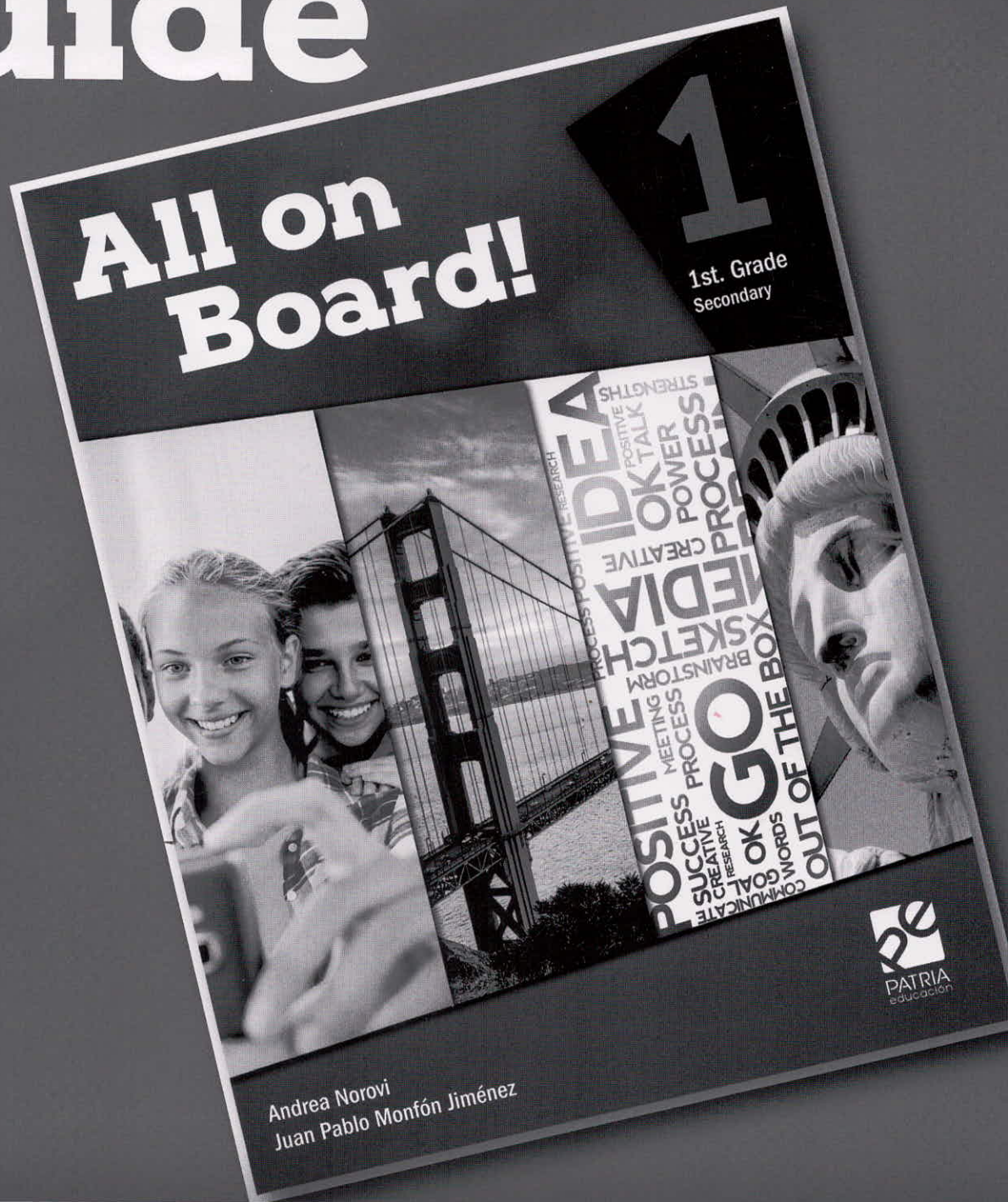


Teacher's Guide



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La Guía Didáctica que tiene en las manos es resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales para garantizar que los(as) alumnos(as) que cursan la asignatura de *Lengua Extranjera. Inglés* puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

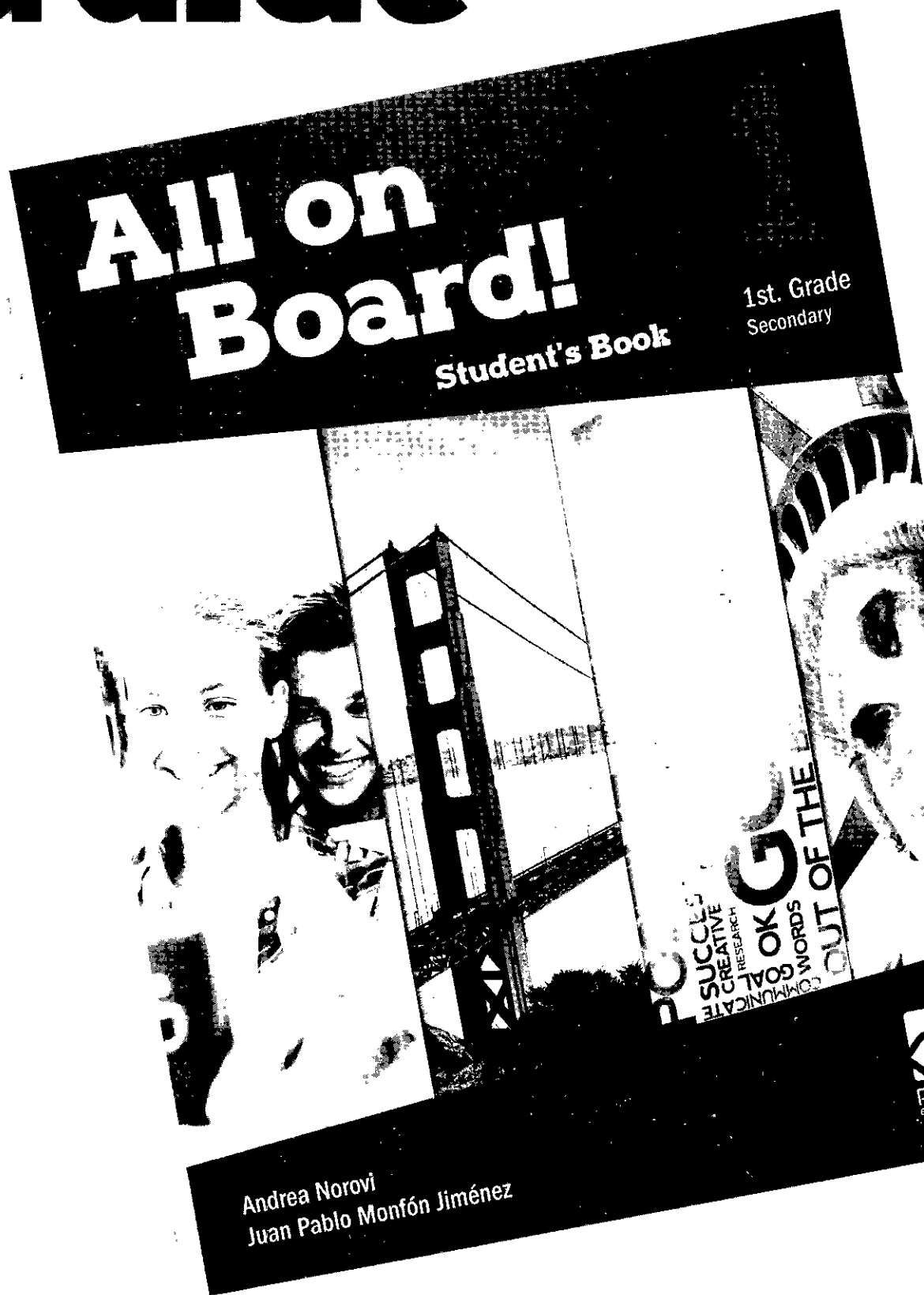
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Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

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Teacher's Guide



El libro *All On Board! 1. Teachers Book* es una obra creada por la Dirección Editorial de Patria Educación, y en su realización intervinieron:

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All On Board! 1 Teachers Book

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Renacimiento 180, Colonia San Juan Tlihuaca, C.P. 02400

Alcaldía Azcapotzalco, Ciudad de México

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ISBN: 978-607-744-977-5

Primera edición: 2018

Tercera reimpresión: 2021

Este libro se terminó de imprimir y encuadernar en el mes de mayo de 2021, en los talleres de Corporación en Servicios Integrales de Asesoría Profesional S.A. de C.V., con domicilio en Calle E No. 6, Parque Industrial Puebla 2000, C.P. 72225, Puebla, Pue.



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Calle E No. 6, Parque Industrial Puebla 2000,
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ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO DE LA ENSEÑANZA DEL INGLÉS

Programa Nacional de Inglés.
Para alumnos en Educación Básica. PRONI

La producción de estos materiales fue hecha por encargo de la Secretaría de Educación Pública para usarse como material didáctico en escuelas públicas de Educación Básica.

Impreso en México · Printed in Mexico
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To the teacher

All on board! 1 Teacher's Guide will help you teach English in a practical way. In this book, you will take learners on a variety of journeys, from a starting point, to a final destination. Every journey will be an enriching experience for you and your learners. Each journey will provide you with tools to help your learners develop new skills and strategies necessary to become more confident when using English in a variety of situations and contexts.

The **Student's Book** is organized in 10 modules; each module is a journey into a specific social practice of the language. There are 4 lessons and a final product lesson in each module. The lessons in each module are the following:



Itinerary

Lesson 1 In this lesson, you will help learners get ready for their journey so that they can get familiar with the social practice of the language for the module.



Departure

Lesson 2 In this lesson, you will guide learners through their journey by looking at the social practice of the language in more detail.



Pathway

Lesson 3 In this lesson, you will provide learners with opportunities to explore the social practice of the language for the module through more communicative tasks.








Destination

Lesson 4 In this lesson, you will set a final task that will help learners show their ability to perform the social practice of the language

Product lesson In this lesson, you will provide learners with guidelines to work on the final product for the journey this is also the time for you to evaluate learners and help them evaluate their own performance and their classmates' performance.

All the lessons in every module in the **Student's Book** have the following fixed stages:

Stage	Purpose and order in a text-based lesson
 On board	To set the context of the lesson and activate previous knowledge.
 Highlights	To understand text message To identify text features. To focus on comprehension strategies. To focus on or extract language samples from a text.
 On route	To provide practice of comprehension strategies or new language.
 Explore	To provide opportunities to integrate new knowledge with prior knowledge in a communicative, collaborative and social way.
 Travel log	To give learners chances to reflect on their performance and achievements in the lesson so they can self-evaluate themselves and co-evaluate.

THE TEACHER'S GUIDE

In this **Teacher's Guide**, you will find a suggested procedure for using the **Student's Book** in class. In each lesson you will find the following icons that are also found in the **Student's Book**:



This means learners need to work with another classmate



This means learners need to work in groups.

Track



This means learners need to listen to an audio.



The lighthouse box will help learners reflect about learning strategies.



The Spyglass box will help learners reflect about themselves and the way they interact with their world.



The Compass box will help learners reflect about collaborative work.



This means the activity can serve as an evaluation tool and provides learners with evidence of their progress.

In this **Teacher's Guide**, you will also see the following boxes with useful tips and information to improve your teaching performance and exploit the **Student's Book** to the fullest:



Teaching Spotlight ideas related to classroom management and teaching language.



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


Shortcut to games Ideas on how to add an element of fun during class.


Cultural Passport Information that you can share to help learners become more cultural aware.



This means the activity will help learners develop skills needed to work on the final product and that they can complete a step in the process for developing the final product of the module.

Every module includes an **Individual Product Record** and a **Collaborative Product Record** that you can use during the **Arrival Lesson** for learners to self-evaluate and co-evaluate. You will also find a **Record of your Journey** resource that can help you keep track of your learners' progress by collecting evidence in their portfolios.

Additionally, in every module, you will find this icon:  This means it is time to read and use the **All on Board! 1 Anthology**. Check the suggested procedure at the end of each module to exploit the optional reading activities.

Also as well, there are sections for  in Module 3, Module 7 and Module 10 of the Student's Book. For learners to complete these sections in their Student's Book, it is important that you have provided them with both the **Individual** and **Collaborative Product Records**.

Finally, in the following pages, you have a lesson planner to help you keep record of activities and dates when you do them in class. At the end of this **Teacher's Guide**, you will find a track list, the audio scripts and a Bibliography with suggestions on sources to learn more about teaching and learning.

We hope that you enjoy this teaching journey with us!

The authors

Use this format to:

- Record which activities in each lesson you intend to cover on a given date.
- Plan ahead when to carry out the collection of evidence for the Record of the Journey.
- Consider alternative dates for doing the Reading Journey.

	Class one / date	Activities to be done	Class two / date	Activities to be done
Lesson 1 Itinerary				
Lesson 2 Departure				
Lesson 3 Pathway				
Lesson 4 Destination				
Product lesson Arrival				
Record of the Journey to be completed on:				
Reading journey to be done on:				

	Class one / date	Activities to be done	Class two / date	Activities to be done
Lesson 1 Itinerary				
Lesson 2 Departure				
Lesson 3 Pathway				
Lesson 4 Destination				
Product lesson Arrival				
Record of the Journey to be completed on:				
Reading Journey to be done on:				

	Class one / date	Activities to be done	Class two / date	Activities to be done
Lesson 1 Itinerary				
Lesson 2 Departure				
Lesson 3 Pathway				
Lesson 4 Destination				
Product lesson Arrival				
Record of the Journey to be completed on:				
Reading journey to be done on:				
Journey Assessment • Modules 1 to 3 to be done on:				

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Class one / date Activities to be done Class two / date Activities to be done

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading Journey to be done on:

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Class one / date Activities to be done Class two / date Activities to be done

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading Journey to be done on:

TRIP PLANNER

Module 6 A journey into your future

Class one / date	Activities to be done	Class two / date	Activities to be done
------------------	-----------------------	------------------	-----------------------

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading journey to be done on:

Module 7 A journey into trips and itineraries

Class one / date	Activities to be done	Class two / date	Activities to be done
------------------	-----------------------	------------------	-----------------------

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading journey to be done on:

Journey Assessment • Modules 4 to 7 to be done on:

Module 8
A Journey into... (part 1)

Class one / date Activities to be done Class two / date Activities to be done

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading journey to be done on:

Module 9
A Journey into... (part 2)

Class one / date Activities to be done Class two / date Activities to be done

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading journey to be done on:

Module 10
A Journey into... (part 3)

Class one / date Activities to be done Class two / date Activities to be done

Lesson 1 Itinerary

Lesson 2 Departure

Lesson 3 Pathway

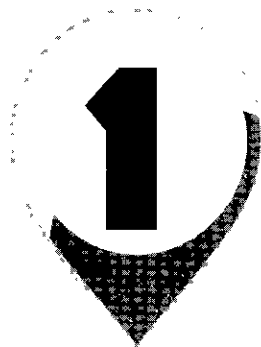
Lesson 4 Destination

Product lesson Arrival

Record of the Journey to be completed on:

Reading journey to be done on:

Journey Assessment • Modules 8 to 10 to be done on:



A journey into likes and dislikes

- **Learning environment:** Family and Community.
- **Communicative activity:** Exchanges associated with information of oneself and of others.
- **Social practice of the language:** Exchange compliments, likes and dislikes in an interview.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ Can I ask you the first question?

Achievements: 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 situations
 - 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

Lesson 3

PATHWAY ♦ That's so interesting!

Achievements: 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
 - Make and respond questions to solve doubts
 - Assess self performance and others' performance

Collect evidence such as: Questions and sentences.

Resources: Student's Book pages 18-20

ARRIVAL

Interview about likes and dislikes

Resources: Student's book page: 24

Lesson 2

DEPARTURE ♦ What do you like best?

Achievements: Understand general sense and main ideas of dialogues.

Teaching guidelines:

- Describe and make explicit different ways in which then can.
 - Anticipate the general sense and main ideas
 - Recognize the structure of dialogues
 - Recognize the types of sentences used to express likes and dislikes
 - 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 4

DESTINATION Thank you for being with us!

Achievements: Express compliments, likes and dislikes in a dialogue.

Teaching guidelines:

- Provide your students information that allows them to.
 - Take roles as interviewer and interviewee
 - Use expressions to articulate 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, 5

READING JOURNEY

A night with...

Resources: Anthology pages: 5-16

Can I ask you the first question?

CLASS 1

Context-setting: To set the context of this module, you could exploit the opening question on the cover page in the Student's Book by writing it on the board. If you decide to do this, you can arrange the class in groups to discuss the question and then invite some volunteers to share ideas with the class. It is a good idea to encourage learners at this point, to relate the opening questions to the social practice of the language in this module: exchange compliments, likes and dislikes in an interview. You could achieve this by telling learners that throughout this module they will be working on developing a script they could use to interview someone else. Alternatively, you could also arrange the class in groups and ask learners to find 1 thing that everybody in the group likes and 1 thing that everybody dislikes. If you do this, you might invite some groups to share their similarities with the whole class. This could also help create a positive atmosphere in the group since you would be helping learners notice that there might be things they all share, and finding things in common can be a good foundation for developing healthy and positive relationships among learners.

On board

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

This activity will help learners activate any previous knowledge they may have about leisure situations in English. Before conducting this activity, it might be a good idea to model the activity by writing a similar mind map on the board with the following words around the center: basketball, football, hockey, volleyball. You could then ask learners to say which word can be placed in the center of the mind map. If you choose to conduct the activity as proposed in the Student's Book, after learners have finished matching the words to the correct mind map, you may invite learners to create two more mind maps in their notebooks for the extra words: animals, social media. If you do this, you will be providing learners with further opportunities to activate any language knowledge they might have, which in turn will help them complete the following activities more confidently.

A 1 family, 2 music.



Highlights



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

This activity will help learners notice contextual clues in leisure situations. It is advisable to provide some additional information to learners before asking them to complete this activity. For instance, you could mention that the activity they completed before helped them identify relationships between words to a main topic. You can explain the class that this can be a very useful technique to help them identify main ideas when listening. You could now set up this activity by drawing learners' attention to the pictures here. First, it might be useful to ask learners to discuss in pairs what each of the pictures represent before playing the audio. If you do this, you will give learners the opportunity to make predictions that can facilitate their understanding of the listening text. Then, you could also ask learners to relate each picture to the main categories (words) they worked with in Activity 1. Additionally, you can also ask learners to think about how the people in the pictures may sound, if their voices would be high, deep, if they would sound cheerful, serious, distant, etc. After that, you could conduct the activity as proposed in the Student's Book. If you consider it necessary, you may allow learners to listen to the recording a second time.

A a. 1, b. 3, c. 5, d. 2, e. 4, f. 6 (Accept any order in items a-c and d-f).

- 3 Listen again. Check () the correct answers for the questions below.**

This activity will help learners identify topic, purpose and intended audience. You could set up the activity by directing learners' attention to the questions and answers, making sure that students read and understand them before conducting the activity. Next, you could ask learners to say if they think that they need to understand every single word in the interviews to answer the questions, or if it is possible to do it by simply identifying main ideas. You can allow any contributions, but it might be useful to explain to learners that they shouldn't worry about understanding every word, since they will find new or unfamiliar words in the interviews, but that the purpose of this activity is simply to identify main ideas. After that, you could play the recording and pause it right after the first interview so that you can provide learners with a little more time to answer the questions. If you notice that learners have some difficulties completing the activity, you may allow them to listen to the audio again, and make pauses throughout the recording that can help them focus and identify main ideas.

A a. 3, b. 2 and 3, c. 1, d. 3.

4 Listen again. Number the sentences below in the order you hear them.

This activity will help learners identify sequence of enunciation. Before setting up this activity, you could tell learners that they are going to listen to the interviews again to pay attention to the order in which some sentences are mentioned. Then, you could tell learners that they will have to listen more attentively. You might want to mention that this time they should focus their attention a bit more, so that they can identify the order in which the sentences are mentioned throughout the recording. If you think that it would be better for learners to complete the activity in steps, you may play the recording for the first interview and pause it before having learners listen to the second interview.

A Interview 1 a. 2, b. 4, c. 1, d. 3 / Interview 2 e. 2, f. 3, g. 4, h. 1

5 Discuss the questions below.

This activity will help learners identify language register. Before conducting this activity, it might be a good idea to ask learners to work in small groups and mention things they found interesting about both people being interviewed. Then, you may want to conduct Activity 5 as proposed in the textbook. If you choose to do that, you should encourage learners to reflect a bit before answering the questions. You could do that by asking learners to make notes to answer the questions before arranging the class in pairs.

A a. Interview 2, b. The interviewer uses indirect questions like 'Could you share something about...?', probably to show respect and admiration towards the interviewee.

**On route****6 Classify the sentences in Activity 4 in the table below.**

This activity will help learners recognize behavior adopted by speakers to clarify and confirm comprehension. To set up this activity, it might be a good idea to model the activity, you can achieve this by copying the table on the board, and then you can direct learners to the questions in Activity 4, then you may ask learners to look at question a, and you could ask learners: In this question, is the interviewer asking for new information or is he trying to confirm and clarify understanding? (confirm and clarify understanding). Then, you can write the question on the board in the correct column in the table. After that, you may direct learners' attention to question c, and you could ask learners: In this question, is the interviewer asking for new information or is he trying to confirm and clarify understanding? (asking for new information), you may write the example in the correct column on the board. Next, you could decide if learners can complete the activity individually or they should do it in pairs or groups. After learners have completed the activity, you could encourage some volunteers to write their answers on the board.

A a. Do you have a big family?, b. What things do you like?, c. Can you tell us about your interests and likes?, d. Could you share something about your family with us?, e. It was lonely to grow up with no brothers and sisters, wasn't it?, f. Are you saying you like war video games?, g. You like music, don't you?, h. Your family are big fans of yours. Am I correct? (Accept any order in items a-d and e-h).

Closing

To wrap up this class, you could arrange the class in groups of 3 or 4 and ask learners to choose one person from Activity 2. Then you can ask learners to imagine the next part of the interview and invite them to write down a short dialogue with their ideas. At this point, it may be a good idea to go around the classroom and monitor their work, so that you can provide help to learners when necessary. Finally, you could invite a few volunteer groups to share their ideas with the whole class.

CLASS 2

Context-setting: To set the context of this class, you could write Alan Smith and Andrew McLeod on the board. Then, you may want to arrange the class in small groups and you could invite learners to write a list of things they remember about Alan and Andrew. Then, you may ask learners to compare lists with another group. Finally, you might invite a few volunteers to write their ideas on the board.

7 Choose three questions from Activity 6, take turns to ask and answer the questions. Write the questions and your classmate's answer in your notebook.



This activity will help learners develop skills they will need for working on the final product for this module. However, this will be introduced later on because learners are in the process of being exposed to model texts. To set up the activity, you can explain to learners that they will now take turns to interview each other. You could then direct learners' attention to the table in Activity 6 and invite them to choose three questions they would like to ask a classmate. After that, you can arrange the class in pairs and ask learners to take turns to ask and answer the questions they chose. If you consider it necessary, you might want to model the activity with a volunteer. While learners are completing the activity, it is advisable to go around the classroom and monitor their work. If you do this, you can encourage learners to elaborate their answers by giving examples and reasons, and also as well you may remind learners that they need to make notes in their notebooks while interviewing each other.

A Answers may vary.

8 Look at the questions in the speech bubbles.

Answer questions a-e below.

This activity will help learners reflect on differences in language register. To set up this activity, you could write the questions in the speech bubbles on the board. Then, you can point to both questions and ask learners: If I ask these two questions, will I get the same information in the answer? (yes), Which question sounds more formal? (Can you tell us about your interests and likes?). After that, you may decide to arrange the class in pairs or groups to discuss the questions instead. While learners complete the activity, you could monitor learners' work to clarify any doubts they might have

A a. yes / b. Can you tell us about your interests and likes? / c. What things do you like? / d. Could you share something about your family with us? / e. Do you have a big family? / e. Could you share something about your family with us? Is more formal; Do you have a big family? Is less formal.

 **Compass**

The purpose of this box is to help learners reflect about collaborative work and interacting with others. To take advantage of the information in the box, first, you could ask learners to read the questions and make sure they understand them. Then, you can arrange the class in groups and have them discuss the questions in the box. This might be a good time to monitor their work and help when necessary.

 **Explore**

9 Discuss if the sentences below are true or false and circle. Justify your answers.

This activity will help learners reflect on the importance of language register. You could set up this activity by directing learners' attention to the sentences and reminding them that they had a discussion in the Spyglass box that is related to the sentences in this activity. Then, you could arrange the class in pairs and have learners discuss and decide if the sentences are true or false. While students discuss, you could go around the classroom and monitor their work, so that you can invite them to support their opinions by giving specific examples. Then, you could ask learners to compare answers with another pair and encourage them to agree or disagree with each other politely.

A a. True, b. True, c. False, d. False, e. True.

10 Look at the pictures. Discuss the questions.

This activity will help learners value dialogue and language as a means to exchange experiences. Before conducting this activity, you could direct learners' attention to the pictures first.

Then, you can ask learners what kind of job the people in the pictures have, you may also ask learners if they think the people in the picture seem serious, out-going, relaxed, etc. After that, you could arrange the class in groups and ask them to discuss the questions. While learners discuss, you could go around the classroom and monitor their work, inviting learners to support their opinions by giving specific examples when relevant. After learners have complete this activity, You can tell them that now they will start working on the first step for the final product of this module.

A Answers may vary.



Before you ask learners to go to page 24, it is advisable to introduce the final product for this module: Interview about likes and dislikes. Tell the class that during this module they will work on preparing a script for an interview about likes and dislikes, and that in each lesson they will get a set of instructions to develop the product. If you decide to share this information with the class, then you can have learners complete Checkpoint 1 in the Arrival lesson in page 24. After learners have completed this activity. It is advisable to tell learners to keep their questions in a safe place since they will be using them throughout the rest of the module.

 **Travel log**

11 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 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.

12 Ask a classmate to evaluate your performance, checking the option that describes you best.

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

Departure What do you like best?

CLASS 1

Context-setting: To set the context of this lesson you could play a guessing game. If you decide to do this, you can tell learners that they will guess some of your present and future projects. Then, you could write on the board four of your personal projects (two present and two future, e.g. buy a house, study a new language, etc.) After that, you may ask learners to discuss in pairs or small groups which of the projects on the board relate to your present or future.



On board



- 1 Look at the pictures of the people. Predict present and future projects for each person. Complete the statements.**

This activity will help learners anticipate the general sense and main ideas. You could set up this activity by reminding learners that they have already made some predictions about your own present and future projects. Then, you can tell them that they will do the same but this time for Alan and Andrew. After that, you may ask learners to work in groups first to brainstorm possible ideas for Alan and Andrew's present and future projects. Next, you can ask learners to complete the activity in the book individually. It is a good idea to encourage learners to use their own ideas and not only the pictures in the book to make predictions. You could also invite the class to have a class vote on the most popular predictions and ask volunteers to write them on the board.

A Answers may vary

Lighthouse

The purpose of this box is to help learners reflect on learning strategies. If you would like to take advantage of the information in this box, you can ask the class to work in groups and read the information in the box. After that, you could invite learners to think of phrases that are normally used for expressing present or future time and write a list that they can use to differentiate more effectively between present and future projects in the recording they will listen to in the following activity.



Highlights



- 2 Listen to the second part of the interviews. Check your predictions in Activity 1.**

This activity will help learners check their predictions. You can set up this activity by telling the class that now they are going to listen to the second part of Alan and Andrew's interviews to check if their predictions were right. You may also remind them of the list of expressions they wrote in the lighthouse box so that they can use to differentiate between present and future projects. Then, you can make a pause between interviews to give learners the chance to check their predictions for one person at a time. You could give learners a chance to readjust their predictions for the second interview before playing the following part of the audio. It might also be useful to remind learners that in this type of activity they should focus on understanding the main ideas.

A Alan, *present:* goes to university and helps at dog shelters, *future:* finish university and probably open a dog shelter, Andrew, *present:* writing the soundtrack for a film, *future:* go on tour around Europe with other musicians.

- 3 Listen to Alan's interview (part 1 and part 2). Complete the expressions with the words in the boxes.**

This activity will help learners recognize the structure of dialogues to determine the function of lines. To set up this activity, you could explain to learners that now they are going to listen to the complete interview for Alan, and need to pay attention to missing words in some sentences used in the interview. Then, you can direct learner's attention to the expressions on the left and that they can use the words on the right column to complete each expression. Alternatively, you could conduct this activity in groups and ask learners to complete the sentences without listening to the audio so that you can play it for learners only to check their answers. If you decide you conduct the activity as proposed on the Student's Book, it could be useful to allow learners to read the information in silence before playing the track.

A a. question, b. things, c. fan, e. don't, f. rock, g. projects, h. future, j. coming.

4 Listen to Andrew's interview (part 1 and part 2). Match the expressions to the correct function.



This activity will help learners recognize the types of sentences used to express likes and dislikes. You could set up this activity by telling learners that now they are going to listen to Andrew's interview to identify the purpose of using some sentences in the interview. You could then explain to the class that they are going to match the expressions on the left to the correct function on the right. Alternatively, you could conduct this activity in groups and ask learners to match the sentences and functions without listening to the audio so that you can play it for learners only to check their answers. If you decide you conduct the activity as proposed on the Student's Book, it could be useful to allow learners to read the information in silence before playing the track.

A a. 6, b. 3, c. 8, d. 10, e. 4, f. 1, g. 2, h. 7, i. 5, j. 9

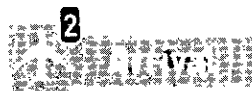


On route

5 Classify expressions a-j in Activities 3 and 4 in the table below.

This activity will help learners compare ways of expressing likes, compliments and dislikes. You might want to model the activity before asking learners to complete it in their books. If this is the case you could copy the table on the board and refer learners back to the expressions in Activity 3, then, you can direct learners' attention to question b and you may ask: What's the function of this expression asking about likes or expressing likes? (asking about likes). Then, you can write the question in the correct space on the board. After that you may direct learners to the expressions in Activity 4 and draw their attention to question and ask: What's the function of this expression, asking about present activities or asking about likes? (asking about likes). After that you might ask: Which of the two questions for asking about likes sounds more formal? (Can you tell us about your interests and likes?). Then, you can write the question in the correct space on the board. Then, you could draw learners' attention to the table in Activity 5 and have them notice the examples. If you consider this activity might be challenging, you could arrange the class in pairs or groups to complete it. While learners complete the activity, you might want to monitor their work to provide assistance when necessary.

A a. What things do you like?, Can you tell us about your interests and likes?, b. I'm a huge fan of social media, I enjoy working with other musicians, c. I'm not into rock, I can't stand travelling, d. That would be awesome, I'm sure the music will be beautiful, e. Wait!, Sorry!, f. You like music, don't you?, Is that correct?



Before asking learners to go to page 24. It may be a good idea to remind them of the product of this module and that they have already completed Checkpoint 1. Then, you can ask them to go to page 24, take out the list of questions about likes and dislikes and complete Checkpoint 2 as proposed in the Student's Book. Alternatively, you could tell learners that they can use some of the expressions they classified in Activity 5 as a guide to help them. Additionally, it might be useful to tell learners that the expressions they need to write now should complement the questions they already wrote in Checkpoint 1.

Closing

To wrap up this class, you could ask learners to write a mini-interview. You may decide how to arrange the class if in pairs or small groups. Then you can ask learners to pick a character, Alan or Andrew. However, if learners would like to do their interview based on themselves or any other character, you may allow them to do so. While learners complete the activity, it might be useful to monitor and help when necessary. Finally, you could invite some volunteers to share their mini-interviews with the whole class.

CLASS 2

Context-setting: To set the context of the class, you could write the following sentence on the board, but in disorder: They can also socialize and play in the park. You can then arrange the class in pairs and ask learners to order the words on the board to make a sentence. Once that learners have ordered the sentence, you may ask them to decide if Alan or Andrew said that. After that, you might ask them to write a list of things they remember that Alan and Andrew said during their interviews. Finally, you can tell learners that in this class they will take a look at some language points that can be used during an interview.

6 Look at the sentences in the speech bubbles. Discuss the questions below.



You could set up this activity by taking advantage of the sentence that may be already on the board. Then, you can point to this sentence and ask learners: How many ideas are there in this sentence? (2), Which word is used to connect these ideas? (and), Are the ideas in the sentence similar or contrasting? (similar). You may then draw learners' attention to the speech bubbles, the words in bold and the questions. After that, you might ask learners to discuss the questions. It might be a good idea to go around the classroom to monitor and help when necessary. Finally, you could invite a few volunteers to share their answers with the whole class.

A a. and, b. First, then, c. but, d. so.



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 them 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.



Explore

7 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 love...,' 'I can't stand...,' and then project image 1. Then, you could ask learners to guess how to complete the sentences on the board using the images to make them true for you. You should allow any contributions and write them on the board when learners have guessed correctly. After that, you can direct learners' 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 allow learners to compare answers in groups and ask them to find similarities and differences. Finally, you may invite some volunteer groups to share their discoveries with the whole class.

A Answers may vary.



Compass

The purpose of this box is to help learners reflect about collaborative work. In order to take advantage of this box, you could arrange the class in groups and ask them to discuss the questions on the left. After that, you may 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 to compare ideas with another group.

8 Read the sentences and discuss the questions.

This activity will help learners detect syntactic differences between

British and American English: collective nouns agreement. You can set up this activity by telling learners that they are going to analyze some answers given during an interview to discover differences between British and American English. You could arrange the class in pairs and have learners read the sentences and discuss the questions. You should not check answers at this point, since the lighthouse box will help learners do that.

A Answers may vary.



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 Activity 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 their answers. Finally, you could allow learners to compare ideas with another group.



Travel log

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

It is important to remind the class that every time they finish a lesson, they will reflect on their work. In this module, learners are asked to complete an evaluation rubric to 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 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.

10 Ask a classmate to evaluate your performance, checking the option that describes you best.



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

It's time to read! Check the procedure suggested for the Reading Journey.

CLASS 1

Context-setting: Before the class, you could prepare several sets of 4 or 5 cards (you will need one set for every group of learners). You should write the names of famous people that are popular among your learners, e.g. musicians, actors, athletes, etc. Once in the classroom, you can arrange the class in groups of 4 or 5 and give each group a set of cards. You can then tell learners that they will play 'Who am I?'. It might be a good idea to model the activity by asking a group to place their cards on their desks facing down. Then, you should ask one learner in the group to take a card. You can then point out to class that this person has now a new identity and is a celebrity. Next, you may ask the learner: 'Are you American?' (...), you could ask one or two more questions to show the class the type of questions they can use. After that, you should explain the class that the purpose of the game is to find out about their classmates' new identities in the shortest time and that the person in the group who guesses the new identity first, will get the card. The winner of the game is the person with the most cards at the end. At the end of the game, you could tell learners that in this class they will work on identifying the connection between questions and answers in an interview with famous people.



On board

1 Look at the pictures and discuss the questions below.

This activity will help learners consider repertoires of words and expressions. To set up this activity, you can draw learners' attention to the pictures and the questions. Then, you may explain to the class that the people in the pictures are 'fictional' characters and that they should use their imagination to discuss the questions. After that, you may arrange the class in pairs and have learners complete the activity together. Finally, you might invite a few volunteers to share their answers with the class.

A Answers may vary.



Highlights

2 Match the questions asked during an interview to the correct answer.



This activity will expose learners to language models of the use of connectors to answer questions in an interview. To set up the activity, you could explain the class that they are going to match questions with suitable answers in an interview. Then, you can direct learners to the speech bubbles. You may arrange the class in pairs and have learners match the questions to the correct answers. After that, you may allow learners to compare answers and invite a few volunteers to write the answers on the board.

A a. 4, b. 3, c. 2, d. 1

3 Look back at the people in Activity 1 and the answers in speech bubbles in Activity 2 and discuss the questions below.



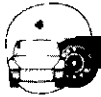
This activity will help learners reflect on the way that connectors can be used to include details in main ideas. To set up this activity, you could tell learners that now they are going to analyze the language that can be used to answer questions in an interview. You may decide to conduct the activity by referring learners back to the pictures in Activity 1 and the speech bubbles in Activity 2 before asking learners to discuss the questions. While learners discuss the questions, you may decide to go around the classroom and monitor their work. When learners have completed the activity, you might want to share with the class that when we answer questions, we normally express a main idea that is accompanied by supporting details, but that these details can be used for different purposes, for example, to reinforce the main idea, to provide a sequence to the main idea, to mention a contrasting argument to the main idea or to mention the consequence of the main idea.

A a. 1 Yamilet, 2 Kevin, 3 Aiko, 4 Abayomi

b. 1 I am going to go on tour around the world, 2 My mother is very supportive of my work, 3 I don't like talking to big groups of people, 4 I enjoy working with people.

c. so, and, but, first, then

d. and: connects similar ideas, but: connects contrasting ideas, so: expresses a consequence, first, then: express a sequence of actions.

**On route**

- 4 Match the main ideas on the left to the details on the right. Then, write in your notebook sentences connecting them using so, and, but, first, then.**

This activity will help learners order sentences into a sequence using connectors. If you consider it necessary, you could model the activity by writing the table on the board, and then you can point to the first main idea in the table (I'm into reading) and you may ask learners which detail matches this idea (My favorite author is Octavio Paz), then you might ask learners to say which connector can join both ideas into one sentence (and). Next, you can ask learners to match the ideas on the table and write sentences using connectors. After that, you may allow learners to compare answers and invite some volunteers to write the sentences on the board.

A I'm into reading and my favorite author is Octavio Paz.
I can't stand horror films, but I think 'The Exorcist' is really good.
First, I am going to learn German, then I will study Chinese.
I want to make the world a better place, so I will organize a food donation campaign for animal shelters.

Closing

To wrap up this class, you could refer learners back to the pictures in Activity 1 and the questions in speech bubbles in Activity 2. Then, you can explain learners that they are going to write a short interview for one of the people in Activity 1. Next, you may arrange the class in groups of 3 or 4. After that you can ask learners to choose one person from Activity 1 and imagine how this person would answer the questions in Activity 2 in order to write a short dialogue for an interview. While learners complete the activity, it might be a good idea to monitor to provide help when necessary. Alternatively, you might ask a few groups to share their interviews with the whole class.

CLASS 2

Context-setting: To set the context of the class, you could arrange the class in groups. You could remind learners that in the previous classes they have talked about different strategies and language that are useful in interviews. Then, you can ask learners to think of tips for taking part in an interview and write a list with the 5 most important tips. You may decide to arrange the class in pairs or groups to complete this activity. After learners have written their lists, you may allow learners to compare ideas with another group. Finally, you might want to encourage the class to conduct a vote on the top 5 tips and write any relevant contributions on the board, you could leave this information

on the board to use it as a checklist throughout the class, since in this lesson learners will prepare and participate in an interview.

**Explore**

- 5 Choose one person from Activity 1 to be interviewed. Decide which topics you would talk about in the interview and the questions you would ask. Complete the table with notes.**

This activity will help learners determine language register and compose sentences. You could set up this activity by explaining to the class that it is time to plan a script with questions that could be asked in an interview. If you think that this activity might be more engaging by allowing learners to choose one person they admire instead of the fictional people in Activity 1, you should encourage learners to do so, since this might prove to be more language generative. You may want to conduct this activity in pairs instead of groups as well. If you decide to conduct the activity as proposed in the Student's Book, you could allow learners to use their notebooks in case the space in their books is not enough for their notes. While learners complete the activity, it might be a good idea to monitor their work to provide assistance when necessary.

A Answers may vary.



Before asking learners to go to page 42, you could remind learners of the final product of this module and that they have already completed Checkpoints 1 and 2. Then, you can ask learners to go to page 24 and take out their questions and expressions for starting, interrupting and finishing and interview. After that, you may draw their attention to Checkpoint 3 and explain that they will now create a questionnaire to be used in an interview. If you consider it useful, you can remind learners of the questionnaires they created during the previous activity and allow them to use it as an extra resource for them to complete the activity.

- 6 Work with a classmate from a different group. Take turns to interview each other. Use the guidelines to help you.**



This activity will help learners show empathy in oral interactions and make and respond questions to solve doubts. You could set up this activity by telling learners that now they will use the questionnaires they created in Activity 5 to interview a classmate. Then, you can direct learners' attention to the guidelines and ask them to read in silence. After that, you should arrange the class in pairs and ask learners to take turns to interview each other. While learners complete the

activity, it might be a good idea to monitor their work so that you can encourage learners to be creative with their answers by pretending to be the person their classmates would like to interview, you could also invite learners to show interest and empathy during the interview.

A Answers may vary.



Compass

The purpose of this box is to help learners reflect about collaborative work and interacting with others. To exploit this box more fully, you could ask learners to read the questions and make sure they understand them. Then, you can arrange the class in groups and have learners discuss the questions in the box. After that, you may invite a few volunteer groups to share their conclusion with the class.



Travel log

7 Look back at the activities in this lesson. Look at the chart with notes. 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 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.

8 Ask a classmate to evaluate your performance, checking the option that describes you best.



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

Destination Thank you for being with us!

CLASS 1

Context-setting: Before the class, you could prepare some puzzles based on pictures of famous people who are popular among your learners, you will need a puzzle for every group of learners. Once in the classroom, you could arrange the class in groups of 4 or 5 and give each group a puzzle. Then, you can tell learners to solve the puzzle and discover the hidden celebrity. When learners have solved their puzzles, you may ask them to make a list of all the things they know about that celebrity. Alternatively, you might conduct a class vote on the famous person that the class knows more about. Finally, you can let learners know that in this class they take a look at some other strategies that we can put into practice during an interview.



On board

1 Discuss the questions below.

This activity will help learners express points of view in favor and against. To set up this activity, you could remind learners of the puzzles with famous people they solved at the beginning of class. Then, you can draw learners' attention to the questions. You could arrange the class in pairs and ask learners to discuss the questions. While learners discuss, you may want to monitor their work to encourage them to elaborate their points of view by providing specific examples that support their opinions. Then, you might invite some volunteers to share their views with the class.

A Answers may vary.



Highlights

2 Match the questions to the correct answers.

This activity will provide learners with language models that can be used to in an interview to ask for / give details when answering questions. First, you could draw learners' attention to the speech bubbles. You might want to remind learners that they have already solved a similar activity before. You can arrange the class in pairs and ask learners to match the questions to the correct answers. Then, you may allow learners to compare answers. After that, you can invite some volunteers to write the answers on the board.

A a. 3, b. 4, c. 2, d. 1



3 Look back at the questions and answers in Activity 2 and choose the best option to complete the sentences.



This activity will provide learners with information on how to use stranded prepositions. You could set up this activity by telling learners that now they will analyze the language used in the questions and answers in the previous activity. Then, you can draw their attention to the sentences and possible options. You may want to arrange the class in groups instead of pairs to complete the activity. Once that learners have completed the activity, you could invite them to compare answers. Finally, you might want to share with learners that stranded prepositions are more common in informal situations and contexts and therefore they should be avoided in more formal settings.

A a. 1, b. 3, c. 2



On route



4 Listen to Alan and Andrew's complete interviews again.

In groups of three, discuss the questions below.

This activity will provide learners with exposure to expressions used to articulate spontaneous answers, to interrupt interlocutors and to confirm or clarify information. Before setting up this activity, you may want to remind learners that they listened to two interviews before, you could then tell them that they are going to listen to this interviews again, but this time they will do that in order to identify strategies and expressions that can be useful to buy time before answering questions, to interrupt politely, and to clarify understanding. Then, you may ask learners to read the questions in the box before playing the recording. If you think it would be more useful for learners, you may play the audio and pause it every time that a useful expression is used so that you can help learners notice these features more easily. You might also want to play the audio again if necessary.

A Answers may vary.

5 Discuss the questions below.



This activity will provide learners with opportunities to reflect on the use of non-verbal language to reinforce what is being said. Before setting up this activity, you could ask learners to imagine both interviews they just heard in their minds. You can tell learners to discuss in groups if they think both the interviewer and the interviews used any body language during the interview, and what they think this body language might have looked like. After that you may want to conduct the activity as proposed in the Student's Book. When learners have finished discussing, you

could invite a few volunteers to share their conclusions with the class

A Answers may vary.

Closing

To wrap up this class, you could tell learners to prepare a picture dictionary for body language. You may explain to the class that they need to choose 5 gestures from the ones they discussed in the previous activity and prepare illustrations that represent them. Then, you could arrange the class in groups and have learners prepare their picture dictionary. This might be a good time to go around the class and monitor their work. After that, you might want to ask learners to exchange picture dictionaries with another group and give each other feedback. Alternatively, you could ask a few volunteer groups to share with their picture dictionaries with the class.

CLASS 2


Context-setting: To set up the context of the class, you could ask learners to play charades. You should explain to the class that they need to take turns to 'act' one of the gestures they discussed last class. Then, you can tell learners that the person in the group who guesses first will get a point. The person with the most points at the end will be the winner. Next, you can arrange the class in groups of 5 or 6 and ask learners to play the game. Once that learners have finished playing, you can let them know that in this class they will write a dialogue for an interview that they could later use to perform in class.



6 Write a questionnaire for an interview. Use the guidelines to help you.


This activity will help learners to develop skills for the final product of this module. You could set up this activity by reminding learners that in this module they have learned about several strategies and language points that can be put into practice during interviews. Then, you can draw learners' attention to the guidelines and ask them to read them in silence. You may want to explain to the class that now they will prepare a questionnaire to be used in an interview. Next, you can arrange the class in groups and ask learners to write their questionnaires. If necessary, you could refer students back to the table they completed in Activity 5, page 19 for ideas they can use. This could be a good time to go around the classroom and monitor their work so that you can encourage learners to come up with interesting questions that can help them find out more about the person they would like to interview.

A Answers may vary.


7 Work with a classmate from a different group. Take turns to interview each other using your questionnaire in Activity 6. 

This activity will help learners take roles as interviewer and interview. You could set up this activity by telling the class that it is time to use their questionnaires to interview a classmate. Then, you can arrange the class in pairs and have learners take turns to interview each other using their questionnaire in Activity 6. It is a good idea that you go around the classroom and monitor their work at this point. If you do this, you can encourage learners to make use of verbal and non-verbal language during the interviews.

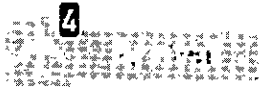
A Answers may vary.

 **Compass**

The purpose of this box is to help learners reflect about collaborative work and interacting with others. To take advantage of this box, you could ask learners to read the questions and make sure they understand them. Then, you can arrange the class in groups and ask learners to discuss the questions in the box. While learners discuss you could go around the classroom to monitor their work. Finally, you may invite a few volunteer groups to share their conclusion with the class.

8 Write a short dialogue based on your interview in Activity 7. 

This activity will help learners develop skills they need for the final product of the lesson. Explain the class that now they will write a short dialogue based on the interview they did in the previous activity. If you think that arranging the class in pairs or groups can be more conducive to richer language production, you could allow learners to work in the interaction pattern you choose. While learners write their dialogues, you could monitor their work to encourage them to be creative and imaginative especially in the answers. If you have some spare time at the end of this stage, you can check the **Shortcut to Games** box.



It is suggested that the final product for the module is built up gradually throughout the different lessons. However, if you think that conducting this step at this point might disrupt the flow of the lesson, feel free to conduct this stage as part of Class one for the product lesson.

Before asking learners to go to page 24, you could remind learners of the product of this module and that they have already completed Checkpoints 1, 2 and 3. You can then ask them to go to page 22 and take out their notes in Checkpoints 1 to 3. You may want to draw their attention to Checkpoint 4 and explain that they will now use their notes to write a the script of a dialogue. You can decide how learners will complete this activity, if individually, in pairs or groups. You might want to monitor learners' work at this point to make sure that they include a variety of topics and questions in their scripts.



Travel log

- 9** Look back at the activities in this lesson. Look at the chart with notes. 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 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.

- 10** Ask a classmate to evaluate your performance, checking the option that describes you best.

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



Shortcut to Games

Chinese whispers is a fun activity that can be carried out in different ways. In this case you can play it with the questions that learners came up with for their interviews. Learners will be working in rows, you should tell them that the purpose of the game is to pass a message from the last person in the row to the first person in the row. You should ask the last person in each row to choose one of the questions for their interview and 'whisper' it to the person in front of them, then that person should 'whisper' the question again to the next person in the row, and this is repeated until the person at the front gets the message and goes to the board to write the question. At this point, learners can notice if their message was transmitted correctly or if it got lost. The row who gets the message correctly on the board gets a point. The procedure can be repeated for different questions so that at the end of the game, the team with the most points is the winner.



Interview about likes and dislikes

CLASS 1

Revision of Checkpoints 1 to 4

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

You may want to arrange the class in groups, and ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 4). By doing this, you will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activities. In case you chose not to do Checkpoint 4 in the previous class, now it's the time to do it, you should check the suggested procedure for this activity on page 24.

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 their work.

CLASS 2

CHECKPOINT 5

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

Collaborative Product Record

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

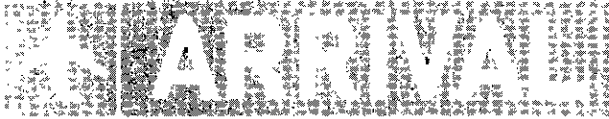
You should ask the class to read the instructions carefully and complete the first row justifying their choice by completing the last column. Then, you may allow learners to ask a classmate

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



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Interview about likes and dislikes Individual checklist to keep a record of my work			
After checking my work...	Satisfied	Partially satisfied	Not satisfied
a. ...includes appropriate topics and questions.			
b. ...has answers that are relevant to the questions.			
c. ...has main ideas and interesting details well connected.			
d. ...is written correctly with accurate use of grammar, vocabulary and punctuation.			

Collaborative Product Record


Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work..

Interview about likes and dislikes			
<p>1. Choose the option that best completes your performance:</p>	<p>I am ... with my participation: I participated actively to prepare an interview, listening to others and supporting my classmates when possible.</p>	<p>Justify your ideas:</p>	
	<p>Satisfied Partially satisfied Not satisfied</p>		
<p>2. Ask a classmate to circle the option that best describes your performance:</p>	<p>My classmates are... with my participation. I participated actively making decisions with others and assisted them when they needed some help</p>	<p>Ask your classmate to justify his/her ideas:</p>	
	<p>Satisfied Partially satisfied Not satisfied</p>		
<p>3. Ask your teacher to circle the option that best describes your performance:</p>	<p>My teacher is... with my performance for the interview. I participated actively during the writing of the interview.</p>	<p>Ask your teacher to justify his/her ideas:</p>	
	<p>Satisfied Partially satisfied Not satisfied</p>		
<p>4. Propose an action plan for yourself:</p>	<p>Based on my views, my classmate's and my teacher's, for future modules I will.</p>		

Your Record of the Journey (suggested procedure)

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It is very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 30.

ACTIVITY 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon.  These activities have been selected to help learners track their progress and reflect on their performance.

Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

ACTIVITY 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

ACTIVITY 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

ACTIVITY 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Student's Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 1 A journey into likes and dislikes					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY Can I ask you the first question?	Activity 7				
Lesson 2 – DEPARTURE What do you like best?	Activity 7				
Lesson 3 – PATHWAY That's so interesting!	Activity 5				
	Activity 6				
Lesson 4 – DESTINATION Thank you for being with us!	Activity 6				
	Activity 8				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things	
Which activities did you enjoy most? Name at least two.	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

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(photocopiable- Grupo Patria © 2018)

Reading journey: A night with...

Suggested procedure to exploit the Optional Reading Activities.

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 5. Explain to the class that they will read about silent films on the following pages.

Activity 1

Tell learners to read the questions **before** they read the text and try to answer them using the illustration on the cover page. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A Arturo's experiences as a child, Arturo's way of writing books, Arturo's ideas for his new book.

Activity 3

Ask learners to read the table and information first and then read the text again. However, before they read, make sure they use the most appropriate reading strategy: they need to locate the passages in which they may find the information (scanning). Allow learners to compare their answers in pairs or small groups before eliciting answers.

A Arturo Machado: a, c, e, g
Kelly Wong: b, d, f, h

Activity 4

This activity maybe a bit more challenging since learners need to recall vocabulary from the text. If necessary, ask learners to read the relevant section of the text again before answering this activity. Go around the classroom and help them when necessary (not to locate the information in text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A 1) naughty, 2) bruised, 3) nasty, 4) rushed, 5) ER

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Set the activity as proposed. Go around the classroom and pay attention to learners' answers. Take notes on any relevant issues you notice to use them later when you elicit answers.



A journey into bilingual dictionaries

- **Learning environment:** Recreational and literary.
- **Communicative activity:** Recreational expression.
- **Social practice of the language:** Produce constructive forecasts for others.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ The best dictionary for you

Achievements: Select and revise bilingual dictionaries.

Teaching guidelines:

- Monitor the progress of students and intervene for them to be able to.
 - Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.
 - Locate sections assigned to each language.
 - Identify entries and subentries.
 - Understand the use of numbers and special characters.
 - Offer proposals to reach an agreement.

Suggested instrument for evaluation: Table with classified words

Resources: Student's Book pages: 26-29 ■ CD track 6
 ■ CD image 2 (projector) ■ Different dictionaries if you can (for elementary, intermediate or advanced learners) ■ Swatters (optional)

Lesson 3

PATHWAY ♦ Make your own vocabulary notebook!

Achievements: Write instructions.

Teaching guidelines:

- Give your students opportunities to write for their own audience and, when doing so, help them to:
 - Classify types of words in a table.
 - Make a list of abbreviations.
 - Write lists of textual components.
 - Write instructions.
 - Revise verb forms: imperative.
 - Establish a number of instructions of steps.
 - Order sentences into sequences.
 - Give feedback.

Suggested instrument for evaluation: Imperative sentences

Resources: Activity Book pages: 34-36
 ■ CD track 7 ■ Bilingual dictionaries

ARRIVAL

Instructions to use bilingual dictionaries

Resources: Student's book page: 40 ■ Cardboard or flip paper

Lesson 2

DEPARTURE ♦ Get to know your bilingual dictionary

Achievements: Understand the use of textual components of bilingual dictionaries.

Teaching guidelines:

- Give your students opportunities to take decisions regarding what actions to carry out to manage to:
 - Show curiosity and interest in searching and obtaining information.
 - Locate words in English and in the mother tongue.
 - Read definitions of words in English and the mother tongue.
 - Determine types of words based on abbreviations.
 - Understand instructions to use a bilingual dictionary.
 - Monitor their performance.

Suggested instrument for evaluation: Table with classified words

Resources: Student's Book pages: 30-33 ■ Bilingual dictionaries

Lesson 4

DESTINATION ♦ Edit your work!

Achievements: Edit instructions.

Teaching guidelines:

- Promote the development and reflection on processes for your students to be able to:
 - Favour cooperation and integration in school work.
 - Value the use of punctuation signs and standard spelling.
 - Remove and/or add information in order to improve instructions.
 - Write final versions.
 - Revise own and their classmates' versions.

Suggested instrument for evaluation: Sentences

Resources: Student's Book pages: 37-39

READING JOURNEY

Interesting facts about dictionaries!

Resources: Anthology book pages: 17-28

CLASS 1

Context-settings: To set the context of the module, you can write the opening question on the cover page of this module in the Student's Book on the board: How useful are learning dictionaries for learning a new language? It's advisable you explain to the class that in this module they will get to know dictionaries and how to use them more efficiently. They may have used bilingual dictionaries already even when their use was very restricted to looking up a word or using specific sections, such as a list of verbs, for example. If learners haven't used bilingual dictionaries, you could ask them if they have used a Spanish dictionary before. Time permitting, you could arrange the class in groups of three or four and discuss the opening question. Remember it is important to encourage learners to share their ideas with the class.



On board

1 Read the profiles and select the best dictionary for each teenager.

For this activity, it is very important to explain to the class that this module is all about using dictionaries more efficiently. You could ask learners if they have a dictionary and what type of dictionary it is, monolingual or bilingual. Learners may not be aware of the difference, but this activity will help them notice that there are different types of dictionaries depending on the type of learner. Alternatively, you can bring different types of dictionaries (bilingual dictionaries for elementary and pre-intermediate learners, and monolingual dictionaries for intermediate and advanced learners) to the class and use them instead of the pictures. If you decide to do this, you will need to clarify answers using each dictionary, pointing at different sections and/or features in entries and subentries.

A Elementary dictionary – a; Upper-intermediate dictionary – b.

2 Listen to Juan and Anna talking about the dictionaries they use. Check your answers to Activity 1.



If you used the pictures in Activity 1, you will need to play the

track for learners to confirm their answers. It's a good idea to ask them to compare answers in pairs before eliciting them. However, if you decide to use real dictionaries in the classroom, you can exploit the recording too by telling the class to listen to the recording and decide which dictionary out of the ones you brought to class Juan and Anna can use. To do this, you need to be sure that you have a monolingual and a bilingual dictionary as options for learners to select when they listen to the conversation: Juan needs a bilingual dictionary and Anna uses a monolingual dictionary.

A See answers in Activity 1

3 Discuss these questions.



Even though the first question is very similar to the opening question of the module, learners should be now able to give their opinion more confidently. The second question is for them to reflect on the type of dictionary they need (a bilingual dictionary). If necessary, you can demonstrate this activity by using the speech bubbles so that learners have more ideas when they exchange opinions. When you go around the classroom and monitor learner's work, take notes on any relevant issues they mention to use them later when you elicit answers.

A Answers may vary. Learners should use a bilingual dictionary. The use of monolingual dictionaries is not advisable unless learners have studied the language for two or three years and they're familiarized with dictionaries already.



Highlights



4 Look at the dictionary extracts on the following page. Underline the most appropriate option.

For this activity you can exploit **Image 2** on the CD. The image has been selected because it is very likely that learners use dictionaries published by different publishing houses. Therefore, the image will help learners identify elements in dictionaries in just one source. Moreover, you will also be able to clarify any doubts using the same source. If you decide to use the image, it is advisable you conduct the activity with books closed and ask learners to pay attention to the elements with arrows. They may work independently later after they have been familiarized with the use of words in bold, phonetic symbols, abbreviations, etc.

5 Look at the dictionary page again. Complete the table.

If you find this activity too challenging, you can arrange the class in pairs so that learners have more support. If you decide to do this, you can check the **Teaching Tips Box** for more suggestions. Depending on how you decide to conduct this activity (individual or pair work) you will need to rearrange learners to compare answers either in pairs or with another pair. To check answers, you can copy the table on the board and nominate a few learners to fill it out. Depending on learners' answers, if these are not correct, you can encourage the class to make corrections.

A a. estudiar; b. estudiar; c. estudio; e. estudioso; f. studio /study; g. study; h. studious; i. studious; j. studious.

Closing

To wrap up this lesson, you could ask the class how they felt working with a dictionary page and how difficult it was to identify different elements. Alternatively, you could ask them if they can find similar elements in Spanish monolingual dictionaries. It is a good idea to encourage them to start bringing dictionaries to the class since this module will be all about dictionaries and using them efficiently.

Teaching Tips: Classroom arrangements

Grouping learners effectively takes time and practice. Get to know your learners by observing how they cope with activities and how willing they are to work with others. Depending on their strengths, you can pair a strong learner with a weak one for different activities. The strong learner will be in charge of clarifying any information that might be relevant to do the activity.

CLASS 2

Context-setting: To set the context of this class, you can exploit Image 2 again so that learners remember what they revised previously. You might make this activity more appealing to learners if you add a fun element and tell learners that the image will only be projected for 5 seconds and that you will ask them questions about the information they saw. The questions suggested for this activity are: Which words are listed in the Spanish-English section? (estudiar, studio, estudios, estudioso). Which words are listed in the English-Spanish section? (studio, study, studies, studious). Do you remember what type words (nouns, verbs, adjectives) are they? (there are nouns, verbs and adjectives depending on the section they refer to). Can you remember a word that is a noun and a verb? (study) Can you remember which word is very formal in English? (studious). Alternatively you can see the **Shortcut to Games** box for another idea to start the class and introduce a fun element to revise the work done in the previous class.

**On route****6 Look at these entries. Identify the elements below and complete the boxes.**

The purpose of this activity is to provide learners with some practice identifying elements in bilingual dictionaries in a controlled manner. The outcome of this activity will tell you how well learners can cope with dictionaries elements revised previously. If you think this activity is still challenging, you may decide to arrange learners in pairs instead of working individually. Another way to keep more control of learners' work is to go around and help weak learners when necessary. Yet, this can be time-consuming. Therefore, it is a good idea to encourage learners to help each other if you notice they struggle.

A a. Spanish-English section; b. English-Spanish section; c. entry; d. part of speech; e. phonetic script; f. subentry; g. translation.

7 Make a similar table in your notebook. Complete the table with the information in Activity 6.

This activity will enable learners to start identifying elements more independently and help them organize them orderly. Moreover, this activity will prepare them to start working on the product of this module. Therefore, it is very important that students see its relevance: when working with dictionaries in class or at home, they should be able to identify the most important elements in entries to then locate the meaning they're looking for. This strategy will help them not only work with dictionaries but sort out problems when reading a text or when they are looking for a word they don't know in English and they want to use it. To check answers, you can reproduce a similar table on the board and ask volunteers to complete it. The outcome of this activity will be used at the end of the module to evaluate learners' progress.

A a. Spanish-English section; b. to learn; c. verb; d. only one; e. a subentry (aprenderse) and a fixed expression (aprenderse algo de memoria); f. English-Spanish section; g. aprender, memorizar and enterarse; h. verb; i. only one; j. aprender la lección (fixed expression).



Before introducing the product for this module (Instructions for a bilingual dictionary), it is very important to raise learners' awareness of the importance of using dictionaries effectively in their own language and also when learning a new language. To do this, you can ask them to remember how they felt when they started learning English and all the words were new and unknown. By doing this, learners may see the benefits of using dictionaries effectively. Then, you can refer them to the

characteristics in bilingual dictionaries they have seen in this lesson so far (there are two sections, entries can have subentries and there is specific information in entries such as the part of speech, the translation, guidance to pronounce the word, phrases to know how to use the word, etc). If you elicit from learners the characteristics in dictionaries seen in this class, they may then see the relevance of a set of instructions to use dictionaries when you're learning a new language. If you decide to conduct the activity as proposed, you will need to arrange learners in pairs and ask them to write down the features they have seen in bilingual dictionaries and that are essential to understand the information about a word. Alternatively, you can ask learners to work individually if they have coped well with the activities in this lesson. Time permitting, you can ask learners to compare their work with another pair of students and add any features they forgot or that they consider relevant.

8 Write 5 sentences in English using the information in Activity 6 in your notebook.

For this activity it is a good idea to write the two sample sentences below the instructions on the board and check the meaning of the word "learn" so that learners see that the meaning changes. With this, you can then ask learners to write their own sentences either individually or in pairs. When learners are asked to produce some language on their own, it is a good idea to monitor and take notes on the language they use accurately and also inaccurately. With your notes, you can write some sentences on the board and encourage learners to correct them.

A Answers may vary.

Lighthouse

The activity in the Lighthouse box can be conducted either individually, in pairs or in small groups. However, it's advisable to arrange the class in small groups since learners may be more willing to share any strategies they use or would like to use to learn new words. Regardless of the arrangements you use for this activity, it is important to remember that this type of box has the purpose of helping learners reflect on how they learn and which strategies they can use to learn. To check, you can ask volunteers to share their views with the class. Alternatively, you can ask them to report their groups' answers.

9 Discuss these questions.

This activity will enable learners to reflect on the importance of having some guidance to use dictionaries more effectively. Yet, it is also important considering that the product of this module involves writing the instructions for a bilingual

dictionary. To enrich this activity and wrap up this lesson, you could ask them to reflect how they would feel if they had no help when using a bilingual dictionary for the first time.

A Answers may vary.



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

It is very important to remind the class that every time they finish a lesson, they will reflect on their work. For this module, learners will be asked to answer a questionnaire to check formal aspects of dictionaries (Lessons 1 and 2), and features of the language they will use to write and edit instructions (Lessons 2 and 3). Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know or that were not clear and now they know about dictionaries. Then, learners should be ready to answer the questionnaire. However, they may not remember all the features in dictionaries they saw in this lesson. If this happens, you can ask them to go back and check if they're not sure about a specific item.

11 Ask a classmate to evaluate your questionnaire.

As in previous lessons, the second Travel log activity invites learners to evaluate their classmate's work. This is a valuable tool not only to help learners develop interpersonal skills but also to reflect on their own work, be fair and honest and support their classmates' when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire.

Shortcut to Games

You can use this activity to enrich the contextsetting activity suggested for this class by arranging the class in large groups of five or six if they are not sitting in rows. With learners grouped in groups, you will need to nominate a student from each row (or group) to go to the front and identify a word on the image projected on the board that fits in the description you will say aloud. They should point to the word or use a swatter to point to it. Since this activity involves a competition, it is a good idea to give a point to the first learner spotting the word that fits in the description. If you conduct this game, you can use the information in the table in Activity 5 to describe the words in the dictionary pages.



Get to know your bilingual dictionary

Class 1

Context-setting: To set the context of this class and bring back the use of dictionaries inside and outside the classroom, you can play **Five things**. If you decide to conduct this game, you will need to arrange the class in groups of four and set the rules of the game: learners they will write 5 things they can find in the place you will mention (a school, a hospital, a museum, a shopping center) in their notebooks. To make their lists, they should work individually but they will check their answers in groups. For each word that belongs to the place and that is spelt correctly they get one point. However, to get the point, they will need to check words in dictionaries. After four rounds, you will need to ask learners to count the points they obtained.

To check, you can make a table on the board with four headings, each one corresponding to the categories you used during the game: a school, a hospital, a museum, a shopping center and ask volunteers to write the things their group came up on the board. Time permitting, you can check with the class if the words belong to the category and if the spelling is correct. If not, you may ask them to correct them and check the spelling in dictionaries.



On board

- 1 Look at the picture. Choose 2 objects and 2 activities in the illustration.

This activity has the purpose to raise learners' awareness of the importance of knowing how to name objects and/or activities in English in a real-life situation. You can tell them to imagine they are in a shopping center and they want to buy a product in the stores or they want to describe a situation. By doing this, learners may see the relevance of expanding their vocabulary. To make this activity more challenging, you may want to encourage learners to pick objects and activities they don't know how to say in English. See the **Cultural Passport** Box for more information about shopping centers.

A Answers may vary.

- 2 Look up the 4 words in your dictionary and complete the table.

Depending on the number of dictionaries available in the classroom, you may need to arrange the class in groups. Ideally, learners work individually but you can ask them to take turns to use dictionaries. This activity has the purpose to raise learners' awareness of the importance of knowing how to name objects and/or activities in English in a real-life situation. You can tell them to imagine they are in a shopping center and they want to buy a product in the stores or they want to describe a situation. By doing

this, learners may see the relevance of expanding their vocabulary. To make this activity more challenging, you may want to encourage the table on the board and ask volunteers to fill it in to check some possible answers. See the **Extra Activity** Box in case you have 5 to 10 minutes to spare.

A Answers may vary.

- 3 Discuss the question below.

This activity is essential to reflect on the steps learners naturally follow to locate words in dictionaries. After checking their answers in Activity 2, you may decide to use the following questions: *Was it easy or difficult to find the words in dictionaries? Why? Why not?* You could also ask them if some words were more difficult to find and why. Then, it is advisable that you explain to the class that it is important to reflect on the process they followed to locate words in dictionaries so that they can use them more efficiently in the future. This will raise their interest in this activity and the text they will read in Activity 4.

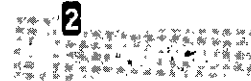
A Answers may vary.



Highlights

- 4 Read the text. Create a mind map to follow the steps in your notebook.

This activity is linked to Activity 3 and can be exploited to confirm their answers to the question learners just discussed. Therefore, it is important to set this activity effectively and give learners a clear purpose to read. The first time learners read the text, they can check their answers to the question in Activity 3. The second time they read they should create a mind map. Yet, learners may not be familiar to the concept of mind maps. If this is the case, clarify the concept before you ask them to create one in their notebooks. You can ask learners to work in pairs as long as each learner produces their own mind-map since this activity will be used at the end of this module to reflect on their progress.



Before asking learners to work on the following checkpoint in the product lesson, you should explain to the class that the mind map they just created will help them think of the steps they need to follow to write instructions for using bilingual dictionaries. Even though learners have already been introduced to the product of this lesson, they may not be able to see how the text in Activity 4 and the mind map created is related to the product. This is why you should make the link yourself to give learners a reason and work purposefully. To work on their drafts, you can give learners examples: *Check the guide words to locate a specific word.*

Locate the entry and then the subentry. If you decide to do this, learners may be more confident when writing their first draft in their notebooks. It's important to notice that at this point learners haven't revised the use of imperatives. Thus, it's not a good idea to stress the importance of the form just yet. Learners will revise the language in the following lessons. When learners have produced their first draft, you may decide to ask them to compare their work in pairs. Learners may instinctively check the language that their classmates used. Yet, this should be optional and only stronger learners may be encouraged to compare their work in terms of form and not content. To check their work, you can ask them then to check if the features they have listed are important to locate words and if they are missing any important aspects.

5 Match the pictures to the steps. Write the number of the step on the line.

By now, learners should be familiarized with the text and it will be easier to match the extracts illustrating the steps listed in the text. However, if you think this activity is rather challenging, you can ask learners to work in pairs. To enrich this activity, you can ask learners to take out dictionaries and follow the steps to locate a word in the Spanish-English section and then in the English-Spanish. If you decide to do this, you may need to write a list of unknown words (in English) to find them.

A a. 5; b. 1; c. 4; d. 3; e. 6; f. 7; g. 2

Closing

To wrap up this class and help learners reflect on the importance of following the steps suggested in the text in Activity 4, you can ask the class what they think about the steps suggested in the text to locate words in bilingual dictionaries. *Are they useful? Can they skip any of the steps? If not, why not?* Learners may have already realised the importance of the use of dictionaries in class. Yet, it is still a good idea to remind them of bringing dictionaries to the class since this module will be all about dictionaries and using them efficiently.

Cultural Passport. The scene has been chosen not to encourage learners to go shopping but to have more options of things and activities to describe and increase their curiosity. Yet, it is relevant to check if the class is familiar with the concept of shopping centers (or malls) and what type of stores and services they can find. Today, you can also find outdoor shopping centers offering almost any kind of services and products.

Extra Activity

To give learners more opportunities to use the new vocabulary informally introduced in Activity 1, you can ask learners to take turns to describe one of the words they found in dictionaries (Activity 2) for their classmates to guess it. The only rule is that they can't use

the word in any form possible (adjective, verb, adverb) when describing it. You can demonstrate the activity describing "camera" (*this is a thing you use to take pictures with. These days you have one on your phone*)

Class 2

Context-setting: To set the context of this class and provide learners with a clear purpose for the activities you will conduct, you can copy the sentences in blue in the text "Get to know your bilingual dictionary!" on the board but in disorder. If you decide to do this, you will need to ask learners where these sentences come from (the text they read in Class 1) and what the correct order is. This activity will help learners reflect on the order/sequence of steps in the text but also in the draft they have already produced in the product lesson (Checkpoint 2). To check with the class, you can ask volunteers to number the steps written on the board to check answers. Alternatively, learners can check against the text in Activity 4 that was read in Class 1.



On route

6 Look at the pictures. Complete the table. Follow the steps suggested on the previous page.

The purpose of this activity is to put into practice the steps suggested in the text in Activity 4 and complete the table with elements in dictionaries introduced in Lesson 1. It is then a relevant activity to check how well learners cope with new information and strategies. For this activity, you will need to distribute dictionaries and/or ask learners to take them out for this activity. If you have a limited number of dictionaries, you may need to arrange the class in groups of three to five so that learners can share copies and work simultaneously. If you decide to do this, learners will also be able to compare their findings and/or help each other. To check, it's a good idea to make a similar table on the board and ask volunteers to fill it in.

A a. ver aparadores, window-shopping, verb, /wɪndəʊ 'ʃɑ:pɪŋ/; b. tomarse una selfie, take a selfie, verb phrase, /teɪk ə sɛlfɪ/; c. bastón, walking stick, noun, /'wɒkɪŋ stɪk/; d. palomitas, pop corn, noun, /pɒp kɔ:rn/; e. chanclas, flip-flops, noun, /flɪp flɒps/

7 Discuss these questions. Then do the activity in the Spyglass box.



This activity intends to enable learners to reflect on their ability to find new words in dictionaries and extract useful information. It is linked to Activities 1 and 6 in the sense that they are now applying the steps suggested in the text (Activity 4) and use dictionaries more effectively. Therefore, it is very important to encourage learners to revise their work to then answer the questions. To do this, you will need to monitor them and encourage learners to reflect on the difficulty of activities and

how they performed them. It is advisable to remind learners that they are not being evaluated and that the purpose is to learn how to monitor their progress. It is also relevant to explain to the class that it is very important that they reflect constantly on their progress and that this is a strategy they can use not only for this lesson but during the school year.

A Answers may vary.



Spyglass

The purpose of Spyglass boxes is to help learners reflect on themselves. Therefore, this activity should be conducted individually to allow learners to think of their own attitudes towards learning. Before you set the activity in this box, it is important to stress the importance of reflection during the learning process and why learners should monitor themselves from time to time. You may decide to rearrange the class in groups of four to exchange their ideas when they finish.

- 8** Look up these words in your dictionary. Match the words to the part(s) of speech they are. Write the abbreviation of each part of the speech.

For this activity you can start by stressing the importance of learning common abbreviations in dictionaries. If you feel the words in this activity are fairly common or learners already know them, you can make your own list of words and ask learners to use their dictionaries to find the part of speech. If you decide to do this, it is advisable to arrange the class in pairs depending on the words you choose. If you decide to conduct the activity as proposed in the Student's Book, you can copy the first two columns on the board and ask volunteers to match the word to its part(s) of speech and the abbreviation they found in dictionaries. If you decide to make your own list of words for learners to find them in dictionaries, you can also ask them to write the part of speech and the abbreviation on the board.

A a. 2 (n); b. 1 (n) or (vb); c. 4 (adv); d. 5 (prep) or (adv); e. 3 (adj)

- 9** Write a sentence using the words in Activity 6 in your notebook.

Before you set this activity, it is advisable you remind learners of the strategies mentioned in the **Lighthouse** box in Lesson 1 to learn new words (examples: write sentences, write the opposite, make a drawing, etc.) This will help learners notice the use of different strategies to remember and use new words. You can give an example: *When I go to the movies, I usually buy popcorn.* To check learners' work and promote peer correction, you can arrange the class in pairs so that learners compare sentences with a classmate. This will also encourage them to read their partner's work carefully and confirm that the word is used correctly according to its part of speech.

A Answers may vary.



Explore

- 10** Keep a record of the words you learned in this lesson. Make a similar table to this one in your notebook. Complete the table.

This activity has the purpose to prepare learners using tables to organize information about new words before they are formally asked to prepare a vocabulary notebook (Lesson 3). It is then of utter importance that learners see the relevance of a keeping a record of the words they learn and what they can do remember them and use them in the future. If there is a limited number of dictionaries in the classroom, you may decide to arrange the class in groups so that each one has a copy and can help each other. Since this activity can be used to monitor their progress, learners should make a similar table in their notebook to keep a record of their work. To make this activity more appealing, you can encourage learners to add a drawing for each word. This can also help them remember the meaning. To use the context-setting activity suggested for Lesson 3, Class 1, you will need to make a list of the words learners chose.

A Answers may vary.



Travel log

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

Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know or that were not clear and now they know about dictionaries. Then, learners should be ready to answer the questionnaire. Since this is not a formal test but a tool of self-evaluation, you can tell learners they can go back and check if they're not sure about the answers.

- 12** Ask a classmate to evaluate your questionnaire.

As in previous lessons, the second Travel log activity invites learners to evaluate their classmate's work. It is then a good opportunity to remind learners that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest and support their classmates when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire. Time permitting, you can encourage them to give their classmates suggestions on how to improve or work on specific areas.

It's time to read! Check the procedure suggested for the Reading Journey.

Make your own vocabulary notebook!

Class 1

Context-setting: To set the context of this lesson, you can play Pictionary! This is a very popular game that involves guessing words with drawings, a strategy that has been mentioned in Lessons 1 and 2. With the words chosen by learners in Activity 10 (Lesson 2), you will need to sets of 10 cards. Each card must have a word. To play this game, you will need to arrange the class in groups 4 or 5 and elicit the rules of the game if learners know how to play the game. If not, you will need to explain the rules yourself: tell learners they will take turns to take a card and draw the word. The student drawing the word cannot speak nor use other strategies to help their classmates to guess the word (for instance, they cannot mime the word). The first learner in each team that guesses the word, keeps the card. The purpose of the game is to guess as many words as they can. The learner with more cards at the end of the game is the winner.



On board



- 1** In pairs, discuss which of the following strategies you have used in this module to learn new words and which you would like to use in the future.

Before you set this activity, it is a good idea if you ask learners to go over Lessons 1 and 2 to identify the strategies they have used to learn new words. Learners should be able to identify at least 3 strategies: making tables identifying part of speech, meaning and pronunciation; writing sentences and making drawings. By doing this, learners will be able to go over the options quickly, identifying those they have used so far and which ones they would like to try. This activity will prepare learners to read the text in Activity 2 and generate some interest in the use of vocabulary notebooks as a learning tool they can use not only in this module but during the school year.

A Answers may vary.



Highlights

- 2** Look at the instructions to make a vocabulary notebook. Order the steps in a logical sequence.

Before you set this activity, you can ask the class which strategies they have found more useful to learn new words (with a drawing, with a sentence, etc). By doing this, you can introduce the text and say that the text gives

suggestions for another strategy they can use. This will generate some interest in the text and a clear purpose to read it. Yet, you will need to explain to the class that the steps to make a vocabulary notebook are not in order so they need to read the text and order the statements. It can be useful to have the list of instructions on the board to elicit the correct order, but answers shouldn't be corrected just yet.

A Answers may vary.

- 3** Listen and check your answers.

After eliciting learners' answers (but not correcting them), you can ask the class to listen to the correct order of instructions. You may need to play the recording twice depending on learners' performance. If you wrote the list of instructions on the board, ask volunteers to number the statements.



A a. 9; b. 2; c. 6; d. 8; e. 4; f. 7; g. 3; h. 1; i. 5

- 4** Look at the sentences below. Complete the statements with the words.

For this activity, it is advisable to write the two sample sentences below the instructions on the board. Before asking learners to complete the statements, you can ask the class questions about the use of imperatives, such as: *When do you use this type of sentences?* (to give instructions or directions). If learners can give a consistent answer to the question, you may decide to focus on other features of the language. However, if learners hesitate and do not know that imperatives are used to give instructions or directions, you will may need to consider clarifying the concept (use) and then focus on other features such a pronunciation. See the **Teaching Tips** Box for more suggestions to teach the language.

A a. imperative; b. subject; c. affirmative; d. negative



On route

- 5** Unscramble the words to make imperative sentences.

The purpose of this activity is to provide learners with some practice using the imperative form in sentences. If you think the activity is not challenging enough you can invent more complex sentences and prepare sets of cards for learners to sort out and then write sentences in their notebook. If you decide to conduct the activity as proposed in the Student's Book, you can ask learners to compare answers in pairs before eliciting

sentences. You can do this orally or you can ask volunteers to write the sentences on the board.

- A** a. Write the part of speech; b. Don't forget to organize your list of words; c. Make a list of abbreviations; d. Write the opposite; e. Write words you don't know.

Teaching Tips: Sentence stress and pronunciation

When learners are already familiar with a certain grammatical structure (such as the imperative form) and its meaning and form, you can exploit the stage to check other relevant features such as pronunciation issues. If you didn't write the sentences on the board to set Activity 4, you will need to write them now and model each sentence (say it aloud) making sure you make slightly more emphasis on content words: **Don't forget to write the meaning / Write a sentence as an example.** After modelling each sentence, it is important to elicit the words that are naturally stressed and underline them. Then, to give learners the opportunity to practice pronunciation, you can conduct choral drills (all the class repeats after you) and some individual drills. Time permitting, you can ask learners to practice saying other sentences in the text in Activity 2 aloud paying attention to the words that are naturally stressed.

Closing

Since next class focuses on the use of vocabulary notebooks to produce their own, it is a good idea to direct learners towards the use of vocabulary notebooks. To do this, you can ask learners to discuss the following questions: *Which strategies listed in Activity 1 (except letter e) can you include in a vocabulary notebook? Would like to make a vocabulary notebook? Why? Why not?* If you decide to conduct the activity as suggested, you can ask learners to take turns and share their opinion with their classmates. To check, you can ask volunteers to share their views or those of their classmates in their groups.

Class 2:

Context-setting: To set the context of this class and illustrate another strategy learners can use to remember new words, you can play Mime the word! You will need to ask learners to write 3 words they recently learnt on small pieces of paper. Then, you will need to pick them up and put them in a plastic bag. Before arranging the class in large groups of six to eight, or as they are sitting in rows, for example. You may decide to demonstrate the activity: Ask a member of each team to pass to the front and mime the word for the rest of the team to guess the word. Each team has one minute to guess the word. The team who guesses the word first gets one point. The groups that guesses more words is the winner. To wrap up this activity, it is a good idea to encourage learners to reflect

on the game as a vocabulary strategy: you may want to ask them class if miming words can be useful to learn new words.



Explore



6 Make your own vocabulary notebook. Start with a list of abbreviations you can use.

It is very important to explain to the class that learning new vocabulary and keeping a record of the new words they learn is essential when learning a new language. With this in mind, you can then tell the class that they will produce a vocabulary notebook and that they will use during the school year. However, to set this activity more effectively, you may need to and elicit the first step they should follow if they want to make a vocabulary notebook (making a list of abbreviations). It is very important that learners devote a section in their notebook to vocabulary they should take out their notebooks and make a section for their vocabulary record. However, you need to ask them to leave the first two pages in blank. These pages will be used later on to write the instructions for making their vocabulary notebook. By now, learners have already seen the most common abbreviations used in dictionaries. Yet, you can ask them to take out dictionaries to check and add more abbreviations if these are relevant.

- A** Learners must use the most common abbreviations: n, vb, adj, prep, and adv but they can also use other type of abbreviations such as conj (conjunction) idiom, exp. (idiomatic expression) or others such as u (uncountable) or c (countable). Make sure that the abbreviations they add are useful and that learners understand the grammatical concept.

7 Decide which elements you will include in your vocabulary notebook. Make a list in your notebook.



For this activity, learners need to decide which elements they will include in their vocabulary notebooks. This decision is individual and each student should make their own choices. Yet, it is important to encourage them to include useful elements for their vocabulary notebooks, not only meaning and part of speech. To promote collaboration, you can ask learners to compare their ideas in pairs or small groups. Alternatively, you can ask them to stand up and go around the classroom and show their new section for vocabulary and ask several classmates for their opinion about their work. With this, they can also improve their work and add more categories: a drawing, a sentence, the opposite (when applicable), etc.

- A** Answers may vary.

8 Make a table in your notebook with the words you chose in Activity 10, Lesson 2 and five new words in alphabetical order.

For this activity, you can remind learners of the table they completed in the previous lesson (Class 2) and then ask them to take it out and use it a starting point for their vocabulary notebooks. To be sure they keep a good record of new words, they may need to add more columns and more elements to the original table this time. They will also need to order words in alphabetical order. Therefore, it is advisable that you ask them to assign pages for each letter in the alphabet and leave the space for new words when they come up. You can encourage them to be creative during this process. Therefore, it is very likely that you will need to help them when necessary or when you notice that their records are not complete.

A Answers may vary.

9 Now, write the steps you followed to make a vocabulary notebook. Illustrate the instructions.

By now, learners have already started their new vocabulary notebook and have applied the steps introduced in the text in Activity 2. Therefore, it is time for them to reflect on the steps they followed and write them down. To do this you can ask them to write the instructions to make a vocabulary notebook based on their experience creating one for themselves or set the activity as proposed in the Student's Book. This is when you can ask learners to go to the pages they left in blank at the beginning of their vocabulary notebook. Tell the class they will now write the instructions so that in the future they know how to add more words. This activity has been conceived to be conducted individually. Regardless of the arrangements you decide to implement for this activity, it is important to encourage learners to write down complete sentences using the imperative form. To make sure instructions are written using the structure revised in this lesson, you can go around the classroom and check their work. If learners do not use the imperative, you may want to remind them of the structure and rewrite the sentences.



With the work done during this lesson to prepare a vocabulary notebook, learners are now ready to focus on the instructions for using bilingual dictionaries. Remember that for Product-lesson activities learners need to be reminded of the work done previously. Therefore, it is a good idea to recapitulate before you set the next step (Checkpoint 3) and

ask learners what the product of this module is and what they have done so far. By doing this, you will also help them notice that the work they've done in Lesson 1 to 3 can be applied to the final product. To elicit the steps (sub-products) they have completed so far, you can write them on the board as these are mentioned. You can also ask learners to go to page 40 and revise their work in pairs or small groups. It is important to notice that learners will only revise drafts to order them in a logical sequence. This is relevant because they may also want to correct any grammar mistakes. If this occurs and you notice learners are able to correct their work, let them do it. If not, you can tell the class they will do this in the following lessons and that now they can focus on the sequence of the sentences they already wrote.



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

Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know or that were not clear and now they know about dictionaries. Then, learners should be ready to answer the questionnaire. If you notice they are not able to answer all the questions, you can tell learners they can go back and check if they're not sure about the answers.

11 Ask a classmate to evaluate your questionnaire.



Before you set the activity, you may want to rearrange the class so that learners can work with a classmate they haven't worked with recently. With new arrangements, you can ask learners to exchange their work. To enrich the process of co-evaluation, you can remind learners that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest and support their classmates' when relevant. Time permitting, you can ask learners to correct or improve their answers in the questionnaire.

Destination Edit your work!

Class 1

Context-setting: To re-introduce the use of vocabulary notebooks in the classroom and promote collaboration, you can ask learners to take out their vocabulary notebooks and go around the classroom to show their classmates this section in notebooks and how it is organized. However, to keep the pace of the class and optimize timing, you can tell them they have two minutes to show their vocabulary notebooks and explain how they are organized, which words they have included, which elements they can find, etc. and then give their opinion about them. If you conduct this activity, it is advisable that you remind learners that they should be respectful about their classmates' work. After two minutes, learners should let the classmate who hasn't shown his/her work, to present his/her vocabulary notebook and the elements included. To check, you can ask volunteers to share their opinion about their classmate's work and what they liked about their vocabulary notebooks.



On board

1 Discuss these questions.

When planning this class, you will notice that the questions in this activity are related to the warmer suggested for this lesson. Therefore, it is important that learners have first the opportunity to share their work (though informally) prior to this activity to now reflect on giving feedback and working collaboratively. Learners may find this activity challenging since it encourages them to reflect on personal skills. Therefore, while they work in groups, it is a good idea to monitor their work and help them when necessary. To check, you can ask volunteers to share their views with the class.

A Answers may vary.



Highlights

2 Look at the instructions written by a student to make a vocabulary notebook. Check (✓) the statements below that best describe the instructions.

The purpose of this activity is to help learners notice the importance of accurate use of punctuation signs and spelling. If

you consider this activity to be challenging, you can ask learners to work in pairs. Alternatively, you can write the student's instructions on the board and conduct this as a whole-class activity to have more control of learners responses and help them notice the language mistakes. They will notice that instructions are complete and ordered in a logical sequence (two positive aspects), but sentences have spelling mistakes and lack the most common punctuation signs (two negative aspects). The purpose is to realize that there can always be positive things to say about someone's work even when there are also not so positive things to say

A Learners should check (✓): The instructions are complete; The student didn't use punctuation signs; There are spelling mistakes; The instructions are listed in a logical sequence.

3 Discuss these questions. Read the Lighthouse box after the discussion.



Now that learners have seen a sample of a text they are familiar with, it's time for them to reflect on two formal language aspects: spelling and punctuation. When answering the questions, you can encourage them to give examples using the text they produced for their vocabulary notebook. Alternatively, you can ask them to use the text in Activity 2 to give examples.

A Answers may vary.



Lighthouse

The purpose of Lighthouse boxes is to reflect on how learners learn and the strategies they can use to notice language patterns or specific features. In this case, the purpose of this box is to help learners notice features of spelling and punctuation signs that are different or uncommon (compared to Spanish rules). To help learners reflect on the differences between Spanish and English spelling, you can ask them these questions: *Why is English spelling different from Spanish? Which unusual combination of vowels. Have you noticed in English? Can you give other examples of silent vowels? When do we use apostrophes in English? Can you think of examples of the use of apostrophes in Spanish?* Alternatively, you can write these questions on the board and ask learners to answer them in pairs or groups of four (depending on the arrangements implemented for Activity 3).

4 Complete the rules with the punctuation signs below.

You have probably noticed that the punctuation signs selected for this activity are quite common and learners must be familiar with them. Therefore, it is a good idea to encourage them to work individually to complete the statements. Moreover, there are examples illustrating the punctuation signs for each rule. Before checking answers, you can ask learners to compare them in pairs if they worked individually. If you decided to conduct this activity in pairs from the beginning, you can rearrange the class in groups of four

A a. imperative; b. subject; c. affirmative; d. negative

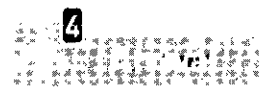


On route

5 Edit the instructions in Activity 2: Correct spelling mistakes and use punctuation signs (comma, colon, period, and apostrophe).

The purpose of this activity is to give learners some useful practice editing written work and then writing a new version. They will also give them the opportunity to practice before they edit the instructions for using bilingual dictionaries (sub-product of the Arrival Lesson). Therefore, before asking learners to correct the instructions in Activity 2, it is important to remind them of the two aspects that need improvement (spelling and punctuation). Depending on the learners' ability to edit their work, you may decide to ask learners to do this activity individually or in pairs as suggested in the Student's Book. Ask them to use the space to write the new version. You can ask learners to compare their texts with another pair of students. To check with the class, you can ask volunteer students to write the new version on the board.

A Instructions to make a vocabulary notebook
 Make a list of abbreviations: adj., n., vb., prep.
 Write down words you don't know.
 Don't forget to organize your list of words alphabetically.
 Don't forget to write the meaning.
 Write the part of speech.



This fourth step in the Arrival lesson is linked to the previous work done in Lesson 3. Learners are now more likely to edit their classmate's work with more attention to the language points seen in this module. To do this, you will need to arrange the class in pairs. You can ask learners to work with someone they haven't worked with recently. For this activity, you will need to ask them to take out the set of instructions they already wrote in notebooks so that this time they check the sequence, the use of imperatives, spelling and

punctuation signs. Since learners have already reflected on all these aspects before, this step should be relatively easy. It is important to encourage them to spot mistakes in sentences and make neat annotations in their classmate's work. Then, learners will return their classmate's work and help them notice the mistakes they found. It is also very important to remind them to be polite and respectful when giving feedback. If you notice that learners start correcting their work, tell them that this will be done in the following lesson when they will be able to reflect on the steps they followed before writing the final version.

Closing

To wrap up this lesson, you can ask the class how easy or difficult it was to check someone else's work now paying attention to punctuation signs and spelling. Alternatively, you can ask them if they considered these two aspects when they wrote their instructions for their vocabulary notebooks. If not, stress the importance of using appropriate punctuation signs, spelling, and the use of dictionaries (to check spelling when relevant). This will enable learners to start reflecting on their own work, a useful step before asking them to correct their own work in the following class.

Class 2

Context-setting: To re-introduce the topic of this lesson you can conduct a Spelling contest. If you decide to do this, you will need to ask learners to take out their notebooks in order to write down the words you will say aloud. Each word twice to give learners enough time to write them down. Spelling can be challenging. Therefore, it's advisable that you repeat. When you finish, you can ask learners to compare their lists in pairs and help each other correcting those words that are misspelt. To check, you can ask volunteer students to write the words on the board.



Explore

6 Check the instructions you wrote in Activity 9, Lesson 3

The purpose of this activity is to help learners reflect on their own writing skills, particularly on the two aspects revised in the previous class: spelling and punctuation. You can ask them these questions: *How do you feel about your own spelling? Do you check words in dictionaries when you're not sure about their spelling? How do you feel about your own use of punctuation signs?* Alternatively, write the questions on the board, arrange the class in pairs and ask them to discuss the questions while you

go around the classroom and monitor their work. Then, you can ask learners to take out their vocabulary notebooks, and read their instructions for making a vocabulary notebook with the intention to reflect on their own use of spelling and punctuation signs. This activity is meant to be conducted individually but you can also allow learners to work in pairs. To check, you can ask learners to compare their answers with another classmate or with other pairs depending on how you decided to conduct this activity.

A Answers may vary.

7 Edit your instructions. Pay attention to spelling and punctuation signs.

Most learners may not have paid attention to spelling and punctuation when writing their set of instructions in the first place in Lesson 3. Now that they have been encouraged to reflect on their own work, they will be able to pay attention to spelling and punctuation aspects. You can take notes on any relevant issues they notice to use them later when you elicit answers but do not check their work just yet since learners will exchange their work in the following activity.

A Answers may vary.

8 Exchange your work with a classmate. Check for spelling and punctuation mistakes.

If you consider this activity to be very challenging, you can arrange the class in groups of four. Then, each learner takes turns to show their work when the other three classmates help him/her editing the text. It is important to remind learners that their notes on their classmates' work should be neat and that written comments should be respectful and polite. To stress the importance of constructive feedback, you can remind learners of the instructions in Activity 2, Lesson 3 and remember that even when there are mistakes, they can also mention positive aspects.

A Answers may vary.



Compass

Compass boxes are designed to help learners reflect on their own attitudes towards working with others. Therefore, before writing their final version of their instructions (Activity 9), learners should answer the question the box and reflect on their behaviour / attitude when working with others. Alternatively, you can arrange the class in pairs or small groups and ask them to take turns to read each statement and decide if they check it or not. Notice that they can check all the statements listed or just some. Yet, encourage learners to be honest with themselves.



9 Write the final version in your notebook.

Before asking learners to continue with Activity 9, you can ask the class to take out their vocabulary notebooks and locate the page they left blank at the beginning of the vocabulary section. Tell learners they are now ready to write the instructions to use their vocabulary notebooks with correct spelling and punctuation signs. To check, you can rearrange the class in groups of four and ask learners to share their work with their classmates. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



Travel log

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

Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know or that were not clear and now they know about dictionaries or the use of imperative or punctuation signs. Learners should be ready to answer the questionnaire. If you notice they are not able to answer all the questions, you can tell they can always go back and check if they're not sure about an answer.

11 Exchange questionnaires and check your partner's answers.



Rearrange the class in pairs. Remind learners that the purpose of this activity is not only to check their classmate's work but also to help them notice information they missed when they worked individually. Moreover, learners shouldn't forget to be respectful and supportive when helping each other, a strategy they will develop little by little. Encourage them to give their classmates suggestions on how to improve or work on specific areas. While they work in pairs, go around the classroom and monitor their work.

ARRIVAL

Instructions for using bilingual dictionaries

CLASS 1

REVISION OF CHECKPOINTS 1 TO 4

To check the work already done, you can ask learners to take out their set of instructions for using bilingual dictionaries and ask them how they feel about their work so far. You can ask them these questions: Was it easy to write the set of instructions? Do you remember which steps you followed? Then, you can arrange the class in pairs, and ask learners to go over the checkpoints to identify which ones they have completed so far (Checkpoints 1 to 4). To elicit their findings, you can point to the steps (1 to 4) as they mention them. This will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last two activities.

CHECKPOINT 5

You will notice that most of the work done to develop the produce has been done individually. This is important to notice since most activities in other product lessons are conducted either in pairs or groups. With the intention to help weak learners and work more effectively, this time you can ask learners to find a partner and exchange their work. Time permitting, you can ask learners to ask a classmate to read their work just to double-check that instructions are complete, ordered in a logical sequence, and grammatically correct using accurate spelling and punctuation signs. When learners finished and revised their work, distribute the Individual Product Record on page 44 for learners to check their work.

INDIVIDUAL PRODUCT RECORD

Then, you can explain to the class that they will now reflect on their individual work and distribute a copy of the record to each learner. You can ask . Then, with the set of instructions for bilingual dictionaries at hand, it's very important for learners to ask 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. When learners finished and revised their work, distribute the Individual Product Record on page 44 for learners to check their work.

CLASS 2

CHECKPOINT 6

With final versions written, you can arrange the class in groups of four. It is very important that you explain to the class that they will now work in groups to prepare a poster with instructions for using bilingual dictionaries. Encourage them to revise their individual work to then prepare a collective version that will be presented to the class. The poster should include clear instructions for using bilingual dictionaries along with illustrations to facilitate understanding. Remind learners of the importance of their active participation to produce the poster. Learners should also be able to give their opinion and listen to their classmates' contributions respectfully.

To present their work, you can ask learners to display their posters by pasting them on the walls of the classroom. You can assign turns for each group to present their work to the class. When all groups have presented their work, distribute the Collaborative Product Record on page 44 for learners to evaluate their performance with the help of their classmates and yourself.

COLLABORATIVE PRODUCT RECORD

Draw learners' attention to the Collaborative Product Record before distributing them. Explain to the class that they will now reflect on their performance when working with others to produce the poster suggested for this module.

It's advisable that you ask the class to read the instructions carefully and complete the first row justifying their choice by completing the last column. Then, 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, you can ask learners to read their classmates' and your notes to propose an action plan to work on during the following module. Make sure learners complete the table while you go around the classroom and monitor their work. This record, along with the Individual Product record will be used as evidence of their overall performance during this module.

Go to page 45 to check the suggested procedure to help learners evaluate their overall performance with Your Record of the Journey.

ARRIVAL

Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Instructions for using bilingual dictionaries: Individual checklist to keep a record of my work			
After checking my work, my set of instructions...	Satisfied	Partially satisfied	Not satisfied
a. ...mention relevant elements to locate words and identify specific information in bilingual dictionaries.			
b. ...are ordered in a logical sequence. Understand the use of textual components of bilingual dictionaries.			
c. ...are complete and grammatically consistent using imperatives to describe steps to follow.			
d. ...are easy to read because spelling is accurate and the use of punctuation signs is consistent.			

Colaborative Product Record

Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Instructions for using bilingual dictionaries			
1. Choose the option that best completes your performance:	I am... with my participation. I participated actively to prepare a poster, listening to others and supporting my classmates when possible.		Justify your ideas:
	Satisfied	Partially satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decision with others and assisted them when they needed some help.		Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the presentation of the poster: I participated actively during the making of the poster and its presentation.		Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...		


YOUR RECORD OF THE JOURNEY

(suggested procedure)

Your Record of the Journey (suggested procedure)

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It's very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 46.

Activity 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon . These activities have been selected to help learners track their progress and reflect on their performance. Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

Activity 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD JOURNEY

1. Take out your Activity Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 2 A journey into bilingual dictionaries					
Lesson	Activities with a icon 	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY. Select and revise bilingual dictionaries.	Activity 7				
Lesson 2 – DEPARTURE. Understand the use of textual components of bilingual dictionaries.	Activity 4				
	Spyglass				
	Activity 10				
Lesson 3 – PATHWAY Write instructions.	Activity 9				
Lesson 4 – DESTINATION Edit instructions	Activity 9				

2. Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

3. Answer the questions based on your learning experience.

In this module...					
What did you learn? Name at least two things.					
Which activities did you enjoy doing? Name at least two.					
Which activities were difficult to do? Name at least one.					
Lesson 3 – PATHWAY Write instructions.					

4. Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve

READING JOURNEY: INTERESTING FACTS ABOUT DICTIONARIES

Suggested procedure to exploit the Optional Reading Activities.

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 17. Explain to the class that they will read about dictionaries on the following pages.

Activity 1

Tell learners to read the questions **before** they read the text and try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A a. around 4300 years ago; b. only the translation into another language; c. the Oxford English Dictionary; d. online dictionaries and apps (paper dictionaries might disappear)

DURING THE READING JOURNEY

Activity 3

Ask learners to read the questions first and then read the text again. However, before they read, make sure they use the most appropriate reading strategy: they need to locate the passages in which they may find the information (scanning). Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. In Ebla (Syria); b. John of Garland; c. *Elementarie*; d. 1755; e. Noah Webster; f. in fascicles; g. He's the author of *Lord of the Rings*; h. It's listed for the most popular dictionary and the best-selling book; i. It's impossible to know, but there are at least around a quarter of a million words; j. because it takes time to include a new word in dictionaries.

Activity 4

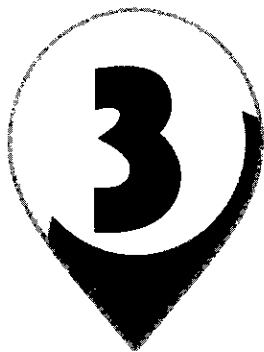
Ask learners to check the figures listed in the table. Then ask them to read the text again but make sure they use the most appropriate reading strategy (scanning). This activity may be a bit more challenging since learners need to elaborate their answers. Go around the classroom and help them when necessary (not to locate the information in text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. the number of tablets found in Ebla; b. the year the word "dictionary" was invented; c. the number of words listed in the *Elementarie*; d. the year the first official English dictionary was published; e. the number of words in the first edition of *An American Dictionary of the English Language*; f. the year when the title *The Oxford English Dictionary* was first used; g. the year the third edition of *The Oxford English Dictionary* will be published; h. the number of copies of the *Xinhua Zidian Chinese Language Dictionary* sold worldwide; i. the number of entries in use in *The Oxford English Dictionary*; j. the year when the term *binge-watch* was probably first used.

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Set the activity as proposed. Go around the classroom and pay attention to learners' answers. Take notes on any relevant issues they notice to use them later when you elicit answers.



A journey into comic strips

- **Learning environment:** Literary and recreational.
- **Communicative activity:** Understanding oneself and others.
- **Social practice of the language:** Read comics to discuss cultural expressions.

MAP FOR THE JOURNEY

ITINERARY ♦ There is one for everyone!

Achievements: Select and revise comic strips in English

Teaching guidelines:

- Share your own experience as a reader with your students and direct students' attention for them to understand how to:
 - Identify topic, purpose, and intended audience.
 - Recognize graphic and contextual components.
 - Identify textual organization.
 - Recognize author(s).
 - Activate previous knowledge.
 - Define with other selection criteria.

Collect evidence such as: Notes with ideas and beliefs expressed in a comic strip.

Resources: Student's Book pages: 42-45 ■ CD tracks 8, 9 ■ Comic strips in English you select to print (or project)

PATHWAY ♦ What do you think?

Achievements: Exchange opinions about cultural expressions in a discussion.

Teaching guidelines:

- Foster and guide your students for them to be able to:
 - Recognize ideas and take a stand.
 - Defend own ideas with arguments based on evidence (e.g. facts, examples and data).
 - Question based on common sense opinions (e.g. *Why do you say that? Really? Don't you think that...?, etc.*).
 - Express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion, etc.*).
 - Make preferences explicit.

Collect evidence such as: Notes with ideas and beliefs expressed in a comic strip. Comparative chart

Resources: Student's Book pages: 50-52
■ CD track 11 ■ Cardboard or flip paper

ARRIVAL

Discussion

Resources: Student's Book page: 56 ■ Cardboard or flip paper

DEPARTURE ♦ Are there any questions?

Achievements: Interpret content in comic strips

Teaching guidelines:

- Foster a positive and warm atmosphere that guarantees students' confidence to:
- Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc.
- Use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identifying explicit and implicit information, etc.)
- Recognize behavior and values expressed in texts and comic panels.
- Identify and share reactions (ideas and beliefs) to a text.
- Compare own ideas and beliefs with those represented in comic panels and texts. value cultural diversity.

Collect evidence such as: Notes with ideas and beliefs expressed in a comic strip.

Resources: Student's Book pages: 46-49 ■ CD track 10
■ CD visual resource 3 (and a projector)

DESTINATION ♦ Why do you say that?

Achievements: Exchange opinions about cultural expressions in a discussion.

Teaching guidelines:

- Foster and guide your students for them to be able to:
 - Defend own ideas with arguments based on evidence (e.g. facts, examples, and data).
 - Express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion, etc.*).
 - Make preferences explicit.
 - Share opinions.

Collect evidence such as: A comparative chart.

Resources: Student's Book pages: 53-55 ■ Cardboard

READING JOURNEY

I'm King Pakal!

Resources: Reader book pages: 29-40

CLASS 1

Context-setting: To set the context of the module, you can bring comic strips to the classroom and either distribute them among learners or project them depending on the format of comic strips and the size of your class. For larger classes, and with projectors, it is advisable to project them on the board and then introduce the social practice of this module. If you decide to do this, you will need to select comic strips in advance. Your selection must pay to several important aspects: the use of language, the type of characters (checking these do not promote any kind of offensive behaviour), learners are familiar with settings and they can relate to them, and the length of the comic strip. Having taken these aspects into account, you can exploit comic strips by asking learners questions about the type of text and what they are for (mostly to entertain). Then, you can explain to the class that during this module they will read different comic strips. In case learners are not familiar with them, you will need to check the concept of comic strips and elicit any examples of comics they know or have read. With the concept clarified and examples for learners to learn more about the type of text, you can write the opening question to this module on the cover page of the Student's Book on the board: Why are comics so entertaining? With this question, you can encourage learners to discuss in groups. It is important to guide learners through the discussion to the importance of this social practice and why they will analyze comic strips in the following lessons. Their analysis, then, should help them notice that in real-life situations we use texts to react towards them and say whether we like them or not and mostly give our opinion about them pointing out the elements in the story. If you do this, learners will be in a better position to work during the module and make the most of the learning process to exploit the strategies and the language dealt with.



On board

1 Discuss these questions.

The purpose of this activity is to give learners the opportunity to discuss informally whether they like comic strips (or not) and activate any relevant background knowledge. If learners appear to be interested in sharing



their views, you may decide to arrange them in groups instead of pairs. Regardless of the arrangements you plan for this activity, you can enrich this activity if you encourage learners to describe the comic strips they mention. For instance, if they like super heroes, you can encourage them to describe the character in some detail and the type of situations encountered in comic strips. Time permitting, if you decided to conduct this activity in pairs, you can rearrange the class in groups of four so that learners have the opportunity to share their ideas with another pair of learners.

A Answers may vary.



Highlights

2 Read and listen to the comic strips. Check (✓) the correct column.



Before setting this activity, you can point to the comic strips in this activity and ask: *In which comic strip the characters are animals? In which one the characters are human? Which one do you think is more interesting? Which one do you think is funnier?* These questions will help you raise learners' interest before they read. To set reading tasks effectively, it is very important for learners to set a clear purpose to read. In this case, you should allow learners to read the statements in the table before they read the comic strips and you play the track. If you do this, you will be activating the most appropriate strategy while reading (and listening). In this case, learners are reading for gist which means they only need to get the general idea of the texts. To check answers with the class you can reproduce the table on the board and have volunteers to fill it in.

A Comic strip 1: a, c, e; Comic strip 2: b, c, d.

3 Decide whether these statements are True or False.

For teaching purposes, learners are usually asked to read a given text twice: the first time they read they can be asked to get the gist (Activity 2); the second time they read, learners are asked to extract more detailed information. You can explain this to the class in order for learners to be prepared to read the text more carefully. Then, you can draw their attention to the statements for each comic and ask them to read them, first. By doing this, learners will activate the most appropriate reading strategy (reading

for detailed information). This time, learners also need to infer information that is not mentioned in the text. See the **Teaching Spotlight** box for more suggestions. Before eliciting answers, you can ask learners to compare their ideas in pairs. When checking answers with the class, it is important to encourage them to justify them. If their answers are not correct, you can encourage other learners to help.

A a. F; b. T; c. F; d. F; e. T; f. T; g. F; h. T



Lighthouse

To set the activity in the Lighthouse Box, you can ask the class if they think comics are different or similar in other languages. This can help learners realize that comic strips can share several elements no matter the language, and that they can recognize just by looking at them. Alternatively, you could ask them to go over the elements listed and discuss which elements they can recognize without reading the comics. To check their answers, you can elicit learners' views and ask them if these elements helped them get the general idea of the comic strips in Activity 2. You can also encourage learners to justify their views using the comics in Activities 2 and 4.

4 Identify the elements in each comic. Write the most appropriate letter in the boxes.

Since learners have already worked with the texts in the comics, they will now be able to focus on basic elements such as characters, speech or thought bubbles, the setting or the author's name. This activity has been planned to be conducted individually. However, let learners work in pairs if you find this activity challenging. You may need to help them if some elements are not clear or unknown. Depending on how you decide to conduct this activity (individual or pair work), you can rearrange learners to compare answers either in pairs or with another pair. To check with the class, it is a good idea to elicit their answers using the Student's Book, pointing to the elements and the boxes.

A Comic strip 1 (from left to right): a, b, c; Comic strip 2 (from left to right and from top to bottom): a, b, d, e, c

Closing

To wrap up this lesson, you can ask the class which comic strip they liked the most and why. This will be very useful later on when they complete Lesson 1 and they start working on the product of this module. Therefore, it is a good idea to start training them up sharing their point of view (though informally) about the comic strips. If you decide to do this, you will need to arrange the class in small groups of three or four

depending on which comic strip they like. Alternatively, you can ask learners to discuss what happens next in the comic strips. If you decide to conduct this closing activity, you will also need to arrange the class in small groups. For this activity you will also need to and encourage them to be creative when suggesting alternatives to continue the story in the comic. Time permitting, you can rearrange the class in larger groups to share their work and compare their ideas.

A Answers may vary.



Teaching Tips: Developing reading skills

For reading activities, it is essential to set them effectively to activate the most appropriate reading subskill (reading for gist, reading for specific information, reading to infer, etc). The following suggestions can help you: (1) It is a good idea to hold up the text, pointing at the reading activity (usually before the text). (2) Learners should read the questions / statements before reading the text. (3) Depending on the type of activity, learners will need to read quickly (to get the general idea) or more carefully (to get details or infer information). It is very important to check that learners know *how* they need to read the text. (4) Even when instructions are simple, you can always benefit from checking instructions before learners do the activity. (5) Before you ask learners to read the text, set a time limit. Setting a time limit will remind learners of the reading strategy they need to use: if they are reading to get the general idea, they should read the text quickly; if they are reading to get details or infer information, they should read the text more carefully (and therefore, not so quickly). (6) Reading is usually done individually, but you can ask learners to compare answers in pairs before checking with the class.

CLASS 2

Context-setting: Depending on their response to the comic strips you used to set the context of the module in Class 1, you can reuse the comic strips and this time exploit them differently: you can ask learners to identify: characters, speech and/or thought bubbles, the setting, and the author of the comic strip. These elements have already been revised in Class 1 and learners should be able to identify them. Alternatively, before distributing comic strips, you can remind learners of the Lighthouse Box on page 43 and elicit the elements they can find in comic strips. If you decide to do this, learners may be able to focus on the elements they can recognize regardless of the complexity of the language in comics. For both options, you can arrange the class in small groups before you distribute comic strips.



On route

- 5 Read and listen to the comic strip below. Underline the best option in bold.**



Since this is the second time learners read to get the gist, the outcome of this activity should show how learners are coping with the type of text and if they are applying the most appropriate reading strategy to answer. Therefore, it's advisable that you carry this activity out individually and monitor learners' work to see how they cope. Before eliciting answers, you can allow learners to compare them in pairs.

A a. two students; b. entertain; c. Teenagers.

- 6 Look at the elements with arrows in the text. Write the most appropriate option in the boxes in the comic strip.**

Learners have already identified some elements in previous comic strips. Therefore, they should be able to work on this activity more confidently. However, if you feel this activity is challenging, arrange the class in pairs and ask them to identify the elements with the help of their classmate. Depending on how you decide to conduct this activity (individual or pair work), you can rearrange learners to compare answers either in pairs or with another pair.

A From left to right and from top to bottom: b, c, a, d, e.



Explore

- 7 Choose one comic strip from this lesson. Make notes in your notebook answering the questions below.**

This activity has the purpose of providing learners with some practice writing notes about comic strips before they are asked to do this more formally and complete the sub-products suggested for this module. Therefore, you can take advantage of this opportunity to guide learners when writing notes so that these are complete and coherent. To enrich this activity, you can encourage learners to include details in their notes about the elements in the comic strips (question 1) and then their opinion (questions 2 and 3). This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



To set the product of this module effectively, it is important to raise learners' awareness of the social practice involved (read comics to discuss cultural expressions) and how and when this can occur in real life situations: you can tell learners that we normally respond to the texts we read and that we share our views with other people. With comic strips is not different and it is one of the very few texts that we can also enjoy reading along with others (as opposed to a novel, or an academic text, usually read individually). After this relevant explanation, you can ask learners to go to page 56 and start taking notes on the comic strips they have read so far. It is important to remind learners that they have the freedom to choose any comics they liked or found interesting as long as they take notes during the process.

- 8 Take turns to share your answers with other classmates.**



To set this activity more effectively, you can ask learners to look at the speech bubble and ask these questions: *Which comic does the girl mention? Does she like it? Does she think the comic teaches a valuable lesson? Which one?* By doing this learners may be able to notice that, when giving their opinion, they should be clear about the comic strip they are describing, state whether they like it or not and then discuss the values involved in the story.

A Answers may vary.



Travel log

- 9 Look back at the activities in this lesson. Complete the evaluation card. Check (✓) the statements that describe you best.**

For this module, learners will complete an evaluation card with the help of a classmate. Before you set this activity, you can ask the class to go over the activities they did during the lesson. It is very important that learners do this before, so that they can associate each can-do statement with an activity in this lesson. If they struggle understanding the statements listed in the card, you can help them while you go around the classroom.

- 10 Ask a classmate you've worked with to evaluate your work, checking the statements that describe you best.**

For this activity, you will need to arrange the class in pairs and ask learners to exchange books so that their classmates go over each statement and evaluate their partner's performance. The purpose of this activity is to promote peer evaluation. Therefore, you can remind learners of the importance of collaborative work.

Are there any questions?

CLASS 1

Context-setting: To set the context of this class (interpreting content in comic strips to give opinion), you can provide learners with two real-life situations that can be exploited in comic strips. If you decide to follow this suggestion, you will need to write two situations on the board. Situation A: a group of learners is playing in a courtyard when the school bell rings. Situation B: two children are walking in a park when they see a puppy that seems to be lost. With these two situations you can ask the class if they have been in a similar situation and what usually happens next (in each situation). By doing this, you can activate any background knowledge and learners can raise their interest in the situations. You can then arrange the class in groups and ask them to choose one situation and discuss how it can be used to create a comic: what the characters might say and do (using speech and thought bubbles), and what may happen as a result (a humorous ending). With this activity, learners will be able to notice that comics can deal with almost any kind of real-life situations (humorously) and that readers can easily relate to the plot because they have possibly been to similar situations in real life. It's important to notice that the activity does not intend to create a comic but to discuss formal aspects of the genre to give learners the opportunity to practice using and identifying them. This activity is also linked to Activity 2 in which learners will be asked to anticipate what follows in a story.



On board

- 1 Say if you agree or disagree with the statements below.

Depending on the seating arrangements used in the context-setting activity, you can now organize learners in groups of four to discuss the statements and say if they agree and disagree. This activity will give learners the opportunity to continue practicing giving their opinion (though informally) and elaborate their ideas. Yet, to do this more effectively, it is important to model the activity: you can read the first statement aloud and then say if you agree or disagree and why. When you do this, it is important that your opinion is given orderly and your ideas are clear. After setting the activity, it is advisable that you encourage learners to justify their ideas and



listen to others' opinion respectfully and attentively. This will be discussed in more depth in the following activity (Compass Box). To check, you can nominate a learner from each group and ask him/her to share the group's ideas with the class.

A Answers may vary.



Compass

The purpose of this activity is to raise their awareness of the importance of collaborative work and that this is usually the result of personal skills applied to situations in which they can be supportive and tolerant with others. Depending on how you decide to conduct the two previous activities (context-setting and Activity 1), you will need to rearrange the class so that learners can work in groups three or four. You can also decide to move learners around so that they work with other learners this time. Then, you can ask the class if they like working with others (in pairs or in groups) and why (or why not). By asking this simple question, learners will be directed to the purpose of the activity in the box (to reflect on collaborative work). After eliciting their views, you can ask learners to read the options together or answer individually first to then compare their views. It is strongly suggested that you go around the classroom and help learners when necessary: to participate more actively, to maintain order and make sure all learners participate, to help with language they may need to convey their ideas. To wrap up this activity, you can ask some volunteers to share their group's ideas with the class.



Highlights

- 2 Read the first panel of a comic strip. Check (✓) the option that describes what will happen next.

For this activity, learners are expected to anticipate the story of a comic strip based on its first panel. Therefore, it is very important that learners only focus on this first panel and that they do not read the remaining panels on the following page in the Student's Book. To exploit this activity more effectively, you can apply the suggestions in the Teaching Tips Box in Lesson 1. It is then advisable you read this box again. This activity should be conducted individually. However, you can ask learners to go over the options and discuss before they read the rest of the comic.

A Answers may vary.

3 Read and listen to the complete comic strip. Check your predictions.



The purpose of this activity is to confirm predictions. If you decide to conduct this activity as proposed in the Student's Book, it is important to check that learners have chosen an option in Activity 2 to now read and listen to the comic with a clear reason (to check if they are right or wrong). Alternatively, if there are stronger learners in your class, you can ask them to read and listen only to check predictions but to state why the options in Activity 2 are not correct. This variation can motivate stronger learners. Before eliciting answers, allow learners to compare them in pairs. See the **Cultural Passport** box for more information about Christmas celebrations in other countries. You can exploit the information in this box to raise learners' awareness of the similarities and differences.

A b.

4 Read the comic again. Take turns asking and answering the questions below.



For this activity, it is compulsory to arrange the class in pairs since learners will be using cards to ask and answer questions. To provide some variation, you can ask learners to cover their classmate's card in the Student's Book so that they only listen to the questions. This can help learners listen to their classmates more attentively and develop some listening skills. If you decide to do this, you can also remind learners of the use of questions to ask for repetition or clarification (*Sorry, can you repeat the question? or Could you repeat that, please?*) To check answers, you can rearrange the class in larger groups so that learners have the opportunity to exchange their views. If you decide to do this, you will be providing learners with more opportunities to practice giving their opinion to discuss cultural expressions in comic strips.

A Answers may vary.

5 Identify the elements in the comic strip. Write the most appropriate letter in the boxes in the comic.

By now, learners should be familiarized with both the text and the elements in comic strips. Therefore, it is strongly suggested that learners work individually this time. To exploit the images when you check answers, you can hold up the book and point to the boxes in the comic strip for learners to give answers.

A From left to right: a (on previous page), c, d, e, b.

Closing

To wrap up this class, you can arrange learners in groups of three or four and ask them to give their opinion about the comic (if they liked it or not and why). Alternatively,

depending on the number of learners in your class, you can ask them to go around and exchange opinions with learners randomly. To guide their brief discussion, you can write an outline on the board for learners to use it to elaborate their ideas.

Cultural Passport. Christmas is a very popular celebration around the world. However, celebrations may differ depending on where you are. For instance, in the United Kingdom people celebrate Christmas Day starting the day opening presents and then getting together to have a meal. In Mexico, most people gather on Christmas Eve (December 24th) and get presents either during the evening or next morning depending on their beliefs. The comic strip does not point out to Christmas differences but to the tradition of exchanging gifts. Yet, the intention of the comic is to stress the fact that gifts can also be symbolic.

CLASS 2

Context setting: To set the context of this class, you can write the following questions on the board: *What activities can you do outdoors? Have you ever gone camping? Do you like doing outdoor activities? Which ones?*

These questions are directly related to the first activity in the On route section and will enable learners to activate any background knowledge they may have about the topic of the comic strip. If you decide to use the questions, you will need to arrange the class in groups for learners to exchange their ideas. Alternatively, you can bring comic strips related to the topic (outdoor activities for children and teenagers such as those performed by scouts). A third option can be to ask learners if they would like to join a scout group in their town if this sort of activities are popular and learners may know about them.



6 Read the comic strip on the following page. Underline the best option to complete the statements below.

If you decide to conduct this activity as proposed in the Student's Book, you will need to explain to the class they will read a comic strip about an outdoor situation in order for learners to make the link between the context-setting activity and this one. To set this activity more effectively, you should ask learners to read the statements and the options to complete each statement in silence before they read the comic

A a. 2; b. 1; c. 2; d. 1; e. 1; f. 1.

- 7** Look at the reactions of the boy and the girl in the last panel in the comic strip. Check (✓) the statements that best describe the situation.



The purpose of this activity is to analyze the behaviour and values expressed in the last panel of the comic to then give learners the opportunity to share their opinion and reactions towards the text. Therefore, it is very important that learners pay attention to the last panel and the characters' faces. To enrich this activity, you can arrange the class in groups of three or four to encourage learners to exchange their ideas and elaborate their answers more thoroughly. This can also help them continue practicing exchanging views about cultural issues exposed in comic strips in preparation for the product of this module.

A Learners should check: a, c, e, f.

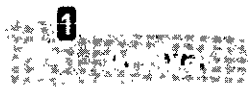


Explore

- 8** Answer the questions below in your notebook. Take notes on the two comic strips in this lesson.

The purpose of this activity is to give learners more opportunities to take notes on their reactions towards the comics in this lesson prior to an oral discussion. However, since there are two comics in this lesson, learners will write notes about one comic in their notebook and more notes on page 56 (Arrival Lesson). If you think this activity is rather challenging, you can ask learners to work in pairs and help each other organize their ideas to answer the questions and write notes. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



You will notice that the instruction in the Student's Book refers learners to the same Checkpoint (1) in the Arrival lesson. This is due to the nature of this module in which learners are exposed to several comic strips first and provide them with enough opportunities for them to write notes (the first sub-product of this module). You can ask learners to write more notes (now for the comic they didn't select in Activity 8) or transfer those they just wrote. Yet, it is important to encourage them to check that the notes are complete and their ideas are elaborated thoroughly.

- 9** Compare your ideas.



You can demonstrate the activity using the speech bubbles so that learners have a clearer idea of what they are expected to

do when they exchange views. It is important that you remind the class that they should give their opinion politely when they say if they agree or disagree with their classmates' opinion.

This activity is quite relevant since learners are informally dealing with the language they will revise in Lessons 3 and 4. Moreover, exchanging opinions about comic strips will also be an important step to develop the product of this module.

A Answers may vary.



Compass

Before you set this activity in the Compass Box, you can remind learners of a similar box in Class 1 (also focusing on collaborative work). If you do this, learners may be able to see its relevance and reflect a bit more on their attitudes towards learning and also learning with others. You can ask learners to work in pairs or groups of three to check the boxes as long as they justify their ideas. If you decide to conduct this activity individually, you can ask learners to compare their answers in pairs or small groups.



Travel log

- 10** Look back at the activities in this lesson. Complete the evaluation card. Check (✓) the statements that describe you best.

For this module, learners will complete evaluation cards with the help of a classmate. Before you set this activity, you can ask the class to go over the activities done in this lesson and identify strong and weak areas. Then, you can ask them to complete the evaluation card. Notice that learners may need some help to understand can-do statements. If this occurs, you can help individual learners by going around the classroom and intervening when necessary.

- 11** Ask a classmate you've worked with to evaluate your work, checking the statements that describe you best.

Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work and that their classmates may have useful suggestions for them to work on those areas. If you decide to follow these suggestions, you will need to encourage learners to think of strategies their classmates after evaluating their work.



It's time to read! Check the procedure suggested for the Reading Journey.

What do you think?

CLASS 1

Context-setting: To set the context of this lesson and exploit its title (What do you think?) you can write this question on the board and plan a number of topics, related to the comics seen in Lesson 1 and 2, for learners to exchange their views. If you decide to follow this suggestion, you can ask learners: What do you think about... (1) Christmas celebrations? (2) outdoor activities? (3) history? (4) playing jokes to friends? (5) going to your favorite restaurant? With these questions on the board, you can invite learners to go around and exchange views with a different classmate for each question. This activity will also enable learners to focus on the overall aim of this lesson (exchange opinions about cultural expressions in a discussion) though informally since this lesson will introduce useful expressions they can use to show agreement or disagreement, or ask for and give their opinion.

On board

- 1 Look at the comic panels in Activity 2. Discuss these questions.



This activity will be useful to prepare learners with the language they will encounter when they listen to the conversation in Activity 2 and identify the comic strips the speakers are talking about. For this activity you can start by reminding learners of the topics they discussed in the context-setting activity. If you follow this suggestion, you can ask learners to associate each topic to one of the comics in Lessons 1 and 2. Alternatively, you can use the panels in Activity 2 to elicit the topics and then draw learners' attention to the questions in this activity.

A Answers may vary.

Highlights

- 2 Listen to three students talking about two comic strips. Check (✓) the 2 comic strips they're talking about.



To set this activity more effectively, you can ask learners to associate words or phrases to each comic before they listen to

the recording. If you decide to do this, you can elicit their ideas and write them on the board. This can be useful to identify the comics the speakers mention in the conversation. It's a good idea to remind learners that they don't need to understand every phrase they hear but to pay attention to the elements they mention in comics. This will help learners develop the most appropriate listening strategy (listen for specific information). You may need to play the recording twice, depending on learners' performance. You can ask them after they listen for the first time if they are ready to check answers. If not, you can play it again.

A Comics 2 and 4.

- 3 Listen to the conversation again. Check (✓) the expressions you hear.



This activity focuses on the language used by speakers in the conversation to express agreement or disagreement, or ask for and give their opinion. Therefore, it is very important that you time to read the expressions in the table before you play the track. This will help learners activate the most appropriate listening strategy (listen for specific information). To check, you can reproduce a similar table on the board with the phrases listed in columns and ask learners to go to the front and check the correct expressions.

A a, b, d, e, f, g, h, i, j

- 4 Label each column in the table in Activity 3. Match the headings.

This activity focuses on the use of the phrases in the table in Activity 3 and check when these phrases can be used (to express agreement, disagreement or ask for and give opinion). To make this activity more appealing, you can prepare the headings in pieces of cardboard of different colors for learners to match them to the correct column (already on the board). If you feel this activity is challenging, ask learners to work in pairs. You can also go around the classroom and help when necessary. See the **Teaching Spotlight Box** for more suggestions to teach the language point.

A from left to right: Giving your opinion; Asking for someone's opinion; Showing agreement; Showing disagreement.

Closing

To give learners the opportunity to practice using the expressions in Activity 3, you can arrange the class in groups of three and ask learners to choose two comics in Activity 2. If you decide to conduct this activity as suggested, you can ask them to give their opinion about them using the expressions in Activity 3. You will need to demonstrate the activity by giving your opinion about any of the comics stressing the use of the phrases they just revised. It is a good idea to around the classroom and monitor their work. You may need to help when necessary.



Teaching Tips: Tone of voice and Intonation

When learners are already familiar with some functional language (such as the four categories in Activity 3), its meaning and form, you can exploit the language to check other relevant features, such as pronunciation issues. To follow this suggestion, you need to reproduce the table with phrases and questions on the board if you didn't do this to check answers. You will need to demonstrate each question (say it aloud) making sure your intonation is appropriate. After modelling each question, you can conduct choral drills (all the class repeats after you) and some individual drills. Tone is also relevant when agreeing or disagreeing with others to show politeness. To help learners raise their awareness of this feature, you can model the phrases in columns three and four and ask learners to repeat after you (choral and individual drills).

CLASS 2

Context-setting: To set the learning context of this class (comparing comic strips), you can project Image 3 on the board and exploit the differences between the two characters to introduce the notion of comparing and contrasting items in comic strips. If you decide to conduct this activity, you can start by asking the class: *What is this comic about, do you remember?* Elicit their ideas. Then, ask the class their opinion about the characters in this comic. Learners may come up with sentences such as: *Both characters are tigers. Dev is naughty and wants to play a joke on Rajiv. Rajiv, on the contrary, is good-natured.* Alternatively you can ask learners to choose a comic from Lessons 1 and 2 and compare two characters. For example, the little brother and his sister in the comic strip about Christmas. This activity, and its variation, informally prepares learners to compare elements in comics, something they will do overtly in Activity 5.

Image 3



- 5** Choose two comic strips as a group. Compare the stories and their elements. Make a similar chart in your notebook..

This activity will prepare learners to speak about the comic strips with more confidence in Activity 6. Therefore, it is important to remind learners that the notes they produce should be clear and complete in order for them to use them later to exchange their ideas. Moreover, you can tell the class that this activity will also be useful when they continue working on the product of this module. This can increase their interest in the activity and learners can see its usefulness. If you feel this activity is rather challenging, you can arrange the class in groups of three or four.

A Answers may vary.

- 6** Take turns to share your opinion about the comic you chose. Ask your classmates their opinion about it.

For this activity you will need to rearrange the class in groups of four according to the comic strips they chose in Activity 5, and explain to the class that they will now use the notes they prepared in to talk about the comic strips they chose. It is important to remind learners they can use the phrases in the table in Activity 3 to introduce their ideas, ask for opinion, agree or disagree with their classmates politely. Moreover, you should also stress the importance of being respectful about their classmates' opinion even if they disagree. This activity has two purposes: to give learners more opportunities to practice giving and asking for opinion, and developing interactional skills to show interest, take turns to speak respectfully and listen to others attentively. Make sure learners are clear about these two aspects.

A Answers may vary.

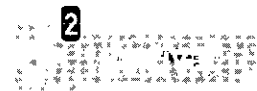
Spyglass

The purpose of this activity is to help learners reflect on their attitudes towards others' opinions and raise their awareness. You can start by asking learners how they felt exchanging their opinion with their classmates before asking them to do the activity in the Spyglass Box individually. Alternatively, you can arrange the class in pairs and ask them to go over the options and check those they think they use. You will notice that learners can check all boxes and you can tell them this when you set this activity. Yet, it is also important to remind that there are no right or wrong answers.

7 Prepare a comparative chart on a piece of cardboard.

Before learners prepare the comparative chart, you can help them reflect on the two formal activities done in this class (Activities 5 and 6) in order to set the purpose of this activity. Notice that learners should work with the same classmates they worked with in Activity 6. To prepare the comparative chart if the classroom is small, you can ask learners to prepare the table on a piece of paper. You can ask them to display their work (no matter the size) in order to share their findings.

A Answers may vary.



To set the next Checkpoint in the Arrival lesson, learners can reflect on the work just done (comparative chart) and identify features they can improve. For example, the use of notes in the table, the elements compared, etc. If you follow this suggestion, you can encourage learners to take those elements into account now that they will produce a comparative chart for the product of this module. Learners should be now more confident when working with others, and also when giving their opinion about the comic strips they've read. Therefore, this activity should be less challenging this time around. However, it's a good idea to allow some time for learners to discuss and negotiate which comics they will choose and then which information they will use to prepare their comparative chart.



8 Look back at the activities in this lesson. Complete the evaluation card. Check (✓) the statements that describe you best.

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they may not need to check all the boxes. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

9 Ask a classmate you've worked with to evaluate your work. Ask him/her to complete the second column in Activity 8.

Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies their classmates after evaluating their work.

Destination Why do you say that?

CLASS 1

Context setting: To set the context of this lesson, you can set a speaking activity using comic strips you select for learners to give their opinion and justify their ideas in groups of three or four. To do this, you can write the title of this lesson on the board to refer learners to it when necessary. Then, you will need to distribute comic strips. If you decide to do this activity, you will also need to demonstrate the activity by giving your opinion about a comic and ask learners to ask you the question on the board. Then you will need to elaborate your ideas and justify your views. With this example, you can ask learners to take turns and give their opinion about comic strips and be ready to justify their views when their classmates ask them the question (*Why do you say that?*). Alternatively, you can use the comic strips in Lessons 1 and 2. If you decide to do this, learners should open their **Student's Books** and select two or three comic strips of their choice.



On board

1 Read the comic and discuss the questions.

This activity will provide learners with more opportunities to give their opinion about the situation exposed in the comic and practice using the language in the context of the social practice. When you set this activity, you can remind learners of the expressions revised in Lesson 3 with the intention to use them to give their opinion and agree or disagree with their classmates.

If you feel learners will be keen on exchanging their views on the comic, you can arrange them in groups of three or four. Yet, it is important to remind them of taking turns politely and ask their classmates to share their ideas.

A The comic is about dog's behavior and the fact that they can be jealous when it comes to their owners. The answer to question b may vary.



Highlights

2 Read the conversation between Susy and Luis. Answer the questions below.

This activity has the purpose of getting the general idea about the conversation while introducing more functional language learners can use to show interest, ask for more details or clarify an idea when expressing their views about a given topic (in this case, a comic strip). Yet, it is not a good idea to clarify the use of the expressions in bold yet. This activity has been designed to be conducted individually. Alternatively, you can ask learners to read the conversation together and discuss the questions.

A The answer to question a may vary. The elements mentioned in the conversation are: both panels and the animal character.

3 Look at the phrases in bold in the conversation. Classify them under the correct heading in the table below.



To set this activity, you can explain to learners that when they speak with others, they can use different phrases to show interest, ask for more information and/or clarify an idea that was not introduced or expressed with clarity. This can be useful to direct their attention to the headings in the table and the expressions in bold in the conversation. Alternatively, you can write the expressions in bold in the conversation on the board and then ask learners to classify them in their books or on the board, as well. If you think learners are able to complete the table individually, you may decide to conduct this activity as such. With the answers on the board, you can check intonation of questions and statements. **See the Teaching Tips** box for suggestions.

A To show interest and keep the conversation going:

How interesting! Really? **To ask for more details:** What do you mean? Why do you say that? What kind of details, exactly? **To clarify an idea:** Let me explain myself; What I mean is that... For instance, in the first panel...



On route

4 Complete the dialogue with the phrases in Activity 3.

Now that learners have completed the table and have also practiced intonation features, you can ask them to complete the conversation individually. Alternatively, you can arrange the class in pairs and ask them to read and complete the conversation with their classmate. To help learners use the expressions, you can explain to the class that the speakers in the dialogue are exchanging their opinion about the comic on the right side of the page. This will be useful to get the context in which this conversation occurs and use the phrases accordingly. You could also ask learners to read the dialogue first to familiarize themselves with it. Then, they should read it again to complete the gaps. You may need to help learners when relevant. Before you check answers with the class, you can ask learners to compare their work in pairs.

A a. Really? b. Why do you say that? c. For instance, in the second panel; d. What do you mean? e. What I mean; f. How interesting! g. Let me explain myself. h. what kind of details, exactly?



Teaching Tips: Intonation in questions and statements

When learners are already familiar with some functional language, or the language itself is simple enough to understand its meaning, you can focus on other aspects that are more relevant, such as intonation. To do this, you can model the phrases in the first column of the table in Activity 3 paying attention to the tone of your voice to show interest. To give learners some practice, you can ask them to repeat the phrases after you. You can also conduct individual drills. You can follow the same procedure with the phrases used to clarify an idea so that learners notice the difference in intonation. Time permitting, you can ask learners to practice saying the dialogues in Activity 2 and 4 out loud paying attention to the intonation in questions or affirmative statements.

CLASS 2

Context-setting: To set the context of this class, you can tell learners that they will have the chance to write their own comic. Learners are expected to enjoy this activity (Activity 5). Therefore, to optimize time, you can ask the class to brainstorm potential situations for their comic before you formally set this activity. If you decide to follow this suggestion, you will need to arrange learners in pairs to exchange ideas and help each other. It is also important to

make sure that the situations they choose for their comic is not violent and that it does not stress negative attitudes towards others. To check their work, you can ask volunteers to share their ideas for their comic with the class.



Explore

5 Make your own comic strip. Decide which elements you will include.

If you decided to conduct the context-setting activity as suggested, learners will be already working on their comic strips. Then, you can have them select the formal elements to develop the situation, sketch panels and write the dialogue in bubbles. If you didn't conduct the context-setting activity, you can draw learners' attention to the box and the elements they may consider to create a comic strip. To develop the comic, learners should work individually. However, you can encourage them to share ideas with their classmates if they need to. It's strongly suggested that you set a time limit for this activity—otherwise, learners may take longer than estimated.

6 Share your comic strip. Take turns to say which elements you decided to include and how you develop the story.



To set this activity, you can ask learners to look at the speech bubbles and notice the phrases used for showing interest, asking for more details and/or clarifying ideas. Alternatively, you can demonstrate the activity with a learner using the sample phrases in the speech bubbles. For this activity, you will need to arrange the class in groups of three or four. It's important to remind learners of the importance of being polite and respectful when giving their opinion. They should also be attentive and listen to others with interest. These are aspects that have been stressed in the previous class, and learners should now be more aware of their importance. While learners work with their classmates, you can monitor their work and help when necessary. You can also encourage them to use the phrases in Activity 3 if you notice they are not using them.

A Answers may vary.

- 7 Choose the best two comic strips.**
Give your opinion politely and justify your ideas.



For this activity, it is advisable that learners continue working with the same classmates. To set this activity, you can explain to the class that they will now choose the best two comic strips in their group. To do this, they will need to give their opinion and justify it. To check the language learners should use, you can elicit phrases to agree, disagree, ask for and give opinion, show interest and ask for more details. It is very important that learners are aware of the language they can use to achieve the purpose of this activity. Alternatively, you can gather the comics created by learners and distribute them so that each group works with new comic strips. If you decide to do this, you will need to ensure that comic strips are complete and that the stories are developed fully.

A Answers may vary.



After completing most activities in Lesson 4, you can remind learners of the product of this module and the comparative chart they have already prepared. This can be done before you ask them to go to page 56 and work on Checkpoint 3. To set the instructions of the next Checkpoint, you will need to rearrange the class so that learners sit with the classmates they prepared the chart with. Even though they will be sitting in groups, they should work individually this time. To set the activity, you can explain to the class that they will now take notes (based on the information they included in the chart) to be used when they discuss and present their work to the class. To help learners prepare for this activity, you can give them ideas to write their notes and use the board. It is very important to stress that their notes should include useful phrases they can use to give and ask for opinion, agree and disagree with others politely, show interest and ask for clarification. If you notice this activity is rather demanding, you can ask learners to help each other (as they are sitting in groups), but encourage them to work more autonomously if possible. You can also remind them that this step will help them organize their ideas before they formally compare and discuss relevant elements in comics.



- 8 Look back at the activities in this lesson. Complete the evaluation card. Check (✓) the statements that describe you best.**

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they may not need to check all the boxes. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

- 9 Ask a classmate you've worked with to evaluate your checking the statements that describe you best.**

Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies their classmates after evaluating their work.

ARRIVAL

CLASS 1

REVISION OF CHECKPOINTS 1 TO 3

To check learners' work so far, you ask the class to get together with their classmates (they have worked with) and take out their comparative chart and the notes they have prepared to discuss the elements and other aspects in the comic strips they chose.

Then you can encourage learners to share with the class how they feel about their work so far. To do this, you can write the following questions on the board: How do you feel about your selection of comic strips? Was it easy to select only two? If not, why not? Do you remember how you selected them? Then, ask volunteers to share their views with the class.

To formally revise the steps they have completed, you can ask the class to open their Student's Book to page 56 and draw their attention to the checkpoints suggested for this product. You can ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 3). This will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activity.

CHECKPOINT 4

To set Checkpoint 4, you can explain to the class that they will now use the notes they prepared in Checkpoint 3 to discuss the elements in comic strips. By now, learners should be able to use different expressions to ask for and give their opinion, agree or disagree.

INDIVIDUAL PRODUCT RECORD

It is important to introduce the **Individual Product Record** before distributing them by stating its purpose: You can explain to the class that they will now reflect on their individual performance during the development of the product of this module and then distribute a copy of the record to each learner.

While you distribute this record, you can ask the class to read the instructions in silence. Then, with the notes they prepared (in Lessons 3 and 4) and the comparative chart at hand, you can 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.

CLASS 2

During this class, learners will have the opportunity to present their work and evaluate their performance once again. You can start by arranging the class in groups of four so that learners work with the same classmates they prepared the comparative chart and discussed comic strips. To give instructions to report the result of their discussion, you can explain to the class that they will now take turns to present their reports to the class. When all groups have presented their work, you can distribute the **Collaborative Product Record** on page 62 for learners to evaluate their performance with the help of their classmates and yourself.

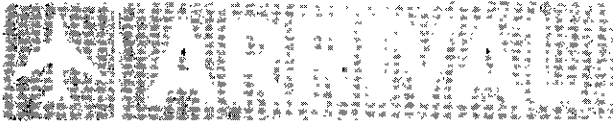
COLLABORATIVE PRODUCT RECORD

Before distributing the **Collaborative Product Record** to the class, you can tell learners that they will now reflect on their performance when working and interacting with others to discuss comic strips suggested for this module. It is important to encourage the class to read the instructions carefully and

complete the first row justifying their choice by completing the last column. Then, you can 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, you can invite learners to read their classmates' and your notes to propose an action plan to work on during the following module. It is advisable to go around the classroom to make sure learners complete the table. This record, along with the Individual Product Record will be used as evidence of their overall performance during this module.

Go to page 63 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Discussion			
After checking my work...	Satisfied	Partially satisfied	Not satisfied
a. I was able to identify relevant elements/aspects in comics strips.			
b. the notes I prepared about comics are detailed and my comments are relevant.			
c. the comparative chart I prepared with my classmates include relevant elements to compare two comic strips.			
d. the notes I prepared to give my opinion about comic strips are clear and helped me use relevant phrases to interact with others.			

Collaborative Product Record


Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Scrip for a silent short film				
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively to prepare a comparative chart, and then I contributed to a discussion about comic strips. I gave my opinion respectfully, and showed interest in their opinions.			Justify your ideas:
	Satisfied	Partially satisfied	Not satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decisions with others and assisted them when they needed some help. I also shared my opinion about their work politely.			Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the preparation of the comparative chart and the discussion with my classmates			Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will.			

Your Record of the Journey (suggested procedure)

Prior to this class, you need to prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you can ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. Then, you can explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 64.

ACTIVITY 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon.  These activities have been selected to help learners track their progress and reflect on their performance.

Then, you should distribute copies of Your Record of the Journey and give instructions for the first activity. You can ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record.

ACTIVITY 2

Now it's the learners' turn to select extra activities of their choice. To do this, you can explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. It is important that you point out that you will complete the last column to the right later when they have completed all the activities in the record.

ACTIVITY 3


To set this activity, you can draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

ACTIVITY 4

Finally, you can ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. With the classmate, you can go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Activity Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 3 A journey into comic strips					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY Select and revise comic strips in English.	Activity 7				
Lesson 2 – DEPARTURE Interpret content in comic strips.	Activity 8				
Lesson 3 – PATHWAY Exchange opinions about cultural expressions in a discussion.	Activity 5				
Lesson 4 – DESTINATION Exchange opinions about cultural expressions in a discussion.	Activity 5				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two.	
Which activities were difficult to do? Name at least one	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

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Reading journey: I'm King Pakal!

Suggested procedure to exploit the Optional Reading Activities

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 29. Explain to the class that they will read about a comic strip about the Mayan civilization on the following pages.

Activity 1

Tell learners to read the questions **before** they read the text and try to answer them using the illustration on the cover page. For this activity, allow learners to work in pairs or small groups

A Answers may vary.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A a. The Mayan Civilization; b. King Pakal; c. They abandoned the city; d. King Pakal's tomb was discovered.

Activity 3

Ask learners to read the statements and options first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for gist and to infer information. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. 2; b. 1; c. 2

Activity 4

Ask learners to read the events occurring in the comic strip. Then ask them to read the text again but make sure they use the most appropriate reading strategy (scanning). Go around the classroom and help them when strictly necessary. Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. 4; b. 3; c. 1; d. 8; e. 7; f. 6; g. 5; h. 2

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Set the activity as proposed. Go around the classroom and pay attention to learners' answers. Take notes on any relevant issues you notice to use them later when you elicit answers.



A journey into the human body

- **Learning environment:** Academic and Educational.
- **Communicative activity:** Search and selection of information.
- **Social practice of the language:** Write notes to elaborate human body schemes.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ What is this called?

Achievements: Revise and understand information about human body systems.

Teaching guidelines:

- Allow your students to participate in the planning of activities which help them to:
 - Analyze graphic and textual components.
 - Establish the relationship between illustrations and text.
 - Define topic, purpose, and intended audience.
 - Identify new words.
 - Make comprehension strategies explicit.

Suggested instrument for evaluation: A system diagram.

Resources: Student's Book pages: 60-63

- CD track 12
- Bilingual dictionaries

Lesson 3

PATHWAY ♦ Oh! So, this is how it works!

Achievements: Write notes to describe human body systems.

Teaching guidelines:

- Help your students understand that writing is a process that occurs gradually and can change from individual to individual or depending on the purpose and intended audience. Inspire security and support your students to be able to:
 - Write and/or rewrite sentences to describe components, summarizing information from sources.
 - Use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes.
 - Organize terms and descriptions in tables.
 - Establish a number of descriptions based on illustrations.
 - Order sentences to compose notes and relate them to pictures.
 - Value their own and others' work.

Suggested instrument for evaluation: A system diagram. Description of a system.

Resources: Student's Book pages: 68-70

- CD track 13
- Bilingual dictionaries

ARRIVAL

The amazing human body! Student's Book page: 74
Notes for a human body system diagram.

Lesson 2

DEPARTURE ♦ How does this work?

Achievements: Propose and answer questions about human body systems.

Teaching guidelines:

- Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to:
 - Extend repertoires of words and expressions.
 - Form and answer questions to describe components.
 - Use demonstrative determiners, verb forms (passives, participles), and adjectives (comparative and superlative) in questions and answers.
 - Reflect and act for their own and others' physical benefit
 - Exchange points of view.

Suggested instrument for evaluation: Descriptions of a system. Dialogue based on questions and answers.

Resources: Student's Book pages: 64-67

- Bilingual dictionary

Lesson 4

DESTINATION ♦ Thank you for explaining this to me!

Achievements: Edit diagrams in teams and with the guidance of the teacher.

Teaching guidelines:

- Allow your students to discuss their own texts and give feedback for them to be able to.
 - Promote respect and collaboration in school work.
 - Value the use of punctuation marks and standardized spelling.
 - Spot and clarify doubts.
 - Remove or add information to improve their notes
 - Adjust language according to purpose and intended audience.
 - Evaluate their progress and competence in English.

Suggested instrument for evaluation: Dialogue based on questions and answers

Resources: Student's Book page: 71-73

- Bilingual dictionaries CD image 4 (projector).

READING JOURNEY

Resources: Amazing facts of the human body.
Anthology pages: 29-40

What is this called?

CLASS 1

Context-setting: To set the context of this module you could exploit the opening question on the cover page in the Student's Book by writing it on the board. If you decide to do this, you can arrange the class in groups to discuss the question and then invite some volunteers to share ideas with the class. It is a good idea to encourage learners at this point, to relate the information they may already have from their science or biology class in Spanish, with the information they will see throughout this module. You might also use Image 4 in the CD instead of the opening question and exploit it by inviting learners to discuss if they think they could give a presentation about the body system in the image to explain how it works. If you decide to do this, it is advisable to let learners know that throughout this module, they will be developing the skills to give a presentation about a human body system with the help of a diagram similar to the one in the image.

On board

1 Look at the pictures and discuss the questions below.

This activity will help learners activate any previous knowledge they may have about human organs in English. If you choose to conduct the activity as proposed in the Student's Book, after learners have finished discussing, you can invite the class to write a list on the board with the organs they would like to find out more about throughout this module. Alternatively, you can also ask learners to choose three organs, and write each of these organs on one page in their notebooks. Then, you can encourage learners to use these pages to keep a record of the information they find out as they work throughout this module. You could also invite them to use these pages to do some additional research in case the organs chosen by learners are not dealt with in the Student's Book.

A Answers for first question (clockwise): brain, kidneys, liver, heart, lungs. Answers for the other questions may vary.



Highlights

2 Look at the diagram and match the columns below.

This activity will help learners identify topic, purpose and intended audience. To exploit this stage more fully, you could ask learners to work in groups and write a short description about how the human heart works before they complete Activity 2 in the Student's Book. If you choose to do this, you can ask learners to put their description away and then complete Activity 2. After that, you can ask learners to compare the information in the diagram with their description and discuss if they found out any new information about the human heart.

A 1. a human organ, 2. Show how an organ works, 3. Students of medicine

3 Look at the diagram in Activity 2 and the one below. Discuss the questions.



This activity will help learners analyze graphic and textual components. You can enrich this activity by helping learners think about the usefulness of diagrams when presenting information about human body systems and organs. In order to do this, you may want to conduct the activity as proposed in the Student's Book and afterwards, you could ask learners to discuss what changes they would like to make to the diagrams in the Student's Book to make them clearer and more attractive. If you do this, you can then ask the class to write a list in their notebooks of the characteristics that a good diagram should have. You might exploit this list by using it as a checklist, when learners are asked to complete Checkpoint 1 in the Arrival lesson.

A Answers may vary.

4 Listen and complete the summaries below.



This activity will help learners establish the relationship between illustrations and text. Before playing the audio for learners to complete this activity, it may be useful to let them know, that they will listen to two teachers using the diagrams they saw in the previous activities, to explain how the organs work. After completing the activity as proposed in the Student's Book, it could be useful to ask learners to work in groups and imagine how the teachers point to the different parts

in the diagrams while giving their presentations. If you decide to do this, you will be helping learners reflect on how to use body language to take advantage of diagrams when giving a presentation. For more information on how to exploit listening activities more fully, check the **Teaching Tips** box.

A a. veins, b. lower body, c. lungs, d. electrical, e. left, f. occipital lobe, g. motor cortex, h. frontal lobe, i. parietal lobe.



On route

5 Look at the diagrams in Activities 2 and 3. Choose 5 words that are new for you. Use your bilingual dictionary and complete the table below.

This activity will help learners identify new words. Before completing this activity, it could be helpful to remind learners that in module two they wrote a guide on how to use bilingual dictionaries, then you can ask learners to make use of these guidelines to help them complete Activity 5 in the Student's Book. Once that learners have completed this activity, it might be a good idea to ask learners to choose 5 Spanish words related to human organs and body systems and look for their English equivalents. If you would like to extend this stage, check the **Shortcuts to Games** box for some ideas.

Closing

A helpful activity to close this class might be to ask learners to work in groups and discuss which things they need to consider to make more effective use of diagrams when giving a presentation. If you decide to do this, you can then ask the class to write a list in their notebooks with the 5 most useful tips to take advantage of diagrams when giving a presentation.

Teaching Tips how to exploit listening activities

In order to exploit listening activities more fully, you can make use of a Pre-, While-, Post framework. First, for the Pre-listening stage, you should consider ways of activating learners' previous knowledge of the topic (in the audio) or how to arise their curiosity. This can be done by asking learners to write a list of questions about information they would like to find out. Then, for the While-listening stage, it is a good idea to start with a simple activity that will help learners identify the main ideas in the audio. One way of doing this could be asking learners to check topics (from a list) mentioned in the audio. This type of activity can then be followed by a listening for specific information such as the one completed in Activity 4 in the Student's Book. Finally,

for the Post-listening stage, you should help learners react to the information they heard in a personalized manner. This might be achieved by having learners discuss which information they found surprising or new.

Shortcut to Games

You could play Pictionary. Before the class, you could make sets of 10 cards, each one with a word from this lesson (mostly organs of the human body). another option might be to ask learners to write the cards themselves with the new vocabulary they learned in this class. To set up the game, you should let learners know the rules of the game. It is a good idea to demonstrate how the game is played by placing the cards on the desk and asking a volunteer to take one. Then, you can ask the volunteer to read the word in the card and make a drawing that represents the word on the board. After that, you could invite the class to guess the word by looking at the drawing. If a learner says the correct word, invite him or her to take the card. Finally, you may explain to the class that the person with the most cards at the end of the game will be the winner.

CLASS 2

Context-setting: To set the context of this class, you could play Hangman. If you decide to do this, you can choose a few words that learners saw in the previous class. It is a good idea to model the game by drawing a line for each letter in a word on the board, then you may ask the class to guess the 'mystery' word by saying a letter at a time. If learners' guesses are correct, you can write that letter in the correct space, but if the guess is not correct, you should draw a line for the hangman. This procedure should be repeated until learners have 'guessed' the word or the hangman has been completely drawn. It is advisable to keep this activity as short as possible by using only a few words, two or three are normally enough.

6 Use your dictionary to label the organs in the diagram.

This activity will help learners identify new words. Before asking learners to complete this activity, it might be a good idea to use the diagram in the Student's Book and ask students to write the names of the organs in Spanish on the board. If you decide to do this, you could then ask learners to use their dictionaries to look up the words on the board and complete Activity 6 more confidently.

A a. esophagus, b. stomach, c. small intestine, d. large intestine, e. liver



7 Prepare a human body system diagram. Use the guidelines to help you.

This activity will help learners develop skills they need for the final product of the lessons.

Before asking learners to work on this activity, it is advisable to ask the class to write a list with the different systems in the human body on the board, since they might not know how to say all the body systems in English, you could encourage them to use their dictionaries in order to write this list. If you decide to do this, you can then ask learners to complete the activity as proposed in the Student's Book. It might be a good idea to invite learners to use the internet at this point if they have access to it.

A Answers may vary.



Before you ask learners to go to page 74, it is advisable to introduce the final product for this module: Notes to elaborate a human body diagram. It could be useful to tell the class that during this module they will work on preparing notes to present a human body diagram to the rest of the class, and that in each lesson they will get a set of instructions to develop the product. If you decide to share this information with the class, then you can have learners complete Checkpoint 1 in the Arrival lesson in page 74. After completing Checkpoint 1, you could ask learners to use the checklist in Activity 3 (as long as this is something you decided to ask learners write) to make sure their diagrams are clear and useful. It is advisable to tell learners to keep their diagrams in a safe place since they will be using it throughout the rest of the module.

8 Discuss the questions below.

This activity will help learners reflect on comprehension strategies so that they can make them explicit. Before having learners discuss the questions, you may ask them to read the questions in silence to make sure there are no doubts about the points that learners need to discuss. After learners have discussed the questions, you could invite some volunteers to share their conclusions with the class.

A Answers may vary.



Lighthouse

The purpose of this box is to help learners reflect on learning strategies.

If you would like to take advantage of the information in this box, you can ask the class to continue working in groups and read the suggestions in the box. After that, you could invite learners to discuss which of the suggestions are the most useful and why.



Travel log

9 Look back at the activities in this lesson. 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 a checklist to help them reflect. Before asking learners to use the checklist to evaluate themselves, it might be a good idea to help learners identify which activities 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.

10 Ask a classmate to evaluate your performance, checking the option that describes you best.

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

Departure

Context-setting: To set the context of this class, you could ask the class to write a list of health problems on the board. If you decide to do this, you can arrange the class in groups and have learners discuss which organs or human body systems are related to each of the health problems on the board. Alternatively, you might want to explain that the objective of this departure lesson is to help them come up with questions that can serve them to know more about how our bodies work so that they can take better care of themselves.



On board

1 Look at the images. Discuss the questions below.



This activity will help learners reflect and act for their own and others' physical benefit. Before asking learners to discuss the questions, it might be a good idea to remind them that in this module they are learning about human body systems, and that these information can be very useful so that they are able to take better care of themselves and others. If you decide to do this, you will be helping learners realize the information seen in this module has a practical application in their own lives and others'.

A Answers may vary.



Highlights

2 Read. Write the correct headings. Match the summaries to the correct diagram.

This activity will expose learners to notes that can be used to describe human body diagrams. It might be more manageable for learners to complete this activity in two steps, if you decide to do this, you can ask learners to read the summaries and match them to the correct headings first. Once they have completed this step, you can ask them to match the summaries to the correct diagram. Alternatively, when learners have completed this activity, you might arrange the class in groups and ask them to discuss

which other things they know about the four body systems represented in the diagrams.

A 1. b; 2. d; Learners should match the first description to the third diagram, and the second description to the first diagram.

3 Read the sentences. Circle the correct option.

This activity will provide learners with models for using comparatives and superlatives when talking about human body systems so that they can extend repertoires of words and expressions. If you consider that the example sentences in the activity are not enough for learners to notice the difference in meaning between comparatives and superlatives, before having learners complete the activity, you may write additional examples on the board that could be easier for learners to analyze and relate to, for instance, you could write 'Juan is taller than Rodrigo' and 'Juan is the tallest student in the classroom'. If you decide to do this, you can ask learners to say how many people are being compared in each sentence. Then, you could explain that although both sentences are making comparisons, the difference is the number of people we compare. After that, students might feel more confident to complete the activity as proposed in the Student's Book.

A 1. more than two things, 2. two things, 3. superlatives, 4. comparatives.

4 Complete the table and the rules based on the information in Activity 3.

It might be more manageable for learners to complete this activity in two steps, if you decide to do this, you can ask learners to look at the table first and notice the parts of the words in blue and green and that they can use as clues to complete the table. Once learners have completed this step, you can ask them to complete the rules.

A a. stronger; b. the heaviest; c. more complex than; d. the most important
to make comparatives: a -er; b. more; c. i,
to make superlatives: d. the; e -est; f. the most; g. the; h. i.

Closing

You may want to finish this class by giving learners some practice in the use of comparatives and superlatives to describe human body systems, if this is the case, you could arrange the class in groups and ask learners to write a few sentences making comparisons about other organs and body systems they know. Then, you could ask groups to compare ideas together and make any corrections to their classmates sentences.

CLASS 2

Context-setting: To set the context of this class, you could set up a competition. If you decide to do this, you can arrange the class in two large groups and have learners write as many sentences as they can comparing organs or human body systems. It would be a good idea to set a time limit and you could then ask the groups to write their sentences on the board when the time is up and you may want to appoint as winner the team which wrote the most correct sentences on the board. Finally, you might tell learners that in this lesson they will learn more ways to use language to describe organs and human body systems.

5 Read the sentences. Circle the correct option. Complete the rules.



This activity will provide learners with models for using passive voice to describe functions of human body systems, so that they can extend repertoires of words and expressions. If you would like to set up this activity in an alternative way, you could do so by asking learners to keep their books closed and writing example sentences a and b on the board. Then, you can ask learners the following questions: Are these sentences describing functions or size and shape of organs? (functions), Are the subjects in these sentences doing the action or receiving the action? (doing), Are the verbs in present or in past participle? (present). After that you could write example sentences c and d on the board and ask the following questions: Are these sentences describing functions or size and shape of organs? (functions), Are the subjects in these sentences doing the action or receiving the action? (receiving), How many verbs can you see in these sentences one or two? (two), Which verb is acting as an auxiliary? (to be), Are the main verbs in present or in past participle? (past participle), Who or what does the action in these sentences? (the brain and specialised muscles), Which word do we use before the doer of the action? (by). Then, you could explain that sentences a

and b are examples of active voice in present and sentences c and d are examples of passive voice in present.

A 1. functions, 2. do the action, 3. verb in present, 4. active voice, 5. receive the action, 6. to be in present, 7. verb in past participle, 8. By, 9. passive voice, a. subject, b. present, c. subject, d. to be, e. past participle, f. by



On route

6 Classify sentences a-d from Activities 3 and 5 in a table with the headings below in your notebook. Add two more sentences for each column about other human body systems.



This activity will help learners identify language patterns used when describing functions of human body systems and making comparisons, so that they can extend repertoires of words and expressions. Before completing this activity, you could remind learners that so far they have seen several examples of sentences that talk about organs and body systems, but that they express different concepts. Then, you may want to tell them that they need to classify these examples according to the concept they express. After that you could ask learners to complete the activity as proposed in the Student's Book.

A **Describing functions:** All the sentences in Activity 5; **making comparisons:** All the sentences in Activity 3
Answers may vary for the additional examples

7 Look at the diagram on page 64. Write 5 questions about the organs and their function in your notebook.

This activity will help learners form questions to describe components of human body systems. For this activity, you may wish to provide learners with some additional guidance before having them complete it. If this is case, you could use image 4 in the CD and ask learners to come up with some questions about the organs and their function in this body system. Alternatively, you may also write a few example questions on the board with the words in disorder and ask learners to put them in the correct order, for instance: Which organ is the heaviest in this system?, How many organs are there in this system?, How do these organs work?, etc. Once that you have provided the extra help that learners needed, you could have learners complete the activity as proposed in the Student's book.

A Answers may vary.

- 8 Exchange your questions in Activity 7 with a classmate. Look for information to answer the questions (use a textbook or the internet).**  

This activity will help learners answer questions about human body systems. It might be a good idea to explain the class that now they will have to look for information to answer the questions they wrote in the previous activity, but that they are not going to answer their own questions. Then, you could ask learners to complete the activity as proposed in the Student's Book. If you consider that learners might need additional resources to complete this activity, you could supply them with a list of possible websites they can search or with textbooks from your school library

A Answers may vary.



Before asking learners to go to page 74 It may be a good idea to remind them of the product of this module and that they have already completed Checkpoint 1. Then, you can ask them to go to page 74, take out the diagram they drew and complete Checkpoint 2 as proposed in the Student's Book. Alternatively, you could tell learners that they can use the questions they wrote for Activity 7 as a guide to help them. Additionally, it might be useful to tell learners that the questions should be about information they are interested in finding out, since this can help increase their motivation for completing this final product. When learners have completed Checkpoint 2, it is advisable to encourage them to keep both their diagrams and questions in a safe place, so that they can continue working with them later on.



- 9 Share your table in Activity 6 and the information you found in Activity 8 and discuss the questions.**

This activity will provide learners with opportunities to exchange points of view. For this activity, you could ask learners to discuss only questions a-c. It is a good idea to encourage learners to provide examples and reasons to support their opinions while they complete this activity, since this might enrich the language they use. Alternatively, when you go around the classroom you can collect samples of language learners used, to provide delayed feedback at the end of the activity.

A Answers may vary.



Compass


The purpose of this box is to help learners reflect about collaborative work. If you would like to take advantage of the information in this box, you can ask the class to continue working in groups and discuss if they agree or disagree with the statements in the box and express their reasons. After that, you could invite some volunteers to share their views with the class.



Travel log

- 10 Look back at the activities in this lesson. 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 a checklist to help them reflect. Before asking learners to use the checklist to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 11 Ask a classmate to evaluate your performance, checking the option that describes you best.** 

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

It's time to read! Check the procedure suggested for the Reading Journey.

Oh! So, this is how it works!

CLASS 1

Context-setting: To set the context of this class, you could arrange the class in groups and ask them to mention the organs and body systems they have read about so far in this module and write a list of facts they remember. Alternatively, you might want to tell learners that this Pathway lesson will help them develop the abilities to write clear notes to describe human body systems.

On board

- 1** Look for the meaning of the following words in your bilingual dictionary and complete the table.



Before conducting this activity as proposed, it might be a good idea to tell learners that when describing body systems, we normally used specialized vocabulary, and that it is important to use this vocabulary correctly. Alternatively, once that learners have completed this activity, you could ask them to think of 4 verbs in Spanish that describe specialized actions that human organs do and look for their equivalents in English. If you decide to do this, you can then group learners to share their findings and write a 'glossary' so that they are better prepared with useful vocabulary for writing notes about body systems later on.

A a. noun, membrana; b. noun, pleura; c. noun, meninges; d. Noun, capa(s).

Highlights

- 2** Order the sentences to create a short description. Circle the correct organ.



This activity will help learners order sentences to compose notes and relate them to pictures. It might be more manageable for learners to complete this activity in two steps, if you decide to do this, you can ask learners to read the sentences and order them first. Once they have completed this step, you can ask them to circle the image of the organ that the description talks about. Alternatively, when learners have completed this activity, you might arrange the class in

groups and ask them to discuss which new vocabulary they found useful in the description they read

A a. 3, b. 4, c. 1, d. 2 correct organ: 3

- 3** Listen and check your answers.



To take advantage of the audio in this activity, you might want to tell learners that they are going to listen to a teacher giving an explanation about an organ with the help of a diagram. Once that learners have listened to the audio to check their answers in Activity 2, you could ask them to discuss in groups how they imagine the teacher used the diagram while giving his presentation.

- 4** Read the summary below. Circle the correct option to complete the sentences.

This activity will provide learners a model of notes to describe organs using pronouns to avoid repetition. If you would like to exploit the information in these notes more fully, you could ask learners to read them first and discuss in pairs or groups which information they found surprising or interesting. Then, you can set up the activity as proposed in the Student's Book.

A a. small filters, b. pronouns, c. avoid repetition

On route

- 5** Complete the table below with the word in purple in Activity 4.

After completing this activity as proposed in the Student's Book; if you would like to enrich this stage and help learners notice more evidently how pronouns are used to avoid repetition, you could write the following sentences on the board: **Small filters** remove the waste, and **small filters** are called nephrons. **Small filters** are so small that you can only see **small filters** with a high-powered microscope. Then you can ask learners: Do these sentences sound strange? (yes) Why? (they are repetitive) How can we make them sound better? (use pronouns to avoid repetition).

A they, them, these

Closing

You can wrap up this class by asking learners to work in groups and choose one of the images of organs in activity 2 that do not have notes. Then, you could ask them to look for vocabulary words in their dictionaries that they can use to write notes about that organ. Finally, you could ask learners to write a first version of their notes.

CLASS 2

Context-setting: You can start this class by having learners work in groups and write a list of characteristics that clear notes should have. If you decide to do this, you can then conduct a class vote on the top 5 characteristics and write them on the board. This list could later be used as a checklist for learners to evaluate the notes they will write in this class.

6 Read the information in Activities 2 and 4 again and make notes in the tables below.

This activity will help learners organize terms and descriptions in tables. Before setting up this activity, it is advisable to clarify the difference between important parts, description and function. You can do this by writing the following information on the board. duodenum, pylorus, big, heavy, break down nutrients, filter blood. Then, you could ask the following questions: Which words or phrases on the board describe what organs or systems do? (break down nutrients, filter blood), Which words or phrases describe the organ's appearance or physical characteristics? (big, heavy), Which words or phrases are names of organs? (duodenum, pylorus). Then, you can direct learner's attention to the tables in the book and ask: What type of words do we need to complete the column 'important parts'? (names of organs), What type of words do we need in the column description? (adjectives), What type of words do we need in the column function? (verbs). It might also be more manageable for learners to complete this activity in two steps, if you decide to do this, you can ask learners to read the notes in Activity 2 first and complete the first table with notes. Once they have completed this step, you can ask them to read the notes in Activity 4 and complete the second table with notes. Alternatively, when learners have completed this activity, you might arrange the class in groups and ask them to compare notes.

A Answers may vary.

**Explore**

7 Look at the lungs diagram and the description. Read the information and summarize it writing notes in your notebook.



This activity will help learners write or rewrite sentences to describe components, summarizing information from sources. While conducting this activity, you might suggest to learners to use their bilingual dictionaries to check any new vocabulary they may find. It could also be a good idea to ask learners to make a similar table to the one they completed in Activity 6 before having them write their notes. After learners have completed this activity, you could ask them to discuss which information they found interesting.

A Answers may vary.

3

Before asking learners to go to page 74 and complete Checkpoint 3, you may want to remind learners of the product of this module and that they have already completed Checkpoints 1 and 2. You should conduct this activity in two steps, first while learners do their research, you can invite them to complete a similar table to the one they used in Activity 6. After that, you can ask them to use their tables to write notes and if you consider it necessary, you may refer learners back to the notes they read in Activity 7 to use it as a model.

8 Exchange the notes you wrote in Activity 7 with another group. Give your classmates feedback. Use the questions to help you.



This activity will help learners value their own and others' work. While conducting this activity, it is a good idea to encourage learners to be positive, constructive and respectful with the feedback they provide. If you consider it necessary, you may give learners a phrase bank that they can use for this purpose.



Travel log

10 Look back at the activities in this lesson. Check (✓) the option that best describes you.

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 a checklist to help them reflect. Before asking learners to use the checklist to evaluate themselves, it might be a good idea to help learners identify which activities 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.

11 Ask a classmate to evaluate your performance, checking the option that describes you best.



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

Destination Thank you for explaining this to me!

CLASS 1

Context-setting: To set the context of this class, you could arrange the class in groups and ask them to mention the organs and body systems they would like to find out more about and why. Alternatively, you might want to tell learners that this Destination lesson will help them develop the abilities to edit notes to describe human body systems diagrams.

On board

1 Look at the diagrams and discuss the questions below.

You can conduct this activity as proposed in the Student's Book. If you would like to exploit this stage a bit more, you could ask learners to write three questions to find out more information about each of the body systems in the diagrams. Then, you might have learners share questions in groups and check if they can answer them without the need of doing research.

A Answers may vary.

Highlights

2 Read the notes and discuss the questions below.

It is advisable to conduct this activity as proposed in the Student's Book. However, you can supplement it by writing your own notes with mistakes for learners to work with in addition to the ones in the book.

A Answers may vary.

3 Compare the notes below with the ones in Activity 2 and discuss the questions.

This activity will help learners value the use of punctuation marks and standardized spelling. You can conduct this activity as proposed in the Student's Book. But if you supplemented the previous activity with your own notes with mistakes, you should also consider providing a correct version for learners to compare. Once that learners have

completed the activity, it might be a good idea to go over the punctuation rules that students studied in Module 2 again.

A Answers may vary.

On route

4 Read the notes below, look for punctuation and spelling mistakes, and circle them. Compare your answers with another pair.

This activity will help learners develop their abilities to proof read and edit notes. It is advisable to conduct this activity in two steps, first you could arrange the class in pairs so that learners read the notes and circle the mistakes they find. Then, you should arrange the class in groups of two pairs working together to compare their answers.

A Answers may vary.

Closing

To wrap this class up, it could be a good idea to ask learners to write an improved version of the notes they read in Activity 4, if you do this you will provide learners with some practice in editing before they actually do it with their own notes.

CLASS 2

Context-setting: To set the context of this class you could prepare some notes with mistakes before the class for learners to edit. If you decide to do this, you can arrange the class in groups and give each group a note for them to read and edit. Once that learners have completed editing the notes, you could tell them that now they are more prepared, in this class they will work on editing and improving their own notes.

5 Choose a body system and do some research about it, draw a diagram and write notes to share your findings with the whole class.



This activity asks learners to prepare a presentation for a human body system so that they can adjust language according to purpose and intended audience. It is advisable to conduct this activity in smaller steps, first you could ask learners to choose a body system and do some research about it. You may want to remind learners that they can write questions to help them focus their research. Then, you can ask learners to draw a diagram about the body system they chose, you might also want to remind them that they discussed about the characteristics of a good diagram in Lesson 1 of this module. Finally, you can ask learners to write notes that might be useful to share their research findings with the whole class.

A Answers may vary.



6 Exchange your diagram and notes in Activity 5 with another pair. Give feedback to your classmates on how to improve their diagram and notes. Use the checklist to help you. Remember to be respectful and polite when giving feedback.



This activity will be useful to promote respect and collaboration in school work. It is advisable to divide the activity in smaller steps. First you might want to tell learners that they are going to continue practicing editing by taking a look at the diagram and notes their classmates wrote. It could be useful to have learners read the guidelines in silence at this point. Then, you can ask learners to exchange diagrams and notes with other classmates. It is important that you

tell learners that their job is only to spot and circle mistakes for now. After that, you could arrange the class in groups so that learners can give feedback to each other based on the mistakes they found. While learners complete this part of the activity, you may want to encourage them to remain positive and provide constructive feedback. If you want to learn more about how to use peer correction in the classroom, you can check the **Teaching Tips** box for some ideas.

A Answers may vary.



It is suggested that the final product for the module is built up gradually throughout the different lessons. However, if you think that conducting this step at this point might disrupt the flow of the lesson, feel free to conduct this stage as part of Class one for the product lesson.

Before asking learners to go to page 74, you could remind learners of the product of this module and that they have already completed Checkpoints 1, 2 and 3. You can then ask them to go to page 74 and take out their diagram and notes. you may want to draw their attention to Checkpoint 4 and explain that they will now exchange diagrams and notes with another pair so that they can give feedback to their classmates on how to improve. If necessary, you can learners back to the checklist on page 73.



Compass

The purpose of this box is to help learners reflect about collaborative work. If you would like to take advantage of the information in this box, you can ask the class to continue working in groups and discuss the questions in the box and express their reasons for their opinions. After that, you could invite some volunteers to share their views with the class.

- 7 Use the feedback you received in Activity 6 to make a final version of your diagram and notes in your notebook.**



This activity will give learners chances to remove or add information to improve their notes. You may want to tell the class that now they will use the feedback they received in the previous activity to improve their notes. You can allow learners to continue working with their same group. Once that learners have completed the activity, you may ask some volunteer groups to give a short presentation to the whole class using their diagrams and notes.

A Answers may vary.

Teaching Tips: How to use peer correction.

Peer correction is a powerful teaching skill when used effectively and efficiently. To use peer-correction effectively you need to establish a positive learning environment where learners appreciate the value of collaboration and cooperation. You shouldn't tolerate bullying in any kind of form and you should praise learners when they show kindness towards their classmates. Whenever you decide to group learners to check their work among themselves, it is very useful to give them guidelines and state clearly what you expect them to do. Example: read and spot any spelling mistakes; check that events are ordered in a logical sequence, check that all questions are formulated correctly using *wh*-question words and a proper auxiliary verb, etc. Even though learners are not responsible for their classmates' work, it is advisable to monitor and make sure they're fair and objective. You could also encourage learners not to only rely on their ability to spot mistakes, but also to provide their classmates with suggestions on how to avoid those mistakes in the future.



Travel log

- 8 Look back at the activities in this lesson. Check (✓) the option that best describes you.**

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 a checklist to help them reflect. Before asking learners to use the checklist to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 9 Ask a classmate to evaluate your performance, checking the option that describes you best.**



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



Notes for a human body system diagram

CLASS 1

Revision of Checkpoints 1 to 4

Before asking learners to work on the final checkpoints for this final product, you could ask them how they feel about their work so far. You can ask them these questions: *Was it easy to draw the diagram? How satisfied are you with your notes? Do you remember which steps you followed?* After that, you may ask them to read the checkpoints suggested for this product. You may want to arrange the class in groups, and ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 4). By doing this, you will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activities. In case you chose not to do Checkpoint 4 in the previous class, now it's the time to do it, you should check the suggested procedure for this activity on page 77.

Checkpoint 5

You should encourage learners to use the feedback they received to edit their notes and write a final version. When learners have finished writing their final version of the notes, you should the **Individual Product Record** on page 80 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 diagram and notes, 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

CLASS 2

Checkpoint 6

Alternatively, you can arrange the class in groups of 3 or 4 pairs of students working together. You should explain that now they will use their diagram and notes to give a presentation to their classmates. You should encourage learners to listen attentively during their classmates presentations and write questions to clarify doubts later on. You should ask learners to take turns to present their work.

Checkpoint 7

You can tell learners that now it's time to clarify their doubts. You could invite learners to take turns to ask their questions to their classmates

When all groups have finished clarifying doubts, you should the **Collaborative Product Record** on page 80 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 notes

for a human body diagram suggested for this module.

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, you could 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 81 to check the suggested procedure to help learners evaluate their overall performance with Your Record of the Journey.

Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Notes for a human body system diagram Individual checklist to keep a record of my work			
After checking my work, my script...	Satisfied	Partially satisfied	Not satisfied
a. include important information about the system and its function.			
b. include information about organs in the system, their description and function			
c. are clear and logically organized.			
d. are written correctly with accurate use of grammar, vocabulary and punctuation.			

Collaborative Product Record


Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Scrip for a silent short film				
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively to prepare a diagram and notes, listening to others and supporting my classmates when possible.			Justify your ideas:
	Satisfied	Partially satisfied	Not satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decision with others and assisted them when they needed some help.			Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the performance of my script. I participated actively during the writing of the script and its presentation			Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...			

Your Record of the Journey (suggested procedure).

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It's very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 82.

Activity 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon .

These activities have been selected to help learners track their progress and reflect on their performance.

Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

Activity 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Student's Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Don't complete the last column.

Module 4 A journey into silent films					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY What is this called?	Activity 6				
	Activity 7				
Lesson 2 – DEPARTURE How does this work?	Activity 6				
	Activity 8				
Lesson 3 – PATHWAY Oh! So, this is how it works!	Activity 6				
	Activity 7				
Lesson 4 – DESTINATION Thank you for explaining this to me!	Activity 6				
	Activity 7				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

BEFORE THE READING JOURNEY**Suggested procedure to exploit the Optional Reading Activities**

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 41. Explain to the class that they will read about amazing facts of the human body on the following pages.

Activity 1

Tell learners to read the questions before they read the text and try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

DURING THE READING JOURNEY**Activity 2**

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for the first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A The article includes information about some human body systems and organs and surprising facts about them.

Activity 3

Ask learners to read the questions first and then read the text again. However, before they read, make sure they use the most appropriate reading strategy: they need to locate the passages in which they may find the information (scanning). Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. the brain is 60% fat; b. it's about the size of two fists; c. 1.5 liters every day; d. the left lung is divided into two lobes whereas the right lung is divided into three. The left lung is smaller to make room for the heart; e. every 28 days; f. each one weighs around 170 grams; g. 1 million

Activity 4

Ask learners to check the figures listed in the table. Then ask them to read the text again but make sure they use the most appropriate reading strategy (scanning). This activity may be a bit more challenging since learners need to elaborate their answers. Go around the classroom and help them when necessary (not to locate the information in text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. the amount of sweat the skin can produce in hot weather in a day; b. the average weight of an adult brain; c. the number of breaths per minute when we're resting; d. the length of the smallest bone in the body (the stirrup or staples); e. the percentage of our kidneys weight; f. the percentage of the brain's weight; g. the percentage of our skin's weight; h. the number of teeth an adult has.

AFTER THE READING JOURNEY**Activity 5**

Arrange the class in groups of three or four for this activity. Setup the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues that you notice to use them later when you elicit answers.



A journey into classic tales

- **Learning environment:** Literary and recreational.
- **Communicative activity:** Value literary expressions.
- **Social practice of the language:** Read classic tales.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ Exploring classic tales

Achievements: Select and revise classic tales.

Teaching guidelines:

- Provide your students with a variety of opportunities for them to be able to.
 - Propose realistic learning goals.
 - Recognize textual and graphic organization.
 - Identify author(s).
 - Activate previous knowledge about narration elements.
 - Recognize topic, purpose and intended audience.
 - Reach agreements with other selection criteria.

Collect evidence such as: List with key events.

Resources: Student's Book pages: 76-79 ■ CD tracks 14, 15

Lesson 3

PATHWAY ♦ What happened next?

Achievements: Express key events orally.

Teaching guidelines:

- Give your students a variety of proposals for them to be able to.
- Contribute with observations and points of view.
- Express personal reactions and opinions about events.
- Promote respecting others' opinions.
- Recount events based on illustrations
- Make questions to locate specific information (e.g. *How often...? Who was the first...? When did she...?*)
- Express in progress and past actions (e.g. *They were... They had not/hadn't been... watching*, etc.)
- Be explicit about the strategies used.

Collect evidence such as: List with key events. Dialogues about the comprehension of a tale.

Resources: Student's Book pages: 84-86 ■ CD track 19 ■ Cardboard or flip paper ■ CD visual resource 5 (and a projector)

ARRIVAL

Big Book

Resources: Student's Book page: 90 ■ CD visual resource 5 (projector) Cardboard or flip paper. ■ Big Book

Lesson 2

DEPARTURE ♦ Analyzing classic tales

Achievements: Understand general sense and main ideas.

Compare variants of pronunciation and writing.

Teaching guidelines:

- Show your students various models for them to understand how to:
 - Anticipate content based on graphic and textual components.
 - Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.).
 - Recognize general sense and locate key events.
 - Determine number and order of key elements.
 - Value reading as a leisure activity
- Make explicit to your students some strategies and resources that allow them to:
 - Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (ee, gh, etc.).
 - Consider differences between British and American spellings (-our / -or, -re / -er, etc.)
 - Monitor their own and others' strengths.

Collect evidence such as: List with key events.

Resources: Student's Book pages: 80-83 ■ CD tracks 16, 17, 18 ■

DESTINATION ♦ Good job!

Achievements: Rewrite key events

Teaching guidelines:

- Involve your students in a variety of activities for them to be able to:
 - Remember and use repertoires of words and expressions.
 - Rewrite sentences and key events.
 - Sequence events
 - Exchange texts to check conventions.

Collect evidence such as: Rewritten sentences

Resources: Student's Book pages: 87-89 ■ Cardboard or flip paper

READING JOURNEY

The Happy Prince

Resources: Anthology pages: 53 - 64

Lesson 4

Exploring classic tales

CLASS 1

Context-setting: To set the context of this module, you can use the illustrations and elicit the titles of the tales. If you decide to do this, you can conduct an open-class discussion and elicit as many details learners know about the tales illustrated. Alternatively, you can write this opening question on the board for learners to discuss in groups of three or four. This variation can be useful to let learners work more independently and have more opportunities to interact with their classmates exchanging their views. To finish, it is important that you stress the relevance of the work that will be done in this module and motivate learners to explore classic tales willingly. You could also introduce the social practice that will be developed during the module and the product learners will develop during this module (a Big Book). This can be useful to help learners appreciate literary texts and what they can learn from them.



On board

1 Discuss these questions.

This activity has the purpose of activating any background knowledge you may have about classic tales. If you arrange the class in groups of three or four to conduct the context-setting activity, you may decide to let learners continue working in groups. Alternatively, arrange the class in pairs and ask them to answer the questions orally. If you opt for the second option, you may want to rearrange learners so that they can share their answers with another pair of learners.

A Answers may vary.

2 Look at the text on the following page. Identify these elements and write the correct letter in the boxes.

This activity focuses on recognizing textual and graphic organization of classic tales. Therefore, it is advisable to stress the fact that learners don't need to read the text yet. You can ask learners to work in pairs or individually. Depending on how you decide to conduct this activity, you can ask learners to compare answers either in pairs or with another pair of learners.

A From left to right: c, a, b, d.



Highlights

3 Read the tale quickly. Choose the best option to complete the statements.

To set the reading activity effectively, you can ask learners to read the statements before they read the tale. By doing this, learners will activate the most appropriate reading strategy (reading to get the general idea). It is important that learners read the text individually and quickly. Yet, you can ask them to answer or compare answers in pairs. When checking answers with the class, encourage them to justify them. You can also ask learners what they know about fables (tales with a moral lesson). See the **Cultural Passport** box for more information about them. You may use it to clarify the concept of fables and/or give more examples.

A a. enjoyed telling lies until nobody believed him; b. Children and teenagers; c. to entertain and teach a moral lesson.

4 Read and listen to the text more carefully. Order the events from 1 to 9 as they happen in the tale.

To set this activity more effectively, you can ask learners to go over the events listed in disorder, first. By doing this, learners will activate the most appropriate reading strategy for this activity (reading to get details). You can play the recording twice if you notice learners struggle to order the events in the story. However, it is important to encourage learners to compare answers before you play the recording a second time.

A a. 2; b. 4; c. 9; d. 8; e. 3; f. 7; g. 1; h. 6; i. 5.



Lighthouse

During this module, learners will revise different reading strategies to extract information from texts more effectively. Thus, it's strongly recommended to stress the importance of using the most appropriate strategy depending on the type of information learners are asked to identify. To raise learners' awareness of the reading strategies they can use, you can ask the class to do the activity in the Lighthouse Box.

and then ask them if these reading strategies helped them to get the general idea of the story, to identify the writer's intention and then to order the events. Alternatively, you can encourage learners to think of other texts they read every day and how they read them: quickly (to get the general idea or just locate very specific information such as numbers or places), more carefully (to get details), much more carefully (to interpret information).

Closing

To wrap up Class 1, you can ask learners if they liked the tale and why. Depending on their answers (those who liked the tale and those who didn't) you may decide to arrange learners in small groups: for those who liked the tale, ask them to think of an alternative ending; for learners who didn't like the tale, ask them to change the events they didn't like.

A Answers may vary.

Cultural Passport. The Boy who Cried 'Wolf' is a fable written by Aesop. A fable is a literary genre in which characters are usually animals or other creatures with human characteristics (they can speak, for example). Fables usually have a *moral* worded at the end of the tale. Aesop was a famous Greek writer who wrote *The tortoise and the Hare* and *The Lion and the Mouse*. You can ask learners if they know the tale about a tortoise who challenged a hare to race. Elicit from learners the story. You can also ask them if they know any other famous fables to share them with the class.

CLASS 2

Context-setting: At the start of this lesson, you can write the titles of popular classic tales on the board such as: *Aladdin*, *Red Riding Hood*, *Peter Pan*, *The Little Mermaid* among others. Then, you can invite learners to mention the characters, what the story is about, the purpose of the tale and who can find it entertaining. Alternatively, you can write the names of famous characters on the board for learners to say the title of this story. If you decide to conduct this activity, think of tales in which characters are not mentioned in the title.



On route

5 Look at the text. Identify the elements and write the most appropriate letter in the boxes.



This activity provides learners with some practice to recognize graphic and textual information in classic tales in a controlled manner. When you set this activity, you may decide to let learners work individually (and not in pairs) if they were able to recognize similar elements in the first tale they read in Class 1. It's important to remind learners that they don't need to read the text yet. You can do this while you go around the classroom and monitor their work.

A From top to bottom: a, b, c, d

6 Read and listen to the tale. Complete the statements with the options on the right. There are extra options.



To set this activity, you can ask learners to look at the options to complete the statements and notice that there are two extra options. Since learners have already read another tale to identify similar elements, this time the activity is slightly more difficult. Similar to Class 1, learners will have to get the general idea of the text. Thus, you can encourage them to read quickly. To do this, you may set a time limit when you give instructions. See the **Teaching Spotlight** box in Class 1 to set this reading activity effectively.

A a. a bird with the most beautiful voice; b. entertain and teach a moral lesson; c. a child or a teenager.

7 Make a list of key events in the tale in your notebook.



Following a similar sequence of activities in the Highlights section, learners will now read the text to make a list of key events. To do this, they may need to read the text again (this time in pairs), and identify the most important events in the story. Alternatively, you can ask learners to look at the key events listed in Activity 4 to set an example. It's important to check that learners do not copy complete passages. You can encourage them to synthesize their ideas and focus only on key events. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



If you set the context of this module using the activity suggested in Class 1, learners may already have an idea of the product of this lesson (a Big Book). If not, this is the time to introduce the product of the module and its purpose: to make a Big Book (mostly listing key events to then illustrate them). To set the product of this lesson more effectively, it is important to raise learners' awareness of the social practice involved (to read classic tales and value literary expression) and how and when this can occur in real life situations: you can tell learners that literature is valued and appreciated not only for entertaining but also to know more about other cultures and their beliefs. This is very important to mention so that learners see its relevance and take advantage of the stories seen in each lesson. After this relevant explanation, you can ask learners to go to page 90 and start taking notes on the comic strips they have read so far. Notice that learner have the choice to choose the tale. Therefore, it is advisable not to rush them since they will also have some time in Lesson 2 to write key events and complete the first Checkpoint.

8 Look at these sentences. Complete the table below.

To set this activity, you can write the sentences on the board and ask learners to which tale the sentences belong. If you think this activity may turn challenging, you can ask learners to work in pairs or groups of three or four. If you followed the suggestion and wrote sentences on the board, you can exploit them to help learners complete the last column. You can also use them if you decide to implement the suggestions in the **Teaching Tips** Box (see this box for more suggestions to check the meaning and use of narrative tenses).

A a. They went up the hill / Subject + simple past + the rest of the sentence.
 b. The boy was weeping / Subject + was/were + base form+ing + the rest of the sentence.
 c. the shepherd boy hadn't returned to the village with their sheep / subject + had + past participle + the rest of the sentence.



9 In this lesson you read two short classic tales. Discuss these questions.

The purpose of this activity is to help learners reflect on the reading strategies they have used to identify elements and extract information from classic tales. To set this activity, you can remind learners of the Lighthouse Box next to Activity 4 and elicit the strategies listed. Alternatively you can ask learners how the read each text

depending on the information they had to extract. You can ask learners to work in pairs if you think learners can have more opportunities to participate.

A Answers may vary.



10 Look back at the activities in this lesson. Check (✓) the column that describe you best.

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

11 Ask a classmate to evaluate your performance, checking the column that describes your work best.

Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies their classmates after evaluating their work.

A Answers may vary.

Teaching Tips: Using timelines and concept-check questions

When checking several structures as it is the case of narrative tenses (simple past, past progressive and past perfect), it's very important to check that their meaning is clear. To ensure meaning is clear, you can make time lines on the board to show when the action happened and its relation with other actions. Time lines are very useful to illustrate when a certain event happened. You can also ask questions to check meaning: Is this event complete or finished? (simple past sentence) Was this action in progress when the villagers went up the hill? (past progressive) Did the boy return to the village before the villagers asked themselves where he was? (past perfect). You can use timelines and questions to check meaning when you check the answers in the table in Activity 8.

Analyzing classic tales

CLASS 1

Context-setting: To set the context of this lesson and reintroduce classic tales, you can ask learners to think of their favorite tale or children story when they were younger. If you follow this suggestion, you can ask them to work in groups of four or five and share what their favourite tale is about and if they learned something from it (whether it teaches a moral lesson and/or they learned something about other cultures, their belief or about human behaviour). This will be useful later on when learners discuss the questions in Activity 1.



On board

1 Discuss these questions.

To set this activity more effectively, you can demonstrate the activity by answering two of the questions listed. To do this, you can share with the class your favorite classic tale when you were younger and refer to it when you answer the questions. If you follow this suggestion, you can then arrange the class in groups (as suggested) and ask learners to take turns to answer the questions. Alternatively, you can ask learners to go around the classroom and exchange answers with classmates.



A Answers may vary.



Highlights

2 Look at the fragment of a text. Underline the best option to answer the questions below.

If you arranged learners to work in groups in Activity 1, you can ask them to continue work with the same classmates. If not, arrange the class in groups of three or four. Then, it is advisable to have learners reflect on the reading strategy they can use to read the fragment answer the questions above the text. If you do this, you can ask learners how they need to read this fragment: quickly or slowly, in detail or just to get the general idea. This can be useful to raise learners' awareness of the reading strategies they have used and



the most appropriate one they should use this time (reading quickly to get the general idea).

A a. in a book; b. a tale; c. a poor shoemaker

3 Read the complete text on the following page quickly. Check your answers in Activity 2.

When you set this activity, you can reinforce the idea of using different reading strategies, you can ask learners these questions before they read: do you need to read the text carefully to find detailed information? (no) do you need to read quickly to confirm your answers? (yes). Even though the text is not short, you can encourage learners to read it quickly and focus on the task and not the text yet. This is important because learners may want to stop and check words they don't know and this can be time-consuming. See the Cultural Passport box to share information about the Brothers Grimm with the class.

A a. in a book; b. a tale; c. a poor shoemaker.

4 Read and listen to the text more carefully. Number the events from 1 to 9 in the story.

To set this activity you can ask learners to look at the events listed below the text and elicit the reading strategy they should use to order (learners will read for detailed information which means they need to read more carefully). Since learners will also listen to the text, you can arrange them in pairs to order events. This can be useful if you also ask them justify their ideas.



A a. 5; b. 6; c. 3; d. 8; e. 1; f. 4; g. 2; h. 7; i. 9

Closing

To wrap up this class, you can ask learners to discuss in groups what they think about this tale, and if they liked it or not and why. If you decide to follow this suggestion, you can also ask learners to think what will happen in the story next. This can be useful to increase learners' interest and to re-establish the context of next class.

Cultural Passport. The *Elves and the Shoemaker* is a classic folk written by Brothers Grimm, possibly the most famous collectors of folk tales. You can help learners notice the difference is between a *tales collector* and a *writer* (a tales collector only collects tales usually written by someone unknown). The Brothers Grimm published very famous folk tales such as Cinderella, Sleeping Beauty, Snow White and the Seven Dwarfs, Rapunzel, Hansel and Grethel among many others. You can elicit any information learners may know about any of these stories (characters, plot, and moral lesson).

CLASS 2

Context-setting: To re-establish the context of this lesson, you can remind learners of the story of The Shoemaker and the Elves. If you follow this suggestion, you can elicit from learners what the story is about, the characters in the story and the key events. Alternatively, if you followed the suggestion to close Class 1, you can also ask the class what they think it will happen next in the story. This will be very useful since learners will read the second part of the tale in this class.



On route

5 Discuss these questions. Then, read and listen to the second part of the tale and check your predictions.

When you set this activity, you can elicit the reading strategy learners should use to make a list of key events (read carefully to get details). If you do this, learners may be able to focus only on the task even when they encounter new words. Yet, you may need to intervene if you notice that learners struggle identifying key events in the text. If this occurs, you can arrange learners in pairs or small groups of three or four to help each other. This activity will be used at the end of this module to help them reflect on their progress

A a. The shoemaker and his wife made Christmas gifts for the elves (clothes and boots) and prepared food for them; b. The shoemaker continued to prosper but the elves disappeared.

6 Make a list of key events in the second part of the tale in your notebook.

When you set this activity, you can elicit the reading strategy learners should use to make a list of key events (read carefully to get details). If you do this, learners may be able to focus only on the task even when they encounter new words. Yet, you may need to intervene if you notice that learners struggle identifying key events in the text. If this occurs, you can arrange learners in pairs or small groups of three or four to help each other. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



You will notice that the instruction in the Student's Book refers learners to the same Checkpoint (1) in the Arrival lesson. This is due to the nature of this module in which learners are exposed to several classic tales first and provide them with enough opportunities for them to make a list of key events (the first sub-product of this module). You can ask learners to write the key events of this story or transfer those they wrote in Lesson 1. It is important to encourage them to check that the events are in order and that they didn't miss any important information. You could also mention that the work done in this and the previous lesson will be useful to work on the next Checkpoint (the second subproduct) in the Arrival Lesson (to ask and answer questions about classic tales).

7 Find the words in bold in both parts of the tale. Match them to their equivalent in American English.

The following activities (activities 7 to 9) focus on spelling variants of British and American English. This may be totally new to learners and you may need to intervene if they find this activity complex. You can start by asking them if they noticed something different about this tale. Learners may have noticed that some words are spelt differently but if not, you can ask them to look at the words in the table and find the equivalents of the words in the table in the text. Alternatively, if this activity is challenging, you can write the British equivalents on the board and ask the class if they notice something different. If you follow this suggestion, you can then ask learners to complete the table with the words you wrote on the board.

A a. centre; b. colour; c. honour / d. woollen

8 Complete the rules below with the words in the table in Activity 7.

The purpose of this activity is to help learners infer the spelling rule by identifying a pattern in the words in the table in Activity 7. If you think this activity is challenging, you can arrange learners in pairs and ask them to complete the rules with the words in the table (English or American). Additionally, you can ask learners why it is important to know about these differences and elicit their ideas. Invite learners who chose the story of the Elves and the Shoemaker for the final product to pay more attention to the spelling since it's been written in British English. Time permitting, you can ask learners to find more words with similar endings or spelling patterns in their dictionary.

A -gh (sound like /f/): enough, laugh; -gh (silent): bought, night, high; ee (long /i/): been, sheep, need.

9 Classify the words below.

The purpose of this activity is to provide learners with some practice identifying American or British spelling to classify words and complete the table. If you think this activity is not very challenging, you can ask learners to complete the table individually and then compare their answers in groups of three and four. Additionally, you can ask learners to identify the pattern and add the rule next to the words in the table (example: *re in British English changes to er in American English*).



A litre-liter; fibre-fiber; humour-humor; neighbour-neighbor; travelled-traveled; cancelled-canceled.

10 Listen to the words in the box. Classify them under the most appropriate column.

Similar to the previous activities, the purpose of Activity 10 is to focus on pronunciation patterns. To help learners notice them, you can ask them to say the words aloud. This can help learners notice that a combination of two consonants (such as -gh) may take two different sounds (or lack of sound, as it is the case with night, bought and high). Alternatively, use the recording first so that learners have more support to classify the words in the table: play the track once. After comparing answers, you can then elicit the rules.



A -gh (sound like /f/): enough, laugh; -gh (silent): bought, night, high; ee (long /i/): been, sheep, need.



11 In this lesson you read a longer classic tale.

Discuss these questions.

Notice that this activity is quite similar to Activity 9 in Lesson 1. This is because the purpose of these two lessons has been to revise classic tales and use different reading strategies to develop this skill more thoroughly. To set this activity you can ask learners which part of the tale The Elves and the Shoemaker (first or second) was more difficult to read and why. If you follow this suggestion, it will be easier for learners to discuss the questions referring themselves to the activities where they had to do read and answer tasks. Additionally, you can go around the classroom and monitor their work to encourage them to reflect on reading strategies and how these have been developed so far.

A Answer may vary.



12 Look back at the activities in this lesson. Check (✓) the column that describes your work best.

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

13 Ask a classmate to evaluate your performance, checking the column that describes your work best.

Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.



It's time to read! Check the procedure suggested for the Reading Journey.

What happened next?

CLASS 1

Context-setting: To set the context of this lesson you can ask learners to take turns in pairs to talk for one minute about each tale they have read in this module so far. If you follow this suggestion, you will need to provide learners with some guidance so that their exchanges are more purposeful. You can write these questions on the board: What is it about? What moral lesson does it teach? What do you think about the story? Then, learners can take turns to answer each question to give information about the stories in Lessons 1 and 2. This activity will help learners recall the events in each tale and answer questions in Activity 1 with more confidence.



On board

1 Look at the stories in Lessons 1 and 2. Discuss these questions.



If you followed the context-setting suggestions, you can ask learners to continue working in pairs to now focus on the questions below the illustrations. Learners are expected to work with more confidence now since they had to recall elements in each tale prior to this activity. Alternatively, you can ask learners to work in groups (instead of pairs) to exchange their views. If you follow this suggestion, it is advisable to ask learners to justify their ideas. To do this, you can encourage learners to ask purposeful questions to ask for opinion, show interest and/or or ask for more detailed information (this functional language was introduced in Module 3).

A Answer may vary.



Highlights

2 Listen to two students talking about one of the tales in Lessons 1 and 2. Check (✓) the title of the tale they're talking about and the purpose of their conversation.

To set listening activities, it's advisable to give some information about the type or recording learners will listen to help them activate any background knowledge: you can tell the class they will listen to a conversation between two students talking about one of the stories in



Lessons 1 and 2. If you follow this suggestions, learners will activate all the information they have about the classic tales they read and can anticipate some of the language used by speakers. Then, it is important to remind learners that they don't need to understand every phrase they hear but to pay attention to phrases that could be related to the stories they already read. This will help learners develop the most appropriate listening strategy (listen for specific information). To help learners develop listening skills, you can play the track once and ask learners to check their answers. You may need to play the track again if learners find the activity challenging.

A a. The Nightingale; b. the key events in the tale.

3 Listen to the conversation in Activity 2 again. Check (✓) the questions and phrases below you hear.

The purpose of this activity is to focus on the language used to talk about the story and provide learners with examples of questions (in past simple), sentences connecting different types of events in the past and expressions to show agreement or share an observation about the tale. You will need to play the track again but make sure learners read the expressions in boxes before you play it. This will help learners activate the most appropriate listening strategy (listen for specific information). It is advisable to play the track again if learners struggle to recognize the expressions used by the speakers. Alternatively, you can play the track and pause it to elicit the expressions and check answers.

A Learners should check: I think it's important to mention; You're right; Who was the first...?; Was it the explorer?; He was surprised because he hadn't heard about the bird before; Good point; Who brought...?; I really like this fragment; The emperor was waiting to listen to the bird sing; When did the...?; Oh, that's right; How often did he...?

4 Look at the expressions in Activity 3. Discuss these questions.

This activity can be relatively easy since it has been conceived to be carried out in pairs. Yet, it is important to consider that even when the expressions are not new, and learners have already been exposed to past tenses, you may need to clarify any doubts regarding meaning and use. You can do this by using

timelines on the board (to contrast the use of narrative tenses) and/or check the concept of expressions to show agreement. However, if learners are able to cope with the language, you can focus on pronunciation features using the suggestions in the **Teaching Tips** box.

A a. top box on the left; b. top box on the right; c. bottom box on the left; d. bottom box on the right.

2

To set the next activity in Checkpoint 2 of the Arrival lesson you can start by asking learners which story they selected and why. This can be useful to help learners elaborate their ideas and use some expressions to add details or share an observation about the tale they chose.

With books already on page 90, it is advisable to remind learners that the product of this lesson also involves asking and answering questions about the tale they chose. Additionally, you can explain to learners that in real life, when we read stories, we participate in conversations asking and answering questions about elements in texts. It is very important for learners to see the purpose and its function in real-life situations.

If you follow these suggestions, learners will be able to focus on making purposeful questions to ask relevant information about the stories other classmates chose.

Closing

To wrap up this class, you can have learners select one of the stories they read in Lessons 1 or 2, or a story of their choice, and ask and answer questions about the events in the story. With this activity, they can practice using the language revised in Activities 3 and 4. If you decide to conduct this activity, it's advisable that you monitor their work and take notes on the language they produce to help them notice inconsistencies. For instance, the use of auxiliary *did* in questions or the use of auxiliary *was/were* in sentences in past progressive, etc.

Teaching Tips: Intonation patterns of wh- questions and yes/no questions

To focus on pronunciation features, you can copy the questions in the light blue box on the board in two columns: *wh*-questions and *yes/no* questions (starting with *was/were*). With questions organized on the board, you can model the questions for learners to notice the pattern: you can start by pointing to a question and model it, making sure your intonation is appropriate (*wh*-questions: falling intonation; *yes/no* questions: rising intonation). After modelling each question, you can encourage learners to

notice the pattern (all *wh*-questions have falling intonation whereas *yes/no* questions have rising intonation). Time permitting, you can also conduct some drills for learners to practice saying them aloud.

CLASS 2

Context-setting: To re-establish the context of this lesson you can project image 5 on the board and ask the class similar questions to those they answered in Class 1 (context-setting activity):



What is this story about? What's the title of the story? What are the characters like? The purpose of this activity is to provide learners with more opportunities to ask and answer questions about stories and with this, train them up for the activities in this class and also in the Arrival Lesson (the second sub-product). Additionally, since the tale is relatively popular, you can ask the class their opinion about the story. Alternatively, with Image 4 projected on the board, you can ask learners questions about the tale with the intention to demonstrate the activity they will then carry out in pairs: learners can select a tale of their choice and ask and answer questions about it. It's important to encourage them to use the questions they revised in the previous class.



On route

S Think of your favorite tale or choose one of the other two tales in Lesson 1 and 2. Take notes on the key events and your opinion about the tale in the space below.

The purpose of this activity is to prepare learners to speak about the classic tales with more confidence in Activity 6. This is why they will previously work on producing notes on key events and their opinion to be used as a springboard. This activity should be conducted individually to give learners more opportunities to work on their language skills but you can pair learners up if you think this activity is rather challenging or time-consuming. It's important not to ask learners to compare their work with other classmates at this point since the following activities will enable them to share their work

A Answers may vary.



Explore



6 Take turns to recount your tale. Ask and answer questions about the events in the story and give your opinion about it.

This activity will give learners more opportunities to practice retelling a story based on questions and prepare them to continue working on the product of this module. It is advisable you tell learners they can use the phrases in the graphic organizer in Activity 3 to ask and answer questions about the story, give their opinion or share an observation with their classmates. Alternatively, you can ask learners to go around the classroom and work with a classmate (instead of a group of learners) and ask and answer questions about the stories they chose. If you decide to use this activity, learners may have more opportunities to practice

A Answers may vary.

7 Choose one tale as a group. Illustrate the key events in the tale to help you recount the story and present your work to the class.



This activity will be very useful in preparation of the last Checkpoints in the Arrival lesson (the product of this module) If you conducted Activity 6 in groups, it is a good idea to rearrange the class so that learners work with other classmates. In groups, you can ask them to select one tale, write the key events and prepare some illustrations to recount the tale. It is important to encourage learners to appoint roles in the group so that they all help writing down the key events and illustrating them. To present their work, you can rearrange the class in groups of eight so that a group presents their work to another group and vice versa. This will help you optimize timing and give learners equal opportunities to share their work with others.

A Answers may vary.

8 Reflect on the work done with your classmates. Discuss these questions.



The purpose of this activity is to reflect not only on the reading strategies they used to extract information from tales but also on interpersonal skills to work with others, participate and be respectful about others' opinion. You can use this activity to reflect on the work done in this lesson. Alternatively, with the outcome of this activity you can ask learners to complete the table in Activity 9 without

asking the to go over the lesson (since they have already reflect on their progress).

A Answers may vary.



Travel log

9 Look back at the activities in this lesson. Check (✓) the column that describes your work best.

Since Activity 8 had the purpose to reflect on the work done in this (and previous) lessons, ask learners to go over the can-do statements in the travel log without further ado, and select the option that best describes their work. Monitor their work while you go around the classroom.

10 Ask a classmate to evaluate your performance, checking the column that describes your work best.



Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.

Destination Good job!

CLASS 1

Context-setting: To establish the context of this lesson, you can select a classic tale learners may know well and tell the story in disorder for learners to guess the tale but also to reflect on the importance of sequencing events logically. If you decide to conduct this activity, prior to this lesson you will need to select the tale, identify key events and then plan how the story will be retold so that it is very evident that the story is in disorder. Alternatively, you can prepare cards with key events of the story you choose and ask them to order them as they occur. To conclude, you can help learners reflect on the importance of organizing key events in stories in logical and sequence and, thus, keep their audience attentive.



On board

- 1 Read the statements below.
Say if you agree or disagree.

This activity is directly connected to the two suggested context-setting activities. If you decided to do something different, you will need to introduce the idea of editing and revising notes first so that learners can benefit from the guided reflection. If you conducted the context-setting as suggested, you can ask learners to go over the statements in pairs and discuss whether they agree or disagree. Alternatively, you can demonstrate this activity by reading the first statement aloud and saying if you agree or disagree, and why. With this examples, learners may be able to organize their ideas more effectively when giving their point of views. Yet, to ensure that learners justify their ideas as consistently as possible, it is advisable to go around the classroom to monitor their work. You can encourage learners to elaborate their ideas a bit more when relevant.

A Learners should agree with these statements: b, d, and e.



Highlights

- 2 Read a summary of the key events in The Nightingale. Identify the mistakes and check (✓) the type of problems listed in the box.



The purpose of this activity is to identify formal aspects of the language that learners should take into account when writing a summary (in this case, of a classic tale). You can start by explaining to the class that they will read a summary of the Nightingale to identify potential mistakes. To help learners notice problems, you can ask them to go over the checklist on the right after reading the text. If you follow this suggestion, learners may be able to identify types of mistakes with more confidence. Alternatively, you can write the summary on the board (since it is relatively short) and ask the class to read it to identify mistakes. If you decide to do this, you will then conduct an open-class discussion for learners to point out the problems they spotted.

A There are grammar mistakes (all the events are in simple past). The events are not connected using linkers.

- 3 Imagine you will give your opinion about the summary in Activity 2. Discuss these questions.



The purpose of this activity is to reflect on the importance of giving constructive feedback even when there are not so positive aspects about someone's work. To set this activity, you can ask the class how they feel when the feedback they receive on any work done only focuses on negative aspects. By raising learners' awareness of this essential skill, they will be in a better position to interact with their classmates more effectively showing empathy and offering support and creating a more positive learning environment. Learners can discuss the questions in pairs (as suggested) or in groups of three. It is important to encourage them to justify their ideas.

- 4 Classify the expressions in bubbles under the correct heading. Draw learners' attention



The purpose of this activity is to reflect on the language they can use to either praise someone's effort, give their opinion politely and accept someone's opinion. Learners may be familiar with most of the expressions in bubbles. If this is the case, you can decide to have learners work individually. It is advisable to check answers on the board (reproducing a similar table) for learners to have some visual support when checking answers.

A To praise someone's effort: Good job! We liked the part when... To give your opinion about someone's work politely: But, some ideas are not clear, I'm afraid. I think you can improve your work a bit more. To accept someone's opinion politely: You're right. Oh, I see what you mean.

Closing

To wrap up this lesson, you can exploit the information in the Cultural Passport box and reflect on the art of giving and receiving constructive criticism.

Cultural Passport. Giving and receiving feedback is a personal learning competence often neglected in classrooms because of lack of time and knowledge! Yet, it is extremely important to develop this skill and lose our fear to give and receive feedback. To help learners reflect on this, you can use these questions: *How do you feel when you are asked to give your opinion about someone's work? Is it easy or difficult to be honest? How do you feel when someone's opinion is not very positive? Do you think you can hurt someone's feelings when you're giving feedback? How can you be honest but still sensitive to your classmates' feelings?* If you decide to use the questions, you will need to arrange the class in groups and ask them to discuss them in groups of three or four.

Alternatively, you can ask learners to share a time they received feedback that focused mainly on negative aspects. You can also encourage them to share their feeling at that point.

CLASS 2

Context-setting: To reintroduce the context of this lesson, you can ask learners to get together with the classmates they worked with in Activity 7, Lesson 3 and ask them to exchange their tales with another group. If you decide to conduct this activity, you will need to give learners more guidance and ask them to say why they chose such story and then retell it. If you do this, you will provide learners with some practice sequencing past events orally. Moreover, you will also establish the purpose of Activity 6 in this lesson.



On route

6 Exchange the notes you wrote in Lesson 3 with another group of students. Identify any mistakes in their work. Use the checklist in Activity 2.

This activity focuses on the formal part of giving feedback: identifying areas that need improvement. Since learners have

already exchanged the notes they wrote in Lesson 3, you can focus on the next step: to identify mistakes regarding the sequence of events, the use of past tenses and connectors. To do this, you can ask learners to read the information in bubbles. Additionally, you can ask them what the students are talking about and what language they are using to give their opinion about someone else's work. If you do this, you will be able to draw learners' attention to the language they should use to give their opinion about their classmates' work being respectful.

A Answers may vary.

7 Return their work to the group. Give your opinion about their work politely and help them identify any aspects they need to improve.



To set this activity, you can demonstrate how it works by using the sample phrases in the speech bubbles. You can also help learners notice that there is an implied formula to give feedback: a positive remark, constructive feedback and suggestions for improvement. With this simple order, learners may be more confident and give feedback to their classmates. Additionally, you could also stress the importance of being polite when giving their opinion about their classmates' work. When learners start working in groups, it is important to go around the classroom and intervene when relevant if learners struggle giving feedback. If this happens, you can refer them to the table in Activity 4 when necessary. You can also write the expressions on the board for this activity and point to them whenever learners are struggling.

A Answers may vary.

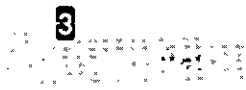


Explore

8 Edit your work and prepare a final sequence of events in your notebook.

For this activity, learners should work with the classmates they worked with in Lesson 3, Activity 7 again. To set this activity you can elicit the story each group chose and the feedback they just received on their work. If you decide to do this, learners may be able to reflect on why it is important to edit their work. It is a good idea to go around the classroom and encourage them to pay attention to the language they use to describe events (use of narrative tenses) and linkers to connect events. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



To remind learners of the work done in the Arrival lesson, you can ask the class to share the story chosen and the questions they have been asked to tell the story among classmates (Checkpoint 2). Then, learners are ready to go to page 90 and work on the next Checkpoint. Before you set the activity, it is advisable you explain to the class that with the experience editing their own work in Lesson 4 they will now produce the final version of the classic tale they selected as a group but that they haven't written down. The final version should be written in past (using narrative tenses), key events should be ordered in a logical sequence, and linked when applicable using connectors. Since learners will be working in groups again, you can encourage them to help each other (as they are working in groups). You should also remind them that this step will enable them to be ready to work on their Big Book in the following lesson.

9 Rewrite the sentences to describe key events on a larger piece of paper or a cardboard to present your work to the class.

For this activity, you will need to distribute pieces of cardboard or flip paper for learners to rewrite the tale. To set this activity, you can remind them of the feedback they already received and the aspects they took into account to work on the new version. It is advisable to go around the classroom and help when necessary.

A Answers may vary.



Travel log

10 Look back at the activities in this lesson. Check (✓) the column that describes your work best.

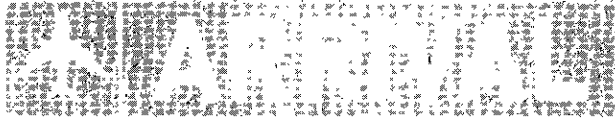
Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

11 Ask a classmate to evaluate your performance, checking the column that describes your work best.



Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open

to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.



Big Book

CLASS 1

REVISION OF CHECKPOINTS 1 TO 3

To check learners' work so far, you can ask the class to go to page 90 and get together with the classmates they have worked with. You can ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 3). To check their work you can elicit learners' findings by pointing to the steps (1 to 3) as they mention them. This will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activity.

To help them reflect, you can write the following questions on the board to help learners reflect on their work: How do you feel about the tale you and your classmates selected? Was it easy to select one classic tale? If not, why not? Do you remember how you selected it? Ask them to discuss the questions with their classmates. Monitor their work while you go around the classroom.

CHECKPOINT 4

To set Checkpoint 4, you can explain to the class that they will now use the final version of the tale to create a Big Book for children with key events and illustrations. You will need to allow some time for learners to decide how they will organize themselves and divide the work equally among the members of the group. It's advisable to their work while you go around the classroom. When the tale is written down and the events are illustrated, you can distribute the **Individual Product Record** on page 98 for learners to check their work individually. See the notes for this record below.

INDIVIDUAL PRODUCT RECORD

It is important to introduce the **Individual Product Record** before distributing them by stating its purpose. You can explain to the class that they will now reflect on their individual performance during the development of the product of this module and then distribute a copy of the record to each learner.

While you distribute this record, you can ask the class to read the instructions in silence. Then, with the notes they prepared (in Lessons 3 and 4) and the comparative chart at hand, you can 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.

CLASS 2

CHECKPOINT 5

During this class, learners will have the opportunity to present their work and evaluate their performance once again. You can start by arranging the class in groups of four so that learners work with the same classmates they prepared the Big Book. Explain to the class that they will now take turns to present their work to the class: learners should be able to take turns to retell the story while showing the illustration to their classmates. When all groups have presented their work, distribute the **Collaborative Product Record** on page 98 for learners to evaluate their performance with the help of their classmates and yourself.

COLLABORATIVE PRODUCT RECORD

Before distributing the **Collaborative Product Record** to the class, you can tell learners that they will now reflect on their performance when working and interacting with others to create and present their Big Book as suggested for this module.

It is important to encourage the class to read the instructions carefully and complete the first row justifying their choice by completing the last column. Then, you can 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.

Go to page 99 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Big Book Individual checklist to keep a record of my work			
After checking my work	Satisfied	Partially satisfied	Not satisfied
a ... I was able to identify and write key events in classic tales			
b ... the key events in tales are sequenced in a logical order and have used different past tenses to describe different types of actions			
c ... I was able to ask and answer questions about different tales to select one..			
d ... I was able to identify aspects of my written work that required some improvement and edit it.			

Collaborative Product Record

Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Big Book			
1. Choose the option that best completes your performance:	I am... with my participation. I participated actively to select a tale, and then I contributed to the preparation of a Big Book. I gave my opinion about others' work respectfully.		Justify your ideas:
	Satisfied	Partially Satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decisions with others and helped them notice areas they needed to improve. I shared my opinion about their work politely.		Ask your classmate to justify his/her ideas:
	Satisfied	Partially Satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the preparation of the Big Book and the presentation of it		Ask your teacher to justify his/her ideas:
	Satisfied	Partially Satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...		

YOUR RECORD OF THE JOURNEY

Prior to this class, you need to prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you can ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. Then, you can explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 100.

ACTIVITY 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon. These activities have been selected to help learners track their progress and reflect on their performance

Then, you should distribute copies of Your Record of the Journey and give instructions for the first activity. You can ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record.



ACTIVITY 2

Now it's the learners' turn to select extra activities of their choice. To do this, you can explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. It is important that you point out that you will complete the last column to the right later when they have completed all the activities in the record.

ACTIVITY 3


To set this activity, you can draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance

ACTIVITY 4

Finally, you can ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. With the classmate, you can go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Activity Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 5 A journey into classic tales					
Lesson	Activities with a icon 	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY Select and revise classic tales.	Activity 7				
Lesson 2 – DEPARTURE Understand general sense and main ideas. Compare variants of pronunciation and writing.	Activity 6				
Lesson 3 – PATHWAY Express key events orally.	Activity 5				
Lesson 4 – DESTINATION Rewrite key events.	Activity 8				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (ü) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...				
What did you learn? Name at least two things.				
Which activities did you enjoy doing? Name at least two				
Which activities were difficult to do? Name at least one.				
What can you do to improve in the future? Think of strategies you can use.				

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

READING JOURNEY • The Happy Prince

Suggested procedure to exploit the optional reading activities

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 62. Explain to the class that they will read about a prince that everybody thought he had a happy life on the following pages.

Activity 1

Ask learners to read the questions **before** they read the text and try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A Answers may vary.

DURING THE READING JOURNEY

Activity 3

Ask learners to read again and complete the graphic organizer with key events ordered as they occurred in the story. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A Answers may vary.

Activity 4

Ask learners to go over the story quickly to identify comments showing compassion to then complete the bubbles in Activity 4. Go around the classroom and help them when necessary. Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A Answers may vary.

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Set the activity as proposed. Go around the classroom and pay attention to learners' answers. Take notes on any relevant issues they you notice to use them later when you elicit answers.



A journey into trips and itineraries

- **Learning environment:** Family and Community
- **Communicative activity:** Exchanges associated with the environment.
- **Social practice of the language:** Agree on a travel itinerary with others.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ Let's find a beautiful place to go!

Achievements: Select and consult information.

Teaching guidelines:

- Coordinate actions and activities in which students can:
 - Enlist proposals of destinations and ideas about travel.
 - Define sources of information to find out about destinations.
 - Discard proposals based on consulted information
 - Take note of data that support viable proposals and ideas.
 - Promote their own and others' participation.

Collect evidence such as: List of ideas and proposals

Resources: Student's Book pages: 92-95 ■ CD tracks 20
■ CD visual resource 7 (and a projector)

Lesson 3

PATHWAY ♦ We can negotiate ideas and proposals

Achievements: Build arguments to defend ideas and proposals.

Teaching guidelines:

- Motivate and give models to your students for them to:
 - Analyze reasons for proposals and ideas.
 - Use connectors to link reasons and data to build arguments
 - Analyze expressions and strategies of persuasion (e.g. *Are you sure we...? That's quite a good idea. We really should go there.* etc.).
 - Reflect on ways to negotiate ideas and proposals (e.g. *I'm looking forward to...don't you agree? That's not good. It sounds fantastic.* etc.).
 - Share opinions.

Collect evidence such as: Notes with data and information that support proposals and ideas

Resources: Student's Book pages: 100-102 ■ CD track 22 ■ Old travelling magazines

ARRIVAL

Itinerary

Resources: Student's Book page: 106 ■ CD visual resource 6 (and a projector) ■ Cardboard or flip paper.

Lesson 2

DEPARTURE ♦ Think about the advantages and disadvantages

Achievements: Compare pros and cons of ideas and proposals.

Teaching guidelines:

- Support and guide your students to:
 - Contrast advantages and disadvantages using graphic material
 - Add data to viable proposals and ideas
 - Value their own and others' ideas and proposals.

Collect evidence such as: Comparative table.

Resources: Student's Book pages: 96-99 ■ CD tracks 21

Lesson 4

DESTINATION ♦ Finally, we reach an agreement

Achievements: Listen to and express pros and cons to come to an agreement.

Teaching guidelines:

- Guide, support, and offer feedback for your students to be able to:
 - Emphasize words or alter volume to get an effect of impact (e.g. *The lake, definitely; The national park, you say?*)
 - Recognize emotions used in language to persuade.
 - Talk clearly and loudly enough.
 - Interpret body language to detect emotions.
 - Organize agreements showing assertiveness.
 - Promote feedback

Collect evidence such as: List of agreements.

Resources: Student's Book pages: 103-105 ■ CD track 23 ■ Travelling magazines, brochures, flyers from travel agencies.

READING JOURNEY

READING JOURNEY

It'll be an amazing trip!

Resources: Anthology pages: 65-76

Let's find a beautiful place to go!

CLASS 1

Context-setting: To set the context of this module, you can write the word "vacation" on the board and elicit the meaning from volunteers. Alternatively, you can project the visual resource 6 to elicit the concept of vacation and any ideas they associate with this concept and different destinations. If you decide to use the visual resource, you can arrange the class in groups and ask learners to discuss when was the last time they went on vacation with their family, where they went, and how they and their family usually plan their holidays. By doing this learners will be able to reflect on the social practice of this module (agree with others about a travel itinerary) and the implications in real-life situations. This will be very useful to help learners notice the relevance of this social practice when they start working on the sub-products and product of this lesson (an itinerary).



On board

1 Check (✓) the sources of information you or your family have used to plan a trip.



For this activity you can arrange the class in groups of three or four to encourage learners to go over the options, discuss which are the best and justify their ideas. If you decide to do this, you can draw their attention to the sources of information, first. Then, you can ask learners to justify their ideas by giving examples of a time when they planned a trip

A Answers may vary.



Highlights

2 Listen to Ana and Mike talking about a trip. Answer these questions.



The purpose of this activity is to help learners develop listening skills and get exposed to some language they will revise later. To set the listening activity effectively, it's advisable that you ask learners to read the questions before you play the track. By doing this, learners will be able to activate the most appropriate listening strategy: listening

for specific information. You can play the track once and ask learners to compare answers in pairs. Depending on learners' performance, you may decide to play the track again.

A a. because they'll present their choices to their classmates for a one-week school trip; b. a flyer, a website

3 Listen to the conversation again. Complete the students' notes.



For this activity, it's still advisable that you ask learners to look at the notes first so that they can predict the information they may hear and can anticipate types of words and even more specific phrases. By doing this, learners are activating the most appropriate listening strategy (listening for specific information). Alternatively, since learners have already listened to the conversation once (or twice) you can encourage them to complete the notes with whichever information they recognized while listening. If you follow this suggestions, you can play the audio once and ask learners to check answers in pairs. If they need to listen to the recording again, you can play it and pause it to check answers with the class.

A a. ruins; b. photos; c. picnic; d. Oaxaca; e. four to six days tour; f. lake; g. Visit a Tarahumara community; h. message.

4 Complete the table with the phrases in the box.



This activity focuses on the expressions speakers use to make a suggestion or give and ask for opinion. To help learners complete the table, you can ask them to pay attention to the words before and after the gap to make sure the phrase can fit in. This can be a useful tip: you can let them explore the language on their own (in pairs) and then you help them clarifying specific phrases. If you follow this suggestion, you will be encouraging learners to infer rules and/or work out the meaning of specific phrases and become more independent little by little. Yet, you can go around the classroom and intervene when necessary. To check answers, you can reproduce a similar table on the board and ask volunteers to fill it out. Notice that you can check answers with the recording (Activity 5).

A a. Let's; b. do you think?; c. Don't you think; d. right? e. don't get me wrong; f. What if you; g. do you like; h. great idea; i. I think; j. Do you think.

5 Listen to the conversation again to check your answers.



To help learners identify specific phrases, you can pause the track every time an answer is mentioned on the recording. This will increase learners' confidence and reduce their stress and anxiety. See the **Teaching Tips** box for suggestions to check verb patterns.

Closing

To wrap up this lesson, you can arrange the class in groups of four or five to discuss these questions: Which trip option (*the Copper Canyon in Chihuahua or a trip to Monte Albán*) do you like best? Why? If you could plan a similar trip and these were the options, which one would you choose? Why?

Alternatively, you can ask the class to stand up and go around the classroom to ask an answer the questions with different classmates. If you follow this suggestion, you will need to write the questions on the board so that learners can refer to them when necessary.



Teaching Tips: Verb Patterns

When learners are already familiar with some functional language (such as the three categories in Activity 4), you can focus on other relevant features of the language, such as verb patterns. If you follow this suggestion, start by pointing to the expressions in the first column of the table and elicit the main verb in the sentence (start) and its form (base form). There is another example of this verb pattern (*Let's do that and see if they reply soon*). Notice that Let's is followed by a verb in its base form. You can also ask learners to notice other type of patterns. For example, you can draw their attention to the last column in the table and make them notice that to introduce a negative opinion, speakers usually start by making a positive remark.

CLASS 2

Context-setting: To re-establish the context of this lesson, you can ask learners to imagine they are planning a school trip for their summer vacation, just like Ana and Mike. If you decide to carry out this activity, you will need to arrange the class in groups of three or four so that learners can discuss where they would like to go and what activities they will do there.

Alternatively, you can reintroduce the conversation between Mike and Ana and ask learners which two places they mentioned in the conversation. Then, you can ask them to make a list of things they can do there without checking their notes in the Student's Book. This option,

though not very communicative, can help learners activate information they recently heard. With the list of activities they make, you can play the recording again (track 20) for learners to check their answers.



On route

6 Look at the additional information Ana found to propose a school trip. Take note of the things to do.

Before you set this activity, it's advisable that you explain to the class that in Class 1 Mike presented two trip proposals that now (in Class 2) it's Ana's turn to present her proposals. By doing this, you will be reintroducing the situation presented in Class 1 and the purpose of the whole lesson (to consult information about different destinations and take notes). With the situation contextualized again, you can point to the two sources of information (a travel guide and a brochure) and ask learners to identify the type of source. Alternatively, you can ask learners questions about the information in both sources so that they identify where this information is mentioned. If you follow this suggestion, you will need to prepare some statements in advance.

Then, to set the activity in Activity 5 more effectively, you can explain to the class that they will produce similar notes to those in Activity 3. It's advisable to refer learners to these notes so that they have a clear model. If you follow this suggestion, learners will be more likely to produce notes for both sources in Activity 5. Alternatively, you can provide learners with one or two examples extracted from the travel guide and the brochure. If you do this, you can write them on the board.

A Trip to: Yucatan and Quintana Roo; **Things to do:** take day-tours to cenotes nearby; go to Chichen Itzá; visit Cenote Yokdzonot where you can swim, take photos of the community, and buy handmade souvenirs; visit Cenote Dos Ojos where you can rent snorkeling equipment and go down into the caves, you can also explore the pyramids of Tulum; go to Loltun Caves (near Chichen Itzá and Tulum) where you can rent snorkeling equipment, swim, and take photos.
Trip to: Veracruz; **Things to do:** go rafting in Filobobos, visit the archaeological site "El Cuajilote", visit the waterfall "El Encanto" and swim in a natural pool, visit caves nearby, walk in the jungle and organize games and a picnic, spend two or three days on the Emerald Coast, swim in the hotel's swimming pool, go to Tajin, one of the most important archaeological sites in Veracruz and learn more about the Totonac civilization.

7 Imagine you're Ana or Mike. Discuss Ana's other proposals and give your opinion about them. Use the phrases you used to complete the table in Activity 4.



The purpose of this activity is to give learners the opportunity to use the language revised in Class 1 (Activity 4) and use the notes they just created (Activity 5) and practice making suggestions and asking for or giving their opinion about the destinations. This activity will also help them practice discarding proposals based on the information they have gathered.

To make this activity more appealing, you can appoint roles to learners to make sure one defends the trip to the Copper Canyon or Oaxaca, and the other defends the trip to Veracruz or Yucatan. Alternatively, you can demonstrate the activity taking turns with a learner to give your opinion about each option. Time permitting, you can rearrange the class in groups of four so that two pairs of learners exchange their ideas

A Answers may vary.



Explore

8 Discuss this question.



For this activity, you can rearrange the class in groups of four so that learners work with different classmates. To set this activity effectively, it's strongly recommended that you encourage learners to use the expressions in Activity 4 (second and third columns). To do this, you will need to remind learners of the features they revised to give their opinion respectfully, particularly if they disagree with their classmates.

You can also demonstrate this activity with a learner and the information in speech bubbles. If you decide to do this, you need to make sure that you use different expressions introduced in Activity 4.

9 Make a list of the two best proposals in your notebook. Include things to do and other relevant information about the destination.



For this activity, learners should work individually. However, you can also ask them to work in pairs, depending on their performance during this lesson. Alternatively, you can let learners continue working in groups and use the results of their discussion to write notes on the two best proposals. If you decide to do this, you will need to encourage learners to participate equally as it is very likely that one or two learners take the lead and give directions to the rest of the group. This activity will be used at the end of this module to help them reflect on their progress.



Since learners have already developed different products during the school year, using the Checkpoints suggested in each lesson, you can now elicit information from them instead of you introducing the product of this lesson. If you decide to follow this suggestion, you can ask learners to go to page 106 and tell you what the product of this module is about and what they have to do in Checkpoint 1. However, you will still need to explain to the class why this product is relevant in their lives and how they can exploit this situation outside the classroom: this product is particularly useful since learners are very likely to plan trips or itineraries with their family or friends. Yet, it is not only the type of text they will produce (an itinerary) but the opportunities they will have to develop interpersonal skills (negotiating, persuading, suggesting) that are also associated to functional language that they will revise during this module. You can explain this to the class when you introduce the first checkpoint of the Arrival Lesson.



Travel log

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

Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know, or that were not clear and now they know, about trip proposals, itineraries, or the language revised in this lesson. Then, learners should be ready to answer the questionnaire. Since this is not a formal test but a tool of self-evaluation, you can tell learners they can go back and check if they're not sure about the answers.

11 Ask a classmate to evaluate your questionnaire.



The second Travel log activity invites learners to evaluate their classmate's work. It is then a good opportunity to remind learners that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest, and support their classmates when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire. Time permitting, you can encourage them to give their classmates suggestions on how to improve or work on specific areas.

Think about the advantages and disadvantages.

CLASS 1

Context-setting: Before you set the context of this lesson, you can explain to learners that in this module they will follow Ana and Mike through the process of presenting their proposal to their class. (This was not mentioned in the first lesson because it was more important to establish the concept of vacation and itineraries). Then, you can set the context of this lesson in particular. To do this you can write the four destinations mentioned in Lesson 1 on the board: Copper Canyon in Chihuahua, Monte Albán and Oaxaca, Rafting and the Emerald Coast in Veracruz, Cenotes on the Yucatán Peninsula and ask volunteers to write on the board things they can do in each destination. If you decide to carry out this activity, you can divide the board in four and invite volunteers to write notes in different sections of the board simultaneously.

Alternatively, you can exploit the images in Activity 1 of this lesson and elicit activities orally as an open-class activity. If you decide to follow this suggestions, you will need to be ready to prompt learners with purposeful questions such as: *Who can tell me where this place is? What can you do there? Would it be fun or exciting to visit this place? Why?*

On board

1 Look at the four destinations Ana and Mike discussed in Lesson 1. Discuss these questions.

If you didn't carry out the suggested activities to set the context of this lesson, you can draw learners' attention to the photographs and elicit some information about the places in the pictures. This will help learners activate their background knowledge and recall information they read in Lesson 1. Then, you will need to arrange the class in pairs to discuss the questions above the photographs. These two questions will help learners anticipate information they may hear when they do Activity 2. Alternatively, you can arrange the class in groups of four if you consider this can promote their participation. Regardless of the seating arrangements you decide to carry out, it's important that you encourage learners to justify their ideas when answering the questions. To do this, you can go around the classroom to be sure learners are working accordingly.

A Answers may vary.



Highlights

2 Listen to Ana and Mike.

Check your answers in Activity 1.

To set this activity more effectively, you can tell learners to listen and focus on key words they can associate to each destination to confirm their predictions. This listening strategy is very useful when learners listen to confirm information. Alternatively, you can write words or phrases learners associate to each destination on the board and then ask learners to listen to the conversation. If you follow this suggestion, you ask learners to check or underline the words they heard in the conversation.

A a. the Copper Canyon in Chihuahua and the trip to Veracruz (rafting and the Emerald Coast); b. they will present the advantages and disadvantages of both trips.

3 Classify Ana's and Mike's notes under the right column to describe the Copper Canyon trip.

With this activity, learners will have the opportunity to focus on extracts from the conversation and classify them in the table. If you feel this activity is not too challenging, you can learnerse to work individually, instead. If you follow this suggestion, you can rearrange the class in pairs or groups to compare their answers. However, if you feel this activity is very challenging, you can reproduce the table on the board and ask volunteers to fill it in. This variation can also be used to check answers with the class (if they worked on their own, in pairs or in groups).

A a. We can visit Creel, a small town in the area; b. Travelling by train will be a new experience; c. We can visit a Tarahumara community; d. Walking around the lake might not be very exciting for everyone; e. The train is expensive; f. Travelling by plane is expensive.

4 Listen to Ana and Mike again. Complete the speech bubbles with the words in the box.

This activity focuses on the use of connectors to contrast or compare two ideas. If you anticipate that this activity may be too challenging for your class, you can write the words or phrases in the boxes above the bubbles on the board and



CLASS 2

check their usage before learners attempt to complete the sentences. To check usage, see the **Teaching Tips** box for suggestions. Alternatively, if learners are already familiar with this type of connectors, you can encourage them to complete the sentences before they listen to the recording. Yet, it's advisable that you check usage even when learners appear to know how to use them.

A a. However; b. On top of that; c. but; d. On the one hand; e. On the other hand; f. Although.

5 Look at the words/phrases in the box and the sentences in Activity 4. Complete the rules.



Depending on how well they coped with the information just introduced, you can arrange learners in pairs, small groups, or allow them to work on their own to complete the rules. To take this decision, it's advisable that you pay close attention to their performance during Activities 4 and 5. To check answers, you can ask learners to write the rules on the board. If there are any questions or doubts about the use of this type of connectors, you can take some minutes to clarify the language point. You can also ask stronger learners to give more examples using information about the destinations seen in Lesson 1.

A a. However; b. On top of that; c. but; d. although; e. On the one hand; f. on the other hand.

Closing

To wrap up this lesson, you can ask the class why Monte Alban and Oaxaca or the Cenotes in Yucatan are not good options for a school trip. If you decide to carry out this activity, you can either conduct it as an open-class activity or as a group or pair activity. If learners work in pairs or groups, you can monitor them and encourage them to justify their views.

Teaching Tips: Connectors to compare and contrast

When checking several structures as in the case of different linkers to contrast information, it's essential to check meaning or clarify any doubts if learners are familiarized with this type of connectors. To check meaning, you can copy the sentences on the board using different colored markers to show learners how two ideas can be contrasted (generally a positive one with a negative one). You can also ask questions to check meaning: *Which sentence expresses something positive? Which sentence expresses something negative? Which word is it used to link both ideas? Can we use 'but' when both ideas are positive? Can we use 'although' when both ideas are negative or both ideas are positive?* These questions can help you check and confirm that the meaning and use is clear and that learners can then focus on the rules.

Context-setting: To re-establish the context of this lesson, you can arrange the class in groups of three or four and ask them to make a list of things they can do in Tlapacoyan, Filobobos, and the Emerald Coast in Veracruz: where they can stay, what they can do, and how many days they can spend in each place using the brochure in Lesson 1. If you follow this suggestion, learners will be able to recall useful information about the destinations that they will use in Activity 6. Alternatively, you can reintroduce this text eliciting any information learners can recall about this destination orally. You can write their ideas on the board. If you follow this suggestion, learners can use this information later when they are asked to point out advantages and disadvantages.



On route

6 Make a table of the advantages and disadvantages about the tours in Veracruz in your notebook. Use the brochure and Ana's notes below.

This activity will provide learners with the opportunity to practice classifying advantages and disadvantages based on notes. To exploit this activity more thoroughly, use the notes learners prepared in the context-setting activity so that they can compare them against Ana's below the brochure, first. This step can help learners analyze their notes to identify advantages and disadvantages even though they may not use them all to prepare the table. You can also demonstrate this activity by drawing a table on the board and giving learners an example of how they can classify Ana's notes. Alternatively, if learners find this activity challenging, you can ask them to see the table in Activity 3 and help them notice how information was organized in columns. It's advisable that you go around the classroom and help learners when necessary. This activity will be used at the end of this module to help them reflect on their progress.

A **Some advantages are:** Staying at a campsite can be fun and different; Outdoor activities can also be fun and exciting; Students not participating in outdoor activities can stay at the campsite and swim or play; Sharing rooms with others can help students exercise tolerance; Students not participating in swimming or water activities can still have fun (walking in the jungles or visiting caves); Visiting ruins can be interesting and students can learn from ancient civilizations.
Disadvantages: Staying at a campsite in Tlapacoyan might not be very comfortable; Parents or teachers will say some activities are dangerous, such as rafting; Having our meals in just one place can become boring. Some classmates may not know how to swim; Not every may enjoy outdoor activities; Sharing rooms can be difficult.




Before you ask learners to continue working on the product of this lesson (Checkpoint 2), it's advisable that you remind them of the sources they were expected to gather and bring to class. You can ask learners to take them out and share the information they gathered with the class. To work on the following Checkpoint, you will need to ask learners to get together with their classmates they have worked with in Checkpoint 1 and share the information they gathered. To do this, you can remind learners of Ana and Mike and how they presented their proposals to each other. This will be useful to illustrate the process they will undertake to prepare a table with advantages and disadvantages. Alternatively you ask learners that they will prepare a table with advantages and disadvantages of the destinations they propose. If you follow this suggestion, you can encourage learners to think of the steps they need to follow to prepare the table: introduce potential destinations, make notes on interesting activities and then identify advantages and disadvantages. This step will enable them to put into practice the language introduced or revised in Lessons 1 and 2. You can elicit useful expressions and / or other language resources learners can use before they start working with their classmates.

7 Add two more disadvantages to your table that were not mentioned in Ana's notes. 

To enrich this activity, you can ask learners to discuss their ideas before adding more disadvantages. If you decide to follow this suggestion, you can demonstrate this activity with a learners by discussing potential advantages or disadvantages orally using connectors to contrast or compare ideas. It's strongly suggested not to check learners' answers with the class just yet. The following activity will allow learners to present their findings to the class.

A Answers may vary.

8 Take turns presenting the information in your table. Use the words/phrases in Activities 4 and 5 to link your ideas. 

To give learners more opportunities to practice using the language revised in this lesson (connectors to contrast or compare ideas), you can allow some time for them to think which expressions they can use and how to integrate them in their notes. If you follow this suggestion, it's a good idea if you go around the classroom and help when relevant. Alternatively, you can draw learners' attention to the speech bubbles to see how phrases or connectors are used to introduce advantages or disadvantages. To optimize timing, you can arrange the class in groups of four so that two pair of learners work together. If

you do this, you can ask learners to take turns to present their table to their classmates.

A Answers may vary.



9 Discuss these questions.

The purpose of this activity is to help learners reflects on interpersonal skills they have used or that are developing to work with others and participate more actively (but also more appropriately) in the social practices of the language. To exploit this activity, you can rearrange the class in groups of four in order for learners to work with classmates they haven't worked with in previous activities. The intention is to give them more freedom to speak up if they encountered problems working with other classmates. If you decide to follow this suggestion, it is important to monitor learners closely and intervene when necessary. If relevant, you may need to assist learners experiencing odd situations with other learners.

A Answers may vary.



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

Before you set this activity, you can ask them to go over the activities in this lesson and find three things they liked. If you follow this suggestion, learners will informally revise their performance and possibly some of the language they revised and practiced. Thus, learners should be ready to answer the questionnaire. Since this is not a formal test but a tool of self-evaluation, you can tell learners they can go back and check if they're not sure about the answers.

11 Ask a classmate to evaluate your questionnaire. 

Before learners evaluate their classmates, it's a good idea to remind them that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest, and support their classmates when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire. Time permitting, you can encourage them to give their classmates suggestions on how to improve or work on specific areas

It's time to read! Check the procedure suggested for the Reading Journey.

We can negotiate ideas and proposals

CLASS 1

Context-setting: To set the context of this lesson, it is a good idea that you check with the class what a proposal is, and what it is used for. If you follow this suggestion, you can brainstorm learners's ideas and write notes on the board. With this activity, learners will be in a better position to prepare their trip proposals in Class 2. Additionally, you can bring examples of proposals and share them with the class, or you can create one with all the elements learners need to include in their own. However, this needs to be planned and prepared in advance. If you have the time to create your own proposal, use as an example the one included in Chapter 6 of the Anthology.



On board

- 1** Look at the list of aspects you should consider to plan and present a trip proposal. Write and E if the aspect is **essential** and an O if it's **optional**.

If you carried out any of the context-setting activities suggested, you can exploit this activity to check that the concept of proposals is clear. If you didn't set the context of this lesson with the activities suggested, you might need to check with the class what a proposal is so that they are able to go over the options and decide which aspects are essential and which ones can be optional. If you think learners might find this activity challenging, you can arrange them in pairs. If you do this, it's a good idea to encourage learners to justify their ideas while they go over the options.

A **essential:** a table with advantages and disadvantages; reasons to support your ideas; costs of the trip; clear and concise information about the destination; **optional:** illustrations and/or photographs; the opinion of tourists or people who have visited the place.



Highlights

- 2** Listen to Ana and Mike presenting one of the proposals to their class. **Circle one of the options in bold to make true statements about the conversation.**



The purpose of this activity is to give learners the opportunity to develop some listening skills (to identify specific information) while listening to Ana and Mike presenting their trip proposal. To exploit this activity more effectively, it's advisable that you ask learners to go over the statements first so that they can anticipate the situation and the language they may hear. As pointed out before, this strategy is very useful since learners can activate any background knowledge prior to listening and be able to extract information. You may need to play the recording twice so that learners have more opportunities to identify the information they need. You can ask them to compare answers after listening to the conversation for the first time. Then, you can decide if learners need to listen to the recording again.

A a. the Copper Canyon; b. transportation; c. quite far from; d. like; e. a classmate.

- 3** Look at these fragments of the conversation in Activity 2. Choose the option to answer the questions.

The purpose of this activity is to reflect on functional language that learners can use later on to present their proposal. The words or phrases in bold can help learners identify the intention of the speaker. It is very important that you explain this to the class when you set this activity. Some phrases may be quite familiar while others may be new. Therefore, it's advisable that you check the language point with the class after this activity. You can carry out the suggestions in the **Teaching Tips** box. Depending on your learners' ability to work out language rules or patterns, you may decide to conduct this activity in pairs or groups of three or four (if you think this activity is rather challenging). To check answers, you can copy the fragments in bold on the board. This can also be useful later on when you check meaning, intention or usage.

A e, c, f, a, d, b.



On route

4 Complete the sentences with the phrases or connectors in bold in Activity 3.

If you find this activity challenging, you can allow learners to work in pairs. To help learners recognize the speaker's intention, in each sentence, you can ask them to read all the sentences first before they complete the gaps. If you follow this suggestion, you can write the example (Sentence a) on the board and elicit from learners what is the intention of the speaker. You may need to go around the classroom and help when necessary.

A a. Are you sure; b. but; c. Don't you agree? d. because
e. How about that? f. I'm looking forward to.

Closing

To wrap up this class, you can arrange learners in groups of four to six and ask them to discuss different aspects related to trips and itineraries. If you decide to conduct this activity, you need to write these questions on the board: *When you go on vacation, do you analyze different options? Do you think it is important to plan itineraries? Why? What are the advantages of planning an itinerary? Do you think there are any disadvantages? Which ones?*

When you set this activity, you can encourage learners to justify their ideas and if possible, give examples of situations they have lived (for example, not planning where to stay and not finding accommodation!).



Teaching Tips: Using questions to check the meaning and use of new language

When teaching two or more language points to contrast their use (as in the case of these expressions to contrast the intention of the speaker), it is useful to use concept checking questions to make sure learners see the differences. With the sentences from Activity 3 on the board, you can ask the class the following questions pointing to the sentence:

Sentence a: *Does the sentence express something positive? Is the sentence contrasting two ideas? Which word is used to contrast the two ideas?* Sentence b: *Is the intention of the speaker to convince someone? Do you think the speaker agrees with the idea expressed? Is the person trying to convince someone not to do something?* Sentence c: *Is it possible to get a discount? What part of the sentence states a reason? Which word is used to introduce a reason?* Sentence d: *Is the speaker interested in getting the costs of plane tickets? How interested? Very interested or not very interested?* Sentence e: *Is the speaker imposing a decision? Is the speaker trying to convince someone?* Sentence f: *Is the speaker forcing someone to do something? Is the speaker trying to persuade someone?*

CLASS 2

Context-setting: To re-establish the context of this lesson, you can arrange the class in pairs and ask them to imagine the school is organizing a trip to the Emerald Coast and they need to present a proposal. If you decide to carry out this suggestion, learners can start by discussing which activities their classmates would like to do there and which activities might not be so interesting. To do this, you can ask learners to use the brochure on page 99 in their Student's Book to propose activities and support their views with information in the text. This context-setting activity will be useful to set Activity 5.

5 Prepare a trip proposal for the Rafting and Emerald Coast in Veracruz in your notebook. Follow the instructions.



If you carried out the activity suggested to set the context of this class, you can ask learners to continue working on their proposal and now use the guidelines to organize their work. To do this, you can read the instructions step by step with the class to be sure learners understand what they are expected to do. This activity will take longer than the following activities planned for this class. Therefore, it is important that you set a time limit so that learners work at a good pace, and are ready to present their work. Time permitting, you can ask learners to illustrate their work. See the **Extra Activity** box for suggestion. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.

6 Follow the instructions below to take turns and present your proposal.



The purpose of this activity is to give learners the opportunity to practice presenting proposals using the language revised in previous lessons and equip them with the skills they will continue developing in the making of the product of this module. To set this activity, it's advisable that you arrange the class in groups of four (two pairs of learners working together) before you give more instructions. You can explain to the class that they will now pretend they're Ana and Mike to present their second proposal (Rafting and the Emerald Coast in Veracruz) and ask them to look at the role cards on page 102. To ensure that learners understand how this activity works, it's a good idea to go over the instructions in cards with the class. However, learners may also need some minutes to take in the information in role cards and organize themselves. You can allow some time to do this depending on the time left (no more than five minutes).

A Answers may vary.

7 Discuss these questions. Then, report your findings to the class.



The purpose of this activity is to reflect on their performance when presenting their proposals informally before they evaluate their progress in the Travel log section. To make this activity more appealing, you ask learners to give their classmates a grade (from 1 to 5) after discussing the questions

A Answers may vary.

3

To set this activity, you can exploit the outcomes of Activity 6 in this class and ask learners to work on their proposal individually. This time, the challenge is to let learners work on their own and with less support from their classmates. Yet, if you notice that some learners are not ready to work freely, you can arrange them in pairs, if you decide to do this, you need to monitor their work more closely and help when necessary. Alternatively, you can ask a strong learner to supervise weaker ones as long as they do not end up doing the work.



Travel log

8 Look back at the activities in this lesson. Answer the questionnaire.

Before you set this activity, you can ask learners what they have learnt in this lesson and what information was interesting to learn. You could also ask them to go over the activities in this lesson and find three things they liked and three things they didn't enjoy doing. If you follow this suggestion, learners will informally revise their performance and possibly some of the language they revised and practiced. Thus, learners should be ready to answer the questionnaire. Since this is not a formal test but a tool of self-evaluation, you can tell learners they can go back and check if they're not sure about the answers.

9 Ask a classmate to evaluate your questionnaire.



The second Travel log activity usually invites learners to evaluate their classmate's work. It is a good idea to remind learners that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest, and support their classmates when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire. Time permitting, you can encourage them to give their classmates suggestions on how to improve or work on specific areas

Extra Activity

With the classmate they prepared the trip proposal, you can ask learners to illustrate their work with either drawings or cutouts from magazines. If you want to carry out this activity and there is time for it, you will need to distribute travel magazines (if you bring any to class) and ask learners to illustrate their work. Additionally, you can ask them to show their work to the class informally just to share how they illustrated their work. Alternatively, rearrange the class in larger groups of six or eight (several pairs of learners working together) to share their work.

Destination **Finally, we reach an agreement**

CLASS 1

Context-setting: To set the context of this lesson, you can ask the class how easy or difficult it was to prepare a proposal. You can remind them of Class 1 in Lesson 3 when you checked the concept of proposals with the class to establish a point in time when the concept was possibly new and now, after having prepared and presented their proposals. Bearing this in mind, you can ask learners to reflect on the work done in this module and how they feel about it. Alternatively, you can ask learners to take out their proposals (produced in Lesson 3, Activity 5), get together with the learner they worked with and discuss what they liked about their work and what they didn't like. This reflection will be useful to focus on paralinguistic features introduced in this lesson.



On board

1 Discuss these questions.

To give learners more opportunities to exchange their views about the destinations seen in this module, you can ask learners to work in groups instead of pairs. If you follow this suggestion, it is advisable that you encourage learners to take this opportunity to elaborate their ideas consistently, saying why they want to visit (or not) a destination and use all the information they have about each place.

A Answers may vary.



Highlights

2 Listen to 4 short conversations. Match the conversation to the most appropriate illustration.

To set this activity more effectively, you can ask learners to ask you which destination you would like to go and why (in Activity 1) and then give your answer using inappropriate body language while you speak. If you follow this suggestion, learners may notice that every time we speak, we also use specific paralinguistic features that support our message. Additionally, you can ask learners: how can you tell when somebody is sad? or happy? Does body language change? why?

Prior to the listening activity, you can also use the illustrations

to elicit from learners what they think is happening in each conversation. you can start with similarities in all illustrations there are two learners speaking and one or both do not show acceptable body language. Then, you can elicit what may be wrong. For instance, illustration b shows a girl with folded arms. Ask learners to imagine how the speakers might sound: excited, interested, not interested, convinced, or not convinced. If you follow this suggestion, you will help learners anticipate the tone of speakers and their intention when they speak.

These suggestions will also help learners anticipate the type of information they will listen. Decide which one you can conduct and observe how learners respond.

A a. Conversation D; b. Conversation B; c. Conversation A; d. Conversation C.

3 Listen to the conversation again. Answer the questions.


By now, learners are familiarized with the conversations and they will possibly know some answers. You can set the activity as proposed in the Student's Book, or ask learners to try to answer the questions first. Play the track once and allow learners to compare answers in pairs. Write the answers on the board.

A a. conversation C; b. Conversation A; c. Conversation B; d. Conversation D

4 Look at the illustrations. Check (✓) those that show acceptable use of body language to convince or persuade others.

To set this activity, you can draw learners' attention to the illustrations, first. If you decide to do this, you can point to them and stress the importance of appropriate body language. While learners work in pairs, you can encourage them to describe the situation and say why the body language is acceptable or not. You can do this while you go around the classroom. You may need to help learners when necessary.

A From left to right: the first illustration is not acceptable (the boy seems overexcited and the girl appears indifferent); the second illustration is not acceptable (both boys look disengaged and not interacting with each other); c. the third illustration shows acceptable body language (both learners look interested and willing to participate); the fourth illustration is partially acceptable (the girl on the left is trying to convince the girl on the right).

5 Discuss these statements. Say if you agree (A) or disagree (D) and support your opinion with examples. 

Before you set this activity, you can explain to the class that learning a language involves not only formal knowledge of grammar or vocabulary but other skills such as the ones presented in this lesson (use of body language, appropriate tone and volume of voice). These skills are just as important as others when interacting with others and participating actively in real-life situations. This information may be revealing since learning a language traditionally involves the study of formal aspects of the language. If you decide to share this information with learners, you may also want to ask them how they can apply this knowledge to the presentation of their proposal. If you do this, learners can reflect on these issues and take them into account when they interact with their classmates in Activity 7 and 8.

For this activity, you can ask learners to continue working in pairs to go over the statements and say if they agree or disagree. It's advisable that you encourage learners to justify their ideas using the illustrations in Activity 2 and/or 4.

A a. A; b. A; c. D; d. A; e. A; f. D; g. A.

Closing

To show learners how important these paralinguistic features are, you can ask them to try to laugh about something sad or speak with a loud voice to tell a secret or tell a joke and weep (when they are expected to laugh). If you decide to use these situations, you may need to demonstrate the activity yourself.

CLASS 2

Context-setting: To re-establish the context of the lesson, you can ask learners to work in groups of four and discuss which place they would like to visit in the future and why. If you decide to carry out this activity, it's advisable that you encourage learners to elaborate their ideas and give reasons. To do this, you can demonstrate the activity and share with the class where you would like to go in the future and why.

 **On route**

6 Take notes in your notebook on the destination you'd like to visit. Follow the instructions below.


The purpose of this activity is to give learners the opportunity to use all the strategies seen in Lessons 1 to 3 to present a brief proposal in groups. With this in mind, you can demonstrate the activity and set an example. If you

decide to follow this suggestion, you can ask learners to notice the use of specific expressions, body language and tone of voice, and the information you have mentioned about the destination you'd like to visit.

For this activity you can allow learners to choose any of the destinations discussed in previous lessons or one of their choice (the place they mentioned in the context-setting activity). If learners opt for a different destination, you will need to check they have enough information about it to follow the guidelines. Alternatively, bring old travelling magazines, pamphlets, brochures and flyers you can gather from travel agencies for ideas. It's very important that learners propose destinations that are feasible, otherwise they will not be able to present a practical proposal. See the Teaching Spotlight box to revise the steps to set activities effectively.


A Answers may vary.

 **Explore**

7 Imagine you're planning a school trip together. Present your trip proposal and convince your classmates to accept your proposal. Use the strategies that you wrote for point c above. 

To set this activity, you can tell the class they will now present their proposals (individually) with the intention of convincing their classmates (in groups). It's very important to remind them of the notes they prepared in Activity 6 and to use the expressions revised in previous lessons. While learners work in groups, you can monitor them and encourage them to actively participate by asking their classmates questions. They should be attentive and respectful. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.

8 Vote for one destination as a group and prepare your trip proposal. Prepare your report in your notebook. 

To set this activity you can ask learners to share with the class which destination they liked best and why. You can do ask learners at random so that you give instructions for this activity. It's advisable that you encourage learners to ask questions about the destination, costs, transportation, and accommodation to include this information in their proposal. Additionally, you can ask them to check Lessons 2 and 3 to check the expressions they can use to negotiate, persuade their classmates. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



Before you ask the class to go to page 106, you can invite learners to get together with the classmates they worked with in the first place (checkpoints 1 and 2). To recapitulate, you can elicit from learners what they have done so far (learners have gathered information about different destinations to analyze them and prepare an individual proposal). Then, you can tell the class that they will present their individual proposal to their classmates with the intention to convince them that it is the best one. To do this, you can refer them to Activity 7 in Lesson 3 to remind them of the work they have already done. Additionally, you can elicit the language they used to present their proposals (in Lesson 4) and write useful expressions on the board. This activity should be relatively easy this time.

Before learners start working in groups, you can allow some time for them to prepare their notes. You can go around the classroom at this point to check that notes are clear and complete. Before you ask learners to take turns to present their work, you can remind the class that they should be respectful when giving their opinion about their classmates' ideas or work. Intervene when relevant, and encourage them to use the strategies revised in Lesson 4 as well as the language seen in previous lessons to sound convincing. Finally, when every member of the group has presented their proposal, you can ask the class to vote for the best one and make a list of agreements. This list will be used in the following lesson to prepare their final proposal.



Teaching Spotlight

Setting-up an activity effectively means that the teacher was able to get learners attention when giving instructions stating what and why learners will do something. You can follow these suggestions: (1) Before you set the activity, you should arrange the class to work individually, in pairs, or groups (2) You must make sure you have the attention of the class before you setup an activity, (3) You can hold up the Student's Book when giving instructions. This means, you can point to the activity with the book open in front of you while standing at a distance where everybody can see you. Learners will follow the instructions and will have some visual support. (4) When relevant, you can give an example or demonstrate the activity (if it is speaking, for example). (5) You can ask relevant questions to check the instructions.



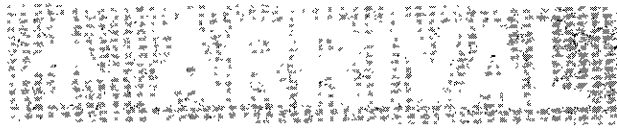
9 Look back at the activities in this lesson. Answer the questionnaire.

Before asking learners to answer the questionnaire, you can ask them informally what they have learnt in this lesson and what information was new. You could also ask them to go over the activities in this lesson and find three things they now know, or that were not clear and now they know, about trip proposals, itineraries, or the language revised in this lesson. Then, learners should be ready to answer the questionnaire. Since this is not a formal test but a tool of self-evaluation, you can tell learners they can go back and check if they're not sure about the answers.

10 Ask a classmate to evaluate your questionnaire.



The second Travel log activity invites learners to evaluate their classmate's work. It is then a good opportunity to remind learners that peer evaluation is a valuable tool not only to develop interpersonal skills but also to reflect on their own work, be fair and honest, and support their classmates when relevant. To enrich this activity, you can ask learners to correct or improve their answers in the questionnaire. Time permitting, you can encourage them to give their classmates suggestions on how to improve or work on specific areas.



Itinerary

CLASS 1

REVISION OF CHECKPOINTS 1 TO 4

To help learners reflect on their work so far, you can write these questions on the board: *How do you feel about the proposal you presented to your classmates? Was it easy to select one destination? If not, why not? Do you remember how you selected the information you presented in the proposal?* You can arrange the class in groups of three and four and ask learners to discuss the questions with their classmates.

Ask learners to open their Student's Book to page 106 and draw their attention to the checkpoints suggested for this product. Arrange the class in groups of four (to work with the same classmates they have worked with), and ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 4). You can elicit learners' findings by pointing to the steps (1 to 4) as they mention them. If you follow this suggestion, learners will be able to recapitulate, and trace back their work with the intention to get them ready to work on the last activity.

CHECKPOINT 5

Before you allow learners to continue working in groups, you can explain to the class that they will now use their list

of agreements to prepare their final itinerary. It's advisable that you allow some time for learners to decide how they will organize themselves and divide the work equally among the members of the group. When the itinerary is ready, you can distribute the Individual Product Record on page 116 for learners to check their answers.

INDIVIDUAL PRODUCT RECORD

It is important to introduce the **Individual Product Record** before distributing them by stating its purpose: You can explain to the class that they will now reflect on their individual performance during the development of the product of this module and then distribute a copy of the record to each learner.

While you distribute this record, you can ask the class to read the instructions in silence. Then, with the notes they prepared (in Lessons 3 and 4) and the comparative chart at hand, you can 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.

CLASS 2

Arrange the class in groups of four so that learners work with the same classmates they prepared the itinerary. Explain to the class that they will now take turns to present their work to the class: learners should be able to take turns to present their itinerary. When all groups have presented their work, distribute the **Collaborative Product Record** on page 116 for learners to evaluate their performance with the help of their classmates and yourself.

COLLABORATIVE PRODUCT RECORD

Before distributing the **Collaborative Product Record** to the class, you can tell learners that they will now reflect on their performance when working and interacting with others to prepare an itinerary suggested for this module. It is important to encourage the class to read the instructions carefully and complete the first row justifying their choice by completing the

last column. Then you can 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, you can invite learners to read their classmates' and your notes to propose an action plan to work on during the following module. It is advisable to go around the classroom to make sure learners complete the table. This record, along with the Individual Product Record will be used as evidence of their overall performance during this module.

Go to page 117 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Itinerary			
After checking my work...	Satisfied	Partially satisfied	Not satisfied
a. ...I was able to use brochures and other sources to select destinations.			
b. I was able to compare different destinations and identify advantages and disadvantages.			
c. ... I was able to prepare a proposal to present to my classmates and give my opinion about their own			
d. ... I was able to prepare a group proposal with my classmates and contribute to the itinerary.			

Collaborative Product Record

Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Itinerary				
1. Choose the option that best completes your performance:	I am... with my participation I participated actively bringing sources and travel brochures, analyzing destinations pointing out the advantages and disadvantages I gave my opinion about others' work respectfully I contributed to the final itinerary presented to the class.			Justify your ideas:
	Satisfied	Partially satisfied	Not satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decisions with others. I shared my opinion about their proposals politely.			Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the preparation of the itinerary and the presentation of it..			Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will.			

YOUR RECORD OF THE JOURNEY

(suggested procedure)

Prior to this class, you need to prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you can ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. Then, you can explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 118.

Activity 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon. These activities have been selected to help learners track their progress and reflect on their performance. Then, you should distribute copies of Your Record of the Journey and give instructions for the first activity. You can ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record.

Activity 2

Now it's the learners' turn to select extra activities of their choice. To do this, you can explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. It is important that you point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


To set this activity, you can draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, you can ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. With the classmate, you can go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Student's Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Don't complete the last column.

Module 7 A journey into trips and itineraries					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY Seek and consult information.	Activity 9				
Lesson 2 – DEPARTURE Compare pros and cons of ideas and proposals.	Activity 6				
Lesson 3 – PATHWAY Build arguments to defend ideas and proposals.	Activity 5				
Lesson 4 – DESTINATION Listen and express pros and cons to come to an agreement.	Activity 6				
	Activity 8				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Evaluate your performance working on the final product. Check (✓) the column that best describes your work.

In this module...	Satisfied
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Ask your teacher to comment on your progress and take notes in the last column of the table in Activity 1. Decide together which actions you will take in the future to improve.

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(photocopiable - Grupo Patria © 2018)

Reading journey: It'll be an amazing trip!

Suggested procedure to exploit the Optional Reading Activities

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to Chapter 6. Explain to the class that they will read about a class organizing a school trip on the following pages.

Activity 1

Ask learners to read the questions before they read the text and try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A a. they planned the trip altogether; b. to Lacanja and Bonampak in Chiapas; c. they will visit the jungle, stay in cabins, visit the ruins of Bonampak, do some bird watching and take Lacandon-Mayan lesson.

Activity 3

Ask learners to read the statements first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for detailed information. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. T; b. F; c. F; d. T; e. F; f. T; g. T; h. F; i. NM.

Activity 4

Ask learners to read the statements before they read the text again. Alternatively, encourage them to order the events in the story first if you think the text was not very difficult. Then ask them to read the text again to check their answers. Learners need to read the text for detailed information again. Go around the classroom and help them when necessary. Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. 8; b. 1; c. 5; d. 2; e. 7; f. 3; g. 6; h. 4

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Setup the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues they you notice to use them later when you elicit answers.



A journey into your future

- **Learning environment:** Recreational and literary.
- **Communicative activity:** Recreational expression.
- **Social practice of the language:** Produce constructive forecasts for others.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ You will have an amazing time

Achievements: Revise samples of written forecasts

Teaching guidelines:

- Provide samples of forecasts and make links with your students' previous knowledge for them to be able to:
 - Analyze topic, purpose, and intended audience.
 - Value the use of graphic and textual components.
 - Understand sentences that describe future situations (will, shall, be + going to).
 - Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).
 - Compare sentences with future, past, and/or present verb forms.
 - Contrast opinions.

Collect evidence such as: List with future situations. Sentences describing future situations.

Resources: Student's Book pages: 108 - 111

Lesson 3

PATHWAY ♦ What will happen if...?

Achievements: Formulate and respond to questions to understand forecasts.

Teaching guidelines:

- Create the necessary conditions for your students to learn, in a spontaneous way, how to:
 - Form and respond to questions to make forecasts based on present situations (e.g. *What will happen if...? If we study, we will...*)
 - Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths
 - Model different ways of asking and answering questions.

Collect evidence such as: Sentences describing future situations.

Resources: Student's Book pages: 116-118 Cardboard or flip paper

ARRIVAL

Forecasts: We think the world will...

Resources: Student's Book page: 122 ■ Cardboard or flip paper.

Lesson 2

DEPARTURE ♦ If we don't leave now...!

Achievements: Listen and identify ways to express future actions.

Teaching guidelines:

- Provide models of forecasts to your students and encourage them to:
 - Listen to forecasts and discover future verb forms.
 - Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.
 - Analyze different ways of expression with others.

Collect evidence such as: Constructive dialogue about own and others' forecasts

Resources: Student's Book pages: 112 - 115 ■ CD tracks 20, 21

Lesson 4

DESTINATION I think you will...

Achievements: Write sentences that express future tense to create forecasts

Teaching guidelines:

- Foster a collaborative atmosphere between students and guide them to understand different ways to:
 - Extend repertoires of words to express the future tense.
 - Write questions and sentences that describe future actions.
 - Analyze letter clusters which are non-frequent or absent in their mother tongue. (e.g. *sh, ll*)
 - Link sentences with connectors to write forecasts about real or fictitious situations.
 - Promote feedback between classmates.
 - Check spelling and punctuation in pairs.

Collect evidence such as: Constructive dialogue about their own and others' forecasts.

Resources: Student's Book pages: 119 - 121

■ CD visual resource 6 (and a projector)

READING JOURNEY

Teens' thoughts about the future

Resources: Reader book pages: 77 - 88

CLASS 1

Context setting: To set the context of this module you could exploit the opening question on the cover page in the Student's Book by writing it on the board. If you decide to do this, you can arrange the class in groups to discuss the question and then invite some volunteers to share ideas with the class. After that, you could ask learners to choose the person in their group who is the most optimistic about his or her future. Then, you can invite a few groups to share their conclusions with the class by giving specific examples of the goals or dreams that their classmate expressed. It is a good idea to tell learners at this point, that in this module they will be taking a look at different ways of talking about the future, especially focusing on how to create constructive forecasts.



On board

1 Look at the pictures and discuss the questions below.

This activity will help increase learners' interest and motivation in the concept of 'futurity' by having them relate it to vacations, which is a time of year that students normally enjoy. If you choose to conduct the activity as proposed in the Student's Book, after learners have finished discussing, you can remind them that in the previous module they worked on creating an itinerary for a class trip. Then, you could ask the class to create an itinerary by deciding which three activities they would all like to do together next vacation. If you do this, you will be helping learners relate the language knowledge they already acquired in the previous module to the new knowledge they will be building up throughout this module.



A Answers may vary.



Highlights

2 Look at the webpage. Read and choose the best option to answer the questions on the following page.

This activity will help learners analyze topic, purpose, and intended audience. You could set up this activity by asking the class to say if they prefer active or relaxing vacations. Then, you can tell learners to read the web

page quickly and say if they think the information will be more interesting for people who prefer active or relaxing holidays. After that, you may want to conduct the activity as proposed in the Student's Book. Once that learners have completed the activity, you might want to invite them to discuss in small groups if they would be interested in doing a language course abroad and why. Then, you could encourage them to share in their groups what other things they would like to do if they were taking a language course abroad. If you would like to use the text in the web page in a more thorough way, check the Extra Activity box.

A a. 3, b. 1, c. 2

3 Discuss the questions below.

This activity will help learners value the use of graphic and textual components. You might conduct this activity as proposed in the Student's Book, if you decide to do that, then you could ask the class to work in groups and come up with ideas on how to make the web page more appealing and interesting to a teenage audience. Then, you can encourage learners to make a sketch that shows how the web page will look like, and invite some volunteers to share their sketches with the class.



A a, b and c: to make the text attractive for potential students, d, e, f: answers may vary.

4 Read the webpage again. Follow the instructions below and complete the table.

This activity will help learners compare sentences with future, past, and/or present verb forms. Before setting up this activity, it might be a good idea to elicit examples about past, present and future from learners by using some questions such as: *What's something you did last vacation?* () *What's something you do everyday at school?* (...), *What's something you would like to do next weekend?* (...) Depending on learners' contributions, you could use these ideas to write example sentences on the board to help them remember the grammar patterns used to express the different times. By doing this, you would be giving learners additional tools to complete the activity more confidently. Then, you could set up the activity as proposed in the Student's Book.

A Answers may vary.

Lighthouse

The purpose of this box is to help learners reflect on learning strategies. If you would like to make use of the information in this box more effectively, you can draw learners' attention to the left side of the box and have them read the information. You could then explain that they need to discuss and identify which tense (present, past or future) is normally used for expressing different ideas. After that, you can have learners discuss in pairs and identify which tense is used to perform different functions. After that, you could direct learners to the questions on the right side of the box. Then, you can ask the class to work in groups and share their conclusions with another pair classmates. After that, you could invite some volunteer groups to share their conclusions with the whole class.

Closing

To wrap up this class, you could arrange the class in groups and ask learners to write three example sentences for each of the functions in the left side of the Lighthouse box. If you do this, you will be helping learners consider language more like a concrete tool that is useful to express specific concepts, rather than a set of abstract rules that they need to memorize. They mention to use them later when you elicit answers.

A Answers may vary.



Extra Activity

You could exploit the text to develop reading for specific information. After conducting Activity 2, you could write these prompts on the board: (1) Name two things mentioned in the first paragraph that students would do with the language course. (2) Besides the language, can learners learn something else during the program? (3) What type of student can apply to the language programs? Then, you can ask learners to read the text again, but this time more carefully to answer the questions. If you do this, you can follow up the activity by arranging the class in groups and asking learners to discuss whether they read in different ways during each of the various activities they have completed with the text. This can help learners become more aware the difference between the reading sub-skills of skimming and scanning.

Context-Setting: To set up the context of this class, you could arrange the class in groups and ask learners to write a list of things they remember about the web page they read in the previous class. Then, you can ask learners to compare lists with another group and think of the information in the text that refers to future time. Finally, you may want to explain learners that in this class they will take a look at different ways of expressing future forecasts.



On route

5 Look at the sentences. Answer the questions.

This activity will help learners understand sentences that describe future situations. If you think that learners might benefit more from using other examples of the language, instead of conducting the activity as proposed in the Student's Book, you could write the following examples on the board: I think it will rain today. The clouds are really dark, it is going to rain soon. Then you can ask the following questions: Are these sentences talking about the future? (Yes), Are both sentences making a forecast about the future? (Yes), Which sentence mentions evidence to support my forecast? (The clouds are really dark, it is going to rain soon), Is there evidence in the other forecast or is it based on my opinion only? (it is based on opinion only). After that, you could ask the class to complete Activity 5 as proposed in the Student's Book.

A a. Future time, b. Sentence b, c. Sentence a.

6 Circle the correct option to complete the rules. Complete the tables below.

This activity will help learners contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.) It might be more manageable for learners to complete this activity in two steps, if you decide to do this, you can ask learners to read the rules first and circle the correct option to complete them. Once learners have completed this step, you can ask them to complete the tables. Alternatively, when learners have completed this activity, you might arrange the class in groups and ask them to compare and correct their answers.

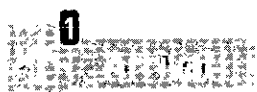
A a. be going to, b. will, c. verb in base form.
Answers in the table: I'm going to learn a lot; Are they going to have fun? We won't spend a lot of money; Will he buy souvenirs?

7 Choose two of the following areas, consider your opinion to make forecasts and write them in your notebook. Use the questions in the box to help you make forecasts.



This activity will help learners develop skills they need for the final product of the lesson. Before setting up this activity, you could tell learners that now it is time for them to make forecasts about the future using the language they just studied in the previous activities. Then, you may want to conduct the activity as proposed in the Student's Book

A Answers may vary.



Before you ask learners to go to page 124, it is advisable to introduce the final product for this module: Forecasts. It could be useful to tell the class that during this module they will work on preparing a dialogue to present their forecasts to the class, and that in each lesson they will get a set of instructions to develop the product. Then, you can have learners complete Checkpoint 1 in the Arrival lesson in page 124. You could ask learners to brainstorm forecasts for each of the topics represented in the pictures and write them in their notebooks. Additionally, you may want to tell learners that they can also brainstorm forecasts about any other topics they find interesting. It might be a good idea to encourage learners to come up with at least 3 forecasts for each of the topics they discuss, so that they have enough material to complete Checkpoint 2 the following class.



Spyglass

The purpose of this box is to help learners reflect about themselves. If you would like to take advantage of the information in this box more effectively, you could ask learners to read the suggestions in the box and check the three they consider will be more useful. Then, you can arrange the class in groups and ask learners to share their choices and explain their reasons. After that, you could invite some volunteers to share their views with the class. By doing this, you can help learners reflect on the fact that each person is different and that some strategies that might be useful for us, may not work as well for other people. Finally, you may want to share with the class that it is important to value and respect our differences, since this is something that can make the world we live in, a more varied and richer place.



Explore

8 Take turns to share your opinions and forecasts in Activity 7, discuss the questions and write a list with future situations.

You could set up this activity by explaining to the class that they will compare their forecasts in order to contrast opinions. You may want to remind learners of the fact that they might have completely different ideas, and that the purpose of this activity is not to see who is right or wrong, but to compare and contrast points of view. While learners complete the activity, you may want to monitor so that you can encourage them to justify their opinions with additional examples and reason. You might also take notes on any language issues you notice to provide delayed feedback at the end of the activity. Alternatively, you may also ask some volunteer groups to share conclusions with the class.

A Answers may vary



Travel log

9 Look back at the activities in this lesson. Complete the chart below with notes.

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 anecdotal record to help them reflect. Before asking learners to complete the chart to evaluate themselves, it might be a good idea to help learners identify which activities 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.

10 Ask a classmate to evaluate your performance, checking your notes in the chart.



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

If we don't leave now...!

CLASS 1

Context-setting: To set the context of this lesson you could remind learners that in Module 4 they expressed their opinions about different comic strips. Then, you could arrange the class in groups of 3 or 4 and ask learners to discuss what elements make a good comic strip. After that, you can tell learners to choose the 3 most important elements for a comic strip. Next, you may invite a few volunteer groups to share their conclusions with the whole class. Finally, you could tell the class that in this lesson they will create a comic strip that includes forecasts.



On board

- 1 Look at the comic strips. Predict what the characters are saying.**



This activity will help learners get engaged before being exposed to models of forecasts in comic strips. To set up this activity, you could direct learners' attention to the comic strips. Then, you can explain the class that they need to predict what the characters are saying in each panel in the comics. While learners complete the activity you may decide to monitor their work and encourage them to write down their predictions in their notebooks. If you do this, learners will be better able to check whether they were right or not in the following activity

A Answers may vary.



Highlights

- 2 Listen to the audio version of the comic strips. Check your ideas in Activity 1.**

Track 24



This activity will provide learners with models of in comic strips. You could set up the activity by telling learners that now it is time for them to check if their predictions about the dialogues in the comic strips are right. If learners wrote their predictions down, encourage them to put a tick next to the predictions they got right. If you think it will be useful for learners, you may play the recording a second time.

A Answer may vary

- 3 Listen again. Write Eric, Tom, Simon, or Luis next to the sentences below.**



This activity will help learners listen to forecasts and discover future verb forms. Before setting up this activity, it might be a good idea to direct learners' attention back to the comic strips on the previous page and elicit the names of the characters. Then, you could tell them that they are going to listen to the audio versions of the comic strips again, but this time to identify different ways of expressing future concepts. After conducting the activity as suggested in the Student's book, you may ask learners to work in groups and create new versions for the dialogues in the comic strips. If you decide to do this, you can encourage learners to be creative and have fun with their dialogues.

A a. Eric, b. Tom, c. Luis, d. Simon, b. Tom, c. Luis



Lighthouse

The purpose of this box is to help learners reflect about learning strategies. If you would like to make use of the information in this box more effectively, you can direct learners' attention to the box and have them read the information in silence. Then, you can arrange the class in pairs and have learners discuss how this information can help them understand spoken English. If you have time, you may want to play track 20 again to help learners notice the use of contractions in natural spoken English.

- 4 Listen to another audio version of Eric and Tom's comic strip. Answer the questions below.**



This activity will provide learners with another model of forecasts in comic strips for them to listen and discover future forms. You can set up this activity by directing learners' attention to the questions and ask them to read in silence. Then, you can explain the class that they are going to listen to another audio version of Eric and Tom's comic strip. After that, you may want to play the audio twice for learners to complete the activity more successfully. Alternatively, you could arrange the class in groups and ask them to decide which of the three comic strips they listened to is the funniest and why. Then, you can invite some volunteers to share their conclusions with the class

A a. To Costa Rica; b. visit museums in the capital and talk a tour to a national park, c. walk through the jungle and see wild animals, d. with Eric's bad luck he'll be food for animals



On route

5 Look at these forecasts.. Answer the questions on the following page.

This activity will help learners distinguish future tense uses in forecasts. If you would like to set up this activity so that learners might feel more confident doing it, you could do so by asking learners to keep their books closed. You can write the example sentences from the Student's Book on the board. Then, you can ask learners the following questions: Are these sentences expressing forecasts? (Yes). How many actions are there in each sentence? (2). Do these actions express a cause and a consequence? (Yes). Which actions are the causes? (If I am lucky, If you find jaguars or crocodiles, If you check your notes), Which actions are the consequences? (You will not have problems on the exam, I will see monkeys, jaguars and crocodiles, you will be their food). Then, you could explain that these sentences are examples of forecasts using first conditional sentences. After that, you could ask learners to complete the activity in their Student's Book, and since you already answered some of the questions with the whole class before, this might boost learners' confidence in their own ability to answer the rest of the questions. Finally, if you think it is important for learners to practice this language point before moving on to the next activity, you may prepare a worksheet with some additional examples of forecasts with the first conditional for learners to either match (causes to consequences), or to complete with the correct form of verbs in parentheses. Alternatively you could write some sentence halves on the board for learners to complete with either a cause or a consequence.

A a. there are two actions in each forecast; b. the clauses starting with if in blue; c. the clauses in green; d. all consequences are possible; e. in present; f. in future; g. no; h. if; i. no—when the if clause goes first, there is a comma (,) before the second clause (the consequence).

6 Classify these sentences in the table below. Circle the correct option to complete the rules.

This activity will help learners further distinguish future tense uses in forecasts. Before setting this activity up, you may want to remind learners about the third audio comic strip they heard. You could ask them what they remember about it by using these questions: Who is going on holiday? (Eric), Where is he going? (Costa Rica), Has he made any decisions about his trip? (yes), Did he make these decisions when talking to Tom or before that? (before). If you think it will be useful, you can follow a similar procedure but this time focusing on the first comic strip and their characters. All this might be extremely useful for learners to contextualize

the language samples for them to complete the activity more confidently. After that, you can set up the activity as proposed in the Student's Book.

A a. (be) going to; b. will. **Expressing future plans:** I am going to take a tour of Manuel Antonio National Park; I am going to spend a couple of days in San José, the capital. **Expressing decisions made at the moment of speaking:** I will I will make my famous spicy chicken wings; I will see you later.

Closing

To wrap up this class, you could ask learners to make a list of the different concepts that can be expressed in future and that they have studied so far, additionally you can also invite learners to include an example sentence for each concept they write on their lists. After that, you may arrange the class in groups and have learners compare lists with their classmate. Finally, you could elicit ideas from learners and write a final version of the list on the board for the whole class to use as a reference that they can use for the rest of this module.

CLASS 2

Context-setting: To set the context of this class, you could remind learners that last class they looked at some comic strips that made use of future forms in the dialogues. Then, you can arrange the class in groups and ask learners to discuss how they would improve the comic strips they saw last class. Finally, you might invite a few volunteers to share ideas with the class.

7 Create a comic strip that includes a dialogue with forecasts. Use the guidelines to help you.



This activity will help learners develop skills they need for the final product of the module. You could set up this activity by explaining the class that they are going to create a comic strip similar to the ones they read and listened to in Activity 1. Then, you can ask learners to read the guidelines in silence. After that, you may arrange the class in pairs or groups (depending on the number of students in your class) to complete the activity as proposed in the Student's Book. While students complete the activity, it might be a good idea to monitor their work to make sure they write two different versions of their comic strips, since they will need both version to be able to complete the following activities.

A Answers may vary.



Before asking learners to go to page 122. It may be a good idea to remind them of the product of this module and that they have already completed Checkpoint 1. Then, you can ask them to go to page 122, take out the forecasts they came up with and complete Checkpoint 2 as proposed in the Student's Book. When learners have completed Checkpoint 2, it is advisable to encourage them to keep their chosen forecasts in a safe place, so that they can continue working with them later on.



Compass

The purpose of this box is to help learners reflect about collaborative work. If you would like to take advantage of the information in this box, you can direct learners' attention to the box and ask them to read it in silence. Then, you may arrange the class in groups and ask them to choose the 5 suggestions they think are the most important ones for working effectively in groups. Finally, you could invite a few volunteer groups to share their conclusions with the class.



Explore

- 8** Exchange version A of your comic strip with another pair of classmates, guess the dialogue and write down your ideas in the empty speech bubbles.

This activity will help learners put into practice some of the suggestions they chose in the Compass box. You could set up this activity by reminding learners that in the Compass box they reflected about how to work in groups more effectively. Then, you can encourage them to make use of the strategies they chose before to work more effectively in the following activities. After that, you can explain the class that now they will exchange comic strips with another pair and have to guess the dialogue. Depending on the number of learners in your class, you could arrange the class in groups of 4 or 6 and have learners exchange comic strips and guess the dialogues. It might be a good idea to go around the classroom to make sure that learners are only working with version A of their comic strips, since they will use version B to compare answers in the following activity

- 9** Show version B of your comic strip to your classmates and discuss the questions below.



This activity will help promote feedback between classmates. You can set up this activity by explaining the class, that now they will check if their guesses about their classmates' comic strips were right. Before asking learners to discuss the questions, you may allow learners to continue working in the same groups and ask them to show version B of their comic strips for their classmates to check their guesses. Then, you may direct learners' attention to the questions and have them discuss in their groups. Finally, you might encourage some volunteer groups to share conclusions with the whole class.



Travel log

- 10** Look back at the activities in this lesson. Complete the chart below with notes in your notebook.

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 anecdotal record to help them reflect. Before asking learners to complete the chart to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 11** Ask a classmate to evaluate your performance, checking your notes in the chart.



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

What will happen if...?

CLASS 1

Context-settin: To set the context of this class you could arrange the class in groups of four and remind learners of the comics seen in this module and Module 4. Then, you can ask learners to make a list of elements used in comic strips (speech and thought bubbles, sound effects, a funny situation, two or three characters, etc). After that, you may ask learners to take out the comic strips they made in Lesson 2 and evaluate the elements they used. While learners complete the activity you might monitor their work to encourage them to justify their ideas.



On board

- 1 Look at the two panels of Ben and Oliver comic strip. Brainstorm ideas about what will happen later and how the comic strip will end. Compare ideas with the original comic strip on page 120.



This activity will help learners make forecasts based on present situations. You could set up this activity by directing learners' attention to the two panels in the comic strip. Then, you can ask the class to say what they can see and what the relationship between the characters might be. After that, you may explain the class that they have to think about what will happen in the following two panels of the comic strip and how it might end. You can then arrange the class in groups and have learners brainstorm ideas about the ending of the comic strip. Once that learners have completed the activity you might allow learners to compare ideas with another group and finally, you could invite learners to check their predictions against the original comic strip on page 120.

A Answers may vary.



Highlights



- 2 Look at the speech bubbles and discuss questions a-e below.

This activity will provide learners with models of language to make and respond questions to make forecasts based on present situations. You could set up this activity by directing learners' attention to the speech bubbles first. Then, you can ask the class if the sentences in the speech bubbles are possible examples of language they could have used while completing Activity 1. After that, you may direct learners' attention to the questions and explain the class that they have to analyze the sentences in the speech bubbles and answer the questions. Next, you could arrange the class in pairs and have learners complete the activity as proposed in the Student's Book. Finally, you might want to share with learners that we can use because, also and however to link forecasts with extra information, but that they are used to connected different types of information, because: introduces a reason, however: introduces a contrasting ideas, also: introduces an additional and related idea

A a. 2, 4, 6, 7, b. Question 6 has a different word order, it starts with the conditional clause and then the question, c. 1, 3, 5, d. because, however, also, e. because introduces a reason, however links contrasting ideas, also introduces additional information



On route

- 3 Write a questionnaire to collect forecasts. Use the examples to help you.

This activity will help learners form questions to make forecasts based on present situations. Before asking learners to complete this activity in their books, you could write questions a and b on the board and arrange the class in pairs to ask each other these questions. Then, you can direct learners' attention to the questionnaires and explain the class that now they have to complete it so that they can collect forecasts. After that, you may arrange the class in pairs and have learners complete the activity.

A Answers may vary.



Explore

- 4** Use your questionnaire in Activity 3 to interview 3 different classmates. Take notes to remember their answers in the table below.

This activity will provide learners with practice in asking and answering questions about forecasts based on present situations. You could set up this activity by directing learners' attention to the table in Activity 4 and explaining the class that they are going to use the questionnaires they wrote to collect forecasts from 3 different classmates. Then, you can arrange the class in groups of 4 or allow learners to mingle around and interview 3 random classmates. While learners complete the activity, it might be a good idea to go around the classroom and monitor their work so that you can encourage learners to make notes based on their classmates' answers and invite them to use their notebook if the space in the book is not enough.

Closing

To wrap up this class, you could arrange the class in groups and ask learners to create a new comic strip based on the characters they found in this lesson (Ben and Oliver). You may want to encourage learners to use some of the forecasts they collected in the previous activity and include them in their comic strips. After that you could ask some volunteer groups to share their comic strips with the whole class.

CLASS 2

Context-setting: To set up the context of this class, you could ask learners to take out the comic strips they created at the end of the previous class 1. Then, you can arrange the class in groups of three or four, but you should make sure that learners work with different classmates from the ones they worked with last class. Then, you may ask learners to share their comic strips and encourage them to give each other feedback on how to improve their comic strips. If you do this, it will help learners start reflecting on their strengths and areas to work on, so that they can perform the final activities in this lesson with more ideas and confidence.

- 5** Share your questionnaire in Activity 3 and the answers you collected in Activity 4 and discuss the questions.



This activity will be useful to promote a constructive attitude in learners to evaluate their classmates' performance and their own. You could set up this activity by reminding learners that they wrote a questionnaire and collected answers from classmates in the previous class. Then, you can ask learners to take out both their questionnaires and the answers they collected if they used their notebooks. After that, you may direct learners' attention to the questions in Activity 5 and ask learners to read the questions in silence. Next, you might arrange the class in groups and have learners share their questionnaires and answers and discuss the questions. After learners have completed the activity you might invite a few volunteer groups to share conclusions with the whole class.

A Answers may vary.



Before asking learners to go to page 122, you could remind learners of the final product of this module and that they have already completed Checkpoints 1 and 2. Then, you can ask learners to go to page 122 and take out their chosen forecasts. After that, you may draw their attention to Checkpoint 3 and explain that they will now create questions that are related to their forecasts. If you consider it useful, you can remind learners of the questionnaires they created during the previous class and allow them to use it as an extra resource for them to complete the activity.

- 6** Think and reflect about your performance in this module and complete the table with notes.

This activity will help learners develop a self-critical constructive attitude to evaluate their own strengths. You could set up this activity by asking the class to look at the table in Activity 6 and read the information in silence. While learners complete this activity individually, you might want to monitor their work to encourage them to be objective and fair about their work by including reasons in the table to support their opinions.

A Answer may vary

7 Share and compare your table in Activity 6. Discuss the questions below.



This activity will help learners develop a critical constructive attitude to evaluate their classmates' strengths. To set up this activity, you could tell learners that now it is time to evaluate not only themselves but their classmates. You can ask learners to read the questions in silence. Then, you can arrange the class in groups of 3 or 4 and have learners share and compare their tables in Activity 6 and discuss the questions. While learners complete this activity, you could monitor their work to make sure that learners are respectful and constructive in their feedback. Finally, you might invite some volunteers to share with the whole class a few useful suggestions they received from their classmates.

A Answers may vary.



Travel log

8 Look back at the activities in this lesson. Complete the chart below with notes.



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 anecdotal record to help them reflect. Before asking learners to complete the chart to evaluate themselves, it might be a good idea to help learners identify which activities 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.

9 Ask a classmate to evaluate your performance, checking your notes in the chart.



Before asking learners to co-evaluate, it might be a good idea first, to ask them to compare notes. If you decide to do this, you may also ask learners to check the points in the chart that they both feel satisfied with and the points they both found challenging and explain why. After that, you can ask learners to evaluate each other. Alternatively, you may ask learners to think of strategies that could help them improve their performance in the future, when a pair of learners is not sure about what strategies they may use to improve and make some suggestions yourself. Alternatively, rearrange the class in groups and have learners choose the most useful suggestions that can help them improve.

Destination I think you will...

CLASS 1

Context-setting: To set the context of this lesson to might want to remind learners that throughout this module they have been working with future time, and that they have been making forecasts about fictional characters and other topics. You can then mention that in this lesson, it is the time for learners to focus on their own future and their classmates' future. Then, you could arrange the class in groups and ask learners to guess what the goals and dreams of their classmates in their groups are. Next, you might invite the groups to find common goals and dreams. Finally, you could encourage some volunteer groups to share some of their common goals and dreams with the rest of the class.



On board

1 Guess what the people in the pictures think about their future.

This activity will help learners think of constructive forecasts for others. Ask the class to open their Student's Book to page 121. Direct their attention to the pictures. Explain that they are going to guess what the people in the pictures think about their future. Arrange the class in groups of 3 or 4. Have learners guess what the people in the pictures think about their future. Go around the classroom and monitor their work. Allow learners to compare ideas with another group. Invite volunteer groups to share ideas with the whole class.

A Answer may vary.



Highlights

2 Match the questions to the best answer and circle the correct option to complete the paragraph.

This activity will help learners extend their repertoire of words to express future. It is advisable to conduct this activity in two steps. If you decide to do that, you could set up this activity by first directing learners' attention to the

questions on the left and the answers on the right. Then, you can explain that they need to match the questions to the correct answer. After that, you may arrange the class in pairs and have learners match the questions to the answers. Alternatively, you might wish to encourage learners to think which person from Activity 1 gave each answer. After that, you should direct learners' attention to the paragraph at the bottom of the page and explain that they have to analyze the questions and sentences in order to circle the correct option to complete the paragraph. For this step, you may allow learners to continue working in pairs and have them circle the correct option to complete the paragraph. Once that learners have completed the activity, you might want to share with learners that the present tense can also be used to express goals and dreams about the future. Alternatively, you could draw learner's attention to the words in purple in the answers and ask: Which of these verbs express goals? (plan), Which of these verbs express dreams? (hope, want, would like). Next, you can draw learners' attention to the words in blue and ask: Are these words verbs or nouns? (nouns), Are they in past or infinitive form? (infinitive). Finally, you could tell learners that when we use hope, want, would like or plan to express plans and dreams about the future, they are followed by a verb in infinitive form. You could emphasize that if this is not done, then we are not really expressing goals and dreams and that the meaning of the sentence could change completely or be incorrect

A a. 2, b. 3, c. 4, d. 1 present, some, normally, infinitive.

3 Look at the following sentences and discuss the questions.



This activity will help learners analyze letter clusters which are non-frequent or absent in Spanish. Before setting up this activity, it might be a good idea to tell learners that in the previous activity they saw some expressions that we can use to talk about our personal goals and dreams, and that in this activity they will take a look at how to express constructive forecasts about other people's goals and dreams. If you do this, you will be helping learners focus on the communicative aspect of the

language exposed here. Then, you could set up this activity as proposed in the Student's Book. Once that learners have completed this activity, you might want to give them some practice on producing constructive forecasts. If you decide to do that, you could arrange the class in pairs and ask learners to go back to Activity 1 and come up with a constructive forecast for each of the people here. Finally, you might encourage a few volunteers to share their constructive forecasts with the whole class.

A a. the last sentence is the only one that does not express a constructive forecast, b. th, nk, ss, ms, dy, ry, cc, gg, nds, ly, c. because incorrect spelling might cause misunderstandings.



On route

4 Take turns to ask and answer the questions below. Write your classmate's answers on the lines. Think of three additional questions and write them on the lines.



This activity will help learners write questions and sentences that describe future actions. It might be a good idea to conduct this activity in two steps. First, you could set up the activity by directing learners' attention to the questions and ask them to read in silence. Then, you can explain the class that they are going to use the questions to interview a classmate. After that, you could arrange the class in pairs and have learners take turns to ask and answer the questions and record their classmates' answers on the lines. Once that learners have completed this step, you may tell learners that they are going to think of three additional questions to ask their classmates about the future. You might allow learners to continue working in the same pairs or ask them to change partners. It is advisable to ask learners to write three additional questions on the lines first. Then, you can have learners take turns to ask and answer their additional questions.

A Answers may vary.

Closing

To wrap up this class, you could refer learners back to the pictures in Activity 1 and ask them to imagine how the people in the pictures would answer the questions in Activity 4 and the ones they wrote. Then, you can arrange the class in groups and have learners discuss together. You might want to invite a few volunteers to share their ideas with the whole class. See the **Shortcut to Games** box if you have some extra time at the end of this class.

Shortcut to Games. You could exploit the questions that learners wrote in Activity 4 by playing a game, if you decide to do this, you can ask learners to work in groups of 4 or 5 and select about 8 of the questions they wrote in Activity 4. Then, you can ask them to write the questions on small pieces of paper. After that, you can explain the class that on a sheet of paper, they should draw a simple game board with squares to go around with a starting and finishing point. You might want to invite learners to add squares in which they miss turns or go back two squares. Once that learners have designed their board game, you can tell them that they will need a coin (to go around the board) and a small object that will represent them on the board. You can tell them that they need to take turns to (1) toss a coin, (2) move 1 or two squares, and (3) answer one of the questions. If their classmates are not satisfied with the answer, learners go back to the square where they were before they tossed the coin. The learner who lands on the 'finish square' first is the winner. Finally, you can let learners have fun playing the game. However, it might be a good idea to monitor their work to make sure that not only they are having fun but that they are also practicing the language they learned during this class.

CLASS 2

Context-setting: To set the context of this class, you can make use of Image 7 in the CD. If you decide to do this, you can exploit this image by showing it on the board. Then, you can arrange the class in pairs or small groups. You should explain to the class that based on the images, they need to come up with forecasts for these people. While learners come up with their forecasts, you could monitor their work to encourage them to come up with at least 2 different forecasts for each of the pictures. Once that learners have completed the activity, you might want to invite a few volunteer groups to share their forecasts with the class.



Explore

5 Share your questions and answers in Activity 4. Choose the best questions and answers to write two short dialogues in your notebook that include constructive forecasts. Check the example to help you.



This activity will help learners develop skills they need for the final product of the lesson. You could set up this

activity by reminding learners that last class they wrote some questions to ask their classmates about their future. Then, you can explain the class that they are going to write a short dialogue based on this information. Next, you may direct learners' attention to the example dialogue in the box and ask learners to read it in silence. After that you could arrange the class in groups of 3 or 4. First, you should have learners share their questions and answers in Activity 4 and choose the best that could be used in a dialogue. Then, you can ask learners to write two short dialogues using the questions and answers they chose.

A Answers may vary.



It is suggested that the final product for the module is built up gradually throughout the different lessons. However, if you think that conducting this step at this point might disrupt the flow of the lesson, feel free to conduct this stage as part of Class one for the product lesson.

Before asking learners to go to page 122, you could remind learners of the product of this module and that they have already completed Checkpoints 1, 2 and 3. You can then ask them to go to page 122 and take out their forecasts and questions. You may want to draw their attention to Checkpoint 3 and explain that they will now use their forecasts and questions to write a dialogue. You might want to monitor learners' work at this point to make sure that they include constructive forecasts in their dialogues.



Compass

The purpose of this box is to help learners reflect about collaborative work. If you would like to take advantage of the information in this box, you can ask the class to continue working in groups and discuss the questions in the box and express their reasons for their opinions. After that, you could invite some volunteers to share their views with the class.

- 6** Exchange the dialogues you wrote in Activity 5 with another group. Write feedback comments on a piece of paper, include positive points and suggestions for improvement. Use the checklist to help you focus your feedback.



This activity will help learners check spelling and punctuation and promote feedback between classmates.

You could set up this activity by reminding learners that they have just discussed about the importance of constructive feedback in the Compass box. You can then tell them that now it is time for them to provide constructive feedback to their classmates. You should direct learner's attention to the checklist in Activity 6 and have them read in silence. Then, you might want to arrange the class in new groups. First, you should have learners exchange dialogues and write feedback for their peers. It is advisable to monitor their work at this points to make sure that learners write constructive feedback comments. Then, you can ask learners to exchange feedback comments and provide suggestions to their classmates on how to improve. Finally, you might want to invite a few volunteers to share the feedback comments they received from their classmates



Travel log

- 7** Look back at the activities in this lesson. Complete the chart below with notes in your notebook.



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 anecdotal record to help them reflect. Before asking learners to complete the chart to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 8** Ask a classmate to evaluate your performance, checking your notes in the chart.



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

Forecasts

CLASS 1

REVISION OF CHECKPOINTS 1 TO 3

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 forecasts? How about writing a dialogue with your forecasts? Do you remember which steps you followed?* After that, you may ask them read the checkpoints suggested for this product.

You may want to arrange the class in groups, and ask learners to go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 3). By doing this, you will enable learners to recapitulate, and trace back their work with the intention to get them ready to work on the last activities.

In case you chose not to do Checkpoint 4 in the previous class, now it's the time to do it, you should check the suggested procedure for this activity on page 131.

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 their work.

CHECKPOINT 5

To set up this activity, you could ask learners to exchange dialogues with another group and give each other feedback. If necessary, you may refer them back to the checklist in Activity 6 page 121. It is advisable to go around the classroom and monitor their work at this points so that you can encourage learners to be constructive with their feedback.

CLASS 2

CHECKPOINT 6

Explain the class that now they will present their dialogues to the whole class by performing them in a role-play. If you consider it necessary, you may allow learners to rehearse their dialogues before performing. Then, you can assign turns for each group to perform their dialogues. While groups perform their dialogues to the whole class, you might want to encourage learners to write down the most interesting forecasts in the dialogues their classmates present.

When all groups have finished presenting their dialogues, you should distribute the **Collaborative Product Record** on page 134 for learners to evaluate their performance with the help of their classmates and yourself.

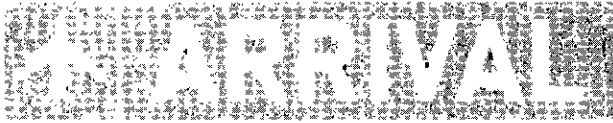
COLLABORATIVE PRODUCT RECORD

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 film script suggested for this module.

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, you could 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 135 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Dialogue with forecasts: Individual checklist to keep a record of my work			
After checking my work, my dialogue...	Satisfied	Partially satisfied	Not satisfied
a. ...includes interesting ideas			
b. ...includes ideas that are well connected			
c. ...includes constructive forecasts			
d. ...are written correctly with accurate use of grammar, vocabulary and punctuation			

COLLABORATIVE PRODUCT RECORD

Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Dialogue with forecasts:			
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively to prepare a dialogue with forecasts, listening to others and supporting my classmates when possible		Justify your ideas:
	Satisfied	Partially satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decision with others and assisted them when they needed some help		Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the presentation of my work. I participated actively during the writing of the notes and its presentation.		Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...		

YOUR RECORD OF THE JOURNEY

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It is very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 136.

ACTIVITY 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon [entra ícono portfolio]. These activities have been selected to help learners track their progress and reflect on their performance.

Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

ACTIVITY 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

ACTIVITY 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

ACTIVITY 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

1 Take out your Activity Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 7 A journey into the future					
Lesson	Activities with a icon 	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY: You will have an amazing time!	Activity 7				
	Activity 8				
Lesson 2 – DEPARTURE: If we don't leave now...!	Activity 7				
	Activity 8				
Lesson 3 – PATHWAY What will happen if...?	Activity 3				
Lesson 4 – DESTINATION I think you will.	Activity 5				
	Activity 6				

2 Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

3 Answer the questions based on your learning experience. describes your performance.

In this module..	
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two.	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use	

4 Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

READING JOURNEY:

Teens' thoughts about the future

Suggested procedure to exploit the Optional Reading Activities.

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 77. Explain to the class that they will read about what other teens think about the future.

Activity 1

Ask learners to read the questions before they read the text and try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A Answers may vary.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for their first time they read, they only need to get the general idea of the text to match the names of the participants to the topics they talk about. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A a. 4; b. 6; c. 2; d. 5; e. 3; f. 1.

Activity 3

Ask learners to read the statements and options first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for gist (general idea). Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. 3; b. 2; c. 1; d. 3; e. 1.

Activity 4

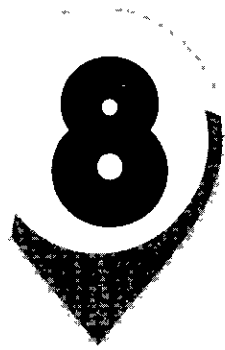
Ask learners to look at the words below the instructions. Encourage them to complete the sentences first. Then ask them to read the text again to check their answers. This time learners need to read the text for specific information. Go around the classroom and help them when necessary. Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. engine, pollute; b. vaccines, lives; c. missions, extract; d. dangerous, accidents.

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Setup the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues they you notice to use them later when you elicit answers.



A journey into community services

- ■ **Learning environment:** Family and Community
- **Communicative activity:** Exchange views of a community service.
- **Social practice of the language:** Exchanges associated with specific purposes.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ I would like some information, please!

Achievements: Listen and revise dialogues about community services.

Teaching guidelines:

- Offer your students a variety of activities with which they can:
 - Recognize topic, purpose, and intended audience
 - Detect contextual clues (e.g. background noise, relationship of speakers, etc.).
 - Identify the form of communication (face to face or long-distance interaction).
 - Distinguish intonation and attitude.
 - Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).
 - Notice language register.
 - Exchange experiences.

Collect evidence such as: Table with information about a community service.

- Resources:** Student's Book pages: 126-129
 ■ CD tracks 22 ■ CD visual resource 7 (and a projector)

Lesson 3

PATHWAY ♦ Could you tell me if...

Achievements: Exchange information about community services.

Teaching guidelines:

- Provide information and help students to learn how to:
 - Select appropriate repertoires of words and expressions.
 - Determine language register according to the intended audience.
 - Include relevant details and interesting information.
 - Form and respond to questions in order to ask for and give information.
 - Consult notes to remember information that is necessary to know.

Collect evidence such as: List of questions and answers to ask for and give information

- Resources:** Student's Book pages: 134-136 ♦ CD image 8

ARRIVAL

Role Play

- Resources:**
 Student's Book page: 140

Lesson 2

DEPARTURE ♦ What can I do for you?

Achievements: Get the main idea.

Teaching guidelines:

- Guide your students for them to be able to:
 - Activate previous knowledge
 - Anticipate general sense
 - Clarify the meaning of words and expressions.
 - Distinguish the composition of expressions, types of sentences and modal verbs.
 - Identify use of words and expressions that contain ideas (e.g. *if, then, and, because*, etc.).
 - Detect key words.
 - Determine the structure of dialogues, opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).

- Resources:** Student's Book pages: 130-133 ■ CD track 27

Lesson 4

DESTINATION ♦ I think you will like this...

Achievements: Exchange information about community services

Teaching guidelines:

- Provide information and help students to learn how to:
 - Select appropriate repertoires of words and expressions
 - Determine language register according to intended audience.
 - Fluently take turns to speak.
 - Include relevant details and interesting information.
 - Formulate and respond questions to ask for and give information.
 - Consult notes to remember necessary information that is necessary to know.
 - Confidently and appropriately participate in brief dialogues.
- Monitor their progress regarding an initial point.

Collect evidence such as: List of questions and answers to ask for and give information.

- Resources:** Student's Book pages: 137-139

READING JOURNEY

Practical suggestions for community service

- Resources:**
 Anthology pages: 89-100

CLASS 1

Context-setting: To set the context of this module you could exploit the opening question on the cover page in the Student's Book by writing it on the board. If you decide to do this, you can arrange the class in groups to discuss the question and then invite some volunteers to share ideas with the class. It is a good idea to encourage learners at this point, to relate the knowledge they may already have about public and community services in their own cities, with the information they will see throughout this module. You might also use Image 8 in the CD instead of the opening question and exploit it by inviting learners to discuss what the images represent and why these services are important in our lives. If you decide to do this, it is advisable to let learners know that throughout this module, they will develop the skills to perform a role-play about a community service.



On board

- 1 Look at the pictures about activities offered in a community center. Answer the questions below.**



This activity will help learners activate any previous knowledge they may have about activities related to community services in English. If you choose to conduct the activity as proposed in the Student's Book, after learners have finished discussing, you can invite the class to write a list in their notebooks with the places or organizations in their town that provide community services. If you do this, this list will be a useful resource for learners so that they can collect information later on.

A Answers may vary.



Highlights

- 2 Listen to two conversations. Circle the correct picture for each conversation.**

Track 25



This activity will help learners identify form of communication (face to face or long-distance interaction) and detect contextual clues (background noise, relationship of speakers, etc.). You may conduct the activity as proposed in the Student's Book. Alternatively, you could also direct

learners' attention to the pictures for conversation 1 first and ask the following questions before playing the recording: Are the people in these pictures friends or strangers? (friends), Which picture represents face to face interaction, a or b? (a). Then, you could explain to the class that they are going to listen to two conversations, and that they need to decide whether each conversation is face to face or long-distance interaction. Additionally, you may also ask learners to write a list of possible clues that can help determine whether a conversation is face to face or long-distance interaction, for example: interference sounds from phone lines, clarity of sound, background noises, etc. At this point, it could also be a good idea to remind learners that for this activity, they are not supposed to understand all the words in the audio, since this will help reduce the pressure for completing the activity.

A Conversation 1: a / Conversation 2: b.

- 3 Listen again. Choose the correct answers.**



This activity will help learners recognize topic, purpose and intended audience. You could set up this activity by telling learners that now that they have identified whether the conversations are face to face or long-distance, it is time for them to listen again and focus on the topic, purpose and audience for each conversation. Then, you can ask learners to read the questions in silence before playing the recording. Once that learners have completed the activity, you might allow learners to compare answers.

A Conversation 1 a. 1, b. 2, c. 1, d. 2

Conversation 2 a. 1, b. 1, c. 2, d. 1.

- 4 Listen to the conversations again.**



Check (✓) the correct column for each of the questions in the table.

This activity will help learners distinguish intonation and attitude, recognize speakers' actions that support meaning and notice language register. You could set up this activity by telling learners that they are going to listen to the conversations again, but this time to focus on intonation and attitude. You might want to share with learners that intonation can have a great effect on the messages we express, since we can say the same words, but by changing the intonation, the message transmitted could be completely different. It might be a good idea to conduct this activity in steps, in order to do that you may direct learners' attention to the questions in the table and the first two columns they

need to complete. Then, you can have learners read the information in silence. After that, you could tell the class that first they are going to listen to the conversations in order to identify intonation. You may also want to model the difference between rising and falling intonation before playing the audio. Once that learners have completed this first part of the activity, you could then direct learners' attention to the last 4 columns in the table. You might want to tell learners that they will listen again to identify speaker's attitude. If you consider it necessary, you may decide to make pauses while playing the recording to help learners focus on one question at a time so that they can complete the activity more successfully. Finally, it might be a good idea to allow learner to compare answers in groups so that they can help each other. You could see the **Teaching Tips** box for more ideas on how to focus on intonation.

A Rising intonation: a, d, f, g, j, l, m, n
 Falling intonation: b, c, e, h, i, k
 All questions sound polite except g
 Questions to confirm information or understanding only a and b.

Lighthouse

The purpose of this box is to help learners reflect on learning strategies. If you would like to make use of the information in this box more effectively, you can direct learners' attention to the box and have them read the information in silence. Then, you can arrange the class in groups and ask learners to discuss how this information can help them improve their listening skills. If you consider it necessary, it might be a good idea to play the recording again at this points and ask learners to listen and repeat the questions with the correct intonation.



5 Answer the questions below.

This activity will help learners react in a personalized way to the information they heard in the conversations. To set up this activity, you could tell learners that now they are going to discuss some questions, considering the information they heard in the conversations. Before asking learners to discuss the questions, you may conduct a brainstorm activity on the board by asking learners to mention the activities that the youth center Brighter Days offer. Then, you could encourage learners to come to the board and add any other activities

they think would be beneficial for the community. Finally, with those resources on the board, you could ask learners to discuss the questions.

A Answer may vary.

Closing


To wrap up this class, you could remind learners that in this class, they listened to two conversations and focused on some intonation patterns. Next, you may refer learners back to the questions in Activity 4. You could explain that now they can practice changing the intonation in the questions to make them sound rude, sad, happy, polite or any other attitude or emotion they want. Then, you could group learners in 3 or 4 and ask them to take turns to choose a question and change the intonation to express the attitude they chose. You should tell the class that the other members of the group need to guess which attitude their classmate is trying to convey. It might be a good idea to monitor learners' work at this point, so that you can clarify any doubts they might have about how to change intonation patterns to express different attitudes.

Teaching Tips: How to focus on intonation

When teaching intonation, you can help learners identify the changes in intonation in a visual way. Arrows are useful for doing this. You could write an example sentence and draw an arrow on the board. This arrow should represent the type of intonation pattern you want learners to notice e.g. an arrow above the sentence that goes up at the end of a question. Then, you can model pronunciation and have learners listen to you while you point to the arrow at the moment where any change in intonation happens. After that, you can have learners repeat after you, first as a group, and then a few learners individually.

CLASS 2

Context-setting: To set up this class, you could write 'Brighter Days' on the board. You may want to remind learners that in the previous class they listened to two conversations where people talked about this community center. Then, you can ask learners to work in groups and write a list of things they remember about the activities that are offered at Brighter Days community center. Finally, you can tell learners that in this class they will collect information about activities offered by different organizations involved in community service.

6 Do some research about community services and complete the table below in your notebook. Use the guidelines to help you. 


This activity will help learners develop skills needed for the final product of the module. You may want to set up this activity by directing learners' attention to the guidelines in Activity 6. You could ask them to read in silence. Then, you can arrange the class in groups and invite learners to think of possible sources of information first. You might want to refer learners to the websites suggested in the box if they have access to the internet instead of asking them to visit organizations in their hometown. Alternatively, you could collect some flyers, brochures or leaflets from community service organizations previous to this class so that you can give these resources to learners in order for them to complete the activity in the classroom. If you decide to conduct the activity as proposed in the Student's Book, you may have to help some groups with ideas on where to look for information. Regardless of the way you choose to do this activity, it is very important that you make sure all learners complete the table with notes for two different activities, since they will need to have this information in order to complete the following task.

A Answer may vary.



Before you ask learners to go to page 140, you could introduce the product for this module: Role-play. You can tell the class that during this module they will work on preparing a role-play about community services to present to the class, and that in each lesson they will get a set of instructions to develop the product. Then, you may ask learners to say what information from their research in the previous activity they found interesting. Next, you could direct learners' attention to the table in Checkpoint 1. You may decide to arrange the class in pairs or groups and have learners complete the information with one activity they found interesting. Alternatively, you may ask learners to create the information themselves. This might be a good time for you to go around the classroom and monitor learners' work.



7 Work with classmates from different groups. Share the information in your tables in Activity 6 and discuss the questions below. 

This activity will help learners react in a personalized way to the information they and their classmates found out during


their research. To set up this activity, you could explain the class that now they will share the information they found out in their research in Activity 6. Then, you can direct learners' attention to the questions in Activity 7 and have them read in silence. You should arrange the class in groups, making sure that learners work with new classmates from different groups this time. After that, you can have learners share their findings and discuss the questions. Finally, you may want to invite a few volunteer groups to share their conclusions with the class.

A Answer may vary.



8 Look back at the activities in this lesson. Read the descriptions and give yourself a score for each point in the chart below.

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 complete the chart to evaluate themselves, it might be a good idea to help learners identify which of activities 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 learners to notice the evidence that they can use to be more objective about their performance.

9 Ask a classmate to evaluate your performance, giving you a score for each point in the chart. 

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

What can I do for you?

CLASS 1

Context-setting: To set the context of this class, you could arrange the class in groups and ask learners to write a list of activities that they think a youth center could offer. Then, you may ask learners to choose one activity from their list and think about the requirements or rules related to that activity. After that, you may want to invite a few volunteers to share their ideas with the class.



On board

1 Look at the pictures. Answer the questions.

This activity will help learners activate previous knowledge and anticipate general sense. To set up this activity, you could remind learners that they listened to David having two conversations before. Then, you can tell them that based on the information they heard, they can answer one of the questions to discuss. While learners discuss the questions, you may want to monitor their work so that you can invite some of the learners to write their predictions about David on the board. If you do this, you could use learners' ideas on the board to check answers for the following activity.



A Answers may vary.



Lighthouse

The purpose of this box is to help learners reflect on learning strategies. If you would like to make use of the information in this box more effectively, you can direct learners' attention to the box and have them read the information in silence. Then, you can arrange the class in groups and ask learners to discuss which words could be related to the pictures in Activity 1. You may want to encourage learners to write a list with their ideas.



Highlights

2 Listen to the conversation. Complete the table with notes.

This activity will help learners detect key words. To set up this activity, you could remind learners that



they have already made some predictions about words that might be used in a conversation and which activity David might be interested in. Then, you can tell the class that now they are going to listen to David having another conversation. After that, you may direct learners' attention to the table and notes in Activity 2. Before playing the audio, you may want to point out that in order to complete the activity, learners should focus on getting the main idea rather than trying to understand everything that is being said.

A a. Activities in a youth center / b. Answers may vary / c. Answers may vary / d. Answers may vary

3 Listen to David's conversation again. Match the expressions to the correct function.



This activity will help learners determine the structure of dialogues and sequence of enunciation. Before setting up this activity, you could tell learners that now that they have understood the main idea of the conversation, they will focus on the purpose of some sentences used in the conversation about community services. Then, you could direct learners' attention to the expressions on the left in Activity 3 and the functions on the right. If you choose to conduct the activity as proposed in the Student's Book, you could pause the recording at the appropriate time to help learners focus their attention and complete the activity more confidently. Alternatively, you may ask learners to match the expressions and functions in groups without listening to the audio and then play the recording for them to confirm their answers.

A a. 6 / b. 5 / c. 1 / d. 3 / e. 4 / f. 2

4 Listen again. Write the sentences with a similar meaning to the ones below.



This activity will help learners clarify the meaning of words and expressions. To set up this activity up, you could explain learners that they are going to listen to the conversation a final time to identify ways of expressing similar ideas. You may want to point out that this is a very useful skill when listening, since the same idea could be expressed in different ways. Then, you can direct learners' attention to the sentences in Activity 4 and have learners read in silence. It might also be a good idea to pause the audio at the appropriate time while learners complete the activity, so

that they have more opportunities to complete the activity successfully. For more ideas on how to help learners identify paraphrasing when listening check the **Teaching Tips box**.

- A** a. If you know how to use a computer, you can register for the workshop, b. If you don't know how to use a computer, you must register for the computer lab first, c. Could you do it now?, d. Your parents must fill in and sign this application form, e. You can give me these papers today or tomorrow.

Closing

To wrap up this class, you could ask the class to work in pairs and prepare a short role-play based on the conversation they listened to. You can explain the class that they are going to work in pairs to take turns being the receptionist or David. You might also encourage learners to make use of different intonation patterns as seen in the previous lesson to change the attitude of the speakers. Then, you can arrange the class in pairs and ask learners to write a short script first. After that, you may give learners some time to rehearse their role-play. Finally, you should invite a few volunteers to present their role-play to the class. Alternatively, you could ask the class to identify the attitude of the speakers in the role-plays their classmates share.

 **Teaching tips: How to identify paraphrasing**

When working with listening skills, it is important to help learners develop sub-skills little by little. A useful sub-skill is identifying paraphrasing. If you would like to help learners understand the concept of paraphrasing First, you could write an example sentence with language familiar to learners on the board, e.g. I am keen on sports. Then, you can ask learners to think of different ways to express the same idea using other words or phrases. After that, you might invite learners to write their ideas on the board. Finally, you may want to point out that what learners just did is called 'paraphrasing' and that this can be a very useful skill when working with listening activities.

CLASS 2

Context-setting: To set the context of this class, you could copy two of the sentences from the table in Activity 5 on the board but in disorder (it is important that the sentences you choose are used to express different functions, for instance: express possibility and express obligation). Then, you could ask learners to put the words in the correct order to make two sentences. Once that learners have unscramble the

sentences, you may ask learners to mention which person from the conversation they listened to in the previous class said each sentence. Finally, you may want to share that in this class, learners will focus on language that can be used in a conversation about community services.



5 Read the sentences in the table below.

Complete the table with the headings in the word box.

This activity will help learners distinguish the composition of expressions types of sentences and modal verbs. Before setting up this activity, you could take advantage of the sentences that may already be on the board. Depending on the sentences you chose, you may point to one of them and ask questions such as: Is this sentence expressing obligation or expressing possibility? (...). If you do this, you will be helping learners to focus on the communicative function of modal verbs rather than grammatical rules. Then, you could conduct the activity as proposed in the Student's Book or you may decide whether to ask learners to do it individually, in pairs or groups.

- A** a. Expressing obligation / b. Expressing possibility / c. Expressing lack of obligation / d. Expressing impossibility. / e. Expressing prohibition.



Before asking learners to go to page 140. It may be a good idea to remind them of the product of this module and that they have already completed Checkpoint 1. Then, you can ask them to go to page 140, take out their table with information about a community service and complete Checkpoint 2. In order to do this, you could tell learners that they just studied some language functions such as expressing prohibition and possibility. You can then explain to the class that using the information in their table, they should think of at least 5 rules and requirements that people interested in this activity need to follow. After that, you can arrange the class in pairs for learners to complete the activity. When learners have completed Checkpoint 2, it is advisable to encourage them to keep their list of rules and requirements in a safe place, so that they can continue working with them later on.

6 Look at the sentences in the speech bubbles. Answer questions a-c below.



This activity will help learners identify words and expressions that contain ideas. You may want to conduct

this activity as proposed in the Student's Book. Alternatively, you could do it with books closed. First, you should write the example sentences on the board. Then, you could ask learners: Did you hear these sentences in the interview last class? (Yes), Who said them? (the receptionist), Which sentence is giving a reason? (Because the minimum score required is 65% and you got 72%), Which word in the sentence means that this information is a reason? (because). After that, you could follow a similar procedure for the rest of the words.

A a. If / b. because / c. then

Spyglass

The purpose of this box is to help learners reflect about themselves. If you would like to take advantage of the information in this box, you could direct learners' attention to the box and have them read the information in silence. Then, you may ask learners to individually write a list of strategies they can use to improve their listening skills considering their own interests. After that, you could arrange the class in groups and ask learners to share and compare lists. Next, you might ask learners to discuss together which of their classmates' strategies they would like to try and which ones not and explain why. Finally, you could ask a few volunteers to share ideas with the class.



Explore

7 Discuss the questions below.

This activity will help learners reflect on the usefulness of different listening strategies that they have practiced in this module. To set up this activity, you could remind learners that they practiced different listening strategies in the previous classes. Then, you can direct learners' attention to the questions in Activity 7 and have them read in silence. After that, you could arrange the class in groups and have learners discuss the questions. It might be a good idea to go around the classroom to monitor learners' work. Finally, you can invite some volunteers to share their conclusions with the class.

A Answers may vary.



Compass

The purpose of this box is to help learners reflect about collaborative work. If you would like to take advantage of this box, you could direct learners' attention

to the Compass box and have learners read the information in silence. Then, you can ask learners to individually choose three boxes, one Lighthouse, one Compass and one Spyglass that they found useful. You may allow learners to take some time to look for these boxes in their books. After that, you could arrange the class in groups and have learners share their choices. Then, you might ask learners to justify their choices by giving reasons. Next, you could ask learners to discuss if they agree or disagree with their classmates' opinions and why. Then, you might ask learners to discuss if they need to have the same opinions in order to work well in groups. Finally, you could invite some volunteer groups to share their conclusions with the class.



Travel log

8 Look back at the activities in this lesson. Read the descriptions and give yourself a score for each point in the chart below.

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 complete the chart to evaluate themselves, it might be a good idea to help learners identify which of activities 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 learners to notice the evidence that they can use to be more objective about their performance.

9 Compare your answers and justify your score.



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


It's time to read! Check the procedure suggested for the Reading Journey.

CLASS 1

Context-setting: To set the context of this class, you could explain to learners that in this class, they will design a poster to advertise an activity offered in a community service organization. Then, you can arrange the class in groups of 4 or 5 and tell learners to discuss what the characteristics of posters are. Next, you can ask them to write a list with the 3 most important features of posters. While learners complete the activity, it might be a good idea to monitor their work. Finally, you could ask learners to have a class vote to choose the 3 most important features of posters.



On board


1 Answer the questions below.

This activity will help learners determine language register according to intended audience. To set up this activity, you could direct learners' attention to the questions and have them read in silence. Then, you can arrange the class in pairs and have learners discuss the questions. Once that learners have finished discussing, you may want to point out that it is important to determine language register according to intended audience, you could encourage learners to bear this in mind, when they design a poster for a specific audience later on in the lesson

A Answers may vary.



Highlights


2 Look at the questions in the speech bubbles and discuss the questions below.

This activity will expose learners to models of indirect questions to ask for information about community services in a polite way. You could conduct the activity as proposed in the Student's Book. Alternatively, with books closed you can write the following examples on the board: Do I need any materials?, Do you know if I need any materials?. Then, you can ask learners: Am I asking for the same information in both questions? (yes), Which question sounds more formal? (Do you know if I need any materials?), Is the word order the same in both questions,

or is it different? (different). Then, you could explain to the class that indirect questions are formed by expressions such as Do you know..., Can you tell me..., etc. Next, you can tell learners that these expressions are followed by an affirmative sentence. After that, you can mention that yes/no questions and wh- questions need to be transformed a bit differently by using the word if or the appropriate wh- word. Then, you could direct learners' attention to the examples in the book and ask them to complete the activity, now, they might feel more confident because of the information that you shared. Finally, you might want to share that when asking about information in a conversation with someone we do not know, it is advisable to be polite by using indirect questions.

A a. the ones on the right, b. Do you know, Can you tell me, Could you tell me, c. The word order changes to that of an affirmative sentence.



On route

3 Rewrite the questions below to make them more formal and polite.

This activity will help learners formulate questions to ask for information about a community service in a polite way. Before setting up the activity, you may want to model it by writing the following question on the board: Where is the bathroom? Then, you can ask learners to change it to an indirect question. You could invite a volunteer to do it on the board. It might be a good idea to encourage the class to help their classmate if needed. After that, you can decide whether to conduct the activity as proposed in the Student's Book or if learners would benefit more from completing it in pairs or groups.

Suggested answers

- A**
- 1 Could you tell me if you have cooking courses?
 - 2 Can you tell me where the computer room is?
 - 3 Do you know if the teachers are good?
 - 4 Could you tell me what I learn in this workshop?

- 4** Share your table in Activity 6 page 128. Choose three activities and design a poster. Display your posters around the classroom. Use the guidelines below to help you.



This activity will help learners include relevant details and interesting information about a community service in a poster. Before the class, you can decide if you will ask learners to bring cardboards or flip paper to create their posters, or if you will provide this material yourself. To set up this activity, you could explain to the class that they are going to design a poster to advertise some activities offered by a community service organization. It may be a good idea to point out that learners should consider the type of audience they want to reach with their posters, so that they can use appropriate language. Then, you can direct learners' attention to the guidelines and have them read in silence. You might want to refer learners back to the table they completed in Activity 6 page 128. Next, you can arrange the class in groups of 3 or 4. After that, you may ask learners to share their tables and choose three activities to be included in the poster. This could be a good time to monitor learners' work in order to make sure that all groups choose three activities to be advertised in a poster. After that, you can ask learners to work on their poster. It is very important that you monitor learners' work at this point, since that will help you notice if learners are adding visual elements to their posters that can reinforce the information. Once that all groups have finished working on their posters, you can have learners display them on the walls around the classroom. After that, you should invite learners to walk around and check their classmates' posters. You should invite learners to choose two activities they would like to find out more about and write them in their notebooks. This is a good time to monitor learners' work in order to ensure that all learners choose two activities, since they will need this to complete the activities in the following lesson.

A Answers may vary.

Closing

To wrap up this class, you could invite learners to discuss in groups which activities in the posters displayed on the classroom walls are the most interesting. You might want to invite learners to mention reasons so that they can justify their opinions. Additionally, you could conduct a class vote on the best poster.

CLASS 2

Context-setting: To set the context of this class, you could arrange the class in groups of 4 or 5. Then, you can tell learners to think of topics, information, and details that adults and teenagers consider interesting and important. You may invite them to write two lists with their ideas, one list for teenagers, and another one for adults. Once that learners have finished writing their lists. You can tell them that their lists can be a useful tool to help them with ideas that they can use to write a dialogue about a community service, which is what they will do in this class.



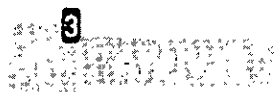
Explore

- 5** Imagine you are a parent or a teenager. Look at the posters on the walls and choose two activities that you are interested in. Write a questionnaire to get information about those activities. Use the guidelines to help you.



This activity will help learners select appropriate repertoires of words and expressions for asking questions about a community service. You could remind learners that in the previous class they designed some posters to advertise activities and that they chose two activities they would like to find out more about. Then, you can explain that now they have to create a questionnaire in their notebooks to find out more about the activities they chose last class. After that, you could direct learners' attention to the guidelines and have them read in silence. Next, you could arrange the class in groups of 3 or 4 and have learners write their questionnaires. This is a good time to go around the classroom and monitor their work to make sure that learners leave some space between questions for their classmates to write the answers because they will exchange questionnaires in the following activity.

A Answers may vary.



Before asking learners to go to page 140, you could remind learners of the final product of this module and that they have already completed Checkpoints 1 and 2. Then, you can ask learners to go to page 140 and take out their table with information and the rules and requirements. After that, you may draw their attention to Checkpoint 3 and explain that they will now create a questionnaire to find out information about the community service that other classmates chose. If you consider it useful, you can remind learners of the questionnaires they created in this class and allow them to use it as an extra resource for them to complete the activity.

6 Exchange questionnaires with another group. Answer the questions. Use the guidelines below to help you.



This activity will help learners select appropriate repertoires of words and expressions and include relevant details and interesting information when formulating answers to give information about a community service. To set up the activity you could tell the class that they are going to exchange questionnaires and write the answers to their classmates' questions. Then, you can direct learners' attention to the guidelines and have them read in silence. Next, you may ask learners to give their questionnaires to the groups who designed the posters including the activities they chose. It is important that you ensure that all the groups have a questionnaire to work with. After that, you might tell learners to consider the character their classmates chose and to write the answers to the questionnaire. It could be a good idea to remind learners that they need to convince their classmates to join the activity and therefore they should include as much information as they can in their answers. Now you may allow learners to answer their classmates' questionnaires. When all groups have finished answering their classmates' questionnaires, you should ask them to give it back.

A Answers may vary.

7 Read your classmates' answers. Discuss the questions below and share your conclusions with the class.



This activity will promote feedback between classmates in a positive atmosphere. To set up the activity, you could tell the class that now that they have the answers to their questionnaire, they need to decide if the information is enough to convince them to join the activity. You can direct learners' attention to the questions in Activity 7 and allow

them to work with their same group to discuss the questions. Alternatively, you may decide whether to have learners give each other feedback orally or to invite them to write some notes for their classmates.

A Answers may vary.



8 Look back at the activities in this lesson. Read the descriptions and give yourself a score for each point in the chart below.

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 complete the chart to evaluate themselves, it might be a good idea to help learners identify which of activities 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 learners to notice the evidence that they can use to be more objective about their performance.

9 Ask a classmate to evaluate your performance, giving you a score for each point in the chart.



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

Destination I think you will like this...

CLASS 1

Context setting: To set the context of the class, you could arrange the class in groups of 4 or 5. Then, you can ask learners to discuss together and come up with a list of strategies that are useful for convincing others to join an activity or to encourage them to try out something new. Once that learners have written down their lists. You could tell them that in this class they will learn about language strategies that can be useful to convince others to join an activity when giving information about a community service.



On board

1 Look at the pictures and discuss the questions below



This activity will help learners select appropriate repertoires of words and expressions and determine language register according to intended audience. You could set up this activity by directing learners' attention to the pictures and questions. Then, you can arrange the class in pairs and ask learners to discuss together. After that, you may ask learners to discuss if they could use the same language or strategies to try to convince these people to join one activity at a community center.

A Answer may vary.



Highlights

2 Look at the speech bubbles and discuss the questions below.



This activity will expose learners to models of language that include relevant details and interesting information when answering questions about a community service. You could conduct the activity as proposed. Once that learners have completed the activity, you may want to point out that a useful language strategy for convincing others is to use forecasts as well as connectors. You might want to remind learners that they learned about these sentences in Module 7.

A Answers may vary.



On route

3 Rewrite the answers below to show empathy and encouragement.

This activity will help learners practice how to include relevant details and interesting information when answering questions about community services. If you consider it necessary, you might want to model the activity on the board before asking learners to complete it. Alternatively, you may allow learners to do the activity in pairs or groups if you think it will be more language generative.

A Answers may vary.



Explore

4 Prepare a role-play about two people asking for and giving information about a community service. Use the guidelines to help you.



This activity will help learners consult notes to remember information that is necessary to know when asking for and giving information about a community service. Before setting up the activity, you could tell the class that now they will prepare a role-play about two people asking for and giving information about a community service. Then, you can direct learners' attention to the guidelines and have them read in silence. After that, you could arrange the class in pairs and ask learners to brainstorm ideas for their role-play first. Once that all pairs have brainstormed ideas, you may ask learners to write a script for their role-play. Next, you could ask learners to rehearse their role-play with the help of their script.

A Answers may vary.



It is suggested that the final product for the module is built up gradually throughout the different lessons. However, if you think that conducting this step at this point might


disrupt the flow of the lesson, feel free to conduct this stage as part of Class one for the product lesson
 Before asking learners to go to page 140, you could remind learners of the product of this module and that they have already completed Checkpoints 1, 2 and 3. You can then ask them to go to page 140 and take out their rules and requirements as well as their questionnaire. You may want to draw learners' attention to Checkpoint 4 and explain that they will now use their rules and requirements and questionnaire to write a script for a role-play. You might want to monitor learners' work at this point to provide help when necessary.

Closing

To wrap up this class, you could arrange the class in groups of four and ask learners to improvise a short and funny role-play with one person from Activity 1. You might want to encourage learners to use intonation to show whether the characters in their role-play are angry, sad, bored, etc. This might be a good time to monitor learner's work so that you can encourage them to use their imagination while improvising their role-plays.


CLASS 2

Context-setting: To set the context of this class, you could arrange the class in groups of 4 or 5. Then, you could ask learners to discuss together and come up with suggestions they could put into practice when performing role-plays. When learners have finished discussing, you can tell them that they can use these ideas to help them because in this class, they will perform the role-plays they prepared last class.

5 Join two more pairs. Perform your role-plays and discuss the questions below. 


This activity will help learners confidently and appropriately participate in brief dialogues and fluently take turns to speak. Before setting up this activity, you could remind learners that they prepared a short role-play and rehearsed it last class. Then, you can tell the class that it is time to perform their role-plays in groups. You could arrange the class in groups of 6 (3 pairs working together) and ask learners to take turns performing their role-plays. This might be a good time to go around the classroom and monitor learners' work. Once that all the pairs have performed their role-plays to their group, you could direct learners' attention to the questions in Activity 5 and have learners discuss the questions in their groups. Finally, you may invite some groups to share their conclusions with the class.

A Answers may vary.

6 Think about your progress in learning English. Share your ideas and make notes to complete the table below. 


This activity will help learners monitor their progress regarding an initial point. To set up the activity you could explain to the class that now they will take some time to reflect on their progress. You can direct learners' attention to the table in Activity 6. First, you may ask learners to complete the table individually. Once that all learners have completed the table, you can arrange the class in pairs. You could invite learners to compare their notes and think of suggestions that can help them improve.

A Answer may vary.

7 Share your notes in Activity 6 and discuss the questions below. Choose the five most useful suggestions based on your conclusions. 

This activity will help learners confidently and appropriately participate in brief dialogues. You could set up the activity by telling the class that it is time to share their notes in groups. Then, you can direct learners' attention to the questions in Activity 7. Next, you may arrange the class in groups of 6 (3 pairs working together) and have them discuss the questions first. After that, you should tell learners to choose the 5 most useful suggestions based on their discussion. This might be a good time to monitor in order to make sure that all groups have chosen 5 suggestions to share with the class in the following activity.

A Answer may vary.

8 Share the suggestions you chose in Activity 7 with the whole class. 

This activity will help learners fluently take turns to speak. You can set up this activity by telling the class that now it is time to share their suggestions. You could assign turns to the groups. Then, you can invite learners to listen attentively while their classmates share their suggestions. Alternatively, at the end of the activity you can have a class vote on the top 5 suggestions. If you have some time to spare you can check the **Extra Activity** box.



Travel log

- 9** Look back at the activities in this lesson. Read the descriptions and give yourself a score for each point in the chart below.

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 complete the chart to evaluate themselves, it might be a good idea to help learners identify which of activities 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 learners to notice the evidence that they can use to be more objective about their performance.

- 10** Ask a classmate to evaluate your performance, giving you a score for each point in the chart.

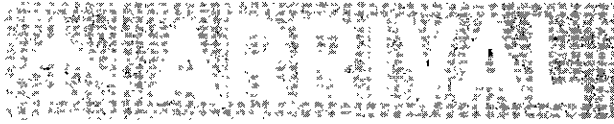


Before asking learners to co-evaluate, it might be a good idea to ask them to compare notes first. If you decide to do this, you may also ask learners to check the points in the chart that they both feel satisfied with and the points they both found challenging and explain why. After that, you can ask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



Extra Activity

To wrap up this class, you could arrange the class in groups of four. Then, you can ask learners to prepare a poster or a flyer to share their suggestions with other classes. You may want to encourage learners to think about their audience so that they can make their posters or fliers more attractive for them. At the end of the activity, you could invite some volunteers to share their posters or fliers with the class.



Role-play

CLASS 1

Revision of Checkpoints 1 to 4

Before asking learners to work on the final checkpoints for this final product, you could ask them how they feel about their work so far. You can ask them these questions: *Was it easy to find out information about community services? How about writing a list of rules and requirements? How about writing a questionnaire? Do you remember which steps you followed?* After that, you may ask them to read the checkpoints suggested for this product.

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

In case you chose not to do Checkpoint 4 in the previous classes, now it's the time to do it, you should check the suggested procedure for this activity on page 148.

You could ask learners if they are satisfied with their scripts

for the role-plays, 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 scripts for their role-plays, you should distribute the **Individual Product Record** on page 152 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 script, 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.

CLASS 2

Checkpoint 5

You could set up this activity by explaining to the class that they will use their scripts to rehearse their role-plays with another pair and give each other feedback. If you think it would be useful, you may allow learners to rehearse their role-plays a few times.

Checkpoint 6

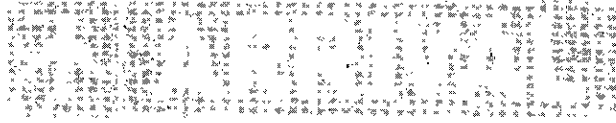
You could set up this activity by telling learners that now they will perform their role-plays to the whole class. You may want to assign turns for each pair to perform. When learners have finished performing their role-plays, you should distribute the **Collaborative Product Record** on page 152 for 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 and perform the role-play suggested for this module.

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, you could 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 153 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Role-play about community services Individual checklist to keep a record of my work			
After checking my work, my script for the role-play...	Satisfied	Partially satisfied	Not satisfied
a. includes information about a community service			
b. includes relevant details and interesting information to answer questions.			
c. includes appropriate repertoires of words and expressions to convince others			
d. is written correctly with accurate use of grammar, vocabulary and punctuation.			

Collaborative Product Record

Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Role-play about community services				
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively to prepare a role-play, listening to others and supporting my classmates when possible.			Justify your ideas:
	Satisfied	Partially satisfied	Not satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decision with others and assisted them when they needed some help			Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the performance of my role-play: I participated actively during the writing of the script and its presentation.			Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...			

Your Record of the Journey (suggested procedure)

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It is very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 154.

Activity 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon (■). These activities have been selected to help learners track their progress and reflect on their performance. Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

Activity 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Student's Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance.

Module 8 A journey into community services					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY I would like some information, please!	Activity 6				
Lesson 2 – DEPARTURE What can I do for you?	Activity 5				
Lesson 3 – PATHWAY Could you tell me if...	Activity 5				
	Activity 6				
Lesson 4 – DESTINATION I think you will like this...	Activity 4				
	Activity 7				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things	
Which activities did you enjoy doing? Name at least two	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

BEFORE THE READING JOURNEY]

To finish Lesson 2, ask learners to take out their Anthology and open it to page 89. Tell learners they will read an article about suggestions for community services on the following pages.

Activity 1

Ask learners to read and answer the questions before they read the text. Learners should try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A a. work any person or group does that benefits others / b. personal growth, make new friends, learn about different careers, get practical experience, help others / c. hospitals, schools, shelters, etc. / d. donate money, support charities, take care of the environment.

DURING THE READING JOURNEY**Activity 2**

Ask them to read the whole text quickly. They may encounter some unknown vocabulary, but remind them that for the first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A Answers in Activity 1.

Activity 3

Ask learners to read the questions and options first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for specific information. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. 3; b. 1; c. 2; d. 3; e. 1.

Activity 4

This activity may be a bit more challenging since learners need to recall vocabulary from the text. If necessary, ask learners to read the relevant section of the text again before answering this activity. Go around the classroom and help them when necessary (not to locate the information in the text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. organize; b. collect; c. donate; d. take care; e. perform; f. read; g. plant; h. create.

AFTER THE READING JOURNEY**Activity 5**

Arrange the class in groups of three or four for this activity. Set up the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues they notice to use them later when you elicit answers.



A journey into linguistic diversity

- **Learning environment:** Academic and educational.
- **Communicative activity:** Exchanges associated with specific purposes.
- **Social practice of the language:** Present information about linguistic diversity.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ What sources can I use?

Achievements: Select and revise classic tales
Teaching guidelines:

- Give students time to reflect on how to learn to:
 - Formulate questions to guide their search for information.
 - Define criteria to select sources of information
 - Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.).
 - Use strategies to find information (e.g. Look at the index, titles, pictures, etc.)
 - Make proposals that can build consensus.

Collect evidence such as: Investigation questions. Criteria for selecting information.

Resources: Student's Book pages: 142-145 ■ CD track 28
 ■ Different samples of writing systems (Japanese, Arabic, Korean, Chinese, Hebrew) CD visual resource 9 (and a projector)

Lesson 3

PATHWAY ♦ Now, let's rehearse...

Achievements: Rehearse giving a presentation
Teaching guidelines:

- Inspire confidence and security in your students for them to be able to
 - Prepare notes and graphic resources that support their presentation.
 - Define language register
 - Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.)
 - Open spaces for your students to practice giving presentations.

Collect evidence such as: Notes with information that responds questions. Graphic support.

Resources: Student's Book pages: 150-152 ■ CD track 29, 30
 Cardboard or flip paper ■ Academic sources: an atlas, articles about linguistic diversity (copies from websites).

ARRIVAL

Oral Presentation

Resources: Student's Book page: 156 ■ Cardboard or flip paper.

Lesson 2

DEPARTURE ♦ How can I find this information?

Achievements: Read information.
Teaching guidelines:

- Promote reflection on how to use students' knowledge about the use of the language for them to learn to
 - Define purposes for reading
 - Relate previous knowledge to the text.
 - Detect frequently used words to anticipate general sense.
 - Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.).
 - Model reading strategies

Collect evidence such as: Criteria to select information.

Resources: Student's Book pages: 146-149

Lesson 4

DESTINATION ♦ As I was saying...

Achievements: Give a presentation.
Teaching guidelines:

- Generate the necessary conditions to create a kind atmosphere in which your students feel confident enough to be able to:
 - Make explicit references to the topic and questions for the investigation (e.g. *I would like to add...*).
 - Combine oral interaction with graphic resources and the use of notes to aid their memory
 - Use expressions to bring up a topic (e.g. *As I was saying...*).
 - Summarize or extend information to clarify ideas
 - Confirm or clarify ideas.
 - Consolidate their strengths in the use of English.
 - Evaluate their own and others' performance

Collect evidence such as: Notes with information that responds questions. Graphic support.

Resources: Student's Book pages: 153-155 ■ CD track 31 ■ Cardboard or flip paper

READING JOURNEY

A look at native languages in Mexico

Resources: Anthology pages: 101 - 112

CLASS 1

Context-setting: To set the context of this module, you can project the visual resource 9 on the board and ask learners purposeful questions to help them reflect on social practice of this module: *What does the map represent? Which of these languages do you know? How many languages are spoken in the world?* You can also ask them the opening question on the cover page: *Why do you think it is important to value linguistic diversity?* If you follow this suggestion, you can encourage them to justify their ideas with any information they may have about linguistic diversity. Alternatively, you can write the questions on the board and ask learners to discuss them in groups. If you decide to follow this suggestion, you can go around the classroom and intervene when relevant to encourage learners to justify their ideas when possible. Then, you can explain to the class that in this module they will read about linguistic diversity and this information will be enriching to develop new skills to consult information in academic sources. If you do this, learners may be able to see the relevance of this social practice and how this can be applied to real-world situations.

On board

1 Match the language to the expressions.

The purpose of this activity is to increase learners' interest in linguistic diversity. With books closed, you can brainstorm with the class other languages apart from English and Spanish. To do this, you can ask them which language is spoken in France, Italy, Japan and any other countries learners may know to elicit the language. Additionally, you can ask them if they know words in French, Italian, etc., and write them on board. You can ask learners to work individually if you think this activity is not very challenging. To check, you can arrange the class in groups (if they worked in pairs) or in pairs (if they worked individually) so that they to compare answers. See the **Cultural Passport** box to exploit this activity a bit more and raise learners' interest in different writing systems.

A a. 3; b. 5; c. 4; d. 1; e. 2.

2 Listen to a conversation between a teacher and some students.

To set this activity you can draw learners' attention to the photo and ask them where the people are and what is happening. By doing this, learners may anticipate the type of conversation that is taking place. Additionally, you can ask learners to read the questions before you play the track to activate the appropriate listening strategy (listening for gist). You can play the track once or twice depending on the learners' performance.

A a. languages spoken in the world; b. to find information about the languages spoken in the world.

Highlights

3 Look at the questions the teacher gave the class. Find the answers in the texts on the following page. Underline the passages in which you found the answers.

To set this reading activity, you can start by drawing learners' attention to the questions below the instructions and explain to learners that these are the questions the teacher gave in class (Activity 2). It's advisable that learners read the questions before they read the texts. If you follow this suggestion, learners will be able to activate the most appropriate reading strategies (reading for specific information and detailed information). The texts selected for this activity were designed to emulate passages from either an encyclopedia or books about languages. Learners may not be familiar with the topics but they can rely on the layout of pages to find their way around. You can explain this to learners when you set this activity if you notice learners appear to be discouraged with the texts.

A a. around 7 thousand languages; b. languages such as Spanish can have many variations (Argentinian Spanish, Cuban Spanish, Mexican Spanish). A variation is not a different language; c. Papua; d. It's impossible because there are still undiscovered languages in the world; e. There isn't enough information; most languages haven't been studied properly.

4 Reflect on how and where you found the answers in the texts. Discuss these questions.



Before you set this activity, you can ask learners how easy or difficult it was to find the answers to the questions in Activity 3. If you do this, learners may naturally reflect on the process they followed to find the answers. If you feel this activity may be rather challenging, you can arrange the class in groups of three or four. Regardless of the seating arrangements you decide to implement, it's advisable that you go around the classroom and help learners when necessary.

A a. Answers may vary. b. most answers are in the main text but learners might have read the footnote and the glossary to check information regarding questions a and b. c. Learners are likely to answer that visual elements were useful. d. in the chapter of the book.

5 Complete the statements with the elements below.



To raise learners' interest in different types of sources, you can ask the class to look at the texts in Activity 3 again and point to the texts that learners did not use to answer the questions and/or did not read completely. You can ask them why these texts are also important when they are looking for specific information. If you follow this suggestion, learners may reflect on the use of different type of sources and when these are used. If you think this activity is relatively easy, you can ask learners to work individually. Additionally, you can encourage learners to identify these elements in the texts.

A a. table of contents; b. glossary; c. bibliography; d. heading/title; e. footnote.

Closing

To wrap up this class, you can ask learners if the text(s) they read in this class were interesting, particularly the chapter about languages spoken around the world. Alternatively, you can ask them if they would like to learn other languages and, if so, which ones. If you follow this suggestion, you can encourage learners to give reasons.

Cultural Passport. Writing systems can be very different—even those that appear to be similar! For example, Spanish uses graphic accents to help speakers pronounce words accurately. In French, there are different accents, and the rules are very complex. In some languages, like Chinese or Japanese, characters are written vertically not horizontally. Arabic is written (and read) from right to left. We may think that all languages have the same number of consonants and vowels but that's not true. English, for instance has 19 vowel sounds including diphthongs. You can share this information with learners to raise their interest in the topic.

CLASS 2

Context-setting: To re-establish the context of this lesson and increase learners' interest in languages, you can write the word "hola" in languages with different writing systems (Japanese, Arabic, Korean, Chinese, Hebrew) on the board. If you follow this suggestion, you can arrange the class in groups of three or four and ask learners to copy the signs to see how easy or difficult it is to replicate them.



On route

6 Look at the sources below. Check (✓) those that you can use to find more information about the questions in Activity 3.



With books closed, you can ask the class what they can remember about the texts they read in the previous class. It might be a good idea to draw their attention to the types of sources illustrated before they complete this activity. You can ask learners to work individually if you feel the activity is relatively easy and then you can arrange them in pairs to discuss which ones learners can use to find more information to answer the questions in Activity 3 and which ones are not acceptable. It's advisable to encourage them to justify their views. You can ask them questions to do this. For example, *why a teen magazine is not an appropriate source to find academic information?* If learners worked in pairs to complete this activity, you can rearrange them in groups of four to compare answers.

A a, c, f.

7 Discuss and check (✓). Justify your answers.



If you rearranged learners to work in groups to check their answers in Activity 6, let them continue working in groups. If you follow this suggestion, you can ask learners to do this activity together and justify their answers. You can encourage them to look at the texts in Activity 3 to justify their answers.

A a. 1; b. 2; c. 1; d. 1.



Explore

8 Formulate five questions to find useful information about one of the following topics. Write down the questions in your notebook.



To set this activity more effectively and have learners' attention, you can write the topics on the board. Additionally, you can ask

the class which one they would like to know more about. To arrange the class in pairs, you can take into account the topic they would like to investigate. When learners start writing questions, you can encourage them to pay attention to the correct order of elements in questions so that these are accurate. Time permitting, you can also ask learners to exchange questions with other classmates and help them notice grammar mistakes. To conclude, you can ask volunteers to share their questions with the class. This activity will be used at the end of this module to help them reflect on their progress.

A Answers may vary.



To introduce the product of this module (an oral presentation), you can tell the class that by the end of this module they will have prepared an oral presentation about a topic related to linguistic diversity and that in every lesson they will work on it. To increase learners' interest you can ask them if they have prepared oral presentations before (learners are very likely to have already presented some work for other subjects) and how they prepared it. By doing this, learners may be more aware of the relevance of this product and this may also encourage them to work on it more purposefully. After this, you can arrange them in groups of four to work on the first Checkpoint 1. You can explain to the class they will choose a topic they all want to know more about and write 5 questions. Since learners have already formulated questions in Lesson 1 (Activity 8), this activity should be relatively easy. You can encourage them to check that questions are grammatically correct. Additionally, you can stress the importance of purposeful questions: these will guide them to investigate about the topic of their choice. Time permitting, you can ask learners to exchange questions with another group to check their work.

9. Make a list of sources you can use to answer the questions you prepared in Activity 8.

For this activity, you can allow learners to continue working in pairs to make a list of sources they can use to answer the questions. Time permitting, you can ask learners to work in pairs and compare lists. You can encourage learners to justify their choices. This activity will be used at the end of this module to help them reflect on their progress. See the **Extra Activity** box if you have five to ten minutes to spare at the end of this class.

A Answers may vary.

Extra Activity

For this activity, you can arrange the class in larger groups of four to six learners (two or three pairs working together) and ask them to share the questions they formulated in Activity 8 and the list of sources they prepared in Activity 9. You can encourage learners to comment on the questions and the list of sources each pair of classmates prepared. Alternatively, you can write the following questions on the board to guide learners and ask them to answer them to give feedback to their classmates: *Are the questions grammatically correct? Are the questions clearly oriented towards the topic? Are the sources easy to find online or in a library? Do you have any of the sources your classmates need and can you share them? Do you know about other sources that your classmates can use?* While learners work in groups, you can go around the classroom to encourage learners to participate actively.



10 Look back at the activities in this lesson. Check (✓) the column that describes you best.

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

11 Ask a classmate to evaluate your performance, checking the column that describes you best.



Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.

CLASS 1

Context-setting: To set the context of this lesson you can play Hangman to introduce the countries in Activity 1 using a game. If you decide to carry out this activity, you will need to arrange the class in two large groups. To elicit the rules of the game, you can draw a hangman on the board. Learners are very likely to know how to play this game. Each group will take turns to guess the word. Before you start, you can tell learners they will only guess the name of countries (Papua New Guinea, United States of America, Nigeria, India, Indonesia). When they have guessed the five countries in Activity 1, you can ask learners to discuss in groups what they all have in common. You can elicit their ideas but it's not a good idea to tell them the answer just yet. To increase their interest, you can tell the class they will find out later in this class.



On board


1 Discuss these questions.

To set this activity, you can draw learners' attention to the countries listed in the table (same countries they had to guess in the context-setting activity) and ask them to discuss which sources they could use to complete the table. It is important that learners notice that they will not complete the table. They will only discuss where they can find the information. Time permitting you can ask learners again to guess what they all have in common. This can be useful to set the following activity in this lesson.

A Learners can find relevant information in a world atlas, a website that specializes in languages, and an encyclopedia.




Highlights

2 You will read about the countries in Activity 1. Follow the instructions in the boxes.

The purpose of this activity is to show learners how they can use different strategies to read the same text and extract different information. With this activity learners may be able to reflect on their reading and academic skills, and how they can apply these strategies to work on other school

subjects. You can start by telling the class they will read the text several times for different purposes. It might be a good idea to explain to the class that in each box there is a different activity and that they will read the text individually to complete the activities. You can give instructions for the first activity and allow learners to read the instructions for Activity A with a short time limit. It's a good idea to let learners compare answers in pairs before eliciting them. You can then continue with the instructions for Activity B along with a short time limit to complete the activity. You can follow the same procedure suggested for Activity A. For Activity C, learners will need more time to complete the table. It's advisable you allow them to work in pairs and compare answers with another pair before eliciting answers. You can make a similar table on the board for volunteers to fill it out. When you set Activity D, you can ask learners to read and answer individually before checking in pairs. By now, learners are more familiar with the text and will be able to locate the information more quickly. You can elicit answers and write them on the board. You can now set Activity E and allow learners to work in pairs or groups this time. This last activity involves reading to infer information and learners can benefit from discussing and justifying their ideas.

A **Activity A:** spoken, language, countries. **Activity B:** 1. **Activity C:** a. Oceania; 8,084,999 inhabitants; 840 languages; b. America; 325,365,189 inhabitants; 347 languages; c. Africa; 185,989,640 inhabitants; 527 languages; d. Asia; 1,324,171,354 inhabitants; 454 languages; e. Asia and Oceania; 261,115,456 inhabitants; 709 languages. **Activity D:** a. United States of America; b. India; c. Papua New Guinea; d. English; e. Indonesia. **Activity E:** 3.


3 Reflect on the strategies you used to answer Activity 3. Check the most appropriate column.

For this activity it is advisable that you arrange the class in groups of four. Before you set the activity you can elicit from the class how they read the text to do Activities A to E and give them choices: quickly, more carefully (and therefore, more slowly), all the text, parts of the text. You can encourage learners to read the statements together and discuss with their classmates how they had to read the text to check the most appropriate column(s). It might be a good idea to go around the classroom and help when necessary.

A a. B; b. E; c. D; d. C and A.

Lighthouse

To do the activity in the Lighthouse box, you can ask learners to work individually this time. To check answers, you can ask them if these reading strategies helped them to get the general idea of the text, to identify the writer's intention, and to find specific information. To help learners see the relevance of effective reading strategies, you can ask the class to think of other texts they read every day and how they read them: quickly (to get the general idea or just locate very specific information such as numbers or places), more carefully (to get details), much more carefully (to interpret the intention of the writer). Time permitting, you can ask learners to make a mind map of reading strategies on the board for them to copy in their notebook.

Closing

Since the purpose of the reading activity was to help learners reflect on different reading strategies, you can now ask them to exchange their views with other classmates. If you follow this suggestion, you can arrange the class in groups of four to six and ask them to share 5 facts they found interesting or surprising in the text.

CLASS 2

Context-setting: To set the context of this class you can tell learners you will draw something on the board, and they have to guess what it is. You can start drawing a map of Africa in parts to elicit from learners what it is until you finish the drawing. You may want to ask learners what they know about this continent, which countries they can find, and which languages are spoken.

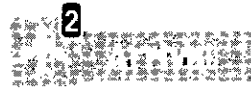
- 4 Look at the questions written by a learner. Match the questions to the source in which you can find the answers.**



The purpose of this activity is to reflect on the type of sources learners can use to select information and then read information. Before you give instructions for this activity, you can direct learners to the questions and tell them these were written by a student who wants to know more about languages spoken in Africa. Learners may not recognize the notes as a text. Therefore, it is important to explain to the class that in order to select the most appropriate source, they need to read the questions carefully. By doing this, learners will activate the most appropriate reading strategy (learners will read for detailed information which means they need to read the questions more

carefully to analyze in which source they can find the answer) This activity will be used at the end of this module to help learners reflect on their progress.

- A** 1, 2, 4 (an article in a specialized magazine is very unlikely to answer any of the questions).



To re-introduce the product of this module, you can ask learners to share the topic their group chose with the class and why they chose it. Then, you can ask learners to get together with their classmates and work on the following checkpoint. They will notice that this time they have to discuss which sources of information they can select to seek for information. While learners work in groups you can go around the classroom and help learners when necessary. To check, you can ask volunteers to share with the class the sources they will check. It might be a good idea to draw their attention to the websites suggested in the purple box. You can also encourage them to go to a local library you know. Ask learners to investigate about the topic on their own and bring to class the information they gather.

- 5 Look at the text. Answer the questions.**

To set this activity, you can point to the table of contents on the right side of the page and ask learners to read the questions below the instructions. Then you can ask learners to answer the questions using the text. If you feel this activity is challenging, allow learners to work in pairs. You can also go around the classroom and help if necessary.

- A** a. a history book; b. mainly question c, but there might be some information about questions a, b and d; c. Chapters 4 and 5. d. Learners had to read quickly to answer question a, and read more carefully (for detailed information) to answer questions b and c.



Explore

- 6 Discuss these questions.**

Rearrange the class in groups of three or four. Direct learners to the questions and tell them they will take turns to answer them in groups. These questions can be challenging but the purpose is to reflect on the strategies they used to answer the questions in Activity 5. Go around the classroom and monitor their work. Help them answer the questions if necessary or give an example. Ask volunteers to share their ideas with the class. If you have 10 minutes to spare and continue developing reading strategies, see the **Extra Activity** box.

- A** Answers may vary.



Travel log

7 Look back at the activities in this lesson. Check (✓) the column that describes your work best.

It's a good idea to ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently before you set this activity. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

8 Ask a classmate to evaluate your performance, checking the column that describes you best.



It's strongly recommended that you remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.



Extra Activity

To expand learner's knowledge about language spoken in African, you look at the following website: <https://bilingua.io/how-many-languages-are-spoken-in-africa>. On it, you will find an interesting text about the languages spoken in Africa. The text is quite simple, and it can be used to develop skills in reading for specific information. You can copy the text along with the source (but don't forget to acknowledge your source!) You can use the first part of the text (before the map) as an introduction. Learners can read this part of the text without the title. Then, the purpose of reading this first part is to read to get the general idea and think of an appropriate title. The rest of the text has questions. When you copy the text, you can leave gaps for learners to match the questions to the correct paragraph. You can write the questions on the board for learners to match them to the correct paragraph. Remember that reading is usually done individually, but you can ask learners to compare answers in pairs.



It's time to read! Check the procedure suggested for the Reading Journey.

Now, let's rehearse...

CLASS 1

Context-setting: To establish the context of this module (language diversity) you can elicit from the class which countries have been mentioned already. You can write them on the board to then elicit any information learners can recall about these countries. Additionally, you can ask them in which continent they can be found and write the continents on the board. With this information you can stress the fact that learners know more about the world after several classes and that all this information has been delivered in a second language. If you follow this suggestion, learners may feel encouraged to continue working on their academic skills and value the power of knowledge.

On board

- 1 Match one element in column A with one in column B that you'd like to know more about.**



To set this activity you can ask learners if they would like to know more about a certain language or about the languages spoken in a specific country. Alternatively, you can ask them if they enjoy searching for information in books and electronic sources. If learners are not very willing to complete this activity, you can arrange them in groups to encourage them to discuss which topics may be more interesting to investigate and why.

A Answers may vary.

Highlights

- 2 Listen to Ana and Mike. Underline the best option to complete the statements.**



To set this activity you can tell learners that they will listen to Ana and Mike talking about their topic of research. It is advisable that you ask learners to read the statements learners will complete before you play the recording. Additionally, you can remind learners that they don't need to understand every phrase they hear but to get the general idea of the conversation and pay attention to the tone of the speakers' voices. If you do this, learners may be able to use the most appropriate listening strategy (listening for

gist). You can play the track once and ask learners to compare answers with another classmate. You may need to play the track again if learners are not sure about the answers.

A a. 2; b. 2; c. 2; d. 2.

- 3 Listen to three extracts. Answer the questions in the table. Write yes or no.**



The purpose of this activity is to raise learners' awareness of voice features and how tone and speed can affect delivery, particularly when giving an oral presentation. To set this activity you can tell the class that they will listen to three extracts and that in each one, there is a problem with the speaker's voice, speed rate or the language used to give a presentation. You can ask learners to read quickly the questions before you play the track. After playing the track once, you may allow learners to compare answers in pairs and play the track again if necessary.

A **Extract 1:** a. Yes; b. Yes; c. No. **Extract 2:** a. No; b. Yes; c. Yes. **Extract 3:** a. Yes; b. No; c. Yes.

- 4 Look at the illustrations. Discuss which situations are not appropriate to give a presentation. Justify your ideas.**

The purpose of this activity is to help learners reflect on appropriate body language to give an oral presentation. To set this activity, you can draw their attention to the illustrations. You can tell learners they will discuss in pairs which illustrations show acceptable body language to use in an oral presentation. You will need to allow enough time to discuss while you go around monitoring their work. See the **Teaching Spotlight** box for suggestions on how to teach paralinguistic features (such as speed, volume, and body language)

A Only the illustration in which the boy and the girl are pointing at the map and chart is appropriate.

On route

- 5 Prepare a presentation for the topic you selected in Activity 1. Follow the instructions.**



For this activity, you can arrange the class in pairs so that learners work with the same classmate they worked with in Activity 1. Learners already chose a topic. Therefore, they should be ready to write five questions to guide their search. Go around the classroom and pay attention to learners'

ideas, particularly that the questions are focused and oriented to the topic they chose. You can distribute copies of articles on linguistic diversity and/or other materials learners can use to search for the information. You can ask learners to read and find the answers to the questions they prepared in their notebooks. Learners may not be able to find the answers to all the questions but the intention is to give them the opportunity to put into practice the academic strategies introduced in Lesson 1 and Lesson 2.

A Answers may vary.

Closing

To wrap up this class, you can ask learners how easy or difficult it was to prepare the presentation. You can tell learners they will continue working on their presentation the following class. Alternatively, you can ask them to look for more information to answer the questions they formulated (if the sources you brought to class were not useful or relevant for their topic).

Teaching Tips: Speed, volume and body language used in oral presentations

When teaching a new language, learners need to know that some rules of communication also apply to other languages. This is the case of speed, volume, and body language. After checking answers to Activity 3, you can write a fragment of the conversation between Anna and Mike on the board: *"Good morning everybody. Ana and I have prepared a presentation about variations of Spanish in Latin America. Look at the map. All the territories in red speak Spanish."* To help learners raise their awareness of these features, you can say the fragment aloud at different speeds, with different levels of volume, with and without body language. You can elicit from learners which speed and level of volume is the most acceptable. For body language, you can exaggerate gestures to make them notice what is appropriate or not. You can model the fragment with appropriate use of body language, acceptable speed and volume and conduct choral drills. This will help learners focus on paralinguistic features. Time permitting, you can arrange the class in pairs and ask learners to practice saying the fragment.

CLASS 2

Context-setting: To set the context of this lesson, you can conduct a contest about general knowledge with the intention to promote the value of information in the classroom. If you decide to carry out this activity, you can arrange the class in large groups as they are sitting. You will need to divide the board on the same

number of groups in the classroom and assign a space on the board for each group. You can tell the class that you will say a category and someone in their group should write on the table 5 things related to the category mentioned. For example: *name 5 countries in America*. For each correct answer, groups can get a point. Think of categories related to the topic of this module: languages spoken in Latin America, native languages of Mexico, European countries, languages spoken in Asia. These are just some examples.



Explore

6 Prepare your presentation. Follow the instructions.



For this activity you can ask learners to read the instructions carefully. Alternatively, you can read them with the class if you consider this necessary. It's strongly recommended that you go around the classroom and help them when relevant to make sure that information is logically sequenced and sufficiently clear to make a brief presentation. Time permitting, you can rearrange the class in groups of four and encourage learners to help their classmates correct their work. This activity will be used at the end of this module to help them reflect on their progress.

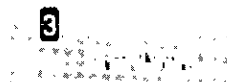
A Answers may vary.

7 Follow the instructions below to rehearse your presentation.



To set this activity, you can remind learners of the conversation between Ana and Mike. You could also elicit what was happening in the conversation (they were rehearsing their presentation and Ana was giving Mike some advice on how to present the information). With the class, you can read the steps and the aspects they should consider when rehearsing. It might be a good idea to encourage learners to give each other feedback (just like Ana to Mike). While learners rehearse, you can go around and help when necessary.

A Answers may vary.



To reintroduce the product of this module, you can ask learners to take out the sources they found or gathered to answer their research questions. You can ask learners to get together with the classmates they've worked with in previous lessons. Draw their attention to Checkpoint 3.

You can ask them where they found the information (on a website, in a local library), and then ask them to write notes to answer the questions in Checkpoint 1. It's advisable that you go around the classroom to make sure learners gather enough information about the topic of their choice and that notes are clear and grammatically correct. Alternatively, you can encourage them to exchange their work with other classmates in their group to check their work.

8 Work with another pair of learners.
Practice presenting your work. Follow the instructions.



To set this activity it is strongly suggested that you arrange the class in groups (two pairs of learners working together) before you give more instructions. Learners should work with the classmates they worked with in Activities 6 and 7. To set the activity you can elicit the topic they chose in pairs, and then you can assign numbers to each pair of learners (pair 1 and pair 2) so that they know which card with specific instructions they should read. Each pair should now read the instructions carefully. To check that instructions are clear, you can ask learners these questions: which pair will present their work first? what will the other pair do when their classmates finish presenting? While learners work in groups, you can go around the classroom to pay attention to their work and take notes on learners' performances and give constructive feedback.

A Answers may vary.



Compass

The purpose of this activity in the Compass Box is to encourage learners to reflect on the features revised in Class 1 (volume, speed and body language). You can ask learners to read the strategies in the Compass box in pairs and reflect on their own performance when rehearsing. You can ask volunteers to share their ideas with the class. Additionally, you can ask learners to discuss which strategies they should use according to the situations listed in the box. To help learners when necessary, it's advisable that you go around the classroom.



Travel log

9 Look back at the activities in this lesson. Check (✓) the column that describes your work best.

Before setting this activity, you can ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

10 Ask a classmate to evaluate your performance, checking the column that describes you best.



Before you set this activity, you can remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.

Destination As I was saying...

CLASS 1

Context-setting: To set the context of this lesson, you can ask learners to take out the notes they prepared in Lesson 3 to give a brief presentation and ask them to paste them on the walls of the classroom. It is very important that notes do not have the name of the author so that learners can guess who wrote them. With their work on display, you can ask the class to go around to read their notes and guess whose notes they are. This activity can be fun but also encouraging to read and revise notes and see what other learners have produced.

On board

1 Check (✓) the elements that make a good presentation.

If you carried the context-setting activity suggested for this class, you can ask learners if the notes they read were sufficiently clear to give a presentation. If not, encourage them to say what was missing or how notes can be improved. By doing this, learners can reflect on the importance of good notes to give presentations. Then, you can set this activity as proposed. Alternatively, you can arrange the class in pairs so that learners go over the aspects listed together. If you follow this suggestion, you can encourage learners to justify their views.

A The speaker keeps eye contact with the audience; the speaker uses body language; the speaker talks at a regular speed and a good volume of voice; the speaker mentions the information in visual materials.

Highlights

2 Listen to Ana and Mike presenting their work. Underline the questions they answer during the presentation.

To set this activity, you can remind learners of Ana and Mike's rehearsal in Lesson 3 to elicit their research topic and other information they can recall. If you do this first, you can tell learners they will now listen to Ana and Mike presenting their work. Additionally, you can ask learners to go over the questions listed above the instructions and anticipate

the information they might mention. For instance, if the speakers are answering question b, they should mention some countries. Similarly, for question b, the speakers should mention some figures. With this, learners will activate the most appropriate listening strategy listening for specific information. You can play the track once and ask learners to compare answers in pairs. You can play the track again for learners to confirm answers before you elicit them.

A b, c, d, f.

3 Listen to Ana and Mike again. Number the graphic support they use as they mention them in the presentation.



To set this activity, you can point to the map and the charts and tell the class they will listen to Ana and Mike again, but this time to pay attention to the order in which they mention the graphic support they use in their presentation. You can play the track once and allow learners to compare answers in pairs. You may need to play the track again if necessary.

A from left to right: 3, 2, 1.

4 Classify the expressions.



The purpose of this activity is to revise the use of expressions learners can use when giving an oral presentation. To set this activity you can ask learners which of the expressions in boxes Ana or Mike used. Alternatively, you can play the recording for learners to identify which ones they used. To match the expression to its function, you may decide that learners work individually if you think this is activity is relatively easy.

A **Opening the presentation:** First of all, To begin with; **Keeping the audience interested:** Any doubts? Any questions? **Reintroducing information:** As I mentioned before, As I was saying; **Adding information:** I would like to add (that), Let me say something else; **Closing the presentation:** Finally, To conclude.

5 Match the expressions with the speaker's intention.



The purpose of this activity is to reflect on the language the audience can use to interact in an oral presentation. To set this activity, you can play the recording and ask learners to identify the expressions listed to the left and its function. If you decide to follow this suggestion, learners will be working individually (to listen to the recording). Yet, you can ask them to match the expressions to the speaker's intention in pairs.

A a. 3; b. 1; c. 2

**On route**

- 6** Go back to the notes for your presentation in Lesson 3, Activity 6. Decide which expressions in Activity 4 you can include.



If you carried out the context-setting activity suggested for this class, you will need to return learners their notes for their presentation, first. To set this activity, you can ask learners to check them and make annotations to add relevant expressions they can use to present their work. It's advisable that you monitor their work and help when necessary. Time permitting, you can ask learners to compare their notes with a classmate and say which expressions they intend to use when they give their presentation.

Closing

To wrap up this class, you can ask learners to exchange their notes for the presentation and check if the expressions are used effectively depending on the "stage" in the presentation: if they are opening or closing the presentation or if they are adding information at some point. If you decide to conduct this activity, you will need to arrange the class in groups of four so that learners have more opportunities to give their opinion about their classmates' work. You can encourage learners to help their classmates and make suggestions when relevant.

CLASS 2

Context-setting: To set the context of this class, you can ask learners to give their opinion about the visual support Ana and Mike prepared for their presentation. If you follow this suggestion, you can ask learners to discuss in pairs if the map, the chart and the graph were clear, appealing and useful to present the information they gathered about their topic.

- 7** Prepare graphic support for your presentation. Follow the instructions.



For this activity, learners should work with the same classmate they prepared the presentation. To set this activity, you can go over the options for illustrating their work with the class. You will need to distribute cardboard or flip paper. It's advisable that you go around the classroom and pay attention to learners' choices to illustrate their work. You can encourage them to check their work for any spelling or grammar mistakes (if there is also any written information). To check their work, you can ask volunteers to show the visual support they prepared; they won't present all of their work

just yet. This activity will be used at the end of this module to help them reflect on their progress.

- A** Answers may vary.



To reintroduce the product of this module, you can ask learners what visual resource they may need to elaborate for their presentation. Alternatively, you can tell the class they will now prepare some visual support to use for their presentation: it can be a table, a map, a diagram or photographs. Encourage them to work together to make decisions on the visual support and prepare useful material depending on the information they will present to class.

**Explore**

- 8** Rehearse your presentation. Make sure you mention the visual support you've prepared.



By now, learners have rehearsed their presentation at least once. You can ask them to have their notes at hand and stress the importance of mentioning the visual materials they have just prepared. Additionally, you can ask them to plan when and how they will integrate them in the presentation. It might be a good idea to go around the classroom to pay attention to their work. You can take notes on the phrases they used to refer to the visual support.

- A** Answers may vary.

- 9** In pairs, give your presentation to the class.



To set this activity, you can remind learners of the feedback they already received in Lesson 3 and the aspects they took into account to work on body language, volume, and speed. Depending on the size of your class, you may decide how learners will give their presentation: ideally, they can give their presentation to the whole class; yet, you can divide learners into large groups so that in each group there is an audience that can interact with each pair and ask questions about their presentation. Regardless of the arrangements you need to make, it's strongly recommended that you take notes on their work to give learners some feedback.

- A** Answers may vary.

10 Discuss these questions.

To set this activity you can ask learners to read the expressions used in speech bubbles to check the language they can use while they discuss in groups. Alternatively, you can copy the questions on the board and ask learners to give their opinion about their classmates' presentations. You can also use the questions to elicit learners' views on their classmates' work. With the notes you took when learners presented their research, it's advisable that you take some time afterwards to give feedback to each pair of learners. See the Extra Activity box to keep learners working while you give feedback to each pair on their presentation

A Answers may vary.

**Extra Activity**

For this activity, you can arrange the class in groups of four, all with different topics of research (for their presentation). You can encourage learners to ask their classmates questions about the presentations they just gave to see how much they can remember and/or if they were actually paying attention. Learners can take turns doing this while you are giving feedback to each pair on their presentation.

**Travel log****11 Look back at the activities in this lesson. Complete the evaluation card. Check (✓) the statements that describe you best.**

It's a good idea to ask learners to go over the activities in this lesson and identify those they were able to do confidently or not very confidently before you set this activity. This is particularly important being the last lesson of the module. This will help them reflect on their performance and progress. After that you can ask them to evaluate themselves stressing the fact that they should be honest about their performance. To help learners understand can-do statements, you can go around the classroom and clarify concepts when necessary.

12 Compare your answers and justify your choices.

It's strongly recommended that you remind learners of the importance of co-evaluation and that they should be open to their classmates' opinion about their own work. To lower anxiety, you can also mention that this tool will help them identify areas they need to work on, and that their classmates may have useful suggestions for them. If you decide to follow these suggestions, you will need to encourage learners to think of strategies for their classmates after evaluating their work.

Oral presentation

CLASS 1

REVISION OF CHECKPOINTS 1 TO 4

To help learners reflect on the work done so far, you can ask learners to get together with the classmates they worked with to develop the product of this module. You can use these questions to help learners reflect: *How do you feel about the material you have prepared for your presentation? Was it easy to select a research topic? If not, why not? Do you remember how you gathered the information about your topic?* You can ask learners to discuss the questions with their classmates. It's advisable that you monitor their work while you go around the classroom.



To enable learners to recapitulate, you can ask learners to open their Student's Book to page 156 and draw their attention to the checkpoints suggested for this product. Learners can go over the checkpoints and identify which ones they have completed so far (Checkpoints 1 to 4). You can elicit learners' findings by pointing to the steps (1 to 4) as they mention them. This will also help learners trace back their work with the intention to get them ready to work on the last activity.

CHECKPOINT 5

To work on Checkpoint 5, you can explain to the class that they will now use the suggestions listed to rehearse the presentation. Allow some time for learners to decide how they will organize themselves and divide the information in equal parts among the members of the group to present it. Monitor their work while you go around the classroom. After the rehearsal, distribute the **Individual Product Record** on page 170 for learners to check their work individually. See the notes for this record below.

INDIVIDUAL PRODUCT RECORD

Draw learners' attention to the **Individual Product Record** before distributing them. Explain to the class that they will now reflect on their individual performance and distribute a copy of the record to each learner. Ask the class to read the instructions in silence. Then, with the set of questions they formulated, their notes, and the visual material at hand, ask 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.

CLASS 2

CHECKPOINT 6

Arrange the class in groups of four so that learners work with the same classmates they prepared the oral presentation. Explain to the class that they will now take turns to present their work to the class. Learners should be able to take turns to give their presentation. When all groups have presented their work, distribute the **Collaborative Product Record** on page 170 for learners to evaluate their performance with the help of their classmates and yourself.

COLLABORATIVE PRODUCT RECORD

Draw learners' attention to the **Collaborative Product Record** before distributing it. Explain to the class that they will now reflect on their performance when working and interacting with others to prepare and give an oral presentation to the class.

Ask learners to read the instructions carefully and complete the first row justifying their choice by completing the last column. Then, 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 during the following module. Make sure learners complete the table while you go around the classroom and monitor their work. This record, along with the Individual Product Record will be used as evidence of their overall performance during this module.

Go to page 171 to check the suggested procedure to help learners evaluate their overall performance with **Your Record of the Journey**.

INDIVIDUAL PRODUCT RECORD

Collaborative Product Record

Read each statement and check (✓) the column that best describes your work.

Oral Presentation. Individual checklist to keep a record of my work			
After checking my work...	Satisfied	Partially satisfied	Not satisfied
a. ...I was able to guide my research using questions.			
b. ...I was able to use sources to find the information I needed to answer my research questions.			
c. ...I was able to prepare notes and graphic resources to present the information I researched.			
d. ...I was able to present my work paying attention to the volume and speed rate of my voice and the body language to express my ideas clearly.			


Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Oral Presentation			
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively researching, taking notes, preparing visual support and contributing to the presentation of our research		Justify your ideas:
	Satisfied	Partially satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are.. with my participation: I participated actively making decisions with others and collaborating in the process of preparing an oral presentation.		Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is.. with my performance looking up information in sources and taking notes to prepare our presentation, and the oral presentation of our work.		Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...		

YOUR RECORD OF THE JOURNEY (suggested procedure)

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. Explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 172.

Activity 1

Before distributing copies to each learner, tell the class that they will use this table to go over each lesson and identify the activities marked with this icon . These activities have been selected to help learners track their progress and reflect on their performance. Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

Activity 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, ask learners to take out the **Individual** and **Collaborative Product Records** and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Activity Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Your teacher will complete the last column later.

Module 9 A journey into linguistic diversity			
Lesson	Activities with a  icon	Satisfied	Teacher's assessment
Lesson 1 / ITINERARY. Select information.	Activity 8		
	Activity 9		
Lesson 2 – DEPARTURE: Read information.	Activity 4		
	Activity 6		
Lesson 3 – PATHWAY Rehearse giving a presentation.	Activity 5		
	Activity 6		
Lesson 4 – DESTINATION Give a presentation.	Activity 6		
	Activity 7		

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two.	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

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Reading journey

A look at native languages in Mexico

Suggested procedure to exploit the Optional Reading Activities

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to Chapter 9. Explain to the class that they will read about a linguistic diversity in Mexico on the following pages.

Activity 1

Ask learners to read and decide if the statements are true or false **before** they read the text. Learners should try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A a. True; b. True; c. False; d. True; e. False.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary, but remind them that the first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A Answers in Activity 1.

Activity 3

Ask learners to read the questions and options first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for specific information. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. 3; b. 1; c. 1; d. 2.

Activity 4

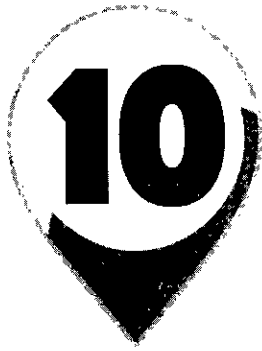
Ask learners to check the figures listed in the table. Then ask them to read the text again, but make sure they use the most appropriate reading strategy (scanning). This activity may be a bit more challenging since learners need to elaborate their answers. Go around the classroom and help them when necessary (not to locate the information in text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. the approximate time most indigenous languages originated; b. the approximate number of native languages still spoken in the country; c. the amount of years between each report from the government about the population of the country; d. the year the Congress passed the *Ley General de Derechos Lingüísticos de los Pueblos Indígenas*; e. The year Nahuatl became the official language of New Spain; f. the number of Mixtec varieties; g. the number of speakers of Nahuatl; h. the percentage of speakers of indigenous language by 1930; i. the estimated population who speaks a native language.

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Setup the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues they you notice to use them later when you elicit answers.



A journey into silent films

- **Learning environment:** Family and Community.
- **Communicative activity:** Exchanges associated with media.
- **Social practice of the language:** Compose dialogues and interventions for a silent short film.

MAP FOR THE JOURNEY

Lesson 1

ITINERARY ♦ Silent films are fun!

Achievements: Revise silent short films.

Teaching guidelines:

- Use activities that allow students to get involved to.
 - Recognize topic, purpose, and intended audience.
 - Differentiate characters
 - Distinguish non-verbal language used by characters
 - Identify relationships between scenarios, actions, and sound resources.
 - Determine the nature of actions (funny, tragic, etc.).
 - Value the cinema as a means to reflect on emotions and experiences, people and their culture

Collect evidence such as: A chart with sentences to compose dialogue.

Resources: Student's Book pages 158-161 ■ CD image 10

Lesson 3

PATHWAY ♦ Let's write a script for a film!

Achievements: Write lines and dialogue

Teaching guidelines:

- Encourage your students to be able to:
 - Order sentences into sequences to form dialogues.
 - Propose sentences to complete lines and dialogues.
 - Register lines and dialogues in a script format.
 - Briefly justify the choice of sentences for a dialogue.
 - Use connectors to link sentences and/or reformulate expressions
 - Describe motivations, hopes, desires and/or ambitions, using expressions to shade them (e.g. You may It might ..., etc.).

Collect evidence such as: A script with dialogue.

Resources: Student's Book pages 166-168

ARRIVAL

Script for a silent short film

Resources: Student's Book page: 172

Lesson 2

DEPARTURE ♦ Have you seen this film?

Achievements: Understand the general sense and main ideas.

Teaching guidelines:

- Supervise and support your students to be able to:
 - Anticipate general sense and main ideas.
 - Clarify the names of objects, actions, and concepts.
 - Establish genre.
 - Get to know values and behavior in English-speaking countries.

Collect evidence such as: A script with dialogue.

Resources:

CD track 32

Resources: Student's Book pages 162-165

Lesson 4

DESTINATION ♦ Let's make a film!

Achievements: Write lines and dialogue.

Teaching guidelines:

- Encourage your students for them to be able to:
 - Register lines and dialogues in a script format
 - Perform dialogues.
 - Adjust verbal and non-verbal language according to a specific audience.
 - Adequate volume and speed.
 - Offer and receive feedback.
 - Include examples, appropriate details, and interesting information, using adverbs.

Collect evidence such as: A script with dialogue

Resources: Student's Book pages: 169-171

READING JOURNEY

FAQs about Silent Films

Resources: Anthology pages: 113-124

Silent films are fun!

CLASS 1

Context-setting: To set the context of this module you could exploit the opening question on the cover page in the Student's Book by writing it on the board. If you decide to do this, you can arrange the class in groups to discuss the question and then invite some volunteers to share ideas with the class. It might be a good idea to tell learners that whether sound or silent, films rely heavily on images, so that learners do not feel the concept of silent films alien to them in case they have never seen one. You might also use Image 10 in the CD instead of the opening question and exploit it by inviting learners to discuss what kind of film the image represents and if they would like to watch it. If you decide to do this, it is advisable to let learners know that throughout this module, they will develop the skills to write a script for scene in a short silent film.

On board

1 Discuss the questions below.

This activity will help learners activate any previous knowledge they may have about films in general and silent films. If you choose to conduct the activity as proposed in the Student's Book, after learners have finished discussing, you can invite the class to browse the internet (if they have access to it) and look for the names of some famous silent films.

A Answers may vary.

Highlights

2 Read the texts. Circle the correct option to complete the sentences below.

This activity will give learners exposure to short film reviews and help them identify topic, purpose and intended audience. You could set up this activity by telling learners that they are going to read about two silent films. Then, you can direct their attention to the film reviews and ask them to circle the correct option to complete the sentences below the texts. You might want to encourage learners to read quickly and focus on the main idea, not to get distracted with unfamiliar words. Once that learners have completed the activity, you may ask them to discuss in groups which

film they would like to see based on the reviews and to predict what some of the scenes in the films would look like.

A a. Magazine, b. TV programs, c. give an opinion, d. cinema.

3 Look at the scenes. Match the lines in the box below to the scene and write them. Then, circle the correct option to complete the sentences below.

This activity will help learners differentiate characters, identify relation between scenarios, actions and sound resources in silent short film scenes. To set up this activity you could draw learners' attention to the scenes. If you consider it useful, you may point at some objects in the scenes and elicit the names. Then, you can explain to the class that the lines in the box represent possible dialogues or sound effects for the scenes. After that, you may ask learners to match the lines to the correct scene. Next, you may direct learner's attention to the sentences below the scene and tell them that these sentences can help them differentiate characters and identify relations between scenarios and actions in the film scenes. Then, you can ask learners to choose the correct option to complete the sentences. Alternatively, if you asked learners to make predictions about the films in the previous activity, you may ask them to say how similar their predictions were to the scenes.

A A Let's go to Venus!, B Out astronauts!, C Clink clank! Clink clank!, D Have a nice trip! Good luck!, E Klunk!, F Woooow!
1. A Trip to Venus, 2. C, 3. A, 4. F, 5. an observatory

4 Look at the scenes in Activity 3 again and choose the best option to answer the questions.

This activity will help learners differentiate characters and distinguish non-verbal language used by characters. Before setting up this activity, you could tell learners that silent films also included dialogues and sound effects, but that these were shown with the use of 'intertitles' which are the cards with text next to the scenes. Then, you can conduct the activity as proposed in the Student's Book.

A a. 1, b. 2, c. 1.

Lighthouse

The purpose of this box is to help learners reflect on how they learn and strategies they can use. If you would like to take advantage of the information in this box, you can ask learners to read the first paragraph in the box. Then, you may arrange the class in groups of three or four and ask them to look at the examples of onomatopoeia in Activity 3 and identify what action or which object in the scenes is the onomatopoeia related to. Then, you might direct learners' attention to the Lighthouse box again and ask them to read the rest of the information and think of additional examples of onomatopoeia both in English and Spanish so that they can write a list. Finally, you could share with the class that their lists could be used later on for including sound effects in a silent film scene that they will create.

Closing

To wrap up this class, you could ask learners to work in groups and make drawings and intertitles for two scenes of the movie *A Mysterious Portrait* they read about in Activity 2. Then, you can ask learners to share their scenes and intertitles with another group and choose the most creative ones.

CLASS 2

Context-setting: To set the context of the class, you could write *A Trip to Venus* and *Mysterious Portrait* on the board. Then, you may arrange the class in groups of 3 or 4 and ask learners to write a list of things they remember about each film. Then, you can ask learners to discuss which of the two films they would prefer to watch and explain why. Finally, you might share with learners that in this class, they will work on expressing views and opinions about cinema.



On route

- 5 Give your opinion about the scenes in Activity 3 and discuss the questions below.**



This activity will help learners reflect on the nature of some actions in film scenes. To set up this activity, you could draw learners' attention to the questions and ask them to read them in silence. Then, you can arrange the class in groups and ask learners to discuss the questions together; you may also direct their attention to the Lighthouse box and have them consider the use of onomatopoeia to make a scene

funny, scary, etc. Alternatively, you could ask learners to discuss what changes they could make to each of the scenes in Activity 3 to make them violent, scary, exciting or funny

A Answer may vary.

1

Before you ask learners to go to page 172, you could introduce the product for this module: a script for a scene in a silent short film. You can tell the class that during this module they will work on preparing a script for a film scene that they can later present to the class, and that in each lesson they will get a set of instructions to develop the product. Next, you could direct learners' attention to Checkpoint 1. You may decide to arrange the class in groups instead of pairs to complete the activity. This might be a good time for you to go around the classroom and monitor learners' work to make sure learners draw three scenes in their notebooks.

- 6 Choose one scene from Activity 3, imagine a new monologue or dialogue for the scene and write a script in your notebook. Use the chart below as a guide.**

This activity will help learners develop skills they will need for working on the final product for this module. To set up this activity, you could tell learners that they are going to create a new possible dialogue for one of the scenes in Activity 3. You could direct learners' attention to the dialogue in Activity 6 to use as an example. If you think this activity might be more language generative by conducting it in pairs or groups, you should arrange the class accordingly. Alternatively, you may want to encourage learners to imagine what the characters are thinking in each scene and what they might be saying to themselves. After that, you can ask learners to write their scripts. Additionally, once that learners have completed the activity, you could ask learners to compare scripts and then decide which one is the most interesting or the most creative.

A Answers may vary.

Spyglass

The purpose of this box is to help learners reflect about themselves and how they relate to the world. If you would like to take advantage of the information in the box, you could ask learners to read the sentences and make sure they understand them., then you can tell them to decide if they agree or disagree with the sentences and ask them to make notes in their notebooks to support their opinion. Then, you could share with learners that thinking about reasons for our opinions is a good way to help others value and respect our views.



Explore

7 Discuss the questions below. Share your ideas with the class.



This activity will help learners value the cinema as a means to reflect on emotions and experiences, people and their culture. To set up this activity you could direct learners' attention to the questions. Then, you can remind them that they made some notes for the Spyglass box that are related to the questions in this activity. Next, you can arrange the class in groups and have them discuss the questions and express their opinions. This might be a good time to go around the classroom and monitor their work, so that you can invite learners to support their opinions by giving specific examples of films they have seen. You may also want to encourage learners to agree or disagree with each other politely. At the end of the activity, you could invite a few volunteers to share their views with the class. You may check the **Cultural Passport box** for some information you could share with learners at this point of the class

A Answer may vary.



Travel log

8 Look back at the activities in this lesson. Complete the chart with notes.

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 anecdotal notes to help them reflect. Before asking learners to use the anecdotal notes to evaluate themselves, it might be a good idea to help learners identify which activities 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.

9 Ask a classmate to evaluate your performance, checking your notes in the chart.



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

Cultural Passport.

Short films were used as propaganda by both allies and their enemies during the first and second world war. They portrayed war situations as well as daily life situations, these short films were projected before the main film. The purpose was to boost patriotism and stress the importance of the different values that were prevalent in those countries' society at the time. Although in a different way, this is still true for today's films. Countries all around the world use movies to represent, highlight, or criticize the values and beliefs of their original culture.

Departure Have you seen this film?

CLASS 1

Context-setting: Before the class, you could prepare a picture of a scene or a poster from a film that's popular or well-known among your learners. You should cover this picture with numbered pieces of paper. Once in the classroom, you may show the covered picture and ask learners to say a number. Then, you can take out the piece of paper with that number on it. Next, you should have learners guess the film the picture is related to. If they cannot guess, you should tell them to pick another number and repeat the procedure until they have guessed the name of the film. Finally, you could let learners know that in this class they will take a look at different film genres.



On board

1 Match the poster to the correct word.

Discuss the questions below.



This activity will help learners establish genre of different films. You could conduct this activity as proposed on the Student's Book. Alternatively, you may want to exploit this activity to activate students' previous knowledge. In order to do this, you could write the different film genres on the board. Then, you could ask learners to think of characteristics and features for each genre and write a list for each genre. You may help learners by pointing to the word comedy on the board and ask: When we see this kind of film, do we normally cry or laugh? (laugh). Are scenes in this kind of film normally scary or funny? (funny). Then, you could ask them to think of additional characteristics for the other genres.

A a. Horror, b. sci-fi, c. drama, d. action, e. comedy

Answers may vary for the questions.



Highlights

2 Look at the scenes below. Complete the sentences with one of the films in Activity 1 and the phrases in the box.

This activity will give learners a chance to anticipate general sense and main ideas in a film. You could set up this activity by drawing learners' attention to the scenes and the sentences and allow them to read in silence.

Then, ask learners to do the activity. Additionally, you could ask learners to write sentences to make predictions about the other films in Activity 1 by using the sentence they completed in Activity 2 as models.

A a. Cosmic wars, b. battle in the solar system, c. (the) United Nations space program, d. (an) alien race, e. there will be lots of action, f. a planet will explode

Note to the teacher: You can also accept the reverse order for items c and d or e and f.

3 Read the scripts and match them to the correct picture.



This activity will provide learners with models they can use to write scripts for the final product of the module. You could set up the activity by directing learners' attention to the pictures and explaining to the class that the pictures only represent a part of the complete scene described in the scripts. Then, you could arrange the class in pairs and ask learners to read the scripts and match them to the correct picture. Additionally, you could ask learners to write a script for the other picture in this activity.

A a. Scene 3, b. Scene 1.

4 Look at two scenes of *The Promise*. Circle the correct option to complete the script below. Then listen and check your answers.



This activity will help learners clarify the names of objects, actions and concepts included in a film script. You could set up this activity by drawing learners' attention to the scenes and the script. You could remind learners that again the pictures only represent parts of the scenes described in the script. Next, you may ask learners to read the script and circle the correct option to complete it. After that, you could have learners compare answers in groups before playing the audio for students to check their answers. Additionally, you could ask learners to discuss what might happen in the following scenes in this film.

A 1 on a farm, 2 couple, 3 town, 4 buy, 5 horse, 6 playing, 7 laughing, 8 surprised, 9 feed, 10 bucket.

Closing

To wrap up this class, you could arrange the class in groups of 3 or 4. Then, you could remind learners that in this class, they have read some examples of film scripts. Next, you can ask them to choose one of the films in Activity 1 and imagine scenes in the film. After that, you could ask learners to share their ideas with their groups and choose the most interesting scenes.

CLASS 2

Context-setting: To set the context of the class, you could ask learners to work in groups and write a list of values that Mexican consider important. Once that learners have written their lists, you could ask learners to compare lists with another group. Finally, you can share with learners that in this lesson they will talk about how cinema can be used to represent and show values that are important in a culture.



5 In this lesson you've read about two different American films. Discuss the questions.



This activity will help learners reflect on the way that cultural values are reflected in films. Before setting up this activity, you may want to refer students back to the scripts and scenes on page 163. Then, you can direct learners' attention to the questions and have them read in silence. Next, you may arrange the class in groups and ask them to discuss the questions. After that, you could ask learners to compare ideas with another group.

A Answers may vary.

Lighthouse

The purpose of this box is to help learners reflect on how they learn and strategies they can use. If you would like to take advantage of the information in this box, you can ask learners to read the information in silence first. Then, you may arrange the class in groups of three or four and ask them to think of ways that films can be used to help them improve their English and cultural knowledge. Finally, you could share with the class that their films in English can be a very good tool for them to learn new vocabulary, provide exposure to natural use of language and knowledge about customs and traditions in English speaking countries.

6 Read the text about American values and match the headings to the correct paragraph. Check your answers in Activity 5.

This activity will provide learners with information so that they can get familiar with values and behavior in English speaking countries. Before setting up this activity, you could remind learners that they have discussed about which American values they think are shown in the scenes and scripts they read in the previous class. Then, you can tell learners that they are going to read a short article about American values, so that they can check if their ideas were right. Next, you can invite learners to read the text and match the headings to the correct paragraph. Additionally, you may ask learners to discuss in groups if Mexican values are similar or different to the ones in the text.

A a. Individuality, b. Equality, c. Privacy, d. Work hard and play hard



7 Choose a film in Activity 1. Draw a scene in the film in the space below. Take notes on the characters, the setting, the body language and the actions occurring in the scene.



This activity will help learners develop skills to work on the final product for this module. You could set up this activity by explaining to the class that they are going to draw a scene for a film. You might want to remind learners that it is important to consider scenarios, characters, actions, and body language before reaching any final decision about their scenes. Then, you could arrange the class in pairs and have learners discuss together and brainstorm possible ideas to be included in their scenes. Next, you can invite them to draw their scenes in the space provided.

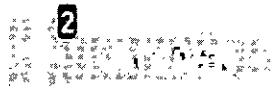
A Answers may vary.

- 8** Share your scene. Describe the characters, the setting, the body language used and the actions in the scene.



To set up this activity, you can tell learners that it is time to share their scenes with their classmates. You could arrange the class in groups of 4 or 6 (2 or 3 pairs working together). Then, you can tell learners to take turns to share their scenes with their classmates and describe the characters, setting, body language used and actions occurring in the scene. Once that learners have completed the activity, you could ask the groups to choose the most creative scene. Additionally you may invite a few volunteers to share their scenes with the whole class.

A Answers may vary.



Before asking learners to go to page 172. It may be a good idea to remind them of the product of this module and that they have already completed Checkpoint 1. Then, you can ask learners to go to page 172, take out the scenes they drew in Checkpoint 1 and complete Checkpoint 2. When learners have completed Checkpoint 2, it is advisable to encourage them to write a list or notes with the information they shared so that they can keep it as a record of completion for this activity.



Travel log

- 9** Look back at the activities in this lesson. Complete the chart with notes.

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 anecdotal notes to help them reflect. Before asking learners to use the anecdotal notes to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 10** Ask a classmate to evaluate your performance, checking your notes in the chart.



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

It's time to read! Check the procedure suggested for the Reading Journey.

Let's write a script for a film!

CLASS 1

Context-setting: Before the class, you could prepare a short description for a film you have seen and that your learners may be familiar with. Once in the classroom, you could set the context of the class by telling learners that you are going to describe a film and they have to guess the name of the film based on your description. Then, you can read your description and invite learners to guess the name of the film. Whether they guessed correctly or not, you can invite the class to work in groups and do the same. Then, you can arrange the class in groups and explain that they should take turns to describe one film, and the rest of the group needs to guess the name of the film. Finally, you can tell the class that in this lesson they will be looking at language that can be used to make guesses about film scenes.



On board

- 1** Look at the scenes and discuss the questions below.



This activity will help learners make guesses about film scenes. You could set up the activity by drawing learners' attention to the scenes and elicit what they can see. Then, you can arrange the class in groups and ask learners to read the questions in silence. Next, you can ask learners to discuss the questions. You may want to encourage learners to use their imagination and be creative with their guesses.

A Answer may vary.

- 2** Match the scenes to the description below.

This activity will provide learners with models of language to make guesses about film scenes. You can set up this activity by telling learners that in the previous activity they made guesses about some film scenes. Then, you can direct learners' attention to the descriptions and tell them that these descriptions are speculative, or in other words they are guesses. Next, you could ask learners to match the descriptions to the correct scene. Additionally, you may ask learners to discuss if the descriptions in this activity are similar to the guesses they made in Activity 1.

A Answers may vary



Highlights

- 3** Look at the sentences in the boxes below. Circle the correct option to complete the rules below.

This activity will help learners identify language used to describe motivations, hopes, desires and/or ambitions, using expressions to shade them. For an alternative way on how to teach this language point, you can check the **Teaching Tips** box. You can set up this activity by drawing learners' attention to the boxes and the rules. You might want to model the activity by answering the first item with the whole group. Then, you can ask learners to complete the activity as proposed in the Student's Book.

A a. possibility, b. at the beginning, c. between, d. simple form, e. because, f. sentences.



On route

- 4** Complete the sentences with an appropriate word or expression from Activity 2.

This activity will provide learners with practice on the use of connectors to link sentences. You can set up this activity by writing the first item on the board. Then, you can invite learners to mention how they could complete the sentence with the words in purple and orange from the previous activity. After that, you could ask learners to complete the activity on their own. Alternatively, you could ask learners to compare answers in groups

A a. Maybe / Probably / I think, as / since / for, b. may / might, c. Maybe / Probably / I think, as / since / for, d. may / might, that's why, e. may / might, as / since / for

Closing

To wrap up this class, you could tell learners that they are going to practice the language they studied in this class with the scene films that they saw in previous lessons. Then, you can arrange the class in groups. You could refer learners back to the scenes in pages 159, 162 and 163. Next, invite them to make guesses about the dialogues, actions and characters in the scenes using the phrases and words they learned in this class. This might be a good time to monitor learners' work to check their progress.

Teaching Tips: How to use language to speculate

With books closed, you could write the following example on the board: 'She might be scared since her husband is about to fall.' You may use different colors to identify main elements like the ones suggested in the Student's book. Then, you can draw learners' attention to the first clause in the sentence and ask: Am I expressing a hypothesis or am I certain? (hypothesis), Which word is used to introduce my hypothesis? (might), What type of word follows might and in what form? (a verb in simple form). After that, you may write a second example on the board: 'I think he is not sure about how to use the materials, for he is reading the instructions.' Next, you can draw learners' attention to the first clause in the sentence and ask: Am I expressing a hypothesis or am I certain? (hypothesis), What expression do I use to introduce my hypothesis? (I think). Then, you could point to the first clause in both example sentences on the board and ask: Is the position of the word or phrase that expresses a hypothesis the same in both cases? (no, might goes between the subject and verb and I think goes at the beginning). Then, you could point to the second clause in both example sentences on the board and ask: Am I giving reasons to justify my hypothesis here? (yes), Which words do I use to mention the reasons for my hypothesis? (since and for).

CLASS 2

Context-setting: To set the context of the class you could divide the board in two sections and write the following at the top of each section: A good dialogue in a film scene needs... Then, you can arrange the class in two large teams and ask each team to make a line in front of each section on the board. Next, you can tell students that they will have a competition to see which team comes up with the most characteristics for a good dialogue, you may want to explain that each characteristic they write on the board will be one point as long as it is spelled correctly. After that, you can ask the students at the back of the lines to run to the board and write one thing they consider a good dialogue needs, then they should take their place at the front of the line while the rest of the students move to the back, the new students at the back of line do the same and the procedure is repeated until all the learners in each team have had a chance to write their ideas on the board. At the end of the activity, go over learners' ideas on the board and assign one point for each characteristic on the board that is relevant and spelled correctly. Add up the total points and appoint the winner team. Finally, you can tell learners that in this class they will work on writing dialogues for film scenes

5 Number the sentences to form a dialogue. Answer the questions below.

This activity will help learners order sentences into sequences to form dialogues. Draw learners' attention to the sentences. Arrange the class in pairs and have them order the sentences to form a dialogue. Go around the classroom and monitor their work. Then, ask learners to compare answers with another pair. Then, elicit answers and write them on the board. Now, direct learners' attention to the questions in the box, let them read them in silence. Tell them to discuss the questions. Go around the classroom and monitor their work. Then, ask learners to compare ideas with another pair. Finally, elicit answers from volunteer learners.

A a. 5, b. 1, c. 4, d. 3, e. 2 Answers may vary for the questions.



Explore

6 Look at the following scenes and write a dialogue for each one in your notebook.

This activity will help learners register lines and dialogues in a script format as well as develop skills needed for the final product of the module. You could set up this activity by drawing learners' attention to the scenes and elicit what they can see. Then, you can arrange the class in groups and ask learners to brainstorm ideas that could be included in a dialogue for each scene. You might want to encourage learners to use their imagination and be creative. After that, you can ask learners to write the dialogues in their notebooks. This might be a good time for you to monitor learners' work so that you can provide assistance when necessary.

A Answer may vary.

- 7 Share your dialogues in Activity 5. Explain how and why you created them. Discuss the questions below and share conclusions with the class.**



This activity will help learners justify the choice of sentences for a dialogue and use connectors to link sentences. You could set up this activity by telling learners that they created some dialogues in the previous activity, and that now it is time to share them and explain the reasons why they think that could be a possible dialogue for the scenes. Then, you can arrange the class in groups, preferably two pairs working together. Once that learners have shared their dialogues and justify their ideas, you can draw their attention to the questions and let them read in silence. Then, invite learners to discuss together and reach a conclusion. Finally, you might invite a few groups to share conclusions with the class.

A Answer may vary.

3

Before asking learners to go to page 172, you could remind learners of the final product of this module and that they have already completed Checkpoints 1 and 2. Then, you can ask learners to go to page 172 and take out their scenes and notes. After that, you may draw their attention to Checkpoint 3 and explain that they will now write dialogues for their scenes. This might be a good time for you to go around the classroom and monitor learners' work as well as help when necessary.



Travel log

- 8 Look back at the activities in this lesson. Complete the chart with notes.**

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 anecdotal notes to help them reflect. Before asking learners to use the anecdotal notes to evaluate themselves, it might be a good idea to help learners identify which activities 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.

- 9 Ask a classmate to evaluate your performance, checking your notes in the chart.**



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

Destination Let's make a film!

CLASS 1

Context-setting: To set the context of the lesson, you could arrange the class in pairs and ask learners to brainstorm names of actors, actresses and directors so that they can write a list with as many names as they can. Then, you may arrange the class in groups of 4, (two pairs working together). You can ask learners to compare lists and choose the best actor, actress and director from their list. Finally, you can let learners know that in this lesson they will take a look at some useful that directors and actors can use when rehearsing scenes.



On board

1 Discuss the questions below.

This activity will help learners reflect on aspects and roles that need to be considered when making a film. You can set up the activity by drawing learners' attention to the questions. Then, you could arrange the class in pairs and ask learners to discuss the questions. Additionally, you may invite learners to compare ideas with another pair. Finally, you could invite a few volunteers to share their ideas with the class.

A Answers may vary.



Highlights

2 Look at the sentences in the speech bubbles. Decide who says them, the Director (D) or the Actors (A). Write D or A on the lines.

This activity will provide learners with language models that can be used to include examples, appropriate details and interesting information using adverbs when rehearsing film scenes. First, you could draw learners' attention to the speech bubbles and tell them that these are examples of things that actors and directors say while rehearsing film scenes. Then, you could arrange the class in groups and have learners look at the sentences and decide who says them, if the director or the actors. Then, you may ask learners to compare and justify their answers with another group.

A 1 D, 2 A, 3 D, 4 A, 5 A, 6 D, 7 A, 8 D.

3 Look at the director's instructions in Activity 2. Complete the rules below.

This activity will provide learners with information on how to use adverbs. You could set up this activity by referring learners back to Activity 2 and ask them to look at all the sentences that a director can say. Then, you can draw their attention to the rules and the words in the boxes. Next, you could explain that they need to complete the rules with the words in the boxes. You might want to model the activity by answering the first item with the whole group. Then, you could ask learners to complete the activity on their own. Finally, you may allow learners to compare answers in groups.

A how, b. adverbs, c. -ly, d. adjective, e. verb.



On route

4 Read the director's instructions and think of an appropriate adverb to complete them.

This activity will provide learners with practice on the use of adverbs to include examples, appropriate details and interesting information when rehearsing film scenes. If you consider it necessary, you could model the activity by writing the first sentence on the board and elicit from learners how to complete it. Alternatively, you can write some adverbs on the board for students to use as a reference, e.g. attentively, suspiciously, sadly, etc. Next, you could arrange the class in pairs and have learners complete the director's instructions. Then, you might allow learners to compare answers with another pair.

A Answers may vary.



Explore

- 5** Write the script for one of the scenes in Lesson 3, Activity 5 or any scene in Lesson 1 and 2.



Include:

This activity will provide learners with opportunities to register lines and dialogues in a script format. Before setting up this activity you could ask learners to say what type of information should be included in a script and write their ideas on the board. Then, you can explain the class that they are going to write the script for one scene of their choice. You can then direct learners' attention to the bullet points in Activity 5 and ask learners to check if the information on the board matches the information here. Then, you can arrange the class in groups and have learners write their script for the scene of their choice. This might be a good time to go around the classroom and monitor learners' work, you might want to point out that they will eventually perform these scenes to the whole class, so you can encourage learners to be very creative in their scripts.

A Answers may vary.

Closing

To wrap up this class, you could ask learners to exchange their scripts with another group. Then, ask them to read their classmates' script and make suggestions on how to make it better.

CLASS 2

Context-setting: To set the context of the class you could divide the board in two sections and write the following heading at the top of the left section: A good film director needs..., then you can write the following heading at the top of the right section: A good actor / actress needs... After that you may arrange the class in groups of 3 or 4 and tell students they have to think about what characteristics are important to be good directors, actors or actresses. Next, you may allow learners discuss ideas and decide on the most important characteristics for each role. Finally, invite a few volunteers share ideas with the class. You may want to share with learners that in this lesson they will be taking the roles of actors and directors since they will rehearse their film scenes.

- 6** Rehearse your scenes to perform in class. Use the guidelines to help you.



This activity will help learners to reflect on how to adjust verbal and non-verbal language according to a specific audience, and adequate volume and speed. Before setting up this activity, you should remind learners that in the last lesson they wrote a script for a scene to perform in class. Then, you can explain that it is time for learners to rehearse their scenes. You may want to point out that before rehearsing, learners should decide which people in the group will play each character and who will be the director. Then, you could direct learners' attention to the guidelines and ask them to read in silence. While learners rehearse their scenes, it might be a good time for you to monitor their work to check their progress and provide assistance if needed.

A Answers may vary.

7 Take turns to perform your scenes to the whole class. Complete the chart with notes while you watch your classmates.



This activity will help learners perform dialogues and collect evidence to offer and receive feedback. Before setting up this activity, you could tell the class that it is time to perform their scenes. Then, you can direct learners' attention to the chart in Activity 7 and tell them that the purpose of this activity is not only to perform their scenes but to collect evidence that can serve to offer and receive feedback, which is why they need to make notes about their classmates' performance while watching them. Then, you can arrange the class in groups and assign turns to perform their scenes. Next, you should ask the groups to take turns to perform their scene, and remind the class that they are to make notes about their classmates' performance. It is suggested not to monitor at this stage as this might cause disruptions and distractions, instead stay in one place and take notes about the groups' performance that you can use during the evaluation stage for this module

4



It is suggested that the final product for the module is built up gradually throughout the different lessons. However, if you think that conducting this step at this point might disrupt the flow of the lesson, feel free to conduct this stage as part of Class one for the product lesson.

Before asking learners to go to page 172, you could remind learners of the product of this module and that they have already completed Checkpoints 1, 2 and 3. You can then ask them to go to page 172 and take out their scenes and dialogues. You may want to draw learners' attention to Checkpoint 4 and explain that they will now choose one scene and dialogue to write a script with directions for actors. You might want to monitor learners' work at this point to provide help when necessary.

8 Work with a new group, share your notes in Activity 7, discuss the questions and share your conclusions with the whole class.



This activity will help learners offer and receive feedback. Before setting up this activity you could tell learners that it is time for them to give and receive feedback about their scene performance. First, you should arrange the class in groups of 4 (it is very important to ensure that all learners in each group did not work together in the previous activity). Then, you can ask learners to share their notes and give

their opinions about their classmates' performance. While learners give each other feedback, you could go around the classroom and monitor their work so that you can encourage learners to use their notes to mention things their classmates did well and then to provide constructive feedback on areas they could improve. After that, you can direct learner's attention to the questions in Activity 8. You could tell the class that now it is time to make some decisions based on everybody's performance. You can invite the class to discuss together or in groups. Once that learners have discussed the questions and reached a conclusion, you might invite a few volunteers to share ideas with the class.

A Answers may vary.



Travel log

9 Look back at the activities in this lesson. Complete the chart with notes.

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 anecdotal notes to help them reflect. Before asking learners to use the anecdotal notes to evaluate themselves, it might be a good idea to help learners identify which activities 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.

10 Ask a classmate to evaluate your performance, checking your notes in the chart.



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



Script for a silent short film

CLASS 1

Revision of Checkpoints 1 to 4

Before asking learners to work on the final checkpoints for this final product, you could ask them how they feel about their work so far. You can ask them these questions: *Was it easy to draw scenes for the film? How about writing the dialogues for the scenes? How about writing a script with directions for actors?* After that, you may ask them read the checkpoints suggested for this product.

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

In case you chose not to do Checkpoint 4 in the previous class, now it's the time to do it, you should check the suggested procedure for this activity on page 186. You could ask learners if they are satisfied with their scripts for the scene, 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 script, you should distribute the Individual Product Record on page 188 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 script, 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

CLASS 2

Checkpoint 5

You could set up this activity by explaining to the class that they will use their scripts to rehearse their film scenes. If you think it would be useful, you may allow learners to record their rehearsals so that they can show and share this instead of performing their scenes live.

Checkpoint 6

You could now tell learners that it is time to perform their scenes to the whole class. You should assign turns for each group to present their work. When all groups have presented their film scenes, you should distribute the **Collaborative Product Record** on page 188 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

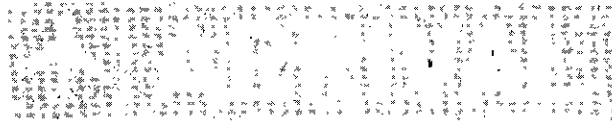
when working with others to write the film script suggested for this module.

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 you could 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, since this is the last module in the textbook. You could encourage learners to consider what they could do in the following school year. 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 189 to check the suggested procedure to help learners evaluate their overall performance with

Your Record of the Journey



Individual Product Record

Read each statement and check (✓) the column that best describes your work.

Script for a silent film scene			
Individual checklist to keep a record of my work			
After checking my work, my script for the scene	Satisfied	Partially satisfied	Not satisfied
a. includes information about characters, actions, scenarios, props, and costumes.			
b. includes information on how to show sound effects and dialogues to the audience.			
c. includes creative and interesting dialogues and directions for the actors.			
d. is written correctly with accurate use of grammar, vocabulary and punctuation.			

Collaborative Product Record


Read the instructions on the left to complete the table. You will need the help of a classmate and your teacher to evaluate your performance after presenting your work.

Script for a silent film scene				
1. Choose the option that best completes your performance:	I am... with my participation: I participated actively to prepare a script, listening to others and supporting my classmates when possible.			Justify your ideas:
	Satisfied	Partially satisfied	Not satisfied	
2. Ask a classmate to circle the option that best describes your performance:	My classmates are... with my participation: I participated actively making decision with others and assisted them when they needed some help.			Ask your classmate to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
3. Ask your teacher to circle the option that best describes your performance:	My teacher is... with my performance during the performance of my scene. I participated actively during the writing of the script and its presentation.			Ask your teacher to justify his/her ideas:
	Satisfied	Partially satisfied	Not satisfied	
4. Propose an action plan for yourself:	Based on my views, my classmate's and my teacher's, for future modules I will...			

Your Record of the Journey (suggested procedure)

Prior to this class, prepare copies of Your Record of the Journey for each learner. To finish the journey of this module, you should ask the class to take out the evidence they have collected in their notebooks, the Student's Book and the Individual and Collaborative Product Records. It is very important that you explain to the class that they will now evaluate their work during the module and show them a copy of the Record of the Journey on page 190.

Activity 1

Before distributing copies to each learner, you can tell the class that they will use this table to go over each lesson and identify the activities marked with this icon . These activities have been selected to help learners track their progress and reflect on their performance. Distribute copies of Your Record of the Journey and give instructions for the first activity. Ask learners to read the instructions and identify the activities individually. Then, ask them to check (✓) the column that best describes their performance, but point out that the last column to the right will be completed by yourself when they have completed all the activities in the record. Go around the classroom to monitor their work.

Activity 2

Now it's the learners' turn to select extra activities of their choice. Explain to the class that for the second table they are free to choose other activities that can show their progress. Allow learners some time to go over the lessons in this module and select one more activity in each lesson to complete the table. Go around the classroom and monitor their work. Point out that you will complete the last column to the right later when they have completed all the activities in the record.

Activity 3


Draw learners' attention to the questions and ask them to answer them individually. The questions are targeted to allow learners to give their opinion freely about the contents of the module and their experience without the pressure of evaluating their performance.

Activity 4

Finally, ask learners to take out the Individual and Collaborative Product Records and approach you to revise their work together. This is when you will complete the last column in the first and second activities. Go over the record together and negotiate with each learner the actions they should take to improve their work.

YOUR RECORD OF THE JOURNEY

- 1** Take out your Student's Book and your notebook. Locate the activities listed in the table below. Evaluate your work and check (✓) the column that best describes your performance. Don't complete the last column.

Module 10 A journey into silent films					
Lesson		Satisfied	Partially satisfied	Not satisfied	Teacher's assessment
Lesson 1 / ITINERARY Silent films are fun!	Activity 6				
Lesson 2 -- DEPARTURE Have you seen this film?	Activity 7 Activity 8				
Lesson 3 -- PATHWAY Let's write a script for a film!	Activity 5				
Lesson 4 -- DESTINATION Let's make a film!	Activity 5 Activity 7				

- 2** Add other activities you completed that show your progress. Evaluate your work and check (✓) the column that best describes your performance.

Other activities					
Lesson:	Activity:	Satisfied	Partially satisfied	Not satisfied	Teacher's assessment

- 3** Answer the questions based on your learning experience.

In this module...	
What did you learn? Name at least two things.	
Which activities did you enjoy doing? Name at least two.	
Which activities were difficult to do? Name at least one.	
What can you do to improve in the future? Think of strategies you can use.	

- 4** Take out your Individual and Collaborative Product Records. Ask your teacher to comment on your progress and take notes. Decide together which actions you will take in the future to improve.

(photocopiable—Grupo Patria, Inc. 2018)

Reading journey: FAQs about silent films

Suggested procedure to exploit the Optional Reading Activities

BEFORE THE READING JOURNEY

To finish Lesson 2, draw learners' attention to this icon next to the Travel log activities. Ask the class the question next to the icon and elicit answers. Then, ask learners to take out their Anthology and open it to page 113. Explain to the class that they will read about silent films on the following pages.

Activity 1

Ask learners to read and decide if the statements are true or false before they read the text. Learners should try to answer them with whichever information they have. For this activity, allow learners to work in pairs or small groups.

A a. False; b. False; c. True; d. True; e. False.

DURING THE READING JOURNEY

Activity 2

Ask them to read the whole text quickly. They may encounter some unknown vocabulary but remind them that for the first time they read, they only need to get the general idea of the text. Let learners compare their answers in pairs or small groups of three or four before eliciting answers.

A Answers in Activity 1.

Activity 3

Ask learners to read the questions and options first and then read the text again. Before they read, make sure they use the most appropriate reading strategy: they mostly need to read for specific information. Allow learners to compare their answers in pairs or small groups before eliciting answers.

A a. 3; b. 2; c. 2; d. 1

Activity 4

This activity may be a bit more challenging since learners need to recall detailed information from the text. If necessary, ask learners to read the relevant section of the text again before answering this activity. Go around the classroom and help them when necessary (not to locate the information in the text but to write the answer). Allow learners to compare their answers in pairs or small groups before eliciting them from the class.

A a. to emphasize important scenes in a film; b. The cabinet of Dr. Caligari and The Passion of Joan of Arc are mentioned as films that have influenced film makers; c. because the colors were too different to 'real and natural' colors; d. the name given to sound films.

AFTER THE READING JOURNEY

Activity 5

Arrange the class in groups of three or four for this activity. Set up the activity as proposed. Go around the classroom and pay attention to learners' answers. Take note of any relevant issues that you notice to use them later when you elicit answers.

TRACK LIST

MODULE 1		
<i>A journey into likes and dislikes</i>		
Lesson 1	Activity 3	Track 2
	Activity 4	Track 2
	Activity 5	Track 2
Lesson 2	Activity 2	Track 3
	Activity 3	Track 4
	Activity 4	Track 5
Lesson 4	Activity 2	Tracks 4 and 5
MODULE 2		
<i>A journey into bilingual dictionaries</i>		
Lesson 1	Activity 2	Track 6
Lesson 3	Activity 2	Track 7
MODULE 3		
<i>A journey into comic strips</i>		
Lesson 1	Activity 2	Track 8
	Activity 5	Track 9
Lesson 2	Activity 3	Track 10
Lesson 3	Activity 2	Track 11
	Activity 3	Track 11
MODULE 4		
<i>A journey into the human body</i>		
Lesson 1	Activity 4	Track 12
Lesson 3	Activity 3	Track 13
MODULE 5		
<i>A journey into classic tales</i>		
Lesson 1	Activity 4	Track 14
	Activity 6	Track 15
Lesson 2	Activity 4	Track 16
	Activity 5	Track 17
	Activity 8	Track 18
Lesson 3	Activity 2	Track 19
	Activity 8	Track 19

MODULE 6 <i>A journey into trips and itineraries</i>		
Lesson 1	Activity 2	Track 20
	Activity 3	Track 20
	Activity 5	Track 20
Lesson 2	Activity 2	Track 21
	Activity 4	Track 21
Lesson 3	Activity 2	Track 22
Lesson 4	Activity 2	Track 23
	Activity 3	Track 23
MODULE 7 <i>A journey into your future</i>		
Lesson 2	Activity 2	Track 24
	Activity 4	Track 25
MODULE 8 <i>A journey into community services</i>		
Lesson 1	Activity 2	Track 26
	Activity 3	Track 26
	Activity 4	Track 26
Lesson 2	Activity 2	Track 27
	Activity 3	Track 27
	Activity 4	Track 27
MODULE 9 <i>A journey into linguistic diversity</i>		
Lesson 1	Activity 2	Track 28
Lesson 3	Activity 2	Track 29
	Activity 7	Track 30
Lesson 4	Activity 2	Track 31
	Activity 3	Track 31
MODULE 10 <i>A journey into silent films</i>		
Lesson 2	Activity 6	Track 32
ANTHOLOGY BOOK		
Journey 1	A night with...	Track 33
Journey 3	I'm King Pakal!	Track 34
Journey 5	The Happy Prince	Track 35
Journey 6	It'll be an amazing trip!	Track 36
Journey 7	Teens' thoughts about the future	Track 37

AUDIO SCRIPTS

Book 2 • Module 1 • Lesson 1 • Activity 3 • and 5

Interview 1

Part 1

Paul Johnson: Good afternoon, everybody! Welcome to "Behind the fame" This is your host Paul Johnson. This time, we have an internet star with us: Alan Smith. Hello, Alan. Welcome!

Alan Smith: Hi, Paul. Thanks for inviting me.

Paul Johnson: Thank you for accepting our invitation. Are you ready for the first question?

Alan Smith: Sure, go ahead

Paul Johnson: Do you have a big family?

Alan Smith: I'm an only child, so it's just my dad, my mum, myself and, of course, our dog 'Champ'.

Paul Johnson: Oh, I see. It was lonely to grow up with no brothers and sisters, wasn't it?

Alan Smith: I have cousins, and I have a close relationship with all of them. When we were little, we did lots of activities together, and we used to go everywhere together, except the movies. I don't really like movies, you see.

Paul Johnson: Awesome. Now, what things do you like?

Alan Smith: I love animals, especially dogs. And I'm a huge fan of social media of course...

Paul Johnson: Wait! You like music, don't you?

Alan Smith: I do, yes. I really like hip-hop and dance music, but I'm not into rock.

Interview 2

Part 1

Paul Johnson: Good afternoon, everybody! Welcome to "Behind the Fame" This is your host, Paul Johnson. This afternoon, we have a very special guest with us: Andrew McLeod. Welcome! It's a pleasure to have you here

Andrew McLeod: Good afternoon, Paul. Thank you very much for the invitation. I'm pleased to be here.

Paul Johnson: It's an honor to have you. Is it okay if we start?

Andrew McLeod: No problem, please do.

Paul Johnson: First of all, could you share something about your family with us?

Andrew McLeod: Certainly. I have a very loving and supportive family. My mother and father are also big music fans, and I have two wonderful sisters.

Paul Johnson: That's so nice. Your family are big fans of yours. Am I correct?

Andrew McLeod: He he, well, yes. They love my music and they are my biggest fans. We also enjoy going to classical concerts together to listen to other musicians of course

Paul Johnson: That's just fantastic. Can you tell us about your interests and likes?

Andrew McLeod: I'm really keen on writing music, of course, but you already know that. I like video games as well...

Paul Johnson: Sorry, are you saying you like war video games?

Andrew McLeod: No, I can't stand those, but I like car racing video games. They're really fun

Book 2 • Module 1 • Lesson 2 • Activity 2

Interview 1

Part 2

Paul Johnson: Now, tell us. Which projects are you working on these days?

Alan Smith: None, I'm afraid. Mainly going to university, but when I have time I help out at dog shelters. Sometimes I walk the dogs, other times I help the shelters collect food - that sort of thing

Paul Johnson: And, what do you like best, collecting food or walking the dogs?

Alan Smith: I really love walking the dogs. I enjoy that the most. It's a time to help them exercise. They can also socialize and play in the park.

Paul Johnson: How about the future? What are you going to do in the following years?

Alan Smith: First, I am going to finish university. Then, I will think about other plans.

Paul Johnson: But, isn't there anything that you would like to do in the future to continue helping animals?

Alan Smith: Well, I'm not sure, but I will probably open my own shelter.

Paul Johnson: That would be awesome. Well, Alan, thank you very much for coming.

Alan Smith: Thanks, Paul. It was good to be here

Interview 2

Part 2

Paul Johnson: I see. Can you tell us if you are doing any interesting projects these days? I heard something related to the movies is your latest project. Is that correct?

Andrew McLeod: That's right! I'm currently working on writing the soundtrack for a film

Paul Johnson: Really? I'm sure the music will be beautiful.

Andrew McLeod: Thank you! This project is very important to me because it's a completely different process compared to the way I normally write my own music

Paul Johnson: Definitely! Would you mind telling us something about your future projects?

Andrew McLeod: Next year, I am going to join a group of musicians and we are going to go on tour around Europe and Asia. I enjoy working with other musicians, but I can't stand travelling. The packing, the planes, the trains. I hate that.

Paul Johnson: Many of us don't like that either. Well, Andrew, it has been incredible to have you

Andrew McLeod: It was great being here. Thank you very much, Paul

Book 2 • Module 1 • Lesson 2 • Activity 3

Interview 1

Parts 1 and 2

Paul Johnson: Good afternoon, everybody! Welcome to "Behind the fame". This is your host Paul Johnson. This time, we have an internet star with us, Alan Smith. Hello, Alan. Welcome!

Alan Smith: Hi, Paul. Thanks for inviting me.

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Alan Smith: Well, I'm not sure; but I will probably open my own shelter.

Paul Johnson: That would be awesome. Well, Alan, thank you very much for coming.

Alan Smith: Thanks, Paul. It was good to be here.

Track 2 - Module 2 - Lesson 1 - Activity 2

Interview 2

Parts 1 and 2

Paul Johnson: Good afternoon, everybody! Welcome to "Behind the fame". This is your host Paul Johnson. This afternoon, we have a very special guest with us, Andrew McLeod. Welcome! It's a pleasure to have you here.

Andrew McLeod: Good afternoon, Paul. Thank you very much for the invitation. I'm pleased to be here.

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Andrew McLeod: Next year I am going to join a group of musicians and we are going to go on tour round Europe and Asia. I enjoy working with other musicians, but I can't stand travelling. The packing, the planes, the trains, I hate that.

Paul Johnson: Many of us don't like that either. Well, Andrew, it has been incredible to have you.

Andrew McLeod: It was great being here. Thank you very much, Paul.

Track 3 - Module 2 - Lesson 1 - Activity 2

Juan: Which dictionary do you think I should use, Anna?

Ana: Well, if this is your first year studying English, you need a bilingual dictionary. You can check words in Spanish and English.

Juan: Oh, I see. And which type of dictionary do you use? Do you use a bilingual dictionary, too?

Ana: No, in my case, I prefer monolingual dictionaries, but this is my fourth year studying English. I can read definitions in English now. And you'll do that one day, too!

Track 7 - Module 2 - Lesson 3 - Activity 2

Female Teacher: How to make a Vocabulary Notebook

Make a list of abbreviations you can use.

Write down words you don't know.

Don't forget to organize your list of words in alphabetical order.

Don't forget to write the meaning.

Include the phonetic script if possible.

Write the part of speech.

Write the opposite when possible.

Write a sentence as an example.

Make a drawing to represent the meaning of the word.

Track 4 - Module 3 - Lesson 1 - Activity 2

Comic Strip 1

Dev: Rajiv! It's a bad idea to eat in the jungle!

Rajiv: Why?

Dev: Food attracts hungry tigers!

Comic strip 2

Wife: You know what I would like to eat today, right? When you've been married for a long time, you know exactly what the other person thinks.

Husband: Of course, let's go to the Chinese restaurant. Great idea!

Wife: Or, maybe not.

AUDIO SCRIPTS

Track 9 - Module 1 - Lesson 1 - Activity 5

Mario: If you're looking for Mr. Ruiz. He's not in his office.

Rafael: Thanks! Yes, I need to talk to him about our history project

Mario: Well, I love history! Mario, nice to meet you.

Rafael: Errrr... Rafael. Nice to meet you too. So, do you want to hear about my history project?

Mario: Sure. What's your project about? An ancient civilization? The discovery of a new territory?

Rafael: Well... it's about the influence of agriculture in nomadic groups to give birth to.

Mario: Hmm... I think you can... wait for Mr. Ruiz. He should be here in no time!

Track 10 - Module 3 - Lesson 2 - Activity 1

Sister: Merry Christmas, brother!

Brother: Brrrrrrrrrrt!

Sister: Here's your present!

Brother: Ooops

Sister: What's wrong?

Brother: I forgot to buy you a present, but here's a hug for being the best sister!

Sister: That's a nice hug... but not so hard!

Brother: Next Christmas, you'll get two hugs and a present!

Track 11 - Module 3 - Lesson 3 - Activity 2

Mariana: So, what do you think about this comic strip?

Martin: Well, to be honest, I think it's boring. That's what I think.

Sam: Really? Why do you say that?

Martin: Well, look at each panel. Nothing is happening! The characters are just sitting and there's hardly any difference between the first and the last panel.

Mariana: Well, I disagree. Don't you think that's the intention of the author?

Sam: Exactly. That's the idea... to show how the man and the woman communicate with each other. For instance, there is no physical movement because it's more important what they are saying or thinking

Martin: Oh, I see. Good point. Let's see this other comic strip. I prefer this one. What do you think, Mariana?

Mariana: I think it's funny! But I don't understand why the boy can't help the other boy with his history project.

Sam: What do you mean?

Mariana: What I mean is that the boy offered to help but then he didn't. I think that's strange.

Sam: I agree. But, look at this scene. It has so many details!

Mariana: What kind of details, exactly?

Sam: Well, the expression on their faces and the speech bubbles show the boy truly wants to help but he doesn't know about the topic. See?

Mariana: You're right. What about you, Martin? What do you think?

Martin: I think I'm like the boy in the comic strip. I usually offer help even when I don't know if I can! Haha...

Track 12 - Module 4 - Lesson 1 - Activity 4

Summary 1

Male Teacher: Ok, class. Please, take a look at the diagram in your

books. As you can see, first, the veins bring the blood into the heart. There are two veins that carry blood into the right atrium, one of those veins carries blood from the lower body, the other one carries blood from the upper body. There is another vein that carries blood from the lungs into the left atrium. Then, the heart is contracted by electrical impulses. The artery in the right ventricle takes the blood into the lungs and the artery in the left ventricle takes the blood to the rest of the body.

Summary 2

Female Teacher: Silence please, class. In the diagram, we notice that the human brain is made up of several parts, and all of them are in charge of different functions. For example, the occipital lobe processes everything we see and perceive with our eyes. On the other hand, every time we dance, jump, run or do other physical activities, the motor cortex is the one in charge. Interestingly, it is a very small part of our brain. One of the most important parts of our brain is the frontal lobe because it controls our ability to solve problems and also our feelings and the way we act. It is the biggest part in our brain. When doing mathematical operations, the parietal lobe is in charge; it also helps us decide the correct letters to include in words

Track 13 - Module 5 - Lesson 3 - Activity 1

Male Teacher: Silence please. Let's take a look at the diagram of the stomach. This organ is muscular and hollow. It also changes sizes (dilates and expands). When it is full, it can hold up to one liter of food inside. It receives food through the esophagus. This organ produces substances that help the body break down the nutrients in the food so that these can be absorbed later by other organs. This organ's last part is called the pylorus, which is connected to the duodenum. This is the first part of the small intestine, where nutrients are absorbed.

Track 14 - Module 5 - Lesson 1 - Activity 4

The Boy Who Cried Wolf: By Aesop

Once upon a time, there was a shepherd boy who had to look after the village sheep. One day, he felt bored, and decided to play a trick on the villagers. He took a deep breath and cried out, "Wolf! Wolf! The wolf is chasing the sheep!"

The villagers came running up the hill to help the boy, but when they arrived, they found no wolf. "Ha, ha ha! I fooled you all!" The boy laughed at their angry faces. "Don't cry 'Wolf!', shepherd boy," said the villagers, "when there's no wolf!" And they went back to the village.

A few days afterwards, the boy cried out again, "Wolf! Wolf! The wolf is chasing the sheep!" And again, the villagers came to help, and again, they found that the boy had tricked them. They were very angry with him.

Then, sometime later, a wolf really went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!" But this time, the villagers thought the boy was again playing a trick on them, and nobody believed him.

At sunset, the villagers asked themselves why the shepherd boy hadn't returned to the village with their sheep. They went up the hill. The boy was weeping. "There really was a wolf here! Many sheep are dead! I cried out, 'Wolf!' Why didn't you come?" An old man tried to comfort the boy as they were walking back to the village.

Nobody believes a liar... even when he is telling the truth!

Track 15 - Module 5 - Lesson 1 - Activity 7
The Nightingale by Hans Christian Andersen

Once upon a time, there was an emperor who lived in China in a magnificent palace in the forest. The empire was visited by other people who admired the palace, its garden, the forest, and a little nightingale with the most beautiful voice.

One summer, an explorer discovered the nightingale singing in the forest. He enjoyed it so much that he wrote a book about it. He described the bird as the most charming animal with the most beautiful voice. When the emperor read the book about the nightingale's voice, he ordered his servants to bring the bird immediately. He didn't know why he had never heard the bird singing.

The servants brought the bird to the palace where the emperor was waiting to listen to the nightingale sing. When the bird started singing, the emperor began to cry. He was so inspired by the bird's voice that he asked the nightingale to stay in the palace and live with him.

The nightingale stayed in the palace and had its own little golden cage. Every day the bird had to sing day and night. The rumors about the nightingale spread across town, and the bird became very popular.

One day, a rich salesman sent the emperor a golden nightingale decorated with diamonds, rubies, and sapphires. The golden nightingale sang like a real bird and never got tired. After the emperor had listened to the mechanical bird, he decided he didn't need his first nightingale anymore. The little bird was sad at first, but found comfort in the idea of going back to the forest to sing freely.

A year passed by and the emperor got bored with the same song. It was a mechanical bird so it was impossible to change its tune. Soon, the emperor became ill. He wanted to hear the nightingale sing again... and his wish came true. Every day the nightingale sang for the emperor until he got better.

The emperor apologized to the little nightingale and asked the bird to stay in the palace forever. The nightingale didn't accept, but promised the emperor to visit the palace every day and sing for him. The bird kept its promise and the emperor was happy again.

Track 16 - Module 5 - Lesson 2 - Activity 4
The Elves and the Shoemaker by Brother Grimm

Once upon a time, there was a poor shoemaker. He became so poor that he did not have enough money to buy leather to make shoes. Finally, he had only enough leather to make one last pair. "Will I ever make another pair of shoes?" he asked himself. "Once I've sold this pair, I shall need all the money to buy food for my family. I will not be able to buy any new leather." The shoemaker cut the leather with great care and put the pieces on his workbench, so that he could put them together the following morning.

The next morning, he woke up early and went down to his workshop. On his workbench, he found an exquisite pair of shoes! He immediately put the fine pair of shoes in the center of the window of his shop. "Who in the world did this great service for me?" he asked himself. A rich man came in his shop and bought the shoes - and for a high price!

The shoemaker was ecstatic. He immediately went out and bought plenty of food for his family and some more leather. That afternoon he cut out two pairs of shoes and, just as before, put all the pieces on the workbench so that he could put them together the next day.

"My goodness!" he said the next morning when he found two pairs of shoes of a beautiful blue color on his workbench. "Who could make such fine shoes, and so quickly?" He put them in the center of his shop window. Later that day, some wealthy people came in and paid a great deal of money for them. The happy shoemaker went out and bought even more leather.

This continued for some months and the little shop prospered as never before. The shoemaker was soon a rich man. "One of these days, I will learn who has been helping us," said the shoemaker to his wife. "We could hide behind the cupboard in your workshop," she said. "That way, we could find out who's been helping you." And that was what they did. That night, the shoemaker and his wife heard a noise. Two tiny men, jumped onto the workbench and began working. "They are so small!" the shoemaker said to his wife...

Track 17 - Module 5 - Lesson 2 - Activity 6

The next day, the shoemaker's wife said, "Those little elves have done so much good for us. Since it is nearly Christmas, we should make some gifts for them. I'll make some boots that will fit them, and you make some clothes." They worked until the next morning. That Christmas Eve, the shoemaker left presents on the workbench, two tiny jumpers, two pairs of trousers, and two little woollen caps. He also left a plate of good things to eat, including biscuits.

Just as before, the elves appeared in the middle of the night. They jumped onto the bench to begin their work, but when they saw all the presents they began to laugh and shout with joy. They tried on all the clothes, and ate the food.

After Christmas, the shoemaker cut out the leather as he always had, but the two elves never returned. "I believe they have heard us," his wife said. "Elves are very shy, you know." "I know I will miss their help," the shoemaker said, "but we will manage. The shop is always so busy now."

The shoemaker continued to prosper, but he and his family always remembered the good elves who had helped them during the hard times. And every Christmas Eve from that year onward, they gathered around the fire to honour their tiny friends.

Track 18 - Module 5 - Lesson 2 - Activity 5
Enough • Bought • Been • Sheep
Night • High • Need • Laugh

Track 19 - Module 5 - Lesson 3 - Activity 2

Mariana: So, let's start...

Sam: Well, I think it's important to mention where the story takes place.

Mariana: You're right. So...

Sam: First, there was a Chinese emperor who lived in a magnificent palace in a forest.

Mariana: People from other places visited the empire until one day an explorer discovered the nightingale singing. Then, he wrote a book about the bird and its beautiful voice.

Sam: Exactly. So, who was the first who heard to the nightingale sing? Was it the explorer?

Mariana: According to the story, yes. You're right. And then, he wrote a book about the bird.

Sam: You're right. Then, the emperor read the book about the nightingale.

Mariana: And that's why he was surprised because he hadn't heard about the bird before.

Sam: Perhaps he felt he had to know about the bird before anyone else.

Mariana: Maybe. Good point. And, who brought the bird to the palace?

Sam: The servants...

Mariana: That's right. And the emperor was waiting to listen to the bird sing. (pause) I really like this fragment. I can imagine the emperor's reaction when he listened to the bird sing.

Sam: But I think he was very selfish with the bird. He had to sing day and night!

Mariana: That's the next key event in the tale...

Sam: And, when did the bird return to the forest?

Mariana: The bird left the palace when the emperor had received a mechanical bird as a gift.

Sam: Oh, that's right. But then, when the emperor got sick and he apologized, the bird went back to the palace.

Mariana: Not exactly. He promised to visit the emperor and sing for him.

Sam: And how often did he visit the emperor?

Mariana: Well... according to the story, every day!

Back to Module 5 - Lesson 1 - Activity 2

Mike: Did you bring any information?

Ana: Yes. I think I've found several options for our school trip. What about you?

Mike: I think I have two options.

Ana: Excellent. Then, let's start with this one...

Mike: Well... this is my first option. A trip to Monte Alban. I found this flyer at home. Monte Alban is a Zapotec site. We can go around the ruins and take photos. We can have a picnic after the visit. Oh! And there's also a museum. We can visit the museum too. What do you think?

Ana: Okay... sounds good! I suppose our classmates would like the idea, but, if we're planning a one-week trip with our class, don't you think a day trip is not enough?

Mike: Good point. I need to find more information, right?

Ana: Right. But, don't get me wrong. I really like the idea of a trip to an archaeological site. We just need more information about other places nearby. For instance, Monte Alban is very close to Oaxaca. What if you find more information about Oaxaca, the city, and day trips to archaeological sites?

Mike: Good idea. You're right. I'll do that.

Ana: And, what about your second option?

Mike: Right. Okay... I found this website. I think our classmates would like this place. The website offers different tours of four to six days. The tour stops at Creel, a small town in the area. I read there is a lake, so we can walk around. Oh! We can visit a Tarahumara community! So, do you like this option?

Ana: Let me see... Visit the Copper Canyon in Chihuahua. Wow! This is a great idea! I think our class and our teachers will find this option more attractive. It's a perfect way to celebrate the end of our last year of secondary school.

Mike: Do you think so?

Ana: Yes! Is there information about costs, transport and accommodation?

Mike: Yes, and there are different options for transport and accommodation. There are also suggestions for large groups and how to book in advance.

Ana: It sounds like a serious company. What do you think?

Mike: I think it is. We can leave a message and ask for more information. Do you think that's a good idea?

Ana: Sure. Let's do that and see if they reply soon.

Mike: Good idea!

Track 21 - Module 6 - Lesson 2 - Activity 2

Mike: So, which two options do you think are the most viable?

Ana: Well, I really like your second option, a trip to the Copper Canyon. There are lots of things to do and I'm sure our classmates would like to visit Creel. However, I think it is quite far from our town. On top of that, plane tickets can be very expensive.

Mike: Good point. Yet, we can find ways to reduce costs, don't you think? For example, we can rent a bus.

Ana: That's a great idea! Then, let's say this is our first option to present to the group.

Mike: Okay. And our second option?

Ana: What do you think about Rafting and visiting the Emerald coast in Veracruz?

Mike: Well... I really liked that option, but we need to analyse the pros and cons. On the one hand, it is less expensive considering it's not that far, and we'll stay at a campsite. On the other hand, some activities can be dangerous, for example, rafting.

Ana: You're right. Although it might be fun, some classmates may not know how to swim!

Mike: So, what if we organize the information and present the advantages and disadvantages of both trips?

Ana: Yeah... let's do that. Good idea.

Track 22 - Module 6 - Lesson 3 - Activity 2

Mike: So, we have two proposals that are viable. Right, Mariana?

Ana: Right. Our first proposal is a trip to the Copper Canyon in Chihuahua. We brought some photos. (pause) We think most students as well as the teachers and parents travelling with us will like the idea because very few people have travelled to this region of our country. This is one advantage as you can see in the table.

Mike: The trip will consist of 6 nights, but we will only stay 4 days in the canyon area. We can take the train and see the views. We can stay in two different towns. Our first stop would be at Creel, and...

Mariana: Sorry, but Chihuahua is quite far from our town. Did you consider the distance?

Ana: Yes, we did. Chihuahua is quite far and it will be a bit expensive, but it is considered in the costs.

Sam: Are you sure we can afford the costs of transportation?

Mike: We checked costs with a travel agent. We can get a discount as a group because around 30 people will travel.

Mariana: Wow. Sounds fantastic! However, do you know how much plane tickets will cost with the discount?

Ana: We don't know yet, but we'll get that information tomorrow.

Mariana: Great! I'm looking forward to getting the costs of plane tickets. If flights are not very expensive, we can consider planning the whole trip to the canyon, don't you agree?

Sam: Yes! But, what if we also check the costs of bus tickets?
Mike: Well, We also thought about the idea of renting a bus. What do you think?
Mariana: That's quite a good idea! We should check costs with local companies and compare services. How about that?
Ana: Sounds great! We have the telephone number of a local company. Who would like to call them?
Sam: I can do that.
Ana: Great!
Mike: And we also have a second option... right, Ana?
Ana: That's right...

Track 23 - Module 6 - Lesson 4 - Activity 2

Conversation A

Boy: Do you think our classmates would like going there?
Girl: Of course! Who wouldn't like to travel by train? I'd definitely suggest the trip to the canyon. I'm sure the experience would be amazing, no doubt

Conversation B

Girl: Don't you think it might be a bit dangerous?
Boy: But, why? Not really. Besides, there must be experienced tour guides looking after you all the time. Rafting would be fun, don't you think? Come on... you must agree it'll be fun

Conversation C

Girl 1: So, which destination do you suggest?
Girl 2: Hmmmm... Well... To be honest, not sure if everybody would be interested in any... but maybe the trip to Yuc...
Girl 1: What did you say?
Girl 2: The trip to visit cenotes in Yucatán although it's far from our town... and... not sure but I suppose getting there will be expensive.

Conversation D

Boy 1: What do you think about this option?
Boy 2: Well... it's not bad but I've never been to Oaxaca, I think there are lots of things to visit and see. What do you think?
Boy 1: Perhaps... But we need to check other interesting places around the city. What if we search more, first?
Boy 2: Sure.

Track 24 - Module 7 - Lesson 2 - Activity 2

Comic strip 1

Tom: Hi Eric! Why the long face?
Eric: I'm worried Tom! I'm going to have a math exam tomorrow.
Tom: I'm sure you'll do fine. You're very smart.
Eric: Thank you. But I'm not very good at math.
Tom: You won't have problems on the exam if you check your notes.
Eric: The problem is that I don't have my notes.
Tom: What? Why?
Eric: I lost my backpack on my way home yesterday.
Tom: That's not good. Why don't you ask a classmate for the notes and make copies?
Eric: That could work, but all my money was in my backpack.
Tom: Dude, you really have bad luck!

Comic strip 2

Simon: Hi Luis! I'm going to watch the soccer match at Pedro's place tonight. Do you want to come?
Luis: Sure, Simon. I'll make my famous spicy chicken wings.

Simon: Eeerr... I think we'll order pizza.
Luis: Are you saying that Pedro and you don't like my spicy chicken wings?
Simon: We like pizza better. That's all.
Luis: Ok, I'll see you later. Bye!
Simon: Phewww, that was close!

Track 25 - Module 7 - Lesson 2 - Activity 4

Tom: So, are you excited about your holiday in Costa Rica?
Eric: Of course, I am. I have everything planned.
Tom: Awesome! What are you going to do there?
Eric: First, I am going to spend a couple of days in San José, the capital. I will probably visit museums while I am there. Then, I am going to take a tour of Manuel Antonio National Park.
Tom: Oh! And what can you do in that park?
Eric: Walk through the jungle mainly. I will see monkeys, jaguars and crocodiles if I am lucky.
Tom: With your bad luck, if you find jaguars or crocodiles, you will be their food.
Eric: Dude, that is not nice!

Track 26 - Module 8 - Lesson 1 - Activity 2

Conversation 1

Joseph: What's up David?
David: Hey Joseph. Not much. How about you?
Joseph: I was in my kick boxing class.
David: Kick-boxing? Wow! That sounds interesting. Where?
Joseph: At the youth center on Autumn street. Have you seen it?
David: Aaah, yes I think so, is it the blue building?
Joseph: No, it's the yellow one next to the blue one.
David: Oh, yes. I didn't know that was a youth centre. I thought it was an office building. How long have you been taking classes?
Joseph: I couldn't hear you. What was your question?
David: How long have you been taking classes?
Joseph: Not that much, only a couple of weeks. But it has been amazing.
David: Really? That's good. Are the classes expensive?
Joseph: No, they are free.
David: Do you mean you don't have to pay anything?
Joseph: That's right. The center also offers many sport activities and also cultural ones. Why don't you come one of these days?
David: I'm not sure, are there other activities besides kick-boxing?
Joseph: I think so, yes, I mean, I see lots of people every day and not everyone goes to my class. I think there is a meditation class too. But you will have to go and ask at the center to be sure.
David: Seriously? Don't you have the phone number?
Joseph: Easy! let me see. Ok here it is. It's 55-31-96-04
David: Thanks José. I'll give them a call.
Joseph: Cool. See you tomorrow at school!
David: Later!

Conversation 2

Receptionist: Brighter Days Youth Center. This is Susan Logan. How can I help you?
David: Hello! I would like some information, please.
Receptionist: Of course, what would you like to know?
David: Well, first of all, what time is the center open?
Receptionist: 9:00 a.m. to 7:00 p.m. from Monday to Friday. Saturdays we open at 10:30 and close at 4:00 p.m. We're closed

on Sundays.

David: Thank you. Could you tell me about the sport activities?

Receptionist: Sure, we organize a basketball competition and a football tournament every six months

David: Sorry, did you say every three months?

Receptionist: No, six months. If you need more detailed information, you'll have to check our website.

David: Oh, I see. Sorry, What's the internet address?

Receptionist: It's www.brighterdaysyc.org

David: Thanks a lot! Are the basketball and football matches at the center?

Receptionist: I'm afraid not. There are different locations, you will find that information on the website, the dates and places for the matches, but you need to be part of a team to participate in those.

David: Ah, sure. Are there any activities that I can do on my own?

Receptionist: Well, yes, there is a book club, a film club. Of course, there are other people participating but you don't need to be on a team to join these clubs; and there are some classes like martial arts, painting, chess and others. You can check all the possible options and the schedules on the website.

David: Ok, thank you. I'll check that then.

Receptionist: You're welcome. You can also come to the center and get some flyers with the information you are interested in.

David: That's good to know, I'll probably do that. Thank you.

Receptionist: Any time. Is there anything else I can do for you?

David: No, thank you. Good bye.

Receptionist: Have a nice day!

Track 27 - Module 5 - Lesson 2 - Activity 2

David: Good afternoon!

Receptionist: Good afternoon! What can I do for you?

David: I came to ask for information about the activities here.

Receptionist: Certainly. Any specific activity you are interested in?

David: Yes, I saw something about a technology workshop on the webpage.

Receptionist: Oh, yes! That is one of our newest activities. The name of the workshop is 'introduction to robotics'. If you know how to use a computer, you can register for the workshop. The only requirement is to know how to use a computer. If you don't know how to use a computer, you must register for the computer lab first.

David: Ok, I have some computer skills, but I would say I'm intermediate. Is that enough?

Receptionist: Sure, that's fine. Just to make sure, you have to take a computer test. It will take about 40 mins. Could you do it now?

David: Ok, yes, I have some time now.

Receptionist: Great. I just need some information first and then I will assign you a terminal for you to sit your exam. First, what's your last name?

David: It's Caballero

Receptionist: How do you spell that?

David: It's C-A · B · A · L · L · E · R · O.

Receptionist: Thank you. And your first name?

David: David

Receptionist: Do you have an e-mail address?

David: Yes, it's davidknight999@hotmail.com

Receptionist: Age?

David: 15

Receptionist: Ok, follow me please!

This is your user name and password. Log into this page using them. Then you just need to follow the instructions on the screen. When you are done, you will be assigned a completion code. Please write it down and show it to me. If you have any questions, I'll be at the front desk

David: Thank you. Hello again, I have finished the exam. This is the completion code I got.

Receptionist: Thank you. Let me check your results.

Congratulations David, you've got the required level

David: How do you know that?

Receptionist: Because the minimum scored required is 65 % and you got 72 %. Now, I can register you in the workshop but your parents must fill in and sign this application form and bring me a copy of your parents ID. You can give me these papers today or tomorrow

David: Ok, thank you very much. One last question, what's the schedule for the workshop?

Receptionist: It's going to be every Tuesday and Thursday from 4:30 to 6:00 p.m. And Mr. Acosta will be your teacher, he's really good.

David: That sounds great. Thank you. I'll see you tomorrow with the documentation. Goodbye!

Receptionist: Bye David! Have a nice day!

Track 28 - Module 9 - Lesson 1 - Activity 2

Teacher: Okay class... let's start.

Ana: Wow, that's a big map. What are we going to use it for, Mr Acosta?

Teacher: That's a great question! Well, today we're going to talk about languages spoken in the world. Can you see all the dots on the map? What do you think they represent?

Mike: Ehrrr... maybe it is the number of languages spoken in the world?

Teacher: Well done, Martin! Exactly. Do you have an idea of how many languages are spoken in the world?

Ana: Maybe around a hundred? Or maybe more?

Teacher: That's what you will find out today. I'm going to give you a number of questions for you to find the information. Take out your notebooks and I will continue..

Track 29 - Module 9 - Lesson 3 - Activity 2

Mike: So, what if we take turns to present our information?

Ana: Yeah. You're right. You can go first with the first two questions. What do you think?

Mike: Good idea. So, I'll start with where Spanish is spoken and on which continents and in which countries and I'll use the map we prepared.

Ana: Great. Let's rehearse that part, then

Mike: Okay.. so, what's up, guys!

Ana: Wait! Remember you need to sound more formal. It's a presentation. You're not talking on the phone to your best friend

Mike: Oh -- okay. You're right. Let me start again. Good morning everybody. Ana and I have prepared a presentation about variations of Spanish in Latin America. Look at the map. All the

territories in red speak Spanish.

Ana: Here you could use your hands and point to the map. But don't forget to keep eye contact with your audience

Mike: That's a good point. Thank you. So, the territories in red are: Colombia, Venezuela, Uruguay, Paraguay, Argentina, Chile.

Ana: Stop! Don't speak too fast. It's difficult to follow you. Make a short pause between countries

Mike: Okay, Ana. Thanks again. As I was saying, these are the countries where Spanish is spoken: Colombia... Venezuela... and Argentina are just a few examples. However, Spanish in Colombia is different from Spanish in Argentina where speakers have a strong accent. I would like to add...

Ana: Sorry, Mike. The classmates at the back of the classroom won't hear you.

Mike: Are you sure?

Ana: Yes... sorry.

Mike: Okay. I'll start again.

Track 30 • Module 9 • Lesson 3 • Activity 7

Extract 1

Girl: Good morning... everyone. We... have... prepared... a presentation about... indigenous languages in Mexico. Such as Nahuatl, Mayan, Olmecan, Zapotec, Mixtec...

Extract 2

Boy 1: Hey guys. Well guess what... I'm here to talk about language diversity in Canada. There are lots of languages, you know! Maybe this is gonna be a surprise to you, right? Cool... let's start

Extract 3

Boy 2: France is a small country compared to Mexico, for example. Let me say something else. There are also different variations of French spoken in the country.

Track 31 • Module 9 • Lesson 4 • Activity 2

Mike: Good morning, everybody. Ana and I have prepared a presentation about variations of Spanish in Latin America. Look at the...

Girl: So, do you mean that Spanish is not the same? It's Spanish!

Mike: Well...

Ana: That's precisely what we'll talk about. Right, Mike?

Mike: Right, Ana. So... As I was saying, look at the map. All the territories in red speak Spanish. These are the countries where Spanish is spoken. Colombia... Venezuela... and Argentina are just a few examples. However, Spanish in Colombia is different from Spanish in Argentina where speakers have a strong accent. I would like to add...

Boy: Sorry, Mike... are you saying that accent is different in other countries?

Mike: Exactly. If you hear an Argentinian speaking Spanish, you can notice that their accent is stronger compared to Colombians or Mexicans, for example. I would like to add that you can tell by the accent when a person comes from a different country.

Ana: Now, let me say something else. Accent is one aspect that changes, but vocabulary is also very important to notice differences. For example, Argentinians use the word *pochoclo* to refer to popcorn. But in Chile people use the word *cabritas* instead of *pochoclo* and here in Mexico we use the word *palomitas*. Did you know that?

Girl: Wow... that sounds very interesting.

Ana: Finally, let me show you two charts. The first chart represents the ten most widely spoken languages in the world. As you can see, Spanish is among the top 5. Now, look at the second chart. In this chart you can see the number of Spanish speakers in Latin America and the potential number of Spanish speakers in each country considering there are speakers of indigenous languages. Any doubts?

Track 32 • Module 10 • Lesson 2 • Activity 5

George and Margaret live with their children Susie, Mark and John. They all live on a farm. One day, the couple go to a fair in a nearby town. They decide to buy a horse at the fair. While their parents are away, the children are outside playing and laughing. When the kids see their parents arrive, they are really surprised. A new member of the family has arrived. The children feed him using a bucket full of carrots.

Track 33 • Anthology • Journey 1 • A night with...

A recorded interview by Kelly Wong

Kelly Wong: Good night everyone! Welcome to 'A night with...'! I am your host, Kelly Wong, this time we have wonderful guests with us. Our first guest is a Mexican writer who has captivated us with his imaginative and warm stories. Please help me welcome Arturo Machado with a big applause.

Narrator: A young latin man walks in waving and smiling, he enters the set and gets close to Kelly. He shakes the host's hand and gives her a quick kiss on the cheek.

Kelly Wong: Arturo Machado, thank you very much for being here with us! Please have a seat.

Arthur Machado: Thanks for the invitation; it's a pleasure to be here tonight!

Narrator: Kelly and Arturo sit down on two comfortable couches, the audience continues shouting and clapping, showing their enthusiasm. Arturo turns to face the audience and waves in response to the people's warm welcome.

Kelly Wong: Woow. Our audience is really excited tonight. They really like you. How does that make you feel?

Arthur Machado: Great question, I feel honored.

Narrator: Kelly turns to the audience and makes a gesture with her hands to make the noise stop. The audience quiet down and little by little the clapping and shouting stops and the studio goes silent.

Kelly Wong: Thank you everyone. What do you say we start this interview? Shall we?

Arthur Machado: No problem at all. Let's do this.

Kelly Wong: Great. Is it ok to start with something personal?

Arturo Machado: And several centuries later, the Spanish arrived.

Kelly Wong: Could you share with us something about your childhood?

Arthur Machado: Do you mean an anecdote or something like that?

Kelly Wong: Sure, an anecdote would be great. What kind of child were you? Were you naughty?

Arthur Machado: Hahahahaha. I don't think so. But you will have to ask my mother that question to get a better answer.

Narrator: Kelly turns to face the camera with suspicious eyes and makes a hand gesture like inviting someone's participation.

Kelly Wong: Misses Machado please come to the studio and tell

us how naughty this young man was as a child.

Narrator: A roaring laugh from the crowd is heard. Arturo laughs as well. Kelly is really talented at breaking the ice and making her guests feel at home. She had even made a famous politician, who was known for his seriousness, cry from laughter.

Kelly Wong: Ok, so you were naughty, weren't you?

Arthur Machado: True. I was quite naughty.

Kelly Wong: Come on. Share with us some of the naughty things you did as a child.

Arthur Machado: Well, I used to climb trees and walls all the time, and of course I came back home all bruised and dirty...

Kelly Wong: Hold on a little. I am sure your mom was not very happy about all the dirty laundry she had to do.

Arthur Machado: You are absolutely right; she was not a fan of that, she was constantly telling me off for that.

Kelly Wong: Well, I can definitely relate to that. Sorry for interrupting, please continue.

Arthur Machado: I remember one time when I was playing in the park. I was about 4 or 5 years old. I jumped from a tree and fell down onto a piece of glass. I got a pretty nasty cut on my knee. My tennis shoe and sock got red super quickly because of the blood.

Kelly Wong: Oh my goodness! What happened then?

Arthur Machado: My Aunt Irma was with me at the park, when she saw what happened: she came running, picked me up and rushed me to the ER.

Kelly Wong: Poor woman. I bet she was really scared, wasn't she?

Arthur Machado: She was, and the day was not over yet.

Kelly Wong: Eeeekkkk, what do you mean? What did you do?

Arthur Machado: Well, after I got cured at the ER, we went home, right? We had a dog named King, and he was sick. He had to take some pills. And the pills were bright blue and really shiny.

Kelly Wong: Oh no, you didn't.

Arthur Machado: Yes, I saw the pills on a shelf in the living room. I climbed up and took them. My mom came in and saw blue saliva coming out of my mouth.

Kelly Wong: Dear Lord!

Arthur Machado: Of course, I was taken to the ER for the second time that very same day.

Kelly Wong: That's too much for only one day, isn't it?

Arthur Machado: Agree, but things got better as I grew older. I became interested in reading and writing from a very young age, so I started spending more and more time at home.

Kelly Wong: I'm glad, I'm sure that type of experience would be difficult and frightening for any family.

Kelly Wong: Well, why don't you tell us about the way you write?

Arthur Machado: That's a very interesting question. But I am afraid I don't really follow a process. I don't like following rigid steps.

Kelly Wong: Are you saying that you just sit down and start writing and then a wonderful story appears?

Arthur Machado: Hahahaha, I wish it was so simple. No, that's not what happens.

Kelly Wong: Then, how do you do it?

Arthur Machado: Well, I'm not sure, most of the things I write are based on experiences I have lived or people I know have lived.

Kelly Wong: Do you mean that your stories are based on true events?

Arthur Machado: Most of them, yes. However, I always change the names or places to respect other people's privacy, and I also mix stories that are not originally related.

Kelly Wong: Well, that's really interesting. I didn't know that.

Arthur Machado: Well, nobody has asked me that question before.

Narrator: The audience and Kelly laugh loudly and then Arthur smiles.

Kelly Wong: What do you like about writing?

Arthur Machado: I guess creative work is something I enjoy a lot.

Kelly Wong: You have a vivid imagination, don't you?

Arthur Machado: You could say that, yes. But I have a practical imagination, you see, for me writing is like making something with building blocks.

Kelly Wong: Sorry for interrupting. Did you like to play with building blocks when you were a kid?

Arthur Machado: Oh, yes. That was one of my favorite hobbies as a kid. I was into building many things, for example, robots, spaceships, buildings, boats, etc. I just took the blocks and put them together to create something I wanted or liked.

Kelly Wong: But you don't like that anymore, do you?

Arthur Machado: I still do, but I never have the time for doing it now.

Kelly Wong: Good point.

Kelly Wong: Could you explain to us why writing is like using building blocks?

Arthur Machado: Certainly, for me an experience is like a building block, then I see how the building block can connect to others to form something. Sometimes I change the place of the block or add more blocks or take out some blocks, then I check if the final product is something that I actually like, or if I need to reorganize the blocks.

Kelly Wong: That's really interesting! Can I ask you something about what you just said?

Arthur Machado: Please.

Kelly Wong: When you said that 'if the final product is something that you actually like', are you saying that you write mostly for you?

Arthur Machado: In a way, I definitely need to like the story before publishing. If I am not satisfied, convinced, or moved by the story, I just don't share it.

Kelly Wong: That's a very interesting point of view.

Arthur Machado: Probably that is why I have a connection with my readers. I think that happens because I believe and like my stories in the first place.

Kelly Wong: I am sure that your readers love you and your stories, right people?

Narrator: The audience stands up, starts clapping and shouting 'Arthur, Arthur, Arthur, Arthur'. Kelly also stands up and follows the crowd. Arthur stands up and bows. Kelly sits down and once more makes a gesture for the noise to stop. She has this special ability to make the audience follow her commands in a very nice manner. The studio gets silent and Arturo turns his head to Kelly.

Arthur Machado: I am surprised by your ability to make people do what you say.

Kelly Wong: That's a compliment, isn't it?

Narrator: The audience and Arthur laughed enthusiastically.

Kelly Wong: It's been a pleasure having you here with us tonight
I appreciate it!

Arthur Machado: My pleasure!

Kelly Wong: After the break, another amazing guest...

Track 34 • Anthology • Journey 3 • I'm King Pakal!

By Sun Kin

Narrator: A long time ago, a group of archeologists made a magnificent discovery in an ancient ruin in Palenque.

Pakal: I'm King Pakal, Master of Lakam Ha. I've travelled through the thirteen levels of the underworld and have defeated every creature. Now it's your turn to die!

Archaeologist 1: Ehhrrrr... Please, Master Pakal. This is not the underworld. Don't kill us. We're archeologists, and we just discovered your tomb.

Archaeologist 2: We study ancient cultures and ruins. We found your tomb. We're not your enemies.

Pakal: What...? My tomb? And you are what? What do you mean by ancient cultures? Everybody who's not part of my kingdom is my enemy. I'm the King of Lakam Ha, heir of K'inich Kan Balam II. I was born on 9.8.9.13.0.8.ahau.13.pop, and I ruled for a long, long time.

Archaeologist 1: Wait, sir! We're now in 1949. And it says here that you died on 9.12.11.5.18.6.etz'nab.11.yax, that is more than one thousand two hundred years ago.

Pakal: Seriously? How many katuns are we talking about? It sounds like a lot of time!

Archaeologist 2: According to our new count, around 60 katuns at least.

Pakal: So, what happened during all this time?

Archaeologist 1: Where shall we start?

Archaeologist 2: Well, let's start with...

Archaeologist 1: The Mayan civilization as you knew it disappeared. The most important cities were abandoned.

Archaeologist 2: And several centuries later, the Spanish arrived.

Pakal: The Sp... who?

Archaeologist 1: The Spanish. A group of people who travelled from far away to conquer your land.

Archaeologist 2: And the Spanish stayed and ruled for three hundred years. That is, around 15 katuns!

Archaeologist 1: And then there was a war, and the country became independent.

Archaeologist 2: But it wasn't easy. And 100 years later, there was another war, a revolution!

Pakal: And my people, what happened to my kingdom? And my palace?

Archaeologist 1: We know that in the 8th century the palace was sacked. And at the end of the century, the palace was abandoned.

Archaeologist 2: Oh, Lord Pakal, don't cry.

Archaeologist 1: The ruins were discovered in the 18th century, and we now know about your civilization!

Archaeologist 2: People from different countries have written about the people who lived here.

Archaeologist 1: And now that we've discovered your tomb, you'll be famous again!

Archaeologist 2: And we'll become famous, too!

Archaeologist 1: Hurry!

Pakal: Lord Ich Cham Ajaw, Master of the Dead. Tell me this is

just a bad dream...

Track 35 • Anthology • Journey 5 • The Happy Prince by Oscar Wilde

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. 'He is as beautiful as a weathercock,' remarked one of the Town Councillors who wished to gain a reputation for having artistic taste; 'only not quite so useful,' he added, fearing people should think him unpractical, which he really was not.

'Why can't you be like the Happy Prince?' asked a sensible mother of her little boy who was crying for the moon. 'The Happy Prince never dreams of crying for anything.'

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind. Then he saw the statue on the tall column. 'I will put up there,' he cried; 'it is a fine position with plenty of fresh air.' So he alighted just between the feet of the Happy Prince.

But just as he was putting his head under his wing, a large drop of water fell on him. 'What a curious thing!' he cried, 'there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining.' But before he had opened his wings, a third drop fell, and he looked up, and saw - Ah! what did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

'Who are you?' he said.

'I am the Happy Prince.'

'Why are you weeping then?' asked the Swallow.

'When I was alive and had a human heart,' answered the statue, 'I did not know what tears were, for I lived in the Palace of Sans-Souci where sorrow is not allowed to enter. In the daytime, I played with my companions in the garden; and in the evening I led the dance in the Great Hall. I never cared to ask what lay beyond the palace. My courtiers called me the Happy Prince, and happy indeed I was, if pleasure be happiness. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see all the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.'

'Far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman. Her face is thin and she is embroidering flowers on a satin. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move.'

'I am waited for in Egypt,' said the Swallow. 'And it'll be winter soon, and I won't be able to fly if it is too cold,' the swallow said.

'Swallow, Swallow, little Swallow,' said the Prince, 'will you not stay with me for one night, and be my messenger? The boy is so thirsty, and the mother so sad.'

So the Swallow picked out the great ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town. He passed over the river, and flew to the poor house and

looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. The Swallow laid the great ruby on the table. Then he flew gently round the bed, fanning the boy's forehead with his wings. 'How cool I feel,' said the boy, 'I must be getting better.'

Then the Swallow flew back to the Happy Prince, and told him what he had done. 'It is curious,' he remarked, 'but I feel quite warm now, although it is so cold.'

The next morning, the Swallow flew down to the river and had a bath. 'Tonight I go to Egypt,' said the Swallow. And he visited all the public monuments, and sat a long time on top of the church steeple. When the moon rose he flew back to the Happy Prince. 'Have you any commissions for Egypt?' he cried; 'I am just starting.'

'Swallow, swallow, little swallow,' said the Prince, 'will you not stay with me one night longer?'

'I am waited for in Egypt,' said the Swallow.

'Swallow, Swallow, little Swallow,' said the Prince, 'Far away across the city I see a young writer trying to finish his play. The young man is cold and hungry, but he has no firewood to keep himself warm.'

'I will stay with you one more night,' said the swallow, who really had a good heart. 'Shall I take him another ruby?'

'Alas! I have no ruby now,' said the Prince; 'my eyes are all that I have left. They are made of sapphires, which were brought from India a thousand years ago. Take one of them and take it to him. He will sell it to the jeweller, and buy food and firewood, and finish his play.'

'Dear Prince,' said the swallow, 'I can't do that.'

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I command you.'

The next day, the swallow flew to the Prince. 'I've come to say good-bye,' he cried.

'Swallow, swallow, little swallow,' said the Prince, 'will you not stay with me one night longer?'

'Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away,' the swallow promised the Prince.

'At the square below,' said the Happy Prince, 'there is a little match girl who is crying. She accidentally dropped the matches in the gutter. She fears her father will beat her if she goes back home with no money, and she is crying,' said the Prince.

'I will stay with you one night longer,' said the Swallow, 'but I cannot take out your eye. You would be blind.'

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I command you.'

So he took out the Prince's other eye and flew down with it to the square. The little girl got the precious stone and went back home with money for her father.

The swallow came back to the Prince. 'You are blind now,' he said, 'so I will stay with you always.'

'No, little Swallow,' said the poor Prince, 'you must go away to Egypt.'

'I will stay with you always,' said the Swallow, and he slept at the Prince's feet.

Every morning, the Prince asked the bird to fly over the city and tell him what he had seen. Day after day, the swallow went back with the stories of the sufferings of the poor and starving children.

'I am covered with fine gold,' said the Prince, 'you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy.'

And night after night, the prince asked the swallow to peel off leaves of gold that covered his body and take them to the poor.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright; long icicles like crystal daggers hung down from the eaves of the houses, everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

The poor little swallow grew colder and colder, but he decided not to leave the Prince, he loved him too much. He picked up crumbs outside the baker's door when the baker was not looking, and tried to keep himself warm.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. 'Good-bye, dear Prince!' he murmured, 'will you let me kiss your hand?'

He kissed the Prince and fell down dead at his feet.

At that moment, a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the Mayor of the city passed by the statue of the Happy Prince. 'What a sad statue this is! His eyes have no sapphires, his sword has no rubies. He looks like no Happy Prince at all!'

'And there is actually a dead bird at his feet,' continued the Mayor. So they pulled down the statue of the Happy Prince. 'As he is no longer beautiful he is no longer useful,' said the Art Professor at the University.

Then they melted the statue in a furnace, and the Mayor conducted a meeting to decide what to do with the metal. 'We must have another statue, of course,' he said, 'and it shall be a statue of myself.'

'What a strange thing!' said one of the workmen at the foundry. 'This broken lead heart will not melt in the furnace. We must throw it away.' So they threw it on a dust-heap where the dead Swallow was also lying.

'Bring me the two most precious things in the city,' said God to one of his angels; and the angel brought him the leaden heart and the dead bird.

'You have rightly chosen,' said God, 'for in my garden of Paradise this little bird shall sing for evermore, and in my city of gold the Happy Prince shall praise me.'

**Track 36 · Anthology · Journey 6 · It'll be an amazing trip!
A story by Miranda Moore**

Narrator: Alice and her classmates wanted to organize a school trip with their Biology teacher, Mr. Reyes.

Alice: Alice asked.

Mauricio: Yes, teacher, that would be awesome!

Narrator: Mauricio exclaimed

Mauricio: Can you ask the principal if we can organize a trip like that? It's not that far from our city and we could learn much more about our state as you said.

Mr. Reyes: Class, a trip like that would take time, not to mention that your parents need to agree.

Narrator: Said Mr. Reyes.

Mr. Reyes: But let me talk to the principal about it, first

Narrator: The class was very excited about the idea.

Narrator: Mr. Reyes talked to the principal and the school board to see if a trip to the jungle could be organized for the children to see the flora and fauna of the state. Tuxtla was not that far from the Lacandon jungle and a trip of three or four days would be a valuable experience.

Mr. Reyes: Class, I'm happy to inform you that the principal wants us to work on the proposal, first.

Narrator: Said Mr. Reyes to the kids.

Mr. Reyes: We'll need to plan this very carefully if we want the school board to give us their permission.

Alice: Great! Let's start!

Narrator: Said Alice

Alice: What do we need to do, Mr. Reyes?

Narrator: She asked.

Mr. Reyes: Well, now we need volunteers to help organize the trip. I can assign a group to check costs of transportation another group to check on places where we can stay, and one more group to plan activities during the trip.

Narrator: Explained Mr. Reyes to the class.

Mr. Reyes: Who'd like to join the first group?

Narrator: Asked Mr. Reyes.

Mauricio: I can check transportation costs, Mr. Reyes. I can also see if we can rent a bus, what do you think?

Narrator: Asked Mauricio.

Mr. Reyes: Good idea, Mauricio!

Narrator: Exclaimed Mr. Reyes.

Mr. Reyes: Who'd like to help Mauricio?

Narrator: Three students raised their hands.

Mr. Reyes: Good! Bring all the information as soon as you can, please.

Narrator: Said Mr. Reyes

Alice: I can check options for accommodation, Mr. Reyes

Narrator: Said Alice

Anita: And I can help her with that, too!

Narrator: Said Anita.

David: And me!

Narrator: Said David

Mr. Reyes: Great! In your case, I'd like you to check which communities offer accommodation in the jungle area. I've heard there are camping sites but also cabins where we can stay. It could be fun!

Narrator: Said Mr. Reyes

Mr. Reyes: And the rest of the class can help checking places and activities we can do during the trip. Make a list of activities we can do during the bus journey, places where we can stop to eat meals and interesting places we might visit.

Narrator: Added Mr. Reyes

Narrator: The class was dismissed, but the students stayed for a while to discuss when they'd meet and where they could find the information they needed for the trip.

Narrator: In the next couple of days, the class gathered all the information for the trip.

Mauricio: I found this bus company

Narrator: Said Mauricio.

Mauricio: It's reliable and not very expensive. What do you think?

Narrator: Asked Mauricio to his classmates.

Luis: We can compare costs with this other company I found on the internet

Narrator: Said Luis

Narrator: Alice found several accommodation options with her classmates, Anita and David.

Alice: Guys, now that we have several options, we need to analyze which one is the best. What do you think if we start with this option?

Narrator: Alice asked her classmates.

Anita: I like this camping site, but, the school principal may say it's not safe to stay outdoors. What if there's a medical emergency?

Narrator: Said Anita.

Alice: Good point.

Narrator: Said Alice.

Alice: David, what do you think?

David: I like this other option. Look. The cabins in the community of Lacanja are right next to the Natural Reserve of Montes Azules. It looks beautiful and the community offers food and accommodation for a very reasonable price.

Narrator: Said David.

Alice: Great idea! Let's present this option to the class and Mr. Reyes to see what they think, do you agree?

Narrator: David and Anita agreed

Mr. Reyes: Let's start class.

Narrator: Said Mr. Reyes.

Mr. Reyes: Did you bring any options for the trip?

Mauricio: Sure, Mr. Reyes.

Narrator: Said Mauricio.

Mauricio: We found two bus companies in Tuxtla. Here are the costs. The first option is a bit more expensive, but the type of bus is more comfortable. Our second option is a bit cheaper, but we read some reviews on the internet and some customers have complained in the past.

Mr. Reyes: Then, we can present your first option to the principal.

Narrator: Said Mr. Reyes.

Mr. Reyes: What about accommodation?

Narrator: Asked Mr. Reyes to Alice and her team

Alice: Well... first, we found an attractive camping site nearby, but Anita pointed out it may not be safe enough if there's a medical emergency.

Mr. Reyes: Good point! Well done, Anita! And did you find another option?

Narrator: Asked Mr. Reyes.

Alice: Yes!

Narrator: Alice said.

Alice: David found this other option. The community of Lacanja rents cabins and they also offer meals. And, it's in the Lacandon jungle, in the heart of a natural reserve called Montes Azules.

Mr. Reyes: Wonderful! And, how can we contact them?

Narrator: Asked Mr. Reyes.

David: We have their telephone number. We called them and they need to know the dates of our trip.

Narrator: David added.

Mr. Reyes: Well done, class! You've done a great job! We now have transportation and accommodation options to show the principal. I will give you the dates of the trip according to our school calendar.

Narrator: Mr. Reyes said.

Mr. Reyes: Now we can concentrate on the activities during the trip.

Narrator: Mr Reyes asked the third team to present their proposal of activities to the class. He also asked the other two teams to take notes on the activities their classmates suggested for the trip. Everybody was really excited with the potential activities in the area, which included a walk to spot animals and study plants, a visit to ruins and a waterfall nearby –very exciting, indeed!

Alice: So, what's next?

Narrator: Alice asked.

Mr. Reyes: We need to organize the itinerary, class

Narrator: Mr Reyes said

Narrator: The teacher gave the class their second mission: to propose three activities per day for three full days and two activities for the first and last day of the trip.

Mauricio: Does it mean we will be away for 5 days, Mr. Reyes?

Narrator: Mauricio asked.

Mr. Reyes: Well, the principal will have the last word but we can propose a five-day trip to begin with

Narrator: The teacher said confidently.

Narrator: Alice asked their classmates, Anita and David to meet in the afternoon at her place to work on the itinerary. Mauricio and his team decided to stay after class to propose ideas and check on internet. The rest of the class already had a number of activities but now they needed to propose a plan for each day. The next day they would present their proposal and vote for the best one. Which itinerary would be the best?

Narrator: That afternoon Anita, David and Alice got together to discuss the options they had. They had made a list of the activities proposed in class so that in the afternoon they could work on the proposal for their class.

Alice: If we have three full days, we can plan a day in the jungle, a day to visit ruins and one last day to do something fun in the village of Lacanja. What do you think?

Narrator: Alice said.

David: Good idea! We can plan two more activities that can be done in the jungle, for example...

Narrator: David said

David: My father told me you need a guide to visit the jungle and they know the best trails to spot toucans and quetzals

Narrator: He added.

Anita: Wow, are you serious? I've never seen a toucan or a quetzal. That would be awesome!

Narrator: Anita said.

Anita: We should add that to the itinerary

Alice: Alright. Then, on our first day, after breakfast, we can propose a day in the jungle to spot the wildlife, and also study plants as Mr Reyes suggested. Do you like that?

David: Sure!

Narrator: David said.

David: And in the afternoon, when we're back in the village, we can play games or have a campfire.

Narrator: He suggested.

Alice: But first, we need to check if we can light a fire. Remember it's a natural reserve!

Narrator: Alice said. Alice, David and Anita kept working on the itinerary until Alice's mother asked them to stop for dinner. They were happy with the activities they planned, and now they were ready to present their itinerary to the class the next morning.

Narrator: The next day, the class was ready to present their itineraries. Mr Reyes asked each team to prepare a presentation with their proposals. Then, they could vote for the best one.

Alice's team went first. They proposed a day in the jungle, a visit to Bonampak and a day to stay in the village and know more about the people living in the area.

Mauricio's team proposed two days to walk through the jungle and make sketches of plants and animals and the landscape. They also proposed a day to visit Yaxchilán.

The last team proposed a day to visit the villages in the area and do some kayaking in Lake Miramar. They also proposed a day to walk through the jungle and observe flora and fauna.

Mr. Reyes was very pleased with the class' work. It was such a difficult task to choose one! Then, he had an idea. What if the class selected the best two activities on each itinerary to then prepare the final one? And that was what they did.

Narrator: Mr. Reyes presented his class' proposal to the principal. The itinerary had a bit for everyone!

Day 1 - From Tuxtla to Lacanja

Bus trip to the community in Lacanja

Breakfast on the way

Late lunch with our hosts

Games

Day 2 - Walk through the Lacandon jungle

Morning: lesson in the jungle to learn more about the vegetation of the area

Afternoon: A Lacandon-Mayan lesson

Dinner with our hosts –tales around a campfire

Day 3 - Visit to Bonampak

Driving to the ruins - stop for breakfast

Visit to the ruins

Bird-watching walk

Back to cabins

Day 4 - Visit to Lacandon villages.

Visit to a community's school

Dinner with our hosts –farewell.

Day 5 - From Lacanja to Tuxtla

Stop for lunch

Arriving at 6pm in Tuxtla.

Track 37 - Anthology - Journey 7 - Teens' thoughts about the future

A video blog by Anthony Brown

Anthony Brown Hello internet users, welcome to another episode of my video blog, 'Teens' Thoughts', this is Antonio Moreno, from Mexico

I decided to make this video based on your comments on previous episodes. We received several suggestions on topics to cover, and I hope you agree that the topic we chose is a really interesting one.

So, I arranged several video interviews with some of our viewers around the world, and asked them the big question: What will the world be like in the future?

And I need to say that we got lots of different answers, in this video I will show you some of the most interesting ideas we heard.

Let's get started. First, we'll listen to Francesco Maraessa from Italy. Enjoy

Francesco Maraessa: Technology is advancing at super speed, and

all these improvements can be very useful for making our means of transportation better.

For example, I think that cars can be cleaner and safer. If we create an engine that works with solar energy, cars will use solar power to move and won't pollute. This means that there won't be smog any more. And people will be able to breathe clean air, even in the most crowded cities in the world.

Of course, this will help create healthier environments, and reduce the number of respiratory problems in big cities. If use of fossil fuels is reduced, this will also help decrease the level of CO₂ in the atmosphere, and as a consequence, global warming's effects. If we don't start doing something to control global warming, we'll be in serious trouble.

Anthony Brown: And that was our friend Francesco, from Italy. Now, here we have Doris Sousa from Brazil. Let's hear what she has to say.

Doris Sousa: In the last decades, scientists have made new discoveries about our genes and how these are connected to different health problems.

I believe that there will be vaccines for many important diseases, even for cancer. Maybe not a vaccine for all types of cancer, but for some. If scientists find new vaccines, we will be able to have healthier and longer lives. As a consequence, we will be happier, and laugh and smile more.

If there are more and more people who have better health and are happier, we will have peace in the world. There is too much violence around the world today. I hope that we can find ways of living together in peace and harmony. I dream of living in a world with no wars.

Anthony Brown: Well, what do you think of Doris' ideas? Our next speaker is Koji Sato from Japan. Here is what he thinks.

Koji Sato: For centuries, space was distant and unreachable. However, that changed from the moment humanity sent a man to the moon. After that, other planets in the solar system have been reached with satellites, and we know more about their atmospheres and other useful information.

If we send missions to other planets in the solar system, we can extract useful materials and elements. We might discover new materials that are more resistant and useful for space travel. In my opinion, these materials will help us build lighter and faster spaceships that are going to make space travel more accessible for all humans. Maybe we will build space colonies: I would like to live in one.

If we build space colonies, we may find life in other planets and discover other civilizations in the universe. I think that would be really exciting.

Anthony Brown: Koji's ideas are quite interesting, aren't they? Let's move on and listen to Fernanda Plata from Colombia.

Fernanda Silver: Computer sciences are rapidly growing, computers are faster and smaller and help us do many

activities that took a lot of time before. These developments are happening in robotics too.

If we create better robots, they can do activities that are too dangerous for humans. For example, they can work in construction, rescue and exploration of space and the deep sea. If robots do dangerous activities, there will be fewer accidents. We will probably build robots that look like humans too.

In my opinion, robots are the solution for many of the problems we have. I want to study robotics and create robots that help make the world a better place.

Anthony Brown: That was Fernanda from Colombia. We'll continue with Steve Johnson from Canada.

Steve Johnson: Virtual reality is already a part of our lives. But I believe this technology is going to advance a lot in the next years. Also, because it can be used in many other areas that can help us have better lives, it doesn't need to be used only for entertainment and video games.

If we use virtual operation rooms, doctors will be able to rehearse surgeries or anticipate possible problems before operating. If we use virtual training rooms, people can develop specialized skills for their jobs. Additionally, the use of virtual materials in these rooms will help us reduce the generation of garbage. All this can increase productivity and reduce pollution.

I think we should look for other ways to use technology to make the world a better and healthier place.

Anthony Brown: Interesting thoughts by Steve. Finally, here is Yasmin Haddad from Egypt.

Yasmin Haddad: Education is very important to create a better world and teach people to be good citizens. It's important that we make use of technological advances to have better schools. If teachers get more familiar with technology, they can show students practical examples of how technology can be used in the real world. If students become interested in practical uses of technology, we will have more scientists, doctors, etc. that can help our world.

I believe that children need good examples of how to use technology for their education and their future lives, teachers can have a great impact on children. I hope to become a great teacher in the future. I will study education.

Anthony Brown: That's what Yasmin shared with us.

Anthony Brown: What do you think of all these ideas you heard? Do you agree? Do you disagree? Do you have other predictions?

If you want to share your 'teens' thoughts, then you should subscribe in the link below.

I hope you enjoyed watching the video as much as we enjoyed recording it.

Remember to like and share our video and leave a comment to let us know what you think.

Also send us your suggestions on topics for future episodes. Thanks for watching and be happy! See you next time!

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Teacher's Guide

All on board! 1 aims at covering the specific achievements for the first grade of Secondary School. It provides teachers and learners with the necessary tools to achieve the pedagogical goals of the grade and meet linguistic international standards.

All on board! 1 Teacher's Guide consists of:

- *Procedural recommendations* for the teacher for each of the ten modules in the Student's Book.
- *Teaching spotlight boxes* with tips to teach language and develop learning strategies.
- *Extra activities boxes* with suggestions on how to extend or supplement the activities in the Student's Book.
- *Cultural passport boxes* with information about intercultural aspects to share with students.
- *Different assessment tools* to gather more evidence and help learners reflect on the learning process and detect areas to work on.

The series comprises:

- The **Student's Book** which is organized in 10 modules focused on 10 *communicative activities* and 10 *social practices*. Each module comprises 4 lessons and a Product lesson. The Student's Book contains 3 two-page assessment stages which can be used every three months to help teachers evaluate students' progress and development. The Student's Book also includes the audio scripts of all tracks, a glossary of difficult words to facilitate the comprehension of reading material and a bibliography to provide learners with more useful sources for each module.
- An **Audio CD** which includes all the tracks for listening (and some reading) activities in the Student's Book and the five fictional stories in the Anthology as well as visual resources to be used by teachers and learners in the classroom.
- An **Anthology** with factual and fictional texts for learners along with optional comprehension and integrational activities to develop reading skills thoroughly.

The title of the series, **All on board!**, stresses the importance of integration and inclusion: it integrates the use of language, and more importantly, the use of social and cultural competences, to participate actively in social practices as a member of a community. Throughout the journey, learners will develop the appropriate strategies to reach the goal, and will have gained new experiences and new knowledge, just like travelers do when they embark on a trip.

