English 6+ |
| | English 5+ |
| A1 | English 4+ |

Book Description

Significant Context

Topics

Values

Known
Language

Functions

New
Language



ZPD

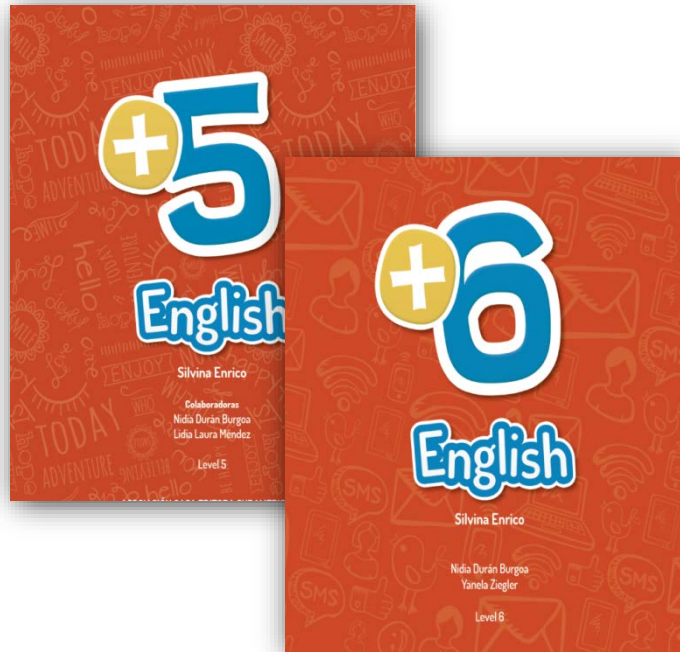
Book Components

On line
Teacher's Book

9 theme based
units

Reader

Fast Finishers



Vocabulary
booster

Workbook

Wrap-ups

Cut outs

Audio CD

DVD

Ebook

Unit Overview

Central illustration: meaningful visual context for new & known language.

Unit number
& theme

Topic based
song

Visual verbal
audio connection

5

TAKING CARE!

"We look up our illnesses and carried our diseases" (Matthew 23:2)

1. Listen and read.

Identify illnesses and symptoms.

- Give advice.
- Ask for advice.

2. Read the dialogues again and answer the questions. Use Yes, No or both.

- Who is at the doctor's?
- Who has a temperature?
- Who has a stomachache?
- Who should drink hot lemon tea?
- Who should take some medicine?

3. Look and label the pictures. Then listen and check.

Brush your teeth!
Wash your hands!

a stomachache – a temperature – a cough – a cold – a sore throat – toothache – a backache – a headache

Illnesses and symptoms

4. Listen to the rap and complete. Then sing along.

TAKING CARE IS THE KEY

Taking care is the key
You should mind what you eat.

Remember what Jesus wants!

And have a healthy life.

You should mind what you see.

He wants us to take care of ourselves.

Grid of target
language &
functions

Activities to check
understanding

Activities to develop
observation skills &
vocabulary

Unit Overview

Activities that...

What's the matter?

1. Listen and match what you should or shouldn't do.

2. Read and complete the mini dialogues using should or shouldn't.

3. Act it out.

At the doctor's

1. Listen and choose.

2. Read the speech bubbles and choose the correct one to complete the dialogues.

3. Act it out.

Role Play

Work in pairs. You are at the doctor's. Student A is the patient. Student B is the doctor. Use some of the words in the box.

Foster authentic language use

Use a variety of grouping strategies

Involve the use of all four skills.

Encourage a variety of learning styles (MI)

Unit Overview

Close to Jesus

JESUS HEALS PETER'S MOTHER-IN-LAW! - MATTHEW 8:14-16

Listen and read.

"He took up our illnesses and carried our diseases" (Matthew 8:17).



1. Choose the right option.

- Peter's mother in law is at the... church / hospital / house
- She is waiting for... Peter and his sons / Peter and his parents / Peter and his friends
- She is preparing some... vegetables / rice / vegetables and rice
- She receives some advice from... the doctor / a friend / the servant

2. Match the words to the meaning.

- Sick:
- Healthy:
- Igniting headache:
- Healed:

3. Complete the summary of the story using the key words.

temperature - heals - Jesus - sick - mother-in-law

Peter's _____ feels _____.

_____ She has a _____, but _____ comes and _____ her.

4. Tick the illnesses the woman has.

What's wrong?

I have _____

☐ backache. ☐ a cold.

☐ a headache. ☐ a temperature.

☐ a stomachache. ☐ toothache.

☐ a cough.

5. Put the events in order.

_____ She goes to bed.

_____ Jesus heals her.

_____ Jesus gets to her house.

_____ She feels bad.

_____ Peter's mother-in-law is cooking.

6. Tick the pieces of advice the woman receives.

☐ drink tea ☐ drink water

☐ stay in bed ☐ do exercises

☐ eat chocolate ☐ eat beans

7. Answer the questions.

8. Does Jesus take care of you when you are sick?

9. What things should you do to be healthy?

10. Take care of yourself. Have a healthy living.

11. Dear Lord, Thank you because you take care of me. Help me have a healthy living. In the name of Jesus, Amen.

Visual verbal
audio connection

Stories from the
Bible. Target language
contextualized

Value reinforcement.
Verse from the Bible

Comprehension
page

Unit Overview

More to know

Natural Science
A HEALTHY PLANET

1. Read and circle the right option. Then listen and check.

Take these pieces of advice to help the Earth

- You **should** / **shouldn't** choose rechargeable batteries. You recycle them when they die.
- You **should** / **shouldn't** share books instead of buying them. You can borrow books from a library or a friend to reduce waste and reuse material.
- You **should** / **shouldn't** participate in clean-up days at a beach or a park.
- You **should** / **shouldn't** drop garbage. Never litter.
- You **should** / **shouldn't** ask your family to use less heating systems and air conditioning.
- You **should** / **shouldn't** get re-usable water bottles.
- You **should** / **shouldn't** create a homemade compost bin.
- You **should** / **shouldn't** turn the lights off when you leave a room.
- You **should** / **shouldn't** get re-usable bags that you can take with you for your shopping.
- You **should** / **shouldn't** use both sides of any paper whether you are writing or printing.
- You **should** / **shouldn't** recycle paper, cans, glass bottles, etc.

2. Complete the following advice for each situation using sentences from above to help you.

- SITUATION: There is a lot of garbage on the beach. What should you do?
• ADVICE: _____
- SITUATION: The air conditioning is on during the whole day. What should you do?
• ADVICE: _____
- SITUATION: Your friend wants to buy some books. What should you do?
• ADVICE: _____
- SITUATION: The store gives plastic bags to its clients. What should you do?
• ADVICE: _____

3. Play with a classmate

Mini project
Research and design a poster on "How to protect the planet".

Physical Education
Keeping fit and healthy.

1. Listen and read the interview.

Interview
Pedro Fitness is the Physical Education Teacher from an Adventist School. Dayla is his student and she wants to know why it is so important to exercise to be fit and healthy. Let's listen carefully to the interview.

Dayla: Hi! Mr. Fitness! Thanks for this interview. I want to know why it's important to exercise!
Pedro: Well, Dayla, when you exercise, you help your body to be fit and healthy.
Dayla: Can you tell me more about it?
Pedro: Sure! When you exercise, you sleep well, your body rests, your muscles and heart get stronger. You feel more energetic. You feel really good because your brain liberates endorphins. Endorphins help you feel happier.
Dayla: Is there any other reason why we need to keep fit and healthy?
Pedro: The most important reason is that God is our Creator, and we have to take care of our bodies as a way of giving thanks to God for his love and blessings to us.
Dayla: That's a good reason! I want God to be happy with me because I take care of my body...but how can I keep fit?
Pedro: There are many things you can do to keep your body healthy: You can play basketball, you can go jogging or, you can do aerobics, and a lot more!
Dayla: All that sounds a lot of fun! Let's do some exercise right now!
Pedro: Of course! Call your friends and we can start!

2. Read the interview again and complete the sentences.

- When you _____ you help your body to be _____.
- When you exercise you can _____.
- Your brain liberates _____ They help you _____.
- God is our _____ and we have to _____ care of our _____.
- To keep your _____ healthy you can play _____ you can _____.

Project: Make a Photo Collage
Cut and glue pictures with people exercising. Write some benefits of doing exercise.

It deals with core subjects
(CLIL)

Specific vocabulary is
taught

The activities activate
SS' previous knowledge of
the world

Project suggested

Unit Overview

How much I learnt

HOW MUCH I LEARNT

Follow up!

1. Look and complete the text.

Good morning mum, I am not feeling well today. I have a
It is killing me. I also have a I am
I think I've got a I feel terrible. I should go to the doctor, mum.
I also have a and

2. Read and suggest.

a. I have having potato chips and sodas, my mum always says it is not good for me. Now I've got a terrible stomachache. What should I do?

b. I like playing computer games a lot. I've got a headache. What should I do?

c. I always eat a lot of candies and chocolates. Now I've got toothache. It hurts me a lot. What should I do?

3. Complete the chat with the words in the box. Then act it out.

Hi, Paul.
I don't. Well, I feel
What's wrong, Paul?
I have a and a
What should I do?
You should and then you should go to the doctor.

take a nap - headache - sick - feel - temperature - How do you feel?

Now I can...

| | | | | |
|----------------------------------|--|--|--|--|
| Identify illnesses and symptoms. | | | | |
| Give advice. | | | | |
| Ask for advice. | | | | |

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There is a follow up

It reviews & recycles the language previously taught

There is a self-assessment grid

Appendixes

Curiosities



Cultural topics and
Interesting facts about
other countries

Empathy & respect

Free writing activities

Better understanding of SS'
own culture & country

Appendixes

Reader



There are 9 chapters

It deals with & reinforces the value previously taught

There is a comprehension page

Appendixes

Fast Finishers



It is 9 pages in length

Each page corresponds to each chapter

Language & vocabulary games

Appendixes

Vocabulary booster

VOCABULARY BOOSTER CHAPTER 1

Illnesses and symptoms

| | |
|-------------------|-------------------|
| An allergy | A cold |
| A cough | A headache |
| A sore throat | The flu |
| A temperature | Toothache |
| A headache | An earache |
| A stomachache | A sore finger |

1. Read the dialogues. Then act it out.

A: I don't feel well.
B: What is the matter? Do you have a sore throat?
A: No, I don't. I have a temperature and an allergy.
B: Why?
A: I don't know.
B: You should go to the doctor.
A: Yes, you are right.

2. Match the advice with the problem.

First you should go to the dentist. You should also stop eating candies and sweets. Remember to brush your teeth three times a day.

You should wash your finger and put a band-aid on it.

You should not eat junk food or candies. You should eat healthy food. You should also drink a lot of water. You should go to the doctor if the pain continues.

You should rest and stay in bed. You should go to the doctor too.

Where is Witty? Find in the picture.

A vocabulary set per chapter

The new vocabulary is practised

Communicative activities

Appendixes

Workbook



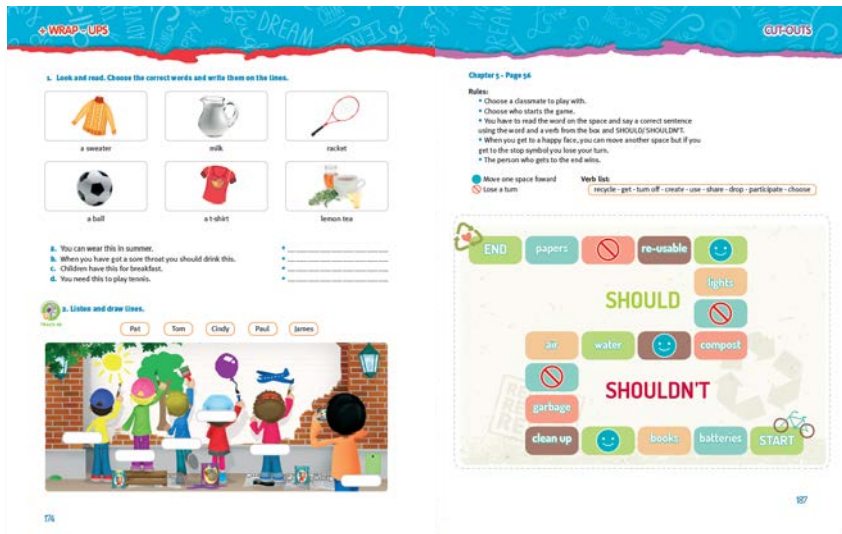
Coloured workbook
included

Each chapter is 4 pages in
length

Activities to reinforce &
integrate the target
language

Appendixes

Wrap-ups



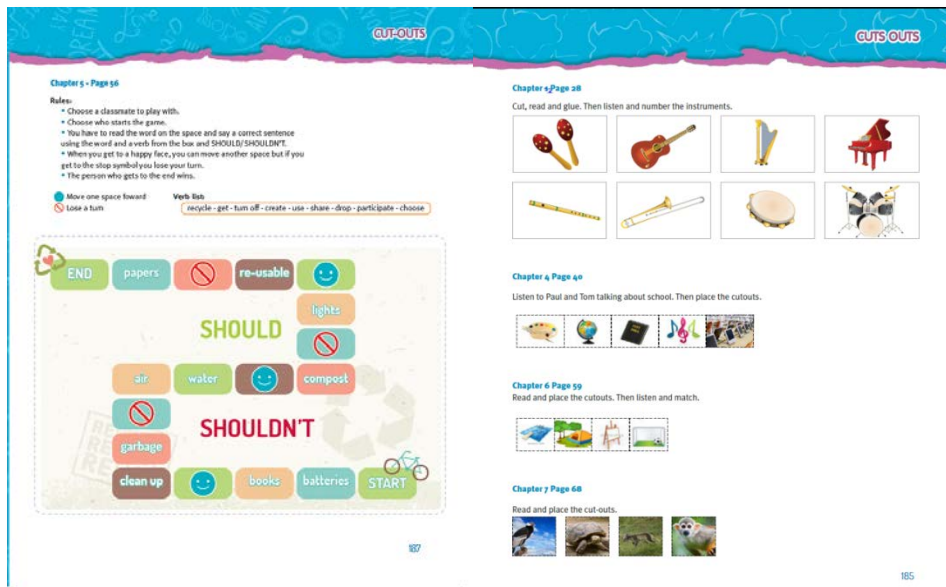
It integrates all the language seen.

It can be used as a Final Test

It can be used to train SS in the YLE Cambridge Tests

Appendixes

Cut-outs

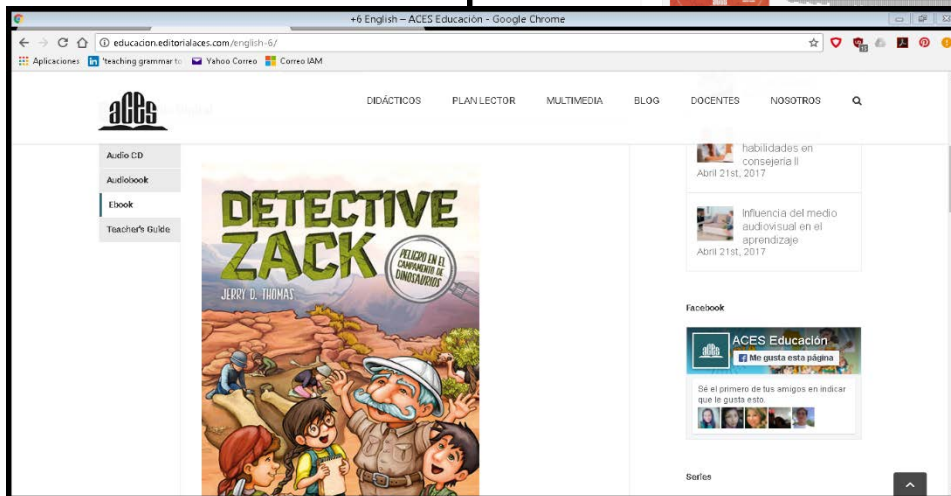
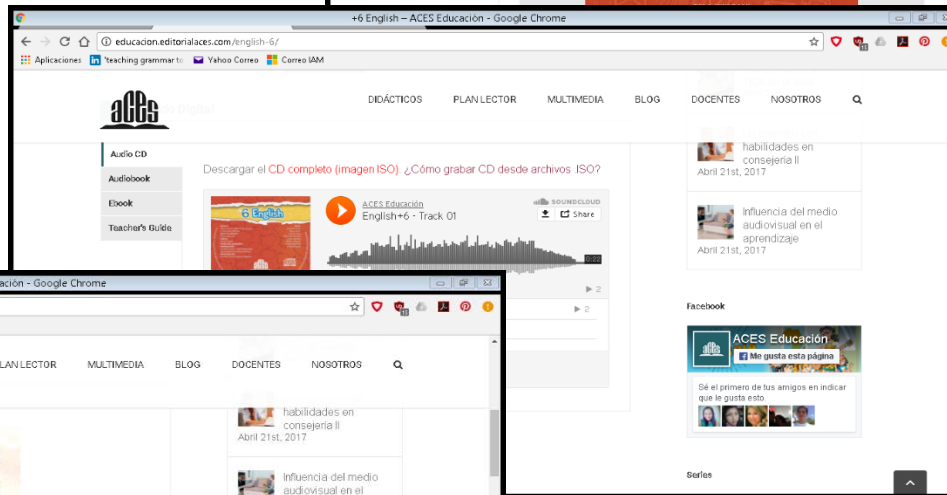
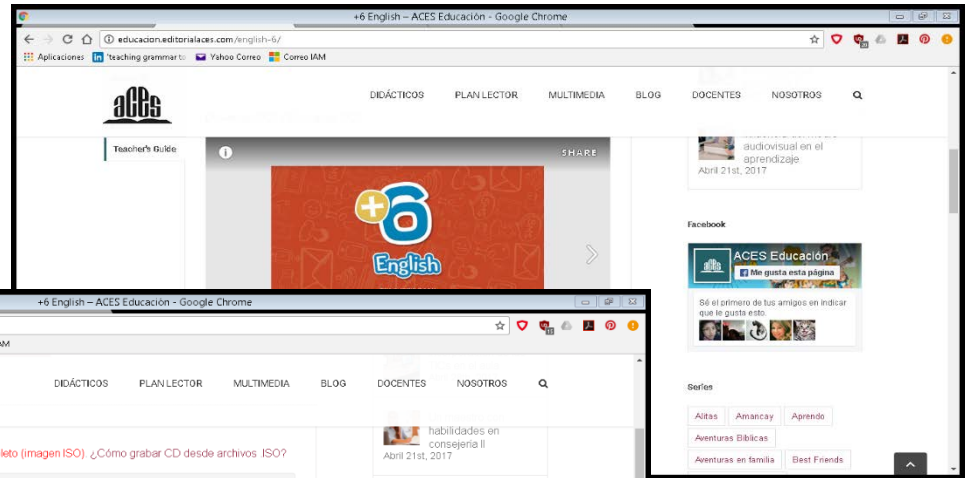


There is a cut-outs appendix at the back of the book

To develop kinesthetics

Cards to be used in language games

Online Resources



Thanks to...

- This publishing Company, Editorial ACES.
- Our editor, Adriana Morales and now Maricel Altamirano
- To all the team that made this dream posible
- To all the theachers and kids that will use this book in the future
- To our families
- To our Lord, for the guidance, love, inspiration and motivation

Thank you for trusting us!



Good Bye!