

Beats! **1** Secundaria

Teacher's Edition



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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Dear Teacher:

Welcome to *Beats! 1 Secondary*, a complete and fun book designed for secondary students. In *Beats! 1 Secondary* we have taken into consideration the interests and needs of the age group as well as their cognitive development to make the learning process an enjoyable experience.

Throughout this book, students will actively participate in meaningful and dynamic activities allowing them to communicate and practice English as they enjoy learning.

At this level, students are able to develop skills, knowledge, attitudes and strategies in order to interact in social practices using the language in both oral and written ways. We are sure they will find the topics, activities, stories and situations in this book, appealing and interesting. They will also discover the power of a foreign language through simple contexts and working patterns which will develop positive attitudes towards a foreign language.

Our program is divided into cycles and the purpose of this fourth cycle is for students to sustain interactions and adapt different situations presented through different texts to their real-life context so they can engage successfully in communicative situations. Therefore, it is expected that students can:

- Analyze some aspects that allow to improve intercultural understanding.
- Apply some strategies to overcome personal and collective challenges in learning a foreign language.
- Transfer strategies to strengthen action in foreign language learning situations.
- Use a simple but wide linguistic repertoire in a variety of familiar and current situations.
- Exchange information of current interest.
- Engage with a neutral register in social exchanges in a wide range of situations. all this, as they enjoy learning and using the language.

We wish you and each one of your students, the best of luck throughout the school year!

The Author

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Achievements Unit 1

- › Listen and revise dialogs about community services.
- › Get the main idea.
- › Exchange information about community services.

Achievements Unit 2

- › Select and revise classic tales.
- › Understand general sense and main ideas.
- › Compare variants of pronunciation and writing.
- › Express key events orally.
- › Rewrite key events.

Achievements Unit 3

- › Select and revise bilingual dictionaries.
- › Understand the use of textual components of bilingual dictionaries.
- › Write instructions.
- › Edit instructions.

UNIT 1

Community Services

Lessons 1 - 4 P. 9 - 24 Tracks 2 - 6

Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchange associated with specific purposes.
- › Exchange views of a community service.

SHOW TIME (Product) p. 22

Asking and Offering a Community Service (Role Play)

ASSESSMENT p. 24

READING

We can Make a Difference p. 6 - 19 Track 47

EVALUATION TOOL: p. 23

Evaluation Rubric

UNIT 2

Reading Classic Tales

Lessons 5 - 8 P. 25 - 40 Tracks 7 - 10

Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Literary expression.
- › Read classic tales.

SHOW TIME (Product) p. 38

Making a Big Book

ASSESSMENT p. 40

READING

The Book of Beasts p.20 - 35 Track 48

EVALUATION TOOL: p. 39

Descriptive valuation scale

UNIT 3

Using Dictionaries

Lessons 9 - 12 P. 41 - 56 Tracks 11 - 14

Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Interpretation and follow-up of instructions.
- › Write instructions to use a bilingual dictionary.

SHOW TIME (Product) p. 54

Instructions To Use Bilingual Dictionaries

ASSESSMENT p. 56

READING

Dictionaries p. 33 - 43 Track 53

EVALUATION TOOL: p. 55

Questionnaire

Achievements Unit 4

- › Revise silent short films.
- › Understand the general sense and main ideas.
- › Write lines and dialogs.

Achievements Unit 7

- › Revise and understand information about the human body systems.
- › Propose and answer questions about the human body systems.
- › Write notes to describe human body systems.
- › Edit diagrams in teams and with the guidance of the teacher.

Achievements Unit 5

- › Revise samples of written forecasts.
- › Listen and identify ways to express future actions.
- › Formulate and respond questions to understand forecasts.
- › Write sentences that express future to create forecasts.

Achievements Unit 6

- › Listen to and revise likes and dislikes in the dialogs of an interview.
- › Understand general sense and main ideas of dialogs.
- › Express compliments, likes and dislikes in written dialogs.
- › Express compliments, likes and dislikes in a dialog.

UNIT 4

Silent Films

Lessons 13 - 16 P. 57 - 72 Tracks 15 - 17

Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated with media.
- › Compose dialogs and interventions for a silent short film.

SHOW TIME (Product) p. 73

Writing a Script for a Silent Short Film

ASSESSMENT p. 72

READING

The Kid, by Charles Chaplin p.50 - 63 Track 50

EVALUATION TOOL: p. 71

Anecdotal Notes

UNIT 5

Let's Talk About the Future

Lessons 17 - 20 P. 73 - 88 Tracks 18 - 22

Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Recreational expression.
- › Produces constructive forecasts for others.

SHOW TIME (Product) p. 86

Forecasts

ASSESSMENT p. 88

READING

A Confusing Future p 64 - 77 Track 51

EVALUATION TOOL: p. 87

Anecdote

UNIT 6

Expressing Likes and Dislikes

Lessons 21 - 24 P. 89 - 104 Tracks 23 - 27

Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated with information of oneself and of others.
- › Exchange compliments, likes and dislikes in an interview.

SHOW TIME (Product) p. 102

Writing a Dialog about Likes and Dislikes

ASSESSMENT p. 104

READING

Talking With the Stars p. 78 - 91 Track 52

EVALUATION TOOLS: p. 103

Evaluation Rubric

UNIT 7

The Human Body

Lessons 25 - 28 P. 105 - 118 Tracks 28 - 31

Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Search and selection of information.
- › Write notes to elaborate human body schemes.

SHOW TIME (Product) p. 118

Make a Chart of a Human Body System

ASSESSMENT p. 120

READING

The Human Body Exhibition p. 92 - 103 Track 53

EVALUATION TOOL: p. 119

Checklist

Achievements Unit 8

- › Seek and consult information.
- › Compare pros and cons of ideas and proposals.
- › Build arguments to defend ideas and proposals.
- › Listen and express pros and cons to come to an agreement.

Achievements Unit 9

- › Select and revise comic strips in English.
- › Interpret content in comic strips.
- › Exchange opinions about cultural expressions in a discussion.

Achievements Unit 10

- › Select information.
- › Read information.
- › Rehearse giving a presentation.
- › Give a presentation.

UNIT 8

A Great Adventure

Lessons 29 - 32 P. 121 - 136 Tracks 32 - 38
Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated with the environment.
- › Agree with Others a Travel Itinerary.

SHOW TIME (Product) p. 134

Writing a Travel Itinerary

ASSESSMENT p. 136

READING

The Tinkle of the Goat Bells p. 104 - 117 Track 54

EVALUATION TOOL: p. 135

Questionnaire

UNIT 9

Comics, Comics!

Lessons 33 - 36 P. 137 - 152 Tracks 43 - 45
Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Understanding oneself and others.
- › Read comics to discuss cultural expressions.

SHOW TIME (Product) p. 150

A Discussion about a Comic

ASSESSMENT p. 152

READING

Comics, a World of Fun! p. 118 - 129 Track 59

EVALUATION TOOL: p. 151

Self-evaluation and peer evaluation card

UNIT 10

An Oral Presentation

Lessons 37 - 40 P. 153 - 168 Tracks 42 - 46
Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated with specific purposes.
- › Present information about linguistic diversity.

SHOW TIME (Product) p. 166

An Oral Presentation

ASSESSMENT p. 168

READING

Language Use in Social Media p. 130 - 143 Track 56

EVALUATION TOOL: p. 167

Descriptive Valuation Scale

Grammar Reference

181

Answer Key

187

Scripts

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Irregular Verbs

207

General Objectives of the Program

The general purpose of the subject Foreign Language. English in Basic Education is for students to acquire the necessary knowledge to engage in different social practices (familiar and community, literary and ludic, educational and academic) both oral and written. This requires using activities that involve the interpretation and production of spoken and written texts.

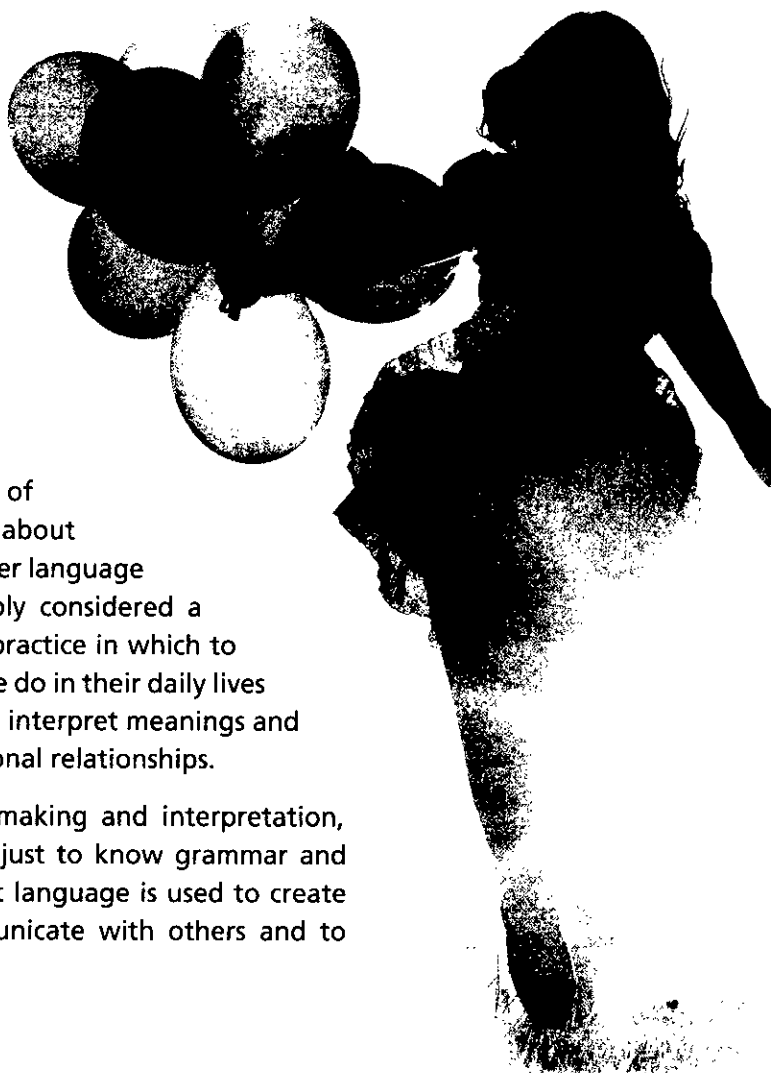
Because of the above Beats !, a course specifically designed for secondary school students, aims at promoting social interaction and communication as well as developing students' analytical skills.

Methodology

In the past language was only viewed as a code. In this view, language was only made up of words and a series of rules that connected words together and language learning just involved learning vocabulary and the rules for constructing sentences. This understanding saw language as fixed and finite and did not explore the complexities involved in using language for communication.

Nowadays language is regarded as a way of seeing, understanding and communicating about the world and each language user uses his or her language differently to do this. Language is not simply considered a body of knowledge to be learnt but a social practice in which to participate. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others.



Taking into account the different views of language, Beats! offers a balanced program with contexts and activities that will help students learn the code of the English language as well as the skills required to engage in social practices. They will be able to develop their knowledge and understanding of the code and also to come to see language as a way of communicating between people.

The activities in the program are engaging and students will find real reasons to speak with their classmates. They will also be helped to analyze how language works and use the codes of the English language to express their ideas and opinions about topics of their interest as well as to respectfully agree or disagree with those of others.

The staged construction of products will enable them to reflect on and evaluate their progress and develop a sense of accomplishment.

The step by step teacher's guide will accompany instructors from the first day of class and will guide them and help them get the best results from the materials in the book.

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assessment: evaluation based on learners' achievements.

attention span: how long a learner is able to concentrate at any one time

brainstorming: generating ideas based on a topic. Which may be used as the basis for another activity such as writing or discussion.

CEFR: Common European Framework of Reference for Languages.

chunk: words that are often understood or learned together as in fixed short phrases; e.g., thank you very much and acquired through redundant use, such as repetitive phrases in stories.

classroom management: means the strategies used by a teacher to organize the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.

cooperative learning: a teaching method in which learners are placed into small groups of different levels and given a task.

eliciting: a teaching technique for drawing out information from learners rather than simply providing all the information.

evaluation: is the process of collecting, analyzing and interpreting information to see how students achieve objectives. There are several types of evaluation tools, but mainly two are the ones we use: *Formative*, shows progress based on objectives or outcomes of a program or process. *Summative*, shows and ads the outcomes of some object.

feedback: telling learners how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers.

fillers: learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes.

formative assessment: when a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning.

guided practice: section in a lesson that gives learners the chance to use what they have been taught.

interaction patterns: the different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class.

kinaesthetic learners: people who learn best though physical response and will find difficult to sit down for long periods of time.

language skills: listening, speaking, reading, writing. the four ways in which people use language These may be viewed as receptive ("input") / productive ("output"), and spoken / written.

learning environment: it's the way in which teachers set a learning context in the classroom to surround students with opportunities to learn and practice English in a social and real way. Objectives, achievements and success are easier to reach at setting learning environments.

lesson plan: a teacher's description of an individual lesson which includes title, language target and level, materials required, and a summary of the activities and practice that will take place.

look and say: also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

mind map: a diagram with lines and circles for organizing information so that it is easier to use or remember.

peer-evaluation: when students give feedback to other students; either in a written or spoken way.

phonemic awareness: awareness of the sounds of English and their correspondence to written forms.

picture dictation: a classroom activity where the teacher describes a scene or an object and learners draw what they hear.

portfolio: a method of collecting evidences that show and evaluate progress in learning.

realia: objects from the real world that learners can use to practice the language to make a classroom feel more like a real life setting.

rubric: is a way to evaluate a student's performance as it increases reliability of scoring. It offers a specific measurement scale and detailed description of the characteristics for each achievement to be evaluated and bases the result obtained on the quality of performance.

scanning: a way of reading quickly. scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

self-evaluation: tool used for students to reflect on their own progress and evaluate themselves individually.

sight vocabulary: words that are commonly used in text and are the first ones that learners spot and recognize when developing reading skills.

silent period: a period of time in the initial phase of learning a language where learners should not be required to respond but rather encouraged to understand what is being taught.

skimming: a way of reading quickly. skimming is reading through a text very quickly, for example, so that you know what each paragraph is about before looking at the comprehension questions or checking something to be read.

social practices: the ability or skill to use and understand a language in different social situations.

supplementary materials: extra worksheets, games, books etc. based in the same theme that a teacher uses for teaching materials in addition to a core text.

Total Physical Response (TPR): A very powerful method that uses physical movements to teach a language. Playing the game "Simon Says", or having students pass around an object as they respond to your questions, are a few great TPR activities. Learners are encouraged to respond with actions before words.

task: an activity that learners complete that usually focuses on communication. For example, problem-solving activities or information gap activities are tasks.

theme-based: a whole language program or curriculum that is organized by themes or topics rather than skill e.g. animals; family; seasons

model: a clear example of the target language for learners to repeat or write down or save as a record. if a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. the teacher often models the language as well, by saying it clearly before drilling the learners.

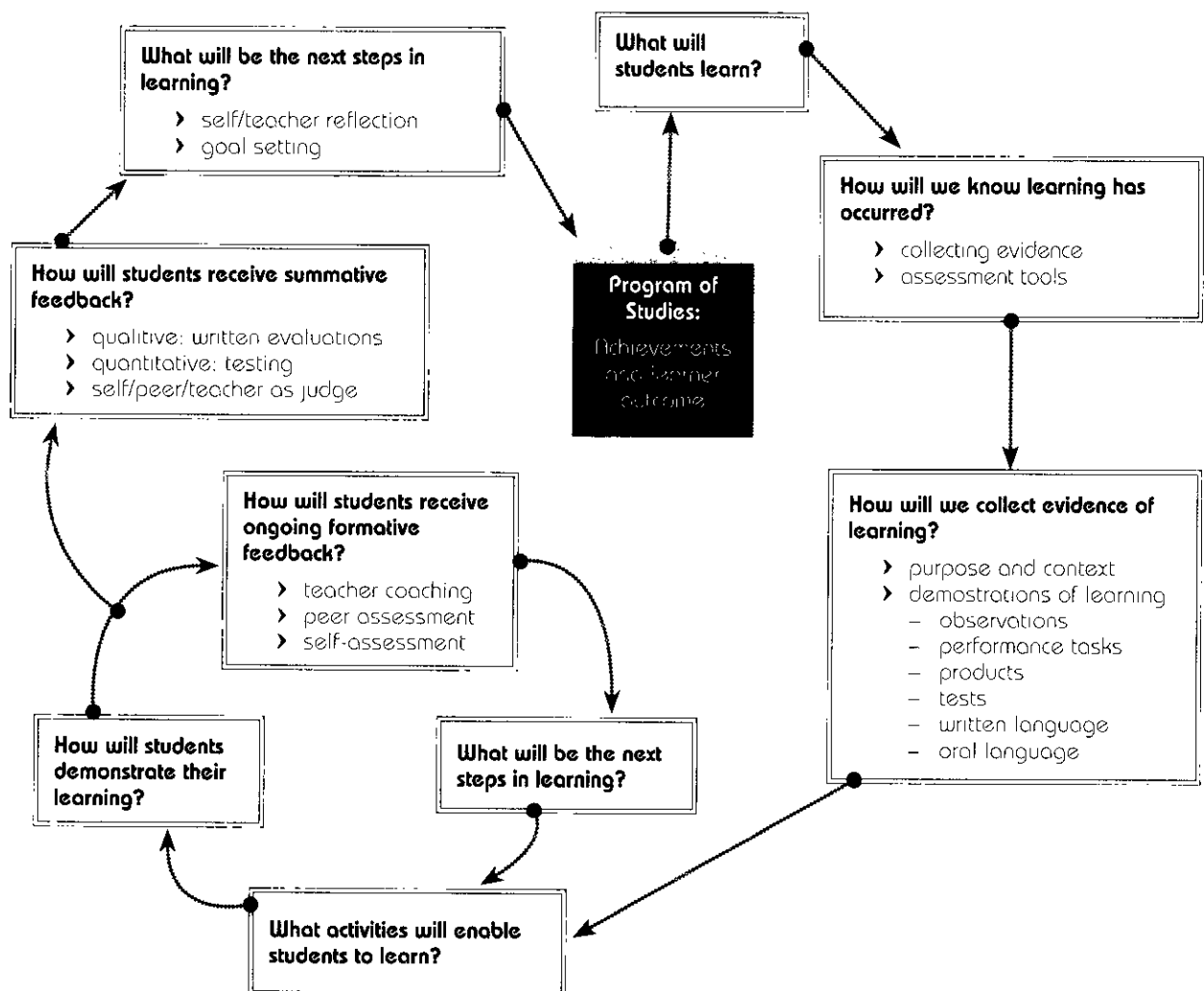
visual learner: people who learn best when teachers use body language, facial expression and pictures.

warm up or warmer: a short, fun activity that usually precedes a lesson and brings energy into the classroom.

Assessment is usually perceived by students, as a way to test or evaluate what they know or should know. However, assessing should be aimed at facilitating student-learning and improving instruction. This is what we do in Beats!, we use assessment as a learning tool to support students' metacognitive skills and help them become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use assessment as a real learning tool.

Beats! 1 Secondary, offers you the following process when assessing your students and includes 6 different types of assessments

which are adaptable to any kind of learning situation: large or small groups, multi-skilled groups, multi-level groups, among others. These assessments support the methodology followed in Beats! and can be easily adapted to evaluate the contents in the units. However, each unit suggests a type of assessment to evaluate students on what they've learned so far. The assessment templates can be found on pages XIV to XIX and, at the end of every unit, the corresponding assessment has been included. Finally, the following diagram shows the steps used in Beats! to assess students, just bear in mind we use assessment as a learning tool.



Name _____ LN _____

Date _____ Grade _____

Evaluation Instrument - Rubric _____ Unit _____

- 1** Complete the rubrics with the aspects you want to evaluate in this unit. Then mark (✓) the columns according to the student's performance.

Student's ability to	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.

Name _____ LN _____

Date _____ Grade _____

Evaluation Instrument - Questionnaire Unit _____

Answer the questionnaire to evaluate your student's performance.

1 What aspects of the student's performance were evaluated?

Ability to ...

1. _____
2. _____
3. _____
4. _____
5. _____

2 What were the student's strengths?

3 What areas does the student need to improve?

4 How would you evaluate student's overall performance?

Excellent _____

Good _____

Borderline _____

Unsatisfactory _____

5 Use the results to decide on and suggest remedial work strategies.

Name _____

LN _____

Date _____

Grade _____

Evaluation Instrument - Descriptive Valuation Scale

Unit _____

- 1** Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

The student is able to	Always	Usually	Sometimes	Never
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.

Name _____ LN _____

Date _____ Grade _____

Type of activity: _____ Unit _____

Evaluation instrument - Self-evaluation and Peer evaluation card

I Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

	Outstanding		Good		Satisfactory		Poor	
	Me	My peer	Me	My peer	Me	My peer	Me	My peer
▶ Participated actively and enthusiastically.								
▶ Was a good listener.								
▶ Expressed points of view clearly.								
▶ Defended ideas with arguments.								
▶ Used examples to clarify confusions.								
▶ Questioned stands based on common sense.								

II Use the information above to help each other improve your weak areas.

Name _____

LN _____

Date _____

Grade _____

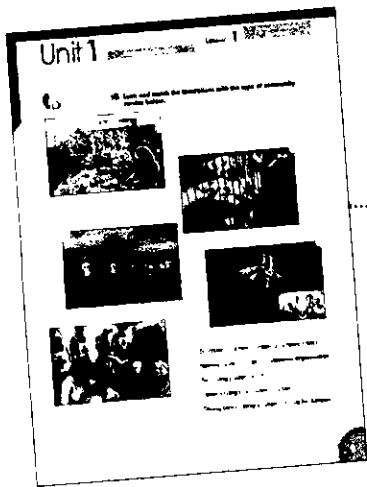
Evaluation Instrument - Checklist

Unit _____

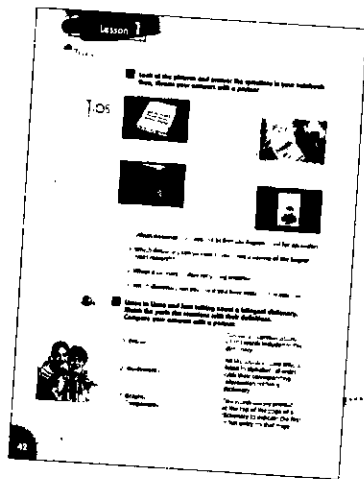
1 Use the checklist to mark (✓) the student's abilities.

The student can ...	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

E Use the results to decide on and suggest remedial work strategies.

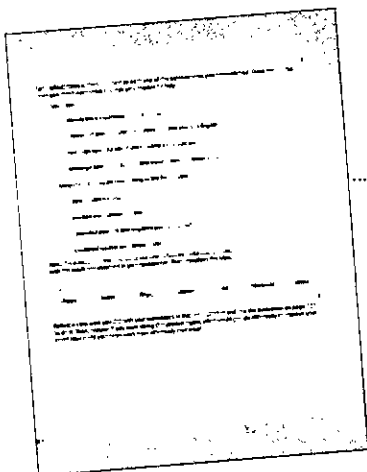
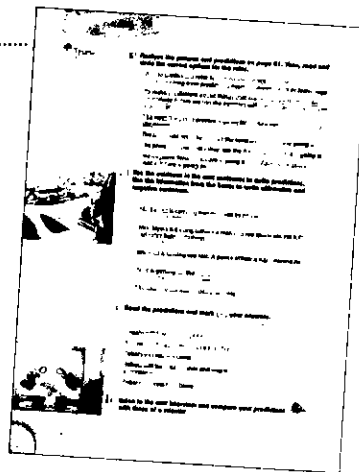


→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.



→ **THINK AND DO** - This section is presented in two pages, where students apply their knowledge by doing meaningful activities which help to consolidate grammar and key vocabulary. Some activities are: dialogs, completing written tasks, interacting in games, exchanging and expressing ideas, among many others.

→ **CREATE** - Each unit includes three "CREATE" sessions (one per week) for students to work on developing-creating, the unit's product. These sessions, are perfect for students to fully develop and use their creative and social skills as they work in a collaborative way to produce a final product at the time they increase and improve their social communicative skills.



→ **ASSESSMENT** - As part of the learning process, evaluation at this stage takes an important place in the development of student's self-awareness. Therefore, a self-assessment page has been included at the end of every unit, in which students will be able to see the goals they reached as well as to describe and express how they feel about these results.



- **TEACHER'S EDITION** - A complete and useful guide that will walk you through each activity in the Activity Book, with step-by-step instructions including warm ups and closing activities that will make your teaching practice easy and fun!

The Teacher's Edition also includes the scope and sequence of the contents in the Activity Book, a Glossary for the most common ESL terms, Methodology, Assessment formats that you adapt to your teaching needs in evaluation, ten specific assessments (one per unit), a two-page Glossary per module with ideas to help improve vocabulary comprehension in your students and a Grammar Reference for a quick check of important structures.



- **READER'S BOOK** - The Reader's Book is a collection of stories, tales and non fictional texts adapted for students at this level. Each story and non fiction text, has been carefully chosen and are specifically to the units in the Activity Book. This correlation is clearly indicated in the Teacher's Edition and in the Activity Book with an instruction and icon.

The stories and non fiction texts are beautifully illustrated and provide students the opportunity to develop their reading, listening and writing skills. At the end of every text, we have included some tasks for students to work on comprehension and reading strategies as well as a section called Think & Beat about it!, which allows students to express their ideas about the text they read.



- **CD** The CD offers the recording of all listening activities included in the Activity Book, the texts found in the Reader's Book and a set of pictures that can be used to improve understanding of the language, review and reinforcement of vocabulary as well as flashcards (can be printed out) and also as resources for games and extra activities (Memory, Hangman, Tic-tac-toe) among others.

This material provides students with pronunciation models necessary to a complete acquisition of the English language but also to practice pronunciation. The scripts for each audio track have been included in this Teacher's Guide.

My Community

The Portafolios

Is the collection of individual students' work put together in a file or ring binder. The portfolio belongs to the student and it is updated as their English learning continues and progresses. They can add to or take away pieces of work in their portfolios. The Portfolio can be an effective way to motivate your students and it can also help them review the language or even reflect on their objectives, ways of learning and what they have achieved.

Using the CD throughout Unit 1:

When in need of extra materials for your class, you can use the flashcards and pictures included in the CD and print them out. You can use these pictures and flashcards to organize games for your class. Print pictures and flashcards that represent actions or community services to play charades in class. Use them to practice community service vocabulary by playing hangman or tic-tac-toe. Print pairs of pictures and/or flashcards to play Memory. Use these games as warm-ups, fillers or cool downs when you consider appropriate.

The images on the CD-ROM include:

- A grid of images showing people performing community services like cleaning, painting, and gardening.
- A list of activities: "Clean up the park", "Paint the wall", "Water the plants", "Plant flowers", "Mow the lawn", "Rake the leaves", "Paint the fence", "Water the garden", "Plant trees", "Mow the lawn", "Rake the leaves", "Paint the fence", "Water the garden", "Plant trees".
- A definition of a portfolio: "A portfolio is a collection of work that shows your progress. It can be a book or a folder. It can be a collection of work that shows your progress. It can be a book or a folder. It can be a collection of work that shows your progress. It can be a book or a folder."

Portfolio A collection of work that shows your progress. It can be a book or a folder. It can be a collection of work that shows your progress. It can be a book or a folder.

The following Teacher's Guide contains suggestions of how you can use the course's materials during your class. Remember that you can always change or adapt whatever you need to suit your and your students' needs. The instructions contained in the guide are only meant to be a model. Never think that this is the only way you can use the materials. You will get to know your students and choose the best way to present the materials and complete the activities. Remember that Warm-ups are also suggestions that can help your students connect with the topic that you will be working with during the class. Adapt were as needed.

Unit 1

Unit 1 **Lesson 1**

Look and match the illustrations with the type of community service below.

Entertaining elderly people at a retirement home.
 Raising money for an international organization.
 Removing plastic waste.
 Volunteering in a community farm.
 Taking care of stray animals waiting for adoption.

Lesson 1 Performing Community Services



Warm-up

You' can:

Greet students and introduce yourself to the class. an tell them to share their names with the rest of the group. Tell students to tell you what you are (teacher) and have them brainstorm other jobs they might know. This way you encourage each student to share what they'd like to be when they grow up.

Finally, ask them to open their books on page 9 and have a volunteer read the title and unit achievements aloud.

1. Look and match the illustrations with the type of community service below.

To complete this activity, you can:

Point at each picture and have students describe what they see. Then, have volunteers to read the sentences in the box.

Read the instructions aloud along with students and ask them to complete the activity individually and ask students to compare their answers with a partner. Finally, correct as needed.

Achievements

- Listen and revise dialogs about community services.
- Get the main idea.
- Exchange information about community services.

Lesson 1



Warm-up

You can:

Start your class writing "Community Service" on the board. Form groups of three and give students two minutes to discuss and determine what this means, then have each group share their ideas. When they've finished, explain that a community service is voluntary work intended to help people in a particular area, for example visiting residents of a retirement center or recycling or collecting and donating used clothes, etc.

2. Listen to the dialog and underline the correct options. Give reasons for your answers.

To complete this activity you can:

Ask students to open their books on page 10 and direct their attention to activity 2, then have a volunteer read the instructions aloud and remember them they should work individually.

* Play Track 02 as many times as you consider necessary for students to answer the exercise and complete the definitions .

Form groups of three and ask students to compare their work. Elicit the information from different students and write their answers on the board. Finally correct as needed.

3. Listen again and answer the questions.

Read the questions aloud along with students and make sure they understand their meaning. Play Track 02 as many times as you consider necessary so students can answer the questions while you encourage them to share their answers with a partner. Elicit the answers from different students, see if everyone agrees. Correct as needed.

Lesson 1

Think and Listen

1. Listen to the dialog and underline the correct options. Give reasons for your answers.

- 1 The speakers are: students / company employees / retired people.
- They are at: on the street / at a party / school
- They sound: sarcastic / motivated / pessimistic
- 4 They use: casual / technical / formal language

2. Listen again and answer the questions.

- 1 What is Ann and her friends planning to do?
- 2 Who is her plan directed to?
- 3 How does Paul express he can contribute to the project?
- 4 How does Ann react to Paul's ideas?

3. Match the expressions with their uses.

For instance	Check understanding.	3
Would you like to join us?	Indicate that you will participate.	4
Do you mean that ...?	Provide an example.	1
4 Count me in!	Find out if you can do something	2
Can you make it?	Invite someone to be part of something.	5

Unit 1: Community Service

4. Match the expressions with their uses.

Read the instructions, expressions and uses along with students. Make sure everyone understands what needs to be done then have students complete the activity individually. Remember to monitor and provide any needed assistance.

Form groups of four and have students compare their answers then check the answers on the board and correct as needed.

5. Use the expressions in activity 4 to complete the following sentences.

To complete this activity you can:

Read the instructions along with students and have volunteers identify the expressions they will use to complete the activity and read the sentences aloud, don't forget to clarify any doubts.

Have students complete the activity individually and monitor and provide any needed assistance. Elicit complete sentences to check the answers. Correct as needed.

6. Write three casual words from the conversation which indicate approval.

Have a volunteer read the instructions aloud and direct students' attention to the conversation in the previous activity.

Encourage them to find the words, remind them that the first letter is a clue and have them complete the activity individually. Then, ask volunteers to write the words on the board. Check.

7. Think of three ideas to encourage people to become more environmental friendly. Write notes on the lines. Then, share your ideas with the class.

Read instructions along with students. Make sure they understand them. Have students think up their ideas individually. Ask them to form pairs and ask them to exchange their ideas. Elicit ideas from volunteers and write them on the board.

Warm-up

You can have students work in groups to think about ways they can perform a community service. Encourage them to answer the following questions: Where is my community? What does my community need? What can I do to help my community? and ask them to share how they would feel if they helped their community.

Lesson 1



Asking and Offering a Community Service (Role Play)

Session 1

To complete this session you can:

Ask students to open their books on page 12 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students and clarify any doubts. Explain that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language. Get students to work in small teams and have them exchange points of view on different community services and choose one they are to work on during the following 4 weeks. Have students to get together in teams of five and follow the steps for today's session. They may use the table in their Activity Books as an example and make a similar one on their notebooks. They need to complete the first column in their charts.

Lesson 1

Creative

Product

Session 1

Throughout the school year, you will produce evidences that will show you how much you have learned and progressed in English. You'll work in small teams as you enjoy researching, exchanging and registering information as well as applying what you know to daily life interests. So, start enjoying!

In this unit you will write a dialog asking for and providing a community service, and by the end of the unit, you and your teammates will role play it in front of the group. So in this session, do the following:

- Get together in teams of five. With your classmates, make a list in your notebooks of the different community services you studied in this lesson (activity).
- Write a 3-column table in your notebook and include the following headings (one in each column):
 - First column: Type of community service
 - Second column: Questions about this service
 - Third column: Useful expressions and sentences

Now, complete the first column in your chart.

Save your work. You will use it in a second Product session.

Type of Community Service	Questions about this service	Useful expressions and sentences

Reading Time!

Read pages 7 to 10 from the Reader's Book. Then, discuss what you read with your classmates. Write notes on the lines. Then, share your ideas with the class. Work in groups of four students and ask them to discuss the main idea of what they read. Next, encourage volunteers to share what they discussed.

Unit 1: Creative English

Reading Time!

This unit's reading helps students learn more about community services. You can ask students to read pages 7 to 10 from the Reader's Book before this lesson. Remind them to think about the main idea of what they are reading. At the beginning of the lesson you can make environmental friendly. Write notes on the lines. Then, share your ideas with the class. Work in groups of four students and ask them to discuss the main idea of what they read. Next, encourage volunteers to share what they discussed.


Lesson 2

DISCOVER

1. Discuss the questions.

Have you ever adopted a pet from an animal shelter or done volunteer work there?
Have you ever raised money for a charity or community cause?

2. Listen to the dialogs and number the pictures in order.



3. Listen again and check (✓) the background noises you hear. Explain what other noises might be heard in the places above.

Dialog 1:
dogs barking () cats meowing (✓) birds singing ()

Dialog 2:
car claxons () announcement (✓) trains running (✓)

4. Circle the correct options.

The two conversations are
over the telephone on-site

The teen in conversation two wants to raise money for
an international organization a community party

The boy and the girl want to adopt a
cat dog

The shelter assistant and the tickets clerk are both
polite rude on-site

2. Listen to the dialogs and number the pictures in order.

Read the instructions aloud along with students. Make sure they understand what needs to be done and ask them to complete the activity individually. Play Track 03 as many times as you consider necessary. Elicit the answers from volunteers and correct as needed.

3. Listen again and check (✓) the background noises you hear. Explain what other noises might be heard in the places above.

To complete this activity you can:

Direct students' attention to activity 3 and read the instructions and noise descriptions along with students. Make sure everyone understands their meanings.

Ask students to complete the activity individually, play Track 03 as many times as you consider necessary. Elicit the answers from volunteers and correct if needed.

4. Circle the correct options.

To complete this activity you can:

Have volunteers read the instructions, sentences and options aloud. Clarify any doubts.

Have students complete the activity individually. Then, form pairs and ask students to compare their answers. Elicit the answers from volunteers to check.

Lesson 2



1. Discuss the questions.

To complete this activity you can:

Read the instructions and questions along with students and clarify any doubts. Then, form groups and have students discuss the questions. Elicit the answers to the questions from different volunteers and encourage anyone who wants to participate to do so.

Lesson 2



5. Match the following expressions from the dialogs with their use.

Have a volunteer read the instructions aloud and have students complete the activity. Then, form pairs and have students compare their answers. To check, elicit the answers from different volunteers and correct as needed.

6. Order the dialog at a public library.

To complete this activity you can:

Direct students' attention to activity 6. Read the instructions and have different volunteers read the sentences aloud.

Have students complete the activity individually and elicit the answers from different students. Correct as needed.

Invite volunteers to act out the dialog in pairs.

Lesson 2

Match the following expressions from the dialogs with their use.

<p><i>Hi there! / Hello. / Good morning.</i></p> <p><i>We'd like to see the puppies, please.</i></p> <p><i>I'm not sure.</i></p> <p><i>Here you are.</i></p> <p><i>Would you like to see the puppies or the kittens? / Would you like to make a single contribution or donate every month?</i></p> <p><i>Have a nice journey/day / Please / Thank you.</i></p>	<p>Asking for a service</p> <p>Giving someone something</p> <p>Being polite</p> <p>Greeting</p> <p>Expressing doubt</p> <p>Offering options</p>
--	---

Order the dialog at a public video library

- 3 Old movies, please
- 5 I like this one. How long can I keep it?
- 1 Hi! I'd like to borrow a romantic movie. It's for a movie afternoon at the retirement home.
- 6 15 days.
- 2 Would you like to see old movies or the new releases?
- 7 Awesome!
- 4 Come this way, please.

Unit 1 Communication Activities

7. You're doing volunteering work at a community farm. You need to borrow a shovel and a bucket for your work. With a partner, create your own dialog. Use the words in the box for help.

To you need: I borrow I take I use I have

Match the following connecting words in the conversation with their uses.

- If → It is used before giving the reason for something.
- Then → It is used to indicate a condition.
- Because → It is used to show a sequence of actions.

Complete the following dialogs with the connectors above.

Mother: Zoe, you and your friends will have to take some big bags with you if you want to collect all that garbage from the beach.

Zoe: I know, mom. And I don't want to use these bags because they are too small and not too strong.

Mother: Why don't you ask Mr. Smith, the school gardener to lend you some of his sacks? He uses them to collect the leaves from the garden and they are very strong.

Zoe: That's a good idea. We'll wash them after we use them and then give them back to him.

Mother: Good idea!

7. Complete the dialog at a community farm. Use words and expressions from the box.

Have students open their books on page 15 and read the instructions along with students, then have volunteers read the expressions and dialog aloud and clarify any doubts.

Ask students to complete the activity individually. Then, form pairs and have students compare their answers. Elicit the answers from different students and encourage them to answer what Matt is going to do with the tools. Correct as needed.

8. Match the following connecting words in the conversation with their uses.

Ask volunteers to read the instructions, words and uses aloud. Clarify any doubts.

Have students complete the activity individually and elicit the answers from different students. Correct as needed. Encourage students to share examples of the words in sentences or share some examples yourself, e.g. *If I am hungry, I eat. First, I wake up. Then, I get dressed. I like to plant trees because it helps the environment.*

9. Complete the following dialogs with the connectors above.

Read the instructions along with students and make them identify the connectors they will use. Ask students to complete the activity individually. Have students compare their answers with a partner. Elicit answers from different students and check. Encourage them to say what Zoe wants to do and how it can be classified as a community service (picking up the garbage on a beach). Have volunteers act out the dialog.

Lesson 2



Asking and Offering a Community Service (Role Play)

Session II

To complete this session you can:

Read the information aloud along with students and make sure everyone understands.

Ask students to take out their charts from the previous session and to choose one of the Community Services they listed on the first column.

Tell them to decide on the questions they will use in a dialog about this Community Service and remind them to use the dialogs in this lesson as a model.

Monitor and provide any needed assistance, then ask students to write their corrected questions in the second column of their chart.

Remind students to save their work for the following Product Session.

Reading Time!

This unit's reading helps students broaden their knowledge about community services and the people who provide these services. Before you begin today's lesson you can ask students to read pages 11 to 14 from the Reader's Book. Remind them to think about the people involved in the community service that they are reading about and why that service is important. Students can read silently or take turns to read aloud. Then, as a group, you can discuss what you read and encourage students to share their thoughts about why community services are essential to our daily life.

Lesson 2

Creative

Proc.

Session II

In this second session of the product, you will write some questions to use in a dialog about asking and offering a community service. Follow the steps and continue working with your teammates.

During this Session you will:

- Get together with your teammates and take out the chart you made in Session I (page 12)
- Choose one of the Community Services listed in the first column
- Decide on the questions to use in a dialog about this Community Service, use the dialogs in this lesson as a model. (activities 2, 6, 7, 9)
- Check that your questions are structured correctly and if you need to, make changes.
- Write the corrected questions in the second column of your chart

Save your work. You will use it in the following Product session


Type of Community Service	Questions about this service	Useful expressions and sentences
Public hospital Retirement home	1. Where is the nearest public hospital? 2. I don't know	I'm not sure

Unit 1

Lesson 3

DISCO

Look at the picture and discuss the questions with your partner.



Where are they?
Who are they?
What are they talking about?

Now, listen to the conversation and complete the sentences.

The girl wants
There are musical movies for teens in the store

Listen again and write C (for Customer) and A (for Assistant) next to the expressions below.

: May I help you?
: Can I see some CDs of musicals for teens?
A: We have two. Which one would you like?
: I'm not sure, because it isn't for me. It's for the Community Day festival. My class is doing a musical.
: How nice! You can change it, if you bring the receipt.
: No problem. I'll take it then.

Lesson 3

DISCO

Warm-up

You can:

Ask students to open their books on page 17. Have them look at the picture and describe what they see.

1. Look at the picture and discuss the questions with a partner.

Read the instructions along with students. Have students answer the questions individually.

Have students work with a partner. Then, discuss the questions and answers as a group.

2. Now, listen to the conversation and complete the sentences.

Read the instructions aloud. Play Track 04 as many times as you consider necessary and have students complete the sentences.

Elicit the answers and correct as needed.

3. Listen again and write C (for Customer) and A (for Assistant) next to the expressions below.

Ask a student to read the instructions aloud and make sure everyone understands what needs to be done. Play Track 04 as many times as you consider necessary and have students complete the activity. Elicit the answers from different students and correct as needed.

Lesson 3



Ask students to open their books on page 18.

Have different volunteers read the questions aloud and ask students to answer the questions individually. Elicit the answers and check.

4. Complete the conversations with your own words. Use expressions from the unit.

Complete the conversations with your own words. Use expressions from the unit.

Read the instructions along with students and make sure everyone understands what needs to be done. Invite students to complete the activity individually. Monitor and provide any needed assistance. Form pairs and have students compare their work.

Elicit dialogs from different volunteers and invite anyone who wishes to act out their dialog with the help of a partner for the rest of the class.

Example dialog answers:

Assistant: Can I help you?

Customer: Yes, can I see some of the latest movies by Steven Spielberg?

Assistant: Yes. I have three. Which one would you like?

Customer: It's for a present. Can I change it if my friend has it?

Assistant: No problem. You can change it if you bring the receipt.

Lesson 3

Think

• Which modal verbs are used in the dialog when offering help, asking for something or requesting a possibility?
Can and may Would and may Can and would.

• Which modal verb is used in the dialog to offer options?
May Would Can

Complete the conversations with your own words. Use expressions from the unit.

Assistant: Can I help you?

Customer: Yes, can I see some of the latest movies by Steven Spielberg?

Assistant: Yes. I have three. Which one would you like?

Customer: It's for a present. Can I change it if my friend has it?

Assistant: No problem. You can change it if you bring the receipt.

Customer: Ok! I'll take it then.

Assistant: Here's your receipt. Pay at the cashier's. Then, come back to get your movie.

Glossary

cashier: a person who works in a shop or bank and takes money from customers and gives them change.

Unit 1

Customer: Ok! I'll take it then.

Assistant: Here's your receipt. Pay at the cashier's. Then, come back to get your movie.

To read and understand the Glossary box you can:

Read the word then have a volunteer read the meaning aloud.

Have volunteers use the word in a other sentence or give an example yourself, e.g. The cashier gave me a receipt.


5. Listen and draw a falling arrow (↘) if the final intonation goes down and a rising arrow (↗) if it goes up.

May I help you?
Which one would you like?
Can change it?

6. Listen and complete the dialog. Then, act it out with a partner. Pay attention to the intonation of the questions.

Assistant: Good morning! May I help you?
Woman: Yes, I'd like to see those watches, please.
Assistant: Sure. They're really nice and they're
Which one would you like?
Woman: Mm... Can I see the green one, please?
Assistant: Of course.
Woman: It's really nice. How much is it?
Assistant: Only 75 dollars. And it has a five year
Woman: Great. I'll take it, then
Assistant: Are you going to pay with cash or with a credit card?
Woman: Cash.

7. Match these key words with their meanings.



on sale → if a product is defective the company will repair or replace it
try on → money in the form of coins or banknotes.
warranty → at a reduced price
cash → put on clothes or jewelry to see how it looks on you.

6. Listen and complete the dialog. Then, act it out with a partner. Pay attention to the intonation of the questions.

Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 06 as many times as you consider necessary and have students complete the activity individually. Form pairs and have students compare their answers.

Play Track 06 again and have students check their answers in pairs, then ask them to practice the dialog with a partner. Monitor and provide any needed assistance.

7. Match these key words with their meanings.

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done.

Have students complete the activity individually, then elicit the answers from different students and check.

5. Listen and draw a falling arrow (↘) if the final intonation goes down and a rising arrow (↗) if it goes up.

Read the instructions along with students. Make sure they understand what to do.

Play Track 05 as many times as you consider necessary and model the intonations so that students know what they are expected to look for while completing this activity. Have students complete the activity individually then, invite volunteers to tell you if the intonation goes down or up and have them model the question to see if they are correct or not. Model and correct as needed.

* Falling intonation describes how the voice falls on the final stressed syllable. A falling intonation is very common in Wh-questions. We also use falling intonation when we say something definite.

* Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions.

Lesson 3



Asking and Offering a Community Service (Role Play)

Session III

To complete this session you can:

1. (Asking and offering a community service (Role Play))

Read the information aloud along with students and make sure everyone understands what they'll be working on. Ask them to take out the chart with the questions from the previous session.

Have students complete the third column in their chart with the different expressions that will help them answer the questions they learned in this unit. Ask them to write a dialog using the questions in the second column of their chart about asking and offering a Community Service.

Remind them they can go back to the pages in this unit and look for examples. Ask them to organize their dialog and give it a logical structure. Monitor and provide any needed assistance and review students' dialogs. Correct as needed.

Have students practice their dialogs being mindful of the correct pronunciation and intonation. Ask them to keep their work in a safe place for one last future session in this unit.

Lesson 3

Session III

Up to now, you have worked on making a chart and completing it with different Community Services and questions about it. This time you will work with your teammates and create a dialog to finish this unit's Product. During this session you will:

- Get together with your teammates and take out the chart you worked on the previous Product Sessions
- Read the questions and check them one more time.
- Complete the third column in your chart with the different expressions you learned in this unit that will help you answer the questions.
- Now, write a dialog using the questions in the second column of your chart about asking and offering a Community Service. You may go back to the pages in this unit and look for examples. (activities 3, 5, 7)
- Organize your dialog and give it a logical structure. Make it meaningful and interesting so everyone understands the Service you are offering or asking for.
- Ask your teacher for help and review your dialog. Make any necessary corrections
- Finally, practice your dialog using the correct pronunciation and intonation. (activity 5)

Save your work. You will use it in one last Product session in this unit

Type of Community Service	Questions about this service	Useful expressions and sentences	Pedro: I need a public hospital immediately Luis: Why? What's wrong? Pedro: My sister has a terrible stomachache Luis: I'm not sure.
Public hospital Retirement home	1. Where is the nearest public hospital? 2. I don't know.	I'm not sure.	

Reading Time!

Services in this unit are from the Reader's Book. Think about what you read and how it relates to the questions you have in this chart. You can use the information you read to help you answer the questions.

Unit 1: Community Services

Reading Time!

This unit's reading helps students learn more about community services and the people who provide these services. You can ask students to think about why community services are important for our daily lives. You can also encourage them to think about an essential community service, e.g. *trash recollection and how our lives would be impacted without someone to provide that service*. Next, you can ask students to read pages 13 to 16 from the Reader's Book with that in mind.

Review **Lesson 4**

1. Choose the best options and circle the word that best completes the dialog.

Man: Good morning. Rialton Hotel May? Would I help you?
 Woman: Yes. I'd like / Would you like to reserve a room for two nights for August 22nd
 Man: Sure! May I / I'd like to have your name, please
 Woman: Laura Meyer

2. Read the situations and choose one. Then, write a short dialog about it in your notebook.

- A woman wants to cash a check at the bank.
- You want to buy three entrance tickets for an Amusement Park.
- A man wants to reserve a table for two people at the Carlton Restaurant.
- A teenage girl wants to buy tickets for the Sunshine Circus.

3. Choose one of the four situations and write a dialog in your notebook that includes the following elements:

- + Greetings
- + Expression(s) offering help.
- + Saying what you want/would like.
- + Options to choose from.
- + Expressions to close the conversation.

4. Act out the dialog you wrote. Pay attention to turns to speak and intonation of questions.

To check, elicit the answers from different students. Remind them to use the correct intonation when asking questions. Correct as needed.

2. Read the situations and choose one. Then, write a short dialog about it in your notebook.

To complete this activity you can:

Ask a volunteer to read the instructions aloud.

Have different volunteers read the situations aloud. Make sure everyone understands them.

Ask students to choose a situation and complete the activity in their notebooks.

Monitor and provide any needed assistance.

Form pairs and ask students to exchange notebooks to share their work with their partner.

3. Choose one of the situations and write a dialog in your notebook that includes the following elements:

To complete this activity you can:

Form pairs.

Ask students to choose one of the situations.

Have them write down the dialog. Remind them to include the elements mentioned in their Activity Book. Monitor and provide any needed assistance.

Ask students to practice saying their dialog aloud.

4. Act out the dialog you wrote. Pay attention to turns to speak and intonation of questions.

To complete this activity you can:

Have each pair to come to the front and present their dialog to the rest of the class.

Ask the rest of the students to pay attention and be respectful. Correct intonation if necessary.

Lesson 4

Review

Warm-up

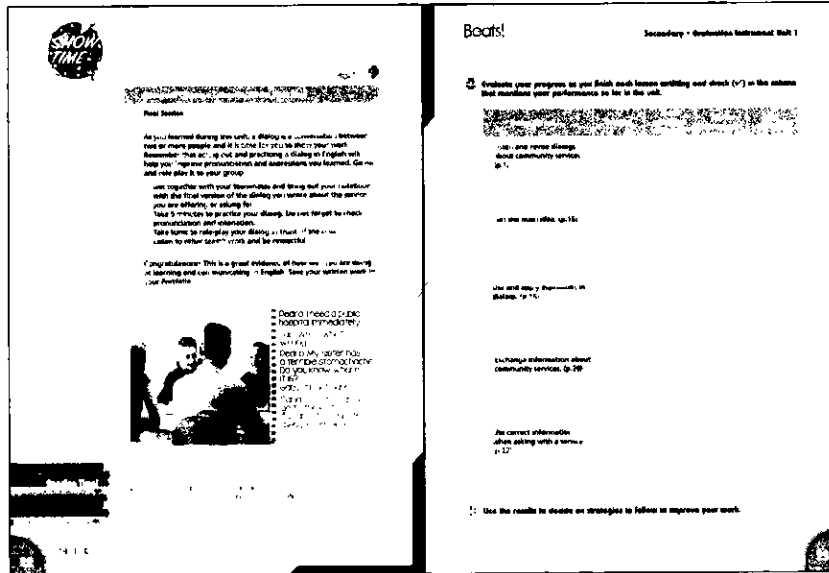
You can ask students to mention the community services or the people that perform these services they remember from the unit. Encouraging them to mention why the service or the person is important for the community. Then, you can have students open their books on page 21 and tell them they will now put everything they have learned so far in this unit into practice.

Choose the best options and circle the word that best completes the dialog.

To complete this activity you can:

Read the instructions for the first activity.

Ask students to complete the activity with a partner.



Product



Asking and Offering a Community Service (Role Play)

To complete the rubric you can:

Read the information aloud along with students. Make sure everyone understand and write a dialog in your notebook that includes the following elements: it.

Ask students to take out the final versions of their dialogs.

Give students 5 minutes to practice their dialog with their teammates. Remind them about intonation and pronunciation.

Have the teams take turns to act out their dialogs to the rest of the class.

Encourage students to take notes while they listen to their classmates so that they can remember what service their classmates are offering.

Elicit the community services that were acted out by your students and write them on the board. Encourage students to think and say if these community services would benefit their community and why or if these services are already available in their community then, what would happen if they weren't

Evaluation Instrument- Rubric

1. Read the following statements. Then, mark (✓) the columns according to your performance in this unit.

To complete the rubric you can:

Read the chart aloud along with students and clarify any doubts.

Ask students to think about themselves and complete the chart according to their performance in this unit.

Monitor and provide any needed assistance.

2. Use the results to decide on strategies to follow to improve your work.

To complete the rubric you can:

Read the instructions along with students.

Ask them to think about their answers and decide on at least two strategies they can follow to improve their work.

Give some examples if necessary, e.g. I will read more slowly so it is easier for me to understand the main idea. / I will practice saying questions aloud so that I can understand when there is a question in a dialog, etc.

Monitor and provide any needed assistance.

Have volunteers share their strategies with the rest of the class.

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- Identify conversations about community services.
- Identify expressions used to ask for or provide services.
- Use different expressions to ask for or provide a service.

While I worked on the product for this unit (role play for asking and offering a community service), I

- Participated actively.
- I was able to include new expressions practiced in the lessons.
- I paid attention to intonation patterns when using questions.
- I felt more confident and fluent than at the beginning of the unit.

Head the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-évaluation

Write the names of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree 2 = Disagree 3 = Needs Practice

	Yourself	1.	2.	3.	4.
Accepted the assigned tasks					
Contributed positively to group discussions.					
Completed work and helped others when needed					
Worked well with other teammates					
Was a valuable member of the team					
TOTAL					

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Direct students' attention to the second part of the assessment. Read the instructions aloud and have volunteers read the emotions silently. Have students complete this part of the assessment honestly and individually.

Coévaluation

attention to the chart at the bottom of the page. Ask them to write down the names of the teammates they worked with to complete the unit's Product. Read the values and make sure everyone understands them. Read the achievements aloud along with students and have them write down a value for themselves and their teammates. Remind them to be honest. Finally, ask them to add the total values.

Then, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. It is important to let students know that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful. As a group, have students read the emotions in the box and choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome. Engage students into discussing feelings and results.

Reading Time!

To consolidate what students' have learned in this unit, you can ask them to go to the Grammar Reference section on page 169 and review the most important grammar points in the unit.

Assessment

To guide students to do the following assessment in class you can:

Encourage students to tell you what a self-assessment is; make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work on improving their skills.

Have students open their books on page 24 and direct their attention to the first part. Read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

Rubric 1

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always distinguishes intonation and attitude in dialogs about community services	Distinguishes intonation and attitude in dialogs about community services most of the time	Distinguishes intonation and attitude in dialogs about community services some of the time	Rarely distinguishes intonation and attitude in dialogs about community services	Never distinguishes intonation and attitude in dialogs about community services
Always detects contextual clues	Detects contextual clues most of the time	Detects contextual clues some of the time	Rarely detects contextual clues	Never detects contextual clues
Always detects keywords and forms of communication	Detects keywords and forms of communication most of the time	Detects key words and forms of communication some of the time	Rarely detects key words and forms of communication	Never detects keywords or forms of communication
Always distinguishes modal verbs	Distinguishes modal verbs most of the time	Distinguishes modal verbs some of the time	Rarely distinguishes modal verbs	Never distinguishes modal verbs
Always distinguishes types of sentences	Distinguishes types of sentences most of the time	Distinguishes types of sentences some of the time	Rarely distinguishes types of sentences	Never distinguishes types of sentences
Always identifies the use of words and expressions that contain ideas	Identifies the use of words and expressions that contain ideas most of the time	Identifies the use of words and expressions that contain ideas some of the time	Rarely identifies the use of words and expressions that contain ideas	Never identifies the use of words and expressions that contain ideas
Always determines the structure of dialogs	Determines the structure of dialogs most of the time	Determines the structure of dialogs some of the time	Rarely determines the structure of dialogs	Never determines the structure of dialogs
Always takes turns to speak fluently	Takes turns to speak fluently most of the time	Takes turns to speak fluently some of the time	Rarely takes turns to speak	Never takes turns to speak
Always formulates and responds questions to ask for and give information	Formulates and responds questions to ask for and give information most of the time	Formulates and responds questions to ask for and give information some of the time	Rarely formulates and responds questions to ask for and give information some of the time	Never formulates and responds questions to ask for and give information some of the time
Always participates in brief dialogues confidently and appropriately	Participates in brief dialogues confidently and appropriately most of the time	Participates in brief dialogues confidently and appropriately some of the time	Rarely participates in brief dialogues confidently and appropriately	Never participates in brief dialogues confidently and appropriately

SCALE 5 = 1

SCALE 4 = .75

SCALE 3 = .50

SCALE 2 = .25

SCALE 1 = 0

Unit 2

Unit

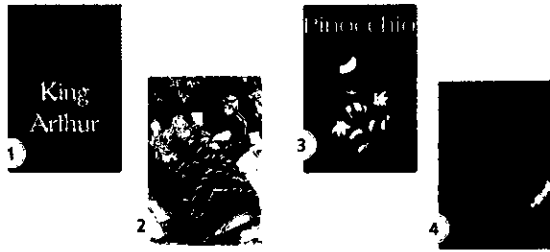
Lesson 1

Select and revise classic tales.
Understand general sense and main ideas.
Compare variants of pronunciation and writing.

Express key events orally.
Rewrite key events.

Disc

Look at the illustrations on the book covers, read the titles and match the books with the extracts below.



Once upon a time, an old carpenter carved a puppet in the shape of a boy. He liked it so much that he wished it were a real boy. A fairy heard his words and turned the puppet into a child.

Long ago, England was ruled by wicked Prince John. He collected money from the people, so much, that most of them became very poor. But an outlaw and his band would steal the money from the sheriff and give it back to the people.

Suddenly a mysterious stone magically appeared outside St Paul's Cathedral in London. There was a message on it that said that whoever pulled the sword from the stone was the rightful King of Britain.

The King invited the fairies to the party. Each one gave the child a magic gift. But suddenly one of the fairies who had not been invited appeared in the room and said, "When the princess is fifteen she will prick herself with a spindle and die."

Read the following questions and answer them in your notebook. Then, make a survey with the rest of your classmates and register their answers.

Warm-up

You can:

Bring a book of fairytales, legends or fables to class.

Greet students and show them the book you brought. Open it and show some pages and pass it around.

Ask students to tell you if they know what the book is about and encourage them to share the names of fairytales, fables and legends they might know.

1. Look at the illustrations on the book covers, read the titles and match the books with the extracts below.

Have students open their books on page and ask volunteer to read the title of the unit and the achievements aloud. Clarify any doubts. Clarify any doubts.

Direct students' attention to the book covers and ask them to read the titles. Ask them if they know the stories and encourage them to share.

Read the instructions aloud and leave students complete the activity individually. Monitor and provide any needed assistance.

2. Read the following questions and answer them in your notebook. Then, make a survey with the rest of your classmates and register their answers.

Ask some volunteers to read the instructions and the questions and clarify doubts.

Ask students to answer the questions in their notebooks and monitor their work then form groups and have students survey their classmates.

Finally, have students see if they share similar interests in books with their classmates.

Using the CD throughout Unit 2:

As mentioned in the previous unit, you can use the flashcards in the CD to play games to present, review and/or practice vocabulary included in this unit. Play games like hangman, memory or tic-tac-toe when you consider appropriate.

Achievements

Select and revise classic tales.

Express key events orally.

Understand general sense and main ideas.

Rewrite key events.

Compare variants of pronunciation and writing.

Lesson 1

Tales, Fables and Legends



Lesson 1



3. Label the book with words from the box.

Before students open their books, show them a book and ask them if they know what the parts of the book are called.

Read the instructions along with students and have volunteers read the words from the box. Make sure everyone understands what needs to be done.

Have students complete the activity individually.

To check, take a book and point at the different parts and have students tell you their names. Correct as needed.

4. Match the words with their definitions.

Have a volunteer read the instructions aloud.

Ask students to complete the activity individually, then form pairs and ask students to compare their answers. Elicit the definitions from different volunteers. Check and correct as needed.

Lesson 1

Label the book with words from the box.

A beautiful girl, Snow White, lives in the forest in the house of seven dwarfs to hide from her stepmother, the wicked Queen. The Queen is jealous because she wants to be the most beautiful woman in the kingdom and Snow White is more beautiful than her. One day while the dwarfs are at their diamond mine, the Queen arrives at the cottage dressed as an old beggar and makes Snow White bite into a poisoned apple. When the dwarfs arrive home, it's too late to save Snow White. They place her in a glass coffin in the woods and mourn for her. A prince passing by, arrives at the cottage and awakens her from the wicked Queen's spell with "love's first kiss."

Match the words with their definitions.

The title of a story is ...	→	the person who wrote the story
The author of a story is ...	→	the written texts.
The graphic components in a story are ...	→	the name of the story
The textual components are ...	→	the pictures

1. Read the summary of the story on page 26 and complete the sentences below.

The story is about _____
It is ideal for _____

2. Complete the chart with information about two books you have read. Then, design the cover for each one of these books on a separate sheet of paper.

Book Title	Author	Genre	Why you like it

3. Work with a partner. Share and compare your charts and covers. Then, discuss these questions.

Which of the books your partner mentioned would you like to read?
Which book do you think is the most interesting? Why?

5. Match the words with their definitions.

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to read the summary individually and in silence. Have them complete the sentences. Ask volunteers to write the sentences on the board. Check and correct as needed.

6. Complete the chart with information about two books you have read. Then, design the cover for each one of these books on a separate sheet of paper.

Have a volunteer read the instructions aloud. Direct students' attention to the chart and make sure everyone understands what needs to be done. Have students complete the activity individually and remind them to design their covers. Monitor and provide any needed assistance.

7. Work with a partner. Share and compare your charts and covers. Then, discuss these questions.

Form pairs and ask students to compare their work. Direct students' attention to the questions, then ask them to discuss the questions with their partners. Monitor and provide any needed assistance. Encourage volunteers to share what they discussed.

Lesson 1



Making a Big Book

Session 1

To complete this session you can:

- Invite students to open their books on page 28 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts and answer any questions they might have. Explain that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language. Get students to work teams of five and brainstorm different stories they know and that they would like to include in a Big Book for children. Remind them they can also choose to write an original story.
- Have students think about the main theme, characters and other important characteristics. If they are going to write an original story they should also consider this.
- Have them complete the graphic organizer as required for today's session.
- Monitor and provide any needed assistance.
- When students finish their work, have them save it for the following Product session.

Lesson 1

Session 1

Throughout this unit, you will collect evidence such as a list with key events, dialogs about the comprehension of a tale and rewritten sentences as you make a Big Book for children. During this session do the following.

Get together in teams of five. With your classmates, brainstorm different stories you know and would like to include in your product. If you prefer, you may also write an original story. (activity 1)

Choose a story you want to work with or if you choose to create an original story, think about the main topic and the characters and give them interesting characteristics. Complete the graphic organizer to start having a better idea of your product. Make sure you complete it with enough information (activity 2)

<p>Title of the Story</p> <p>Characters (and their characteristics, the role each one plays in the story: villain, main character, etc.)</p> <p>Setting (WHERE)</p> <p>Illustrations you might need.</p>	<p>Main events / Plot</p> <p>First</p> <p>Next</p> <p>Then</p> <p>Last</p> <p>Setting (WHEN)</p> <p>How long will it take for the story to happen?</p> <p>What time of year? Summer / Fall / Winter / Spring</p> <p>When will it take place? Past / Present / Future</p> <p>Other important details</p> <p>Key ideas</p>
---	--

Remember to save your work
You will use it in a second Product session.

Reading Time!

Read pages 22 to 25 in the Reader's Book. Think of a character you read in a story. Where are you going to take them? How are you going to take them? What are you going to do with them? How are you going to take them? How are you going to take them? How are you going to take them?

Unit 2

Reading Time!

This unit's reading exposes students to a classic tale written by a British author. You can explain to students that all cultures have their own classic tales. The topics of classic tales can also be particular to a certain place in the world. As an example, you can mention Mexican classic tales such as the Legend of Popocatepetl and Iztaccihuatl, the Legend of the Rabbit in the Moon, The Origin of Corn, etc.

You can ask students to read pages 22 to 25 from the Reader's Book before this lesson. At the beginning of the lesson, make teams of four and have students discuss what they read. Encourage them to tell you what type of story they are reading and how they can know. Explain to students that kings and queens have been part of the history of Great Britain since around the ninth century. You can also encourage volunteers to think if the fact that Great Britain has a history of kings and queens might have influenced the writer of this classic tale when choosing the character for her story.

Lesson 2



5. Read the story again and find the past tense of the following verbs. Circle and write them in the correct place. Finally, underline the negative forms in the past too.

Read the instructions along with students and make sure students understand what needs to be done. Read the list of verbs in the present. Have students reread the story to find the verbs in the past tense. Monitor and provide any needed assistance. Form pairs and have students compare their answers. Then, ask them to look for and underline the negative forms in the past that they find in the story. Direct their attention to the questions and encourage them to answer them. Have volunteers write the verbs in the board. Check and correct as needed. Elicit the answers to the questions. Correct as needed.

6. Look at the picture, read the title and predict what it is about.

Direct students' attention to the picture and encourage them to describe what they see. Invite volunteers to make predictions about the text and write them on the board. Keep these predictions available until you can listen to and read the story and see if they were accurate.

Lesson 2

Read the story again and find the past tense of the following verbs. Circle and write them in the correct place. Finally, underline the negative forms in the past too.

live	want	are
show	played	take
climb	worked	is
start	left	sell
chase	had	give
crash	opened	throw
die	is	see
quarrel		grow
		have
		go
		steal
		cut

How do regular simple past tense forms end? In _____

What are the simple past tense forms of the verbs that do not finish in ed called? _____

What auxiliary verb is used to form the negative simple past tense form? _____

What is the contraction of did not? _____

What is the form of the main verb after the auxiliary verb did not? _____

Look at the picture, read the title of the fable and predict what it is about.

Two little boys were playing near a nut. Suddenly, one of the boys saw on the ground. It was a nut. Before he could pick it the boy took it. The first boy demanded, "Give me the nut. It's mine. I saw it first." The other boy replied, "It's mine because I took it." The two boys started to quarrel. Just then a tall boy came that way. Upon the quarrel between the boys, he for a little while and said, "Give me the nut and I'll settle your quarrel!" He split the nut into two parts. He took out the fruit-seed. He gave one half-shell to one boy and the other half-shell to the other. He put the fruit seed into his mouth and said, "Thank you. This is for settling your quarrel!"

Unit 2

Glossary

Remind students the glossary boxes will help them understand difficult words in the lesson. Ask a volunteer to read the meaning aloud and have other students use the word in a sentence.

7. Listen to the fable and read along. Check your predictions and circle what you think is the best moral for it.

Ask students to look at the story on page 30 again and remind them of their predictions. Play Track 08 as many times as you consider it necessary. Have students read the morals aloud and ask them to choose the one they consider is the best for this story. Elicit the answer from several students. See if everyone agrees. Correct as needed.

7.4 Listen to the fable and read along. Check your predictions and circle what you think is the best moral for it.

Do not quarrel with a friend
When two people quarrel someone else gains.
There is always someone who solves our problems.

8. Complete the summary of the fable with the words from box. Then, order the sentences.

Box:
a tall boy
the ground
the seed
the two boys

1. The two boys wanted to _____ the seed.

2. He gave _____ and ate the seed himself.

3. A tall boy told the boys he had _____ to their problem.

4. Two boys were playing when they saw _____ on the ground.

9. Listen and sort out the words in red in the story, according to their pronunciation.

10. Look for two more words in the story with the same letter groups and pronunciation patterns. Write them on the lines.

11. Look up three words with the same letter groups in a dictionary. Give them to a classmate to write their corresponding phonetic symbols. Save your work in your portfolio.

10. Look for two more words in the story with the same letter groups and pronunciation patterns. Write them on the lines.

Read the instructions and model the sounds, the phonetic symbols represent and encourage students to repeat. Then, have students do the activity individually.

11. Look up three words with the same letter groups in a dictionary. Give them to a classmate to write their corresponding phonetic symbols. Save your work in your portfolio.

Read the instructions aloud and have students take out their dictionaries. Invite them to do the activity with their partners. Don't forget to monitor and provide assistance as they work.

Remind them to keep their work in their portfolios. Read instructions along with students and make sure everyone understands what needs to be done. Have students look for, find and write down their three words. Form pairs and ask them to give their words to their partner to complete the activity.

8. Complete the summary of the fable with the words from the box. Then, order the sentences.

Have volunteers read the instructions and the words in the box aloud.

Have students first complete the sentences and check their work and ask them to order the sentences individually, then ask for some volunteers to write their answers on the board. Correct as needed.

9. Listen and sort out the words in red in the story, according to their pronunciation.

Read the instructions and their answers to identify the words in the story. Model how to sound out the words to see how they are pronounced.

Have students complete the activity individually and monitor and provide any needed assistance. Draw the chart on the board and have volunteers tell you the words that belong in each column. Look for two more words in the story with the same letter groups and pronunciation patterns. Write them on the lines.

Lesson 2



Making a Big Book

Session II

To complete this session you can:

Read the information aloud along with students and make sure everyone understands.

Ask students to take out their graphic organizer from Session I and ask them to exchange new ideas on how to improve the story they will write. Remind them to be respectful and contribute as much as possible. Ask them to decide on the illustrations they will include in their story and remind them to distribute the work they will need to complete equally. Be aware of the sequence of the written story and writing conventions. They may go back and read the stories that have been presented so far to review the sequence of the written story and writing conventions. Monitor and provide any needed assistance and remind students to save their work for the following Product Session.

The screenshot shows a lesson page with the following content:

- Lesson 2** (in a dark banner)
- Crec** logo
- Session II**
- Text: "Get together with your teammates and bring out the graphic organizer you completed during Session I. Exchange new ideas on how to improve the story you will write. Remember to listen to your teammates' ideas with respect and contribute with your own if necessary. Decide on the different types of illustrations to use in the story and divide the tasks equally. One or two of you could be in charge of the illustrations and the rest could write short paragraphs of the story in their notebooks. (activity 2) Check for the sequence of the written story and for writing conventions. (activity 3) Correct and make changes as you need."
- Text: "Save your work. You will use it in a third Product session."
- Reading Time!** (in a dark banner)
- Text: "Have students read pages 26 to 28 from the Reader's Book before this lesson. Encourage them to share what happens in the story and in what order. Then, as a group, discuss what you read and encourage them to share their thoughts about what they read."
- Text: "Have them think about why the order of events in a story is important. You can have volunteers retell a short classic story they remember or retell one yourself and call their attention to the importance of starting at the beginning, having a climax or middle and the end of a story. Encourage students to make predictions about what will happen next."
- Unit 2** (in a dark banner)

Reading Time!

To continue reading the classic tale presented in this unit, you can:

Have students read pages 26 to 28 from the Reader's Book before this lesson. Encourage them to share what happens in the story and in what order. Then, as a group, discuss what you read and encourage them to share their thoughts about what they read.

Have them think about why the order of events in a story is important. You can have volunteers retell a short classic story they remember or retell one yourself and call their attention to the importance of starting at the beginning, having a climax or middle and the end of a story. Encourage students to make predictions about what will happen next.

Lesson 3

Disco


Read the story and check (✓) the sentence that best summarizes it.

It is the story of an old man who lived on a farm for 20 years and liked to sleep.

It is the story of an old man who met some little men and invited them to live on his farm.

✓ It is the story of an old man who drank some magic liquor and slept for 20 years. barrel

Read the next story and discuss with a partner a good title for it.



Once upon a time there lived a farmer with his wife, his children and a dog called Wolf. His name was Rip Van Winkle. One day, while he was hunting with Wolf he felt tired and slept for some hours. When he woke up, he looked around and saw a strange little man a few meters from him. He was carrying a heavy barrel. asked Rip to help him. walked for some time and finally they arrived at a cave. entered the cave and saw four little men similar to the man with the barrel. They were drinking some liquor. offered Rip some and he accepted. After some time, he felt sleepy and closed his eyes. When he opened them he noticed he had a long white beard. He called Wolf but it never came. Rip decided to go back home. When he arrived in the village everything looked different. Some strange people were coming out of his house. Suddenly Rip saw a woman who looked familiar. She was talking to a neighbor and saying: "My father went hunting one day and never returned." Rip Van Winkle realized that the woman was his daughter. He had slept for 20 years! Rip Van Winkle went to live on his daughter's farm for the rest of his life and when he went to the village he always told the children his strange story.

1. Read the story and check (✓) the sentence that best summarizes it.

Ask students to open their books on page 33. Direct their attention to the picture in exercise and ask them to describe what they see.

Read the instructions along with students, then ask them to read the story silently and individually.

Ask them to choose the sentence that best summarizes it.

Elicit the answer and correct if needed.

2. Read the next story and discuss with a partner a good title for it.

Ask students to read the story again.

Form pairs and have them decide on a good title for the story, don't forget to monitor and provide any needed assistance.

Encourage volunteers to share the titles they came up with.

Glossary

Remind students the glossary boxes will help them understand difficult words in the lesson.

Ask a volunteer to read the meaning aloud and have other students use the word in a sentence.

Lesson 3

Disco

Warm Up

Divide the group into pairs.

Ask them to think of a story they like and come up with a summary.

You can share an example, e.g. Little Red Riding Hood is the story of a girl that crosses the forest to visit her grandma and has to face a big bad wolf.

Lesson 3



2. Read the story again. Then, choose the correct answer.

Read the instructions along with students. Have volunteers read the elements aloud.

Clarify any doubts and make sure everyone knows what they'll be looking for.

Ask students to complete the activity individually then, form groups of four and ask them to compare their work. Elicit the answers from different students. Correct as needed.

3. Find the following words with their American English spellings in the tale on page 33.

Have a volunteer read the instructions aloud. Read the words along with students and ask them to complete the activity individually. Write the words with their British English spelling on the board. Have volunteers write their equivalent in American English. Check.

Lesson 3

Think Read the story again. Then, choose the correct answer.

The pronoun on line 8 refers to:	
the little man	Rip Van Winkle
The pronoun on line 8 refers to:	
Rip Van Winkle and the little man	The four little men
The pronoun on line 10 refers to:	
the little man	Rip Van Winkle
The pronoun on line 12 refers to:	
Rip Van Winkle and the little man	The four little men
The pronoun on line 21 refers to:	
Rip Van Winkle's wife	Rip Van Winkle's daughter

Find the following words with their American English spellings in the tale on page 33.

neighbor	neighbor	neighbor
metre	metre	metre
realise	realise	realise

Look at the table above and complete the sentences to compare the British and American English spellings.

The letters -or in American English sometimes change to - in British English

The ending letters -ter change to - in British English

The final letters -se in British English change to - in American English

Unit 2 Reading 1

4. Look at the table above and complete the sentences to compare the British and American English spellings.

Have a volunteer read the instructions aloud. Form groups of three and have students read the sentences and determine the rules, don't forget to monitor and provide any needed assistance. Have volunteers write the rules on the board. Check and correct as needed.

1. Read the story again and analyze the underlined sentences. Then choose the correct option.

All the sentences refer to past finished actions / past actions in progress.
They all use a simple present / simple past form of the verb to be as auxiliaries.
The auxiliary was is used with singular / plural pronouns. trap
The auxiliary were is used with singular / plural pronouns.
The auxiliary forms was and were are followed by aring / ed form of the main verb.

2. Read the following story and answer the questions in your notebook. Underline the parts of the story where you found the answers.

The lion was the king of the jungle. All the animals were scared of him because he was fierce. One morning, he was taking a walk in the jungle. He often took morning walks and enjoyed the fresh air. But that day, he did not see a net hidden under some plants. He walked into it and could not get out. It was a trap. He could not eat breakfast or lunch or dinner. Soon, he was very hungry and sad. Suddenly, he saw a little mouse. She was hiding under a rock. "Please," he said, "Please, help me out!" Immediately, the mouse got near the lion. "What's the matter?" She asked. "I can't get out!" he said. The mouse had an idea. "My teeth are strong. I can cut the net!" She worked for hours and hours and the lion watched. Finally, she said, "You are free, lion!" Come out of the net! The lion was very happy and grateful, and said, "I'm big and strong but you are very intelligent! Please, be my friend!" And the lion and the mouse were friends ever after.



Who was taking a walk in the jungle? the lion
What happened to him? He got trapped in a net.
Who saw him? A mouse
What did she do? She cut the net.
What was the lion's reaction? He was happy and grateful.

3. Look at the first two pages of the Big Book *The Lion and the Mouse* and underline the correct options.

• Big Books contain stories for children / teenagers.
• The illustrations, the text and the size of the book are small / large.

The lion was the king of the jungle. All the animals were scared of him because he was fierce. One morning, he was taking a walk in the jungle.

He often took morning walks and enjoyed the fresh air. But that day, he did not see a net hidden under some plants. He walked into it and could not get out.

4. Work in pairs. Choose two extracts from the story and design two more pages of the Big Book above.

5. Read the story again and analyze the underlined sentences. Then choose the correct option.

Have a volunteer read the instructions aloud.
Read the sentences along with students and make sure everyone understands them.
Ask students to complete the activity individually.
Elicit the answers from different students and correct as needed.

6. Read the following story and answer the questions in your notebook. Underline the parts of the story where you found the answers.

Read the instructions and questions along with students. Make sure everyone understands what needs to be done.
Ask students to complete the activity individually. Elicit the answers to the questions as well as the underlined fragments of the story.
Check and correct as needed.

7. Look at the first two pages of the Big Book *The Lion and the Mouse* and underline the correct options.

Have a volunteer read the instructions aloud.
Ask students to complete the activity individually. Don't forget to monitor and provide any needed assistance.
Elicit the answers and correct as needed.

8. Work in pairs. Choose two extracts from the story and design two more pages of the Big Book above.

Read the instructions along with students and form pairs.
Have students complete the activity.
Monitor and provide any needed assistance.
Have volunteers share their work with the rest of the class.

Lesson 3



Making a Big Book

Session III

To complete this session you can:

Read the instructions 1 to 3 along with students and make sure they understand what they need to do.

Have students get together with their teams for the project and ask them to discuss what changes, if any, they would have to do to improve their work.

Have them organize the pages for their Big Book and remind them their story has to be at least 6 pages long.

Read the instructions for steps 4 - 6 along with students. Make sure they understand what has to be done.

Ask the groups to write down their story's first draft. Assist them with any necessary corrections.

Have students get some cardboards or construction paper and write down their corrected story on them. Remind them to add their illustrations.

Lesson 3

Cread

Module 9

Session III

Get together with your teammates and bring out the graphic organizer you made in the last Product session. Discuss as a group about any changes you could do to improve your work. You may take a look at the examples in this unit. Organize the pages for your big book. Use the book plan below to help you. Adapt it to be at least 6 pages long (activity 8). Make sure your story has a logical structure and that it includes an opening, a body and a closure. Check for the illustrations to describe the story. Ask your teacher for help and make any necessary corrections. Use some cardboards and start writing your story and placing the illustrations on them according to your book plan.

Book Plan

Page 1	Page 2	Page 3	Page 4
Page 5	Page 6	Page 7	Page 8

Save your work. You will use it in a second Product session.

Reading Time!

Read pages 29 to 35 from the Reader's Book. Then discuss what a fantastic beast is. How do you think you would describe it? What type of story is it? Encourage your classmates!

Unit 2

Reading Time!

To finish reading the classic tale that corresponds to this unit's reading, you can:

Ask students to read pages 29 to 35 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to share their answers in the comprehension check.

Encourage students to think if they know any Mexican classic tales that have a fantastic beast or similar element as one of the characters or as an important element in the story, for example: alicante or chincuate, la llorona, Mexican witches, La Yusca, coyotes, ahvizotl, nagual, etc. Have them share it with the rest of the class and you can encourage them to think and analyze why different cultures have different fantastic beasts or elements and how they affect the tales each culture tells.

Revisio ✓ **Lesson 4**

Write the characteristics of these types of stories on the columns. Then, give two examples of each one.

Fairy Tales
Legends
Fables

Write 2 examples of words that have these sounds.

Complete the sentences. Use the progressive form of the past of the verbs in parenthesis.

While Rip Van Winkle rabbits. (hunt)

A strange little man a heavy barrel. (carry)


The four little men some liquor. (drink)

Some strange people of his house. (come out)

Rip Van Winkle's daughter to a friend. (talk)

Complete the story of *The Princess and the Frog* with the correct past form of the verbs in parentheses. Then, listen and check your answers.

One day a princess (walk) in the forest. Suddenly she (see) a frog. It (swim) in a pond and looked very pretty. Suddenly the frog (speak) to the princess. She was very surprised. The princess liked the frog very much and (go) to the pond every day to visit it. One day while the princess and the frog (talk), the frog asked her for a kiss. While the princess (kiss) the frog, it turned into a handsome prince. The prince told the princess the story of the witch: one day while the prince (sleep) in his castle a witch cast a spell on him. The princess (marry) the prince and they lived happily ever after.



2. Write 2 examples of words that have these sounds.

Read the instructions along with students and model the sounds. Have students complete the activity individually.

To check, invite different volunteers to write their words on the board. Encourage students to repeat the words and listen to the sounds.

3. Complete the sentences. Use the progressive form of the past of the verbs in parenthesis.

Have a volunteer read the instructions aloud.

Ask students to complete the activity individually. Then, form pairs and have students compare their answers.

To check, have volunteers write the sentences on the board. Correct as needed.

4. Complete the story of *The Princess and the Frog* with the correct past form of the verbs in parentheses. Then, listen and check your answers.

Read the instructions along with students to make sure they understand what needs to be done. Invite students to complete the activity.

Then, play Track 10 and have students check their answers.

Next, have students take turns to read the story aloud. Correct as needed.

Lesson 4

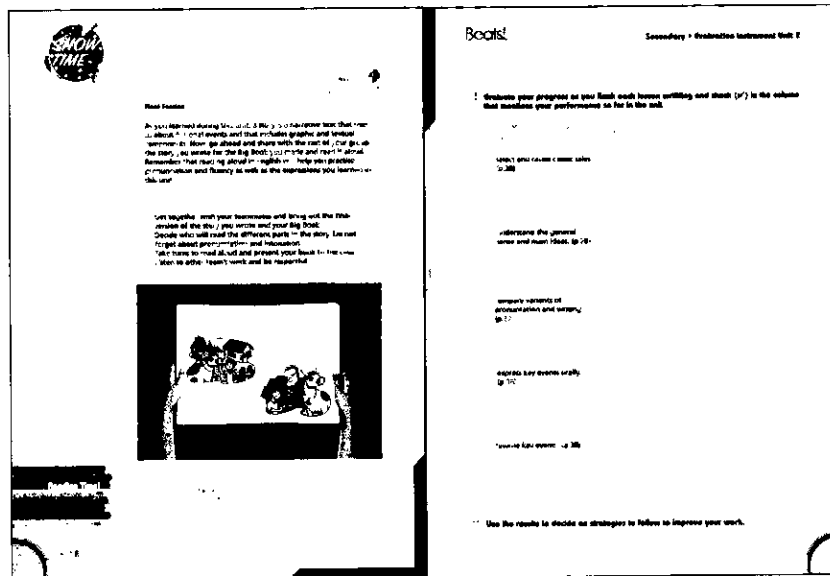
Revisio ✓

1. Write the characteristic of these types of stories on the columns. Then, give two examples of each one.

Have a volunteer read the instructions aloud.

Invite students to complete the activity individually, then, form groups of four and ask students to compare their work.

To check, elicit answers from different students.



Evaluation Instrument-Anecdotal notes

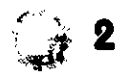
1. Use the following template to write anecdotal notes about your performance during this unit. Include the following information:

Direct students' attention to the evaluation and read the instructions along with students. Ask them to complete the evaluation individually. Monitor and provide any needed assistance. To check, have different students share their work.

2. Use the results to decide on strategies to follow to improve your work.

Read the instructions along with students and ask them to think about their answers and decide on at least two strategies they can follow to improve their work. Give some examples if necessary, e.g. I will listen to more music in English so I can hear how different people pronounce different words, I will read more stories so I can identify the key events more easily, etc. Monitor and provide any needed assistance. Have volunteers share their strategies with the rest of the class.

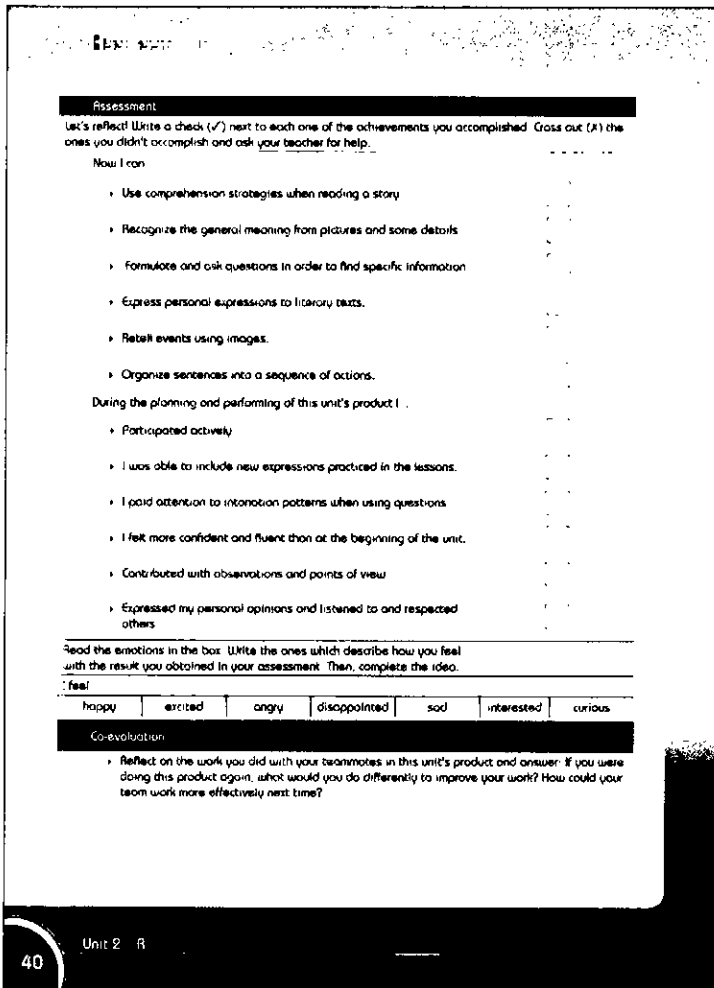
Product



Making a Big Book

To complete this session you can:

Read the information aloud along with students, ask them to get together with their teammates and take out the final version of their Big Books. Give them five minutes to practice reading their stories. Tell them to decide who will read which part of their story. Have the teams take turns to show their Big Books and read the stories aloud to the rest of the class. Tell them to remember that intonation and pronunciation are important. Ask students who are listening to their classmates to be respectful and pay attention. Encourage students that are listening to their classmates to identify the key events on their classmates' stories.



Assessment

To complete this session you can:

Encourage students to tell you what a self-assessment is; make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work on improving their skills.

Have students open their books on page 24 and direct their attention to the first part. Read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly.

Direct students' attention to the second part of the assessment, read the instructions aloud and have volunteers read the emotions silently.

Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Have students complete this part of the assessment honestly and individually. Remind them to complete the idea with their own information.

Monitor and provide any needed assistance.

Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills.

It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

Co-evaluation

Direct their attention to the co-evaluation at the bottom of the page.

Read it aloud along with students. Ask them to think about the questions and write down their ideas.

Use Assessment 2 in the next page to measure your students' comprehension of the topics studied in the unit.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

I Look at the information.

Traveler: He has a British accent. He carries an old backpack. He likes to travel.
He never stays in the same place for too long.

Teenager: She has an American accent. She carries an old backpack. She likes to read adventures. She goes to the same place in town every day.

E Write a short story. Use the questions for help.

1. What are the names of the characters? _____

2. Where are they? _____

3. Is she reading? _____

4. Where is he going? _____

5. What happens when they meet? _____

6. Where do they meet each other? _____

7. What happens first? _____

8. Next? _____

9. Then? _____

10. What happens in the end? _____

(Descriptive valuation scale)

Photocopiable Material

Unit 3

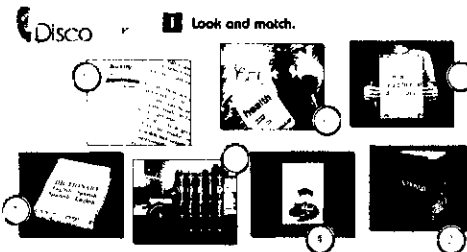
Unit 3

Using Dictionaries

Lesson 1

- Select and revise bilingual dictionaries
- Understand the use of textual components of bilingual dictionaries
- Write instructions
- Edit instructions

1 Look and match.



1. Bilingual dictionary
2. Trilingual dictionary
3. encyclopedia
4. general dictionary
5. online dictionary
6. dictionary entry
7. thesaurus

Read the information and check how many uses dictionaries have.


A dictionary is a reference book about words. It lists the words in alphabetical order in the form of headwords (the words about which information is given). It is important to make a distinction between a dictionary and an encyclopedia because they contain different information. An encyclopedia contains information about the world (things, people, places, and ideas) and a dictionary gives information about words and language.

So, what do people in general use dictionaries for?

- > To look up unknown words when listening or reading.
- > To confirm the meanings of partially known words.
- > To look up unknown words needed to speak or write.
- > To look up spelling, pronunciation, meaning and grammar of words.
- > To confirm the spelling, pronunciation, meaning, etc of known words.
- > To check that a word actually exists.
- > To find a different word to use instead of a known one (a synonym)
- > To correct errors and mistakes.

Discuss these questions with a partner. Write your conclusions in your notebook.

1. Do you ever use dictionaries?
2. Do you use them in class or at home?
3. What do you use them for?



41

Then, ask them to tell you where we can find information (other than the Internet) and write down all their ideas.

Have students open their books on page 41 and direct their attention to the pictures. Ask them to mention what they see.

1. Look and match.

Read the instructions along with students.

Have them complete the activity, and then, form pairs and have students compare their answers.

To check, elicit the answers from different students.

Correct as needed.

2. Read the information and check how many uses dictionaries have.

Ask a volunteer to read the instructions aloud.

Have students read the text silently once.

Next, have volunteers take turns to read the text aloud and discuss as a group the most important ideas mentioned on the paragraph.

3. Discuss these questions with a partner.

Have volunteers read the instructions and questions aloud, then form pairs and have students discuss the questions with their partners.

Finally ask the questions and encourage students to participate with their answers.

Achievements

Select and revise bilingual dictionaries.

Write instructions.

Understand the use of textual components of bilingual dictionaries.

Edit instructions.

Lesson 1



Warm up

Greet students and write the following on the board 'Find Information'

Ask them to think about what the word Information means and to mention the types of information we can look for.

Lesson 1



Tips Box

To analyze this information you can:
 Have students open their books on page 42. Direct students' attention to the Tips box on the left.
 Have some volunteers read the information included in the box.
 As a group, discuss if they consider dictionaries to be useful or not and why.

4. Look at the pictures and answer the questions in your notebook then, discuss your answers with a partner.

Direct students' attention to activity 4 and encourage them to look at the pictures and mention what they see. Read the instructions along with students.
 Have different volunteers read the questions aloud.


Ask students to answer the questions in their notebooks, then form pairs and have students exchange and compare their answers. Elicit the answers from different students.
 Correct as needed.

Lesson 1


Think

Tips


Look at the pictures and answer the questions in your notebook then, discuss your answers with a partner.




bilingual dictionary



online dictionary



new bilingual dictionary



picture dictionary


> Which dictionary can you use to find the English word for *aprender*?

> Which dictionary can you use to learn the meaning of the English word *research*?

> Which dictionary is ideal for young children?

> Which dictionary can you use if you have access to the internet?

5 Listen to Linda and Jack talking about a bilingual dictionary. Match the parts she mentions with their definitions. Compare your answers with a partner.



1. Entries
2. Guidewords
3. Graphic Components

The visual representations of the words included in the dictionary.

1. All the words in bold letters, listed in alphabetical order with their corresponding information within a dictionary.

2. Two words usually printed at the top of the page of a dictionary to indicate the first or last entry on that page.

42
Unit 3 - Understanding

5. Listen to Linda and Jack talking about a bilingual dictionary. Match the parts she mentions with their definitions. Compare your answers with a partner.

Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 11 as many times as you consider necessary and have students complete the activity then, form pairs and have students compare their answers.
 To check, elicit the answers from different students. If corrections are necessary, encourage other pairs to share their answers and determine which answer is correct and why. You can even play Track 11 again if you consider it necessary.

E Listen to what Jack and Linda are saying. Read the statements and choose the correct options to complete the information. Discuss your answers as a group.

- The phonetic symbols show the pronunciation/spelling of a word
- The Roman numbers show a new pronunciation/meaning of a word
- Abbreviations show what grammatical function(s) different parts of a word has.

7 Analyze this dictionary entry and write the numbers from the descriptions in the correct place. Check your answers as a group.

seal /si:l/ n. foca: I saw a seal in the aquarium II sello: a seal with one's initials III v. sellar: the document was signed and sealed by both governments. - to s. up v.

Glossary

phonetic symbol

Roman number

- entry- the word with all its information
- subentry- an entry listed under a main entry
- part of speech- the function of the word: n, noun, v, verb; adj, adjective, adv, adverb, prep, preposition, conj, conjunction
- first translation
- second translation
- third translation
- example of use- the word used in sentences.
- graphic component- illustration

E Choose and photocopy a page of a bilingual dictionary of your choice. Paste it on a sheet of paper and label it with their names.

43

To check, elicit the answers from different students. Correct as needed.

8. Choose and photocopy a page of a bilingual dictionary of your choice. Paste it on a sheet of paper and label it with their names.

Have a volunteer read the instructions aloud.
 Ask students to use their bilingual dictionary. Tell them to choose a page and photocopy it.
 Have students label their photocopy using the descriptions from the previous activity and encourage volunteers to share their work.
 Remind students to save their work in their portfolio

Glossary

Read the word then have a volunteer read the meaning of both words aloud.
 Have volunteers point at the phonetic symbols in the page to identify them. You can also ask them to point at the Roman numbers in the page or write some on the board as an example..

6. Listen to what Jack and Linda are saying. Read the statements and choose the correct options to complete the information. Discuss your answers as a group.

Read the instructions along with students and make sure they understand what needs to be done.
 Play Track 12 as many times as you consider necessary and have students complete the activity.
 Elicit the answers and discuss them as a group.

7. Analyze this dictionary entry and write the numbers from the descriptions in the correct place. Check your answers as a group.

Read the instructions along with students and make sure everyone understands what needs to be done.
 Have different volunteers read the descriptions aloud and clarify any doubts.
 Ask students to complete the activity individually then, form groups of three and have students compare their answers.

Lesson 1



Instructions to Use Bilingual Dictionaries

Session 1

To complete this session you can:

Ask students to open their books on page 44 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students and clarify any doubts and answer any questions they might have.

Remind students they'll be working during 4 weekly sessions, on a product to show what they learned and how well they can understand and use the language.

Get students to work teams of five and look at and analyze different bilingual dictionaries and determine their differences and similarities. Ask them to write this information in their notebooks.

Ask students to choose the dictionary that has the most components or one that they think will work better for them. Tell them that once they choose they have to stick to that choice. They cannot change their dictionaries until they finish this product.

Ask students to choose 10 words and write them down in their notebooks alphabetically.

Walk around as they work and help with any doubts. When students finish their work, have them save it for the following Product session.

Lesson 1
Product

Check your Progress

Instructions to Use Bilingual Dictionaries

Session 1

In this unit as you did previously, you will work in teams to achieve a final Product. This time, you will write a set of instructions to use a bilingual dictionary.

Remember to work cooperatively with others, share your ideas and respect other's ideas as well and enjoy what you do! By the end of the unit, you and your teammates should have finished the product and present it to the rest of your group.

During this session you will:

1. Get together in teams of five. With your classmates, look and analyze different dictionaries and determine their differences and similarities. Write these observations in your notebook.
2. Choose the dictionary you will use, and remember you will keep using it until you finish the product. (activity 4)
3. Choose 10 words and write them in your notebook alphabetically.

Remember to save your work. You will use it in a second Product session.

Reading Time!

Read pages 38 to 41 from the Reader's Book. Then, in groups of five read in a group. Is there something you learned from both dictionaries? How did they differ from each other? Can you name the title of the text with our book now?

44
Unit 3 - Use of Language

Reading Time!

Dictionaries are an essential tool for language learners. They can be used to find the meaning of words, check the spelling, plural nouns, past tense of verbs, how to say a word, the part of speech of the word, examples of the use of the word and much more. To find out more about dictionaries, you can:

Ask students to read pages 38 to 41 from the Reader's Book before this lesson. At the beginning of the lesson, ask them to tell you the title of the text they read. As a group, discuss the reading. Have volunteers to share whatever information they might have found interesting,

Lesson 2

Discover

1 Complete the text with the words from the box. Circle all the new words you find and write them in your notebook. Then, work with a partner and look for them in a dictionary.

The early history of dictionaries

The modern term "dictionary" comes from the Latin word *diccionarium*. But there is a synonym for the word dictionary which comes from Greek, known as a *lexicon*, which means a "book of words". The earliest lexicographers were monks. During the seventh century, these monks worked in church libraries making notes in the margins of their hand-lettered books. In those days, all the books were written in Latin. So the better educated monks wanted to make sure that other monks who read the books understood what certain words meant. The term "dictionary," in one of its Latin forms (*diccionarius* or *diccionarium*), was then used by an English man, John Garland. He did not arrange the words in alphabetical order but in groups according to subject. In the seventeenth century, some monks started making lists of those Latin glosses and translating them into English. Monks in other countries also compiled Latin-French, Latin-Italian, and Latin-Spanish glossaries.

worked ()

books ()


alphabetical ()

he ()

the ()

and ()

in ()



2 Listen and check your answers as a class.

45

1. Complete the text with the words from the box. Circle all the new words you find and write them in your notebook. Then, work with a partner and look for them in a dictionary.

Ask students to open their books on page 45 and read the instructions along with students. Make sure they understand what needs to be done. Have a volunteer read the words in the box.

Ask students to complete the activity individually.

Once they have completed the text, ask students to reread it and circle all the new words they find and write the words in their notebooks.

Form pairs and have students look for the words in the dictionary.

Finally, elicit at least one word and its meaning from each pair. Correct and provide help as needed.

2. Listen and check your answers as a class.

Read the instructions along with students.

Play Track 13 and ask students to read along and check their answers as many times as you consider it necessary. Then, have students take turns to read the text aloud. Correct if necessary.

Lesson 2



Warm-up

Choose eight words from this lesson beforehand. Write the definitions and the first two letters of the word in strips of paper.

Form groups of five, hand out one or two definitions to each group.

Students will use their dictionaries to look up the word or words and match the definitions.

A volunteer from each group comes to the front and writes the word on the board. Check as group.

Lesson 2



3. Read the following definitions and write the abbreviations of the correct part of speech next to each word in the box in exercise 1.

Ask a volunteer to read the questions aloud. Have students identify where they will complete the activity (exercise 1 on page 47).

Read the definitions along with students. Clarify any doubts. Have students complete the activity individually. Don't forget to monitor and provide any needed assistance. Have volunteers write the answers on the board. Check and correct as needed.

4. Write the abbreviations for the parts of speech in the following entries. Compare your answers with a partner.

Read the instructions along with students, make sure they understand what needs to be done. Have students complete the activity individually. Then, form pairs and ask students to compare their answers. Elicit answers and check.

Lesson 2

3. Read the following definitions and write the abbreviations of the correct part of speech next to each word in the box in exercise 1.

Verbs (v.) describe actions, conditions, or experiences

Nouns (n.) name people, places, things or states.

Pronouns (pron.) replace nouns or noun phrases.

Adjectives (adj.) describe nouns.

Adverbs (adv.) describe verbs, adjectives or adverbs.

Articles (art.) are used before nouns, they can be definite or indefinite.

Conjunctions (conj.) join words, phrases or clauses

Prepositions (prep.) are used with nouns, pronouns or noun phrases to show direction, location, or time.

4. Modern dictionaries, including bilingual dictionaries are organized alphabetically. Read the words in the boxes and write them in alphabetical order. Then, use a bilingual dictionary and write the translation of the words in Spanish. Follow the example.

Portuguese	Arabic	English	Spanish
Portuguese	Arabic	English	Spanish
1. bilingual	2. bilingüe	3. bilingüe	4. bilingüe
5. bilingüe	6. bilingüe	7. bilingüe	8. bilingüe
9. bilingüe	10. bilingüe		

46
Unit 3

5. Modern dictionaries, including bilingual dictionaries are organized alphabetically. Read the words in the boxes and write them in alphabetical order. Then, use a bilingual dictionary and write the translation of the words in Spanish. Follow the example.

Have a volunteer read the instructions aloud. Direct students' attention to the example and read it aloud. Make sure everyone understands what needs to be done. Form groups of three and ask students to complete the activity. Have volunteers from different groups write the answers on the board. Check and correct as needed.

5 Read the following instructions and do this fun activity to practice your dictionary skills.

- 1 Work in groups of six
- 2 Use a dictionary for each pair of students.
- 3 Look at the cards below and find a word in the English section of a bilingual dictionary that fits each of the given clues. There may be more than one possible answer. Write the word in English and its translation into Spanish on the lines in the cards. If the word has more than one meaning, choose one to translate.
- 4 Compare your answers with the other players in your group
- 5 In pairs write one sentence with each of the English words you found to exemplify their meaning.
- 6 Take turns reading the sentences aloud to your group.



47

6. Read the following instructions and do this fun activity to practice dictionary skills.

Read the instructions along with students and form groups of six.

Go over the instructions along with students. Make sure everyone understands what needs to be done and that each group has the necessary dictionaries available.

Have students complete the activity and monitor and provide any needed assistance.

Ask students to compare their answers with other players in their group. Then, ask them to write one sentence with each group.

Lesson 2



Instructions to Use Bilingual Dictionaries.

Session II

To complete this session you can:

Read the information aloud along with students and make sure everyone understands this second part of the product

Have students get together with their teams and take out the list of words from the previous Product session. Ask them to check and compare their work with the concepts that they learned in this lesson.

Ask students to find the meaning of the words they chose, check the phonetic symbols in each definition and write all this information in their notebooks.

Have students locate and mark the components of a dictionary entry. Monitor and provide any needed assistance as students work by themselves.

Remind students to save their work for the following Product Session.

Lesson 2

Creative

Instructions to Use Bilingual Dictionaries

Session II

Check your Progress

During this session, you will:

1. Get together with your teammates and bring out the words you wrote in your notebook in the previous Product session.
2. Find the meaning of the words you chose, check the phonetic symbols in each definition and write all this information next to each word in your notebook. (Lesson 1, activity 7; Lesson 2, activity 3)
3. Locate and mark the different components of a dictionary entry.
4. Check your work with your teammates.

Save your work. You will use it in a next Product session.

Reading Time!

48

Reading Time!

To learn more about the first English dictionaries, you can ask students to read pages 42 to 45 from the Reader's Book before you begin this lesson. Encourage them to share what they understood. Tell them to ask any questions they might have. Invite students to think if dictionaries have changed throughout time, you can ask some specific questions, e.g. Do you think spelling has changed since the first alphabetical dictionary was published? Do you think there are more words now?


You can also encourage them to share their thoughts and ideas about what they read.

Lesson 3

Disco

A Listen to Jack and Linda. Circle the sentence that best summarizes his ideas.

1. He now knows how to use a bilingual dictionary.
2. He needs more time to learn how to use a bilingual dictionary.
3. He cannot use a bilingual dictionary because he does not know the phonetic symbols.
4. He read a manual to learn how to use a bilingual dictionary.



B Listen to the conversation again and order the strategies Jack mentions to use a bilingual dictionary.

1. I use the dictionary guidewords to find the page with the word.
2. I check how the word is pronounced.
3. I do not read all the meanings of all the words on the page.
4. I just look for the word I want according to its spelling.
5. I underline the unfamiliar word in a text.
6. I specifically focus on the meaning of the word according to its context or part of speech.

C Do you know any other strategies to use a bilingual dictionary? Write them in your notebook. Then, share them with a partner.

49

1. Listen to Jack and Linda. Circle the sentence that best summarizes his ideas.

Ask students to open their books on page 49. Direct their attention to the picture. Ask them to describe what they see.

Read the instructions and have some volunteers read the sentences. Play Track 14 as many times as you consider necessary and ask students to listen carefully and choose the sentence that best summarizes his ideas.

2. Listen to the conversation again and order the strategies Jack mentions to use a bilingual dictionary.

Ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Have a volunteer read the first strategy, labeled number 1.

Play Track 14 as many times as you consider necessary and ask students to complete the activity. Pause the track when necessary.

To check, elicit the strategies in the correct order from different students.

3. Do you know any other strategies to use a bilingual dictionary? Write them in your notebook. Then, share them with a partner.

Read the instructions and have students complete the activity. Then, form pairs and have them share their strategies. Finally encourage students to share their ideas with the rest of the class.

Lesson 3

Writing a Manual



Warm-up

Choose 3 to 5 words from this lesson. Write them on the board.

Have students take out their dictionaries. If resources are limited, students can work in pairs.

Say one word on the board and have students look it up. Choose a volunteer to read the definition aloud and another to give an example in a sentence. Repeat with the rest of the words.

Lesson 3



4. Complete the user guide Jack wrote with the words in the box. Check your answers in pairs.

Read the instructions along with students.

Have volunteers read the words in the box aloud and make sure everyone understands what needs to be done.

Have students complete the activity individually. Then, form pairs and have students compare their answers.

Elicit complete sentences from volunteers and check.

5. Underline the verbs in these sentences from the user guide above. Then read the information about the imperative form.

Ask a volunteer to read the instructions aloud.

Have students complete the activity individually.

Write the sentences on the board and have volunteers underline the verbs to check students' answers.

Direct students' attention to the information about the imperative form. Read it aloud along with students and clarify any doubts.

Give some extra examples, e.g. *Take out your books. Pick up your materials. Work with a partner, etc.*

Encourage volunteers to come up with some examples in the imperative form.

Lesson 3



4. Complete the user guide Jack wrote with the words in the box. Check your answers in pairs.

section capital symbol guide abbreviations

Dictionaries – User Guide

- 1 Read the introduction section. It will explain important information such as the and pronunciation symbols.
- 2 Learn the guide to pronunciation. The pronunciation of a word is placed between slashes (/). A stress mark (ˈ) precedes the strongest syllable in a word. Most dictionaries include a pronunciation key with each and a word that exemplifies its sound.
- 3 Find the of the dictionary with the first letter of your word.
- 4 Read the words to help you find the word you are looking for in the right letter section.
- 5 Scan down the page for your word.
- 6 Read the definition. If the word has more than one meaning, the dictionary will tell you the most common one first, how to pronounce it, how to it (when it is a proper noun) and what part of speech it is.


5. Underline the verbs in these sentences from the user guide above. Then read the information about the imperative form.

- 1 the guide to pronunciation.
 - 2 Scan down the page for your word.
 - 3 Read the definition.
- We frequently use the Imperative Form to tell someone how to do something. It is very common to see the Imperative Form in Manuals and Recipe Books.
 - To form the Imperative you use the infinitive form of the verb without 'to'. For example: Stop. Go on, etc.
 - To make a negative imperative you use 'do not' or 'don't' in front of the verb: Don't touch. Don't look back.

E Circle the affirmative and negative verbs in exercise 2 that can help you write a manual for using a bilingual dictionary and write them on the lines.

F With your partner, use these verbs to write sentences in the Imperative Form that tell the instructions for using a bilingual dictionary.

E Get together with another pair of students and share your work. Take turns reading the instructions aloud and check pronunciation and writing conventions.



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- 6. Circle the affirmative and negative verbs in exercise 2 that can help you write a manual for using a bilingual dictionary and write them on the lines.**

Have a volunteer read the instructions aloud. Ask students to complete the activity individually and tell them to check exercise 2 to find the verbs. Elicit verbs from different volunteers. Correct as needed. Direct their attention to the differences between affirmative and negative verbs.

- 7. With your partner, use these verbs to write sentences in the Imperative Form that tell the instructions for using a bilingual dictionary.**

Read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity in pairs using the verbs from the previous activity. Monitor and provide any needed assistance.

- 8. Get together with another pair of students and share your work. Take turns reading the instructions aloud and check pronunciation and writing conventions.**

Have a volunteer read the instructions and make sure everyone understands what needs to be done. Have the pairs get together with another pair and ask them to take turns to read the instructions aloud. Remind them to pay attention to their pronunciation and to remember writing conventions. Monitor and provide any needed assistance.

Lesson 3



Instructions to Use Bilingual Dictionaries.

Session III

To complete this activity you can:

Read the instructions along with students and make sure they understand what they need to do. Have students get together with their teams for the project. Ask them to take out the definitions from the previous Product session.

Tell them to check and compare their work with the concepts and rules they learned in this lesson. Tell them to focus in the imperative form. Ask them to exchange ideas on how to use a dictionary and to write the steps they need to follow when using a dictionary in their notebook. Allow them to reread the steps on how to write instructions and remind them that instructions use imperative forms. Have students check if the sentence sequence is correct and monitor and provide any necessary assistance. Have students write a final version of the instructions on a piece of construction paper and have them check punctuation and spelling. Have students illustrate their work with the different components and elements that a bilingual dictionary provides in a definition. Remind them to save their work so they can use it in the final Product session.

Lesson 3

Crea

Check
your Progress

Glossary

writing conventions

Instructions to Use Bilingual Dictionaries

Session III

During this session you will

1. Get together with your teammates and bring out the definitions you wrote in the previous Product session.
2. Exchange ideas with your teammates on how to use a dictionary.

Now, write the steps you need to follow when using a dictionary. If you need to, go back to the pages in this lesson to check on how to write instructions. Remember that instructions use imperative sentences (activity B).

3. Check writing conventions in your list of instructions. Write the final list on a large piece of construction paper.
4. Read your instructions one more time to check punctuation and spelling and make any necessary changes.
5. Illustrate your work with the different components and elements that a bilingual dictionary provides in a definition.

Save your work. You will use it in the final Product session.

To use a dictionary you need to

1. look up the starting letter of the word you need to find in the dictionary
2. Look at the guide word at the page to...
- 3.
- 4.

Reading Time!

Read pages 46 to 48 in the Reader's Book. Discuss with your group what you read and share it with others. Which was the most interesting part of this reading?

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Unit 3 - U...

Reading Time!

Language standardization is a process by which conventional forms of language are established and maintained. This sometimes happens as a language develops naturally in a community. English has gone through this process. To learn a little bit about this, as well as types of dictionaries and some curious facts about them, you can

Ask students to read pages 4146 to 48 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to remember and mention what they read about and mention what they consider to be the most interesting information from the reading.

Revisio Lesson 4

1. Complete the paragraph with the words from the box.

word	language	encyclopedia
words	phonetic symbols	information

A **dictionary** is a reference book about **words**. It lists the words in alphabetical order in the form of **headwords** (the words about which information is given). It is important to make a distinction between a dictionary and an **encyclopedia** because they contain different **information**. An encyclopedia contains information about the **world** (things, people, places, and ideas) and a dictionary gives information about words and **meanings**.

2. Look at the pictures and complete the information.

- A **dictionary** gives the definitions of the words of one language in that same language.
- A **translator** translates the words of one language into another.
- A **picture dictionary** uses illustrations to show the meaning of words.
- An **online dictionary** is accessible via the Internet.

3. Match the words with the definitions.

1. phonetic symbols	5. an entry listed under a main entry
2. part of speech	1. the word used in sentences
3. first translation second translation third translation	6. illustration of a word (not always)
4. example of use	7. symbols to show how a word is pronounced
5. subentry	4. when a word has more than one meaning
6. graphic component	2. the function of the word

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2. Look at the pictures and complete the information.

Read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually.

While they work, write the incomplete sentences on the board.

To check, invite different volunteers to complete the sentences on the board. Correct as needed.

3. Match the words with the definitions.

Have a volunteer read the instructions aloud.

Ask students to complete the activity individually. Then, form pairs and have students compare their answers.

To check, elicit the answers from different students. If any answer is incorrect, encourage someone else to share their answer in order to correct any possible mistakes.

Lesson 4



1. Complete the paragraph with the words from the box.

Have different volunteers read the instructions and the words from the box aloud.

Ask students to complete the activity individually. Then, form pairs and have students compare their answers.

To check, elicit answers from different students.

SHOW TIME

What is a dictionary?

As you learned during the unit, there are many types of dictionaries and they are all different and include by graphic and textual components. Using a dictionary is a very important skill. You will use a dictionary often in your life. It is a very important skill to have and you will use a dictionary often in your life. It is a very important skill to have and you will use a dictionary often in your life.

1. Write the words:

Get together with your teammates and try, out the first version of your instructions.


2. Take 5 minutes to practice reading and to decide who will read the steps to listen when using a bilingual dictionary. The one for get about pronunciation and intonation.

Take turns to read aloud and practice your work to the class. If necessary, make the graphic components you start in your work.

3. Write the words: Look at the words and try to read them out loud. If you are not sure, ask your teacher for help.

4. Write the words: Look at the words and try to read them out loud. If you are not sure, ask your teacher for help.

5. Write the words: Look at the words and try to read them out loud. If you are not sure, ask your teacher for help.



Beats!

Secondary 1 Evaluation Instrument Unit 3

2. Evaluate your progress on your final each lesson writing and check (✓) in the column that matches your performance so far in the unit.

During the unit	Excellent	Good	Needs improvement	Not satisfactory
1. Select and use a bilingual dictionary (p. 64)				
2. Understand the use of visual components of a bilingual dictionary (p. 66)				
3. Write instructions (p. 54)				
4. Read instructions (p. 54)				

3. Answer the questionnaire to evaluate your performance.

What aspects of your performance can be evaluated?

Ability to:

- 1.
- 2.
- 3.
- 4.
- 5.

What were your strengths?

What areas do you need to improve?

How would you evaluate your overall performance?

Excellent
Good
Satisfactory
Unsatisfactory

Use the results to decide the strategies and prepare your next

Product   3

Instructions to Use Bilingual Dictionaries

- To complete this session you can:
- Read the information aloud along with students. Ask students to get together with their teammates and take out the final version of their instructions.
- Give them five minutes to practice reading their instructions aloud and remind them to pay attention to their pronunciation and intonation. Have the teams take turns to read their instructions aloud for the rest of the class.
- Ask them to explain the graphic components they used in their work if necessary.

Evaluation Instrument-Questionnaire

Answer the questionnaire to evaluate your student's performance.

- Direct students' attention to the questionnaire and have them tell you what it is (questions that one has to answer).
- Read the questions aloud along with students and make sure everyone understands them. Ask students to complete the questionnaire individually. Don't forget to monitor and provide any needed assistance.
- Next, ask them to think about their answers and decide on at least two strategies they can follow to improve their work.
- Give some examples if necessary, e.g. *I will try to use the dictionary more often, I will read instructions more carefully, I will learn more verbs, etc.*

Assessment

Assessment
 Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- Select and revise bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.
- Write instructions.
- Edit instructions.

During the planning and performing of the final product, I ...

- participated actively.
- used a bilingual dictionary to learn the meaning of unknown English words.
- used a bilingual dictionary to learn how to say new words in English.
- identified and understood the different information in a bilingual dictionary.
- wrote instructions to show others how to use a bilingual dictionary.
- used the information in the lessons to complete the task.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

Feel:

happy	excited	angry	disappointed	sad	interested	curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- Reflect on the work you did with your teammates in this unit's product and answer: If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

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Have students complete this part of the assessment honestly and individually. Remind them to complete the idea with their own information. Don't forget to monitor and provide any needed assistance.

Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills.

It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results. It is important to let students know that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful. Have students read the emotions in the box and choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Engage students into discussing feelings and results.

Assessment

To guide students to do the following assessment in class, you can:

Encourage students to tell you what a self-assessment is; make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work on improving their skills.

Have students open their books on page 56 and direct their attention to the first part. Read the instructions and each sentence aloud and encourage students to answer honestly.

Direct students' attention to the second part of the assessment.

Read the instructions aloud and have volunteers read the emotions silently. Then, have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Co-evaluation

Direct their attention to the co-evaluation at the bottom of the page and read it aloud along with students.

Ask them to think about the questions and write down their ideas.

Use Assessment 3 in the next page to measure your students' comprehension of the topics studied in the unit.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

1 Read. Choose the correct option.

1. It is something you can only find on the Internet.
 - a) a monolingual dictionary
 - b) an online dictionary
 - c) an encyclopedia
 - d) a bilingual dictionary
2. It is the tool you use to translate words of one language into another language.
 - a) a monolingual dictionary
 - b) an online dictionary
 - c) an encyclopedia
 - d) a bilingual dictionary
3. The imperative form is often used to...
 - a) ask questions
 - b) give answers
 - c) tell someone how to do something
 - d) translate
4. "Use an encyclopedia". Choose the correct negative imperative.
 - a) Don't use an encyclopedia
 - b) Do you use an encyclopedia?
 - c) Not use an encyclopedia
 - d) Do use an encyclopedia
5. They are the symbols that show how the word is pronounced.
 - a) noun symbols
 - b) talking symbols
 - c) phonetic symbols
 - d) phoning symbols
6. They replace nouns or noun phrases.
 - a) verbs
 - b) pronouns
 - c) adjectives
 - d) nouns
7. They name people, places, things or states.
 - a) verbs
 - b) pronouns
 - c) adjectives
 - d) nouns
8. They describe nouns.
 - a) verbs
 - b) pronouns
 - c) adjectives
 - d) nouns
9. It is a reference book about words.
 - a) dictionary
 - b) encyclopedia
 - c) language book
 - d) novel
10. What is the function of the word in a dictionary called?
 - a) topic
 - b) information
 - c) part of speech
 - d) speech clause

Unit 4

Unit 4 **Lesson 1**

Revise silent short films. Understand the general sense and main ideas. Write lines and dialogs.


Disco **Read and complete the text with the words in the box.**

A silent film is a film with no spoken dialogue. In silent films gestures mime and title cards tell the story. A title card is a piece of printed text that appears at various points of the film to show the story. In dialogues.


Similar to modern films, there were different silent film genres (drama, adventure, action, comedy, horror, science-fiction, etc.).

Silents of silent films always had live music. Music created the atmosphere so that the audience could understand and feel the film. The film wanted to transmit. Small town and neighborhood movie theatres usually had a pianist. Silent film actors had to emphasize their language and facial expressions so that the audience could understand what they were feeling and showing on screen. As in today's films, the setting of these films was very important, because we could interpret important information about it like the time or place where the film was taking place, or if the characters were rich or poor.

Look at the pictures and match with the words on the right.



Look at the scenes of these two silent short film below and complete the table. Then, compare your answers with a partner.



What is your favorite kind of film? Write a list of some of your favorite movies in your notebook. Then, share with a partner.

Chuching
Body
Mime
Dialogue
Printed
Title cards
Professionally

Audience
Live music
Mime and gestures
Title card

Lesson 1

Revise silent short films.
Understand the general sense and main ideas.
Write lines and dialogs



Warm-up

Greet students and ask them to share the types of movies they like to watch. Share some examples yourself. Ask students if they know what a silent film is and if they have ever watched one.

Remember that a silent film is a film that doesn't have synchronized recorded sound. The dialogs in silent films are conveyed through gestures and miming alongside title cards. Title cards are written indications of the plot and key dialog lines.

1. Read and complete the text with the words in the box.

Have students open their books. Read and complete the text with the words in the box.

Have volunteers read the words in the box aloud and make sure everyone understands the text with the words in the box.

Ask students to complete the activity individually. Then have volunteers take turns to read the text aloud and check the answers. Correct as needed.

Remind students of good pronunciation and intonation.

2. Look at the pictures and match with the words on the right.

Read the instructions and have students complete the activity individually. Monitor and provide any needed assistance.

Form pairs and have students share their work with a partner.

3. Look at the scenes of this silent short film below and complete the table. Then compare your answers with a partner.

Read the instructions aloud and have students look at the short film. Ask them to complete the activity individually and monitor their work. Have students work in pairs and share their work.

4. What is your favorite kind of film? Write a list of some of your favorite movies in your notebook. Then, share with a partner.

Read the instructions and make sure students know what to do. Have them do the activity and once they finish, ask them to share with a partner.

Family and Community Environment

Match the scenes with the dialogs. Work in teams of three and justify your answers.

1. No, please, don't tie me up. I haven't done anything wrong! Let me go from here!

2. ...so the boy and girl returned to their home. And that's the end of the story. Did you like it? Yes, very much. I'd like to build a chocolate house one day. Good night, dad. Sweet dreams, Sam.

3. Why are you doing this to me? WHY?

4. I don't know. You tell me. This is your dream, not mine.

5. Hi, Sam. How are you? I was waiting for you. Would you like to come inside? I've prepared something special for you.

6. ...

7. ...

8. ...

9. ...

10. ...

Write in your notebook the genre, topic, audience and purpose of this short film.

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10. Write in your notebook the genre, topic, audience and purpose of this short film.

Ask a volunteer to read the instructions aloud. Have students complete this activity with their team. Elicit the answers from all the teams. See if they all agree, if not, start a short class discussion to reach an agreement. Direct students' attention to the Tips box at the bottom of the page. Have volunteers read the information aloud and encourage students to say if they think watching movies can help you learn about different cultures and why.

Tips Box

To analyze and understand this information you can:

- Have volunteers read the tip box aloud.
- Encourage students to discuss their opinions about these tips.
- Encourage students to think of an American movie most of them have seen recently.
- Think of how the life and characters they show in the movie are similar or different to the life and characters from Mexican movies.

9. Match the scenes with the dialogs in the box. Work in teams of three and justify your answers.

Read the instructions along with students. Focus students' attention on the pictures and have them describe what they see. Then, form groups of three and have students complete the activity. Monitor and provide any needed assistance. To check, elicit the answers from different teams. Finally, have students write the dialog in the correct order in their notebooks and practice it with a partner.

Lesson 1



Writing a Script for a Silent Short Film

Session 1

To complete this session you can:

Ask students to open their books on page 62 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students and clarify any doubts. Remind students they will have 4 weeks to work on this new product and to show what they learned and how well they can understand and use the language.

Get students to work in teams of six. Ask students to follow the directions and write the name of the film they chose in their notebooks.

Have students do some research on the film they chose and ask them to write its name, what it is about, characters, the director and producer, as well as the year it was produced. Have them use the website suggested and monitor their work and provide any needed assistance.

When students finish their work, have them save it for the following Product session.


Lesson 1
Produ

Session 1

The product in unit 4 is a written script for a silent short film and as usual, you will work in small teams as you and your teammates do some interesting research on silent films to help you plan, organize and design a written script for a silent short movie. By the end of the unit, you will share your work with the rest of your classmates as you learn from others and have fun at the same time. Let's start by doing the following

- Get together in teams of six. Think about different silent movies you may have seen. If you don't know any, do some research on the internet about the most popular ones, or visit www.film.com and choose one. Write the name of two or three examples in your notebook. (activity 1)
- Do some research on the films you and your team chose and bring the information for the following Product session. In your notebook, write the name of the movie, what it is about, the characters, who was the director and producer and don't forget the year when the film was produced

Remember to save your work. You will use it in a second Product session.



Reading Time!

Charles Chaplin was an English comic actor, filmmaker and composer that rose to fame during the era of silent film. He is considered to be one of the most important artists of that era. The Kid is his first full-length film as a director and it was a huge success.

Unit 4

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Reading Time!

Charles Chaplin was an English comic actor, filmmaker and composer that rose to fame during the era of silent film. He is considered to be one of the most important artists of that era. The Kid is his first full-length film as a director and it was a huge success.

To read the plot of this famous silent movie you can:

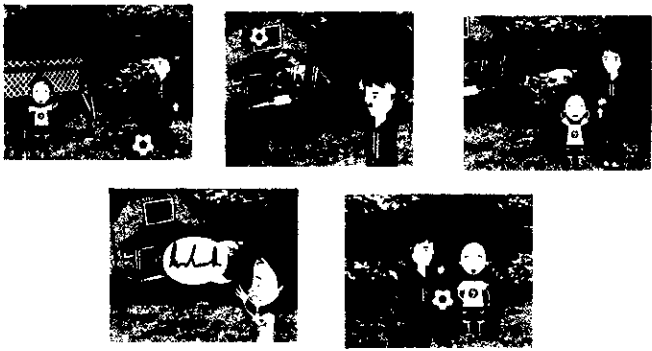
Ask students to read pages 50 to 53 from the Reader's Book before this lesson. At the beginning of the lesson, have students recall the title of the text and what it is about. Then, encourage volunteers to share whatever information they might have found interesting, funny, boring, or sad.

Lesson 2

DISCOVER IT

Look at the scenes below and circle the title you think describes what the film might be about.

Abandoned house The ball game A surprise party Playing a trick on the



1. Read the script and choose the sentence from the box to complete the ideas. Write the letter on the correct line. Look at the words in parenthesis and tell a partner what you think they mean or do in a film script.

Mark: Ready?

Jim: I'll catch the ball this time. You'll see.

Mark: (*surprised*) Oh, no! The ball is inside the abandoned house. Let's jump in and get it.

Jim: (*looking afraid*) Man, it's scary.

Mark: OK. You stay here. I'll go.

Jim: Go really quickly.

Jim: Mark! Where are you? Why do you take so long?

Mark: (*whispering into his brother's ear*) I saw something. The ball was under an old table and there was a bag on it. I looked inside and there was a lot of money!

Jim: (*surprised*) Oh, what shall we do?

2. Listen to the script and check your answers with a partner.

a. They are afraid.

b. They are surprised.

c. They are playing a trick on the boy.

d. They are playing a game.

e. They are playing a game.

f. They are playing a game.

g. They are playing a game.

1. Look at the scenes below and circle the title you think describes what the film might be about.

Invite students to open their books on page 61 and ask them to look at the pictures and describe what they see.

Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity individually.

2. Read the script and choose the sentence from the box to complete the ideas. Write the letter on the correct line. Look at the words in parenthesis and tell a partner what you think they mean or do in a film script.

Read the instructions along with students.

Have volunteers read the sentences in the box aloud and clarify any doubts. Ask students to complete the activity individually. Don't forget to monitor and provide any needed assistance.

3. Listen to the script and check your answers with a partner.

Tell students you will now listen to the dialog and they have to check their answers.

Form pairs and ask them to compare their work.

Play Track 15 as many times as you consider necessary and ask students to check their answers.

Elicit the answers from volunteers. Check and correct as needed and invite students to practice the dialog with their partner.

Lesson 2

An Unexpected Ending



Warm-up

Choose some verbs from this lesson.

Have students take turns to act out the actions, so the other students guess the verb.

Look at the scenes below and answer: what happened to the couple?

Complete the scripts for each scene with the sentences in the box.

Beth: Sam and I are going out for dinner.
 Rose: Sure Rose. I'll tell Mike. We might go to the new Thai restaurant on Park Street. They say it's excellent.
 Beth: Sounds good.
 Rose: Shall we meet at the restaurant?
 Beth: Wonderful! Around 7?
 Rose: Seven is perfect. See you then.

Rose: Beth and Sam are inviting us out for dinner.
 Mike: That's nice!
 Rose: No, we are not taking the car. They are picking us up at seven.
 Mike: OK.

Rose: Oh, look Mike. Here they are.
 Beth: Fine, thanks for picking us up.

Mike: Oh, no!
 Rose: What's the matter?
 Mike: Oh, no! It's been stolen!

Listen and check your answers. Then, act out the dialog.

Form groups of three and discuss what you think happens next. Write your ideas in your notebook and draw and write a final scene.

10. Listen and check your answers. Then, act out the dialog.

Ask students to listen carefully to the dialog and check their answers. Play Track 16 as many times as you consider necessary. Divide students into teams of three students. Have the teams practice and act out the dialogs. Don't forget to monitor and provide any needed assistance.

11. Form groups of three and discuss what you think happens next. Write your ideas in your notebook and draw and write a final scene.

Tell students to work with their team from the previous activity. Ask them to discuss what happens next and tell them to write their ideas in their notebooks. Have them write and draw a final scene. Have each team come to the front and share their work.

8. Look at the scenes below and answer: what happened to the couple?

Have students open their books on page 63. Read the instructions along with students. As a group, discuss the question and encourage everyone to share their thoughts. Write students' ideas on the board.

9. Complete the scripts for each scene with the sentences in the box.

Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance.

Lesson 2



Writing a Script for a Silent Short Film

Session II

To complete this session you can:

Read the information aloud along with students. Make sure everyone understands.

Ask students to get together with their teammates and take out the information on silent movies from the previous Product session, share the information with their teammates and have them choose one silent movie to work on.

Ask them to organize the plot, characters, and have them write short dialogs for each character in their notebooks.

Remind them that a characteristic of silent movies is that these have no sound, only cards that express what happens in the movie.

Have students check grammar, spelling and punctuation in the dialogs. Also, remind them to use modals and phrases that help express the characters' emotions. Don't forget to monitor and provide any needed assistance. Remind students to save their work for the following Product Session.

Session II

Get together with your teammates and bring out the information you researched on silent movies. Share your information with your teammates and choose one silent movie to work on. Organize the plot, characters and write short dialogs for each character in your notebooks. Remember a silent movie has no sound at all so only cards with expressions take part in this type of movies. (activity 2)

- Check that the dialogs and interventions comply with grammar, spelling and punctuation conventions. Remember to use modals and phrases that help to express the character's emotions (activities 7, 10)

When writing your scenes, go ahead and check the grammar reference section to remember about the types of sentences you can use.


Save your work. You will use it in a third Product session.

Reading Time!

To continue reading the plot of 'The Kid', you can have students read pages 53 to 56 from the Reader's Book. Encourage students to look at the pictures in each page and think if, in the pictures in which there are people, the faces and/or expressions of the characters help the reader understand the emotions expressed in the story. You can ask students to read silently or you can have students take turns to read the pages aloud. Then, as a group, encourage students to share any questions they might have and invite other students to answer them if possible; discuss what has happened in the story so far and encourage them to predict what will happen next.

Lesson 3

Disco Look at the scenes and take turns describing them.



1. Read and complete the dialogs. Then, write the correct number of the scenes.

On Friday...

Amy: Is your boyfriend Tom coming?
 Olivia: Yes, he is. He's going to _____ as Batman.
 Amy's dad: Are you ready girls?
 Olivia and Amy: Yes we are dad!
 Amy's dad: You look fabulous. Jump in _____.

Amy: Look, Olivia! There's a costume party on Friday.
 Olivia: Really? What time is it?
 Amy: At 7:00 and there will be a special prize for the best _____ . Should we go?
 Olivia: Sure. It will be fun.

Amy: What are you going to wear?
 Olivia: I'm going to dress up as Cleopatra. What about you?
 Amy: I was thinking of dressing up as a super-heroine, for instance Wonder Woman but I'm not sure yet.
 Olivia: That's a cool idea!
 Amy: Listen, Olivia. Why don't you come to my house and we dress up there? I'll talk to my dad so that he can take us to the party.
 Olivia: Great!

2. Listen and check your answers.

3. Act out the scenes.

1. Look at the scenes below and rearrange them in the correct order.

Ask students to open their books on page 65 and read the instructions aloud.

Form groups of three and ask students to take turns describing the scenes. monitor their work.

Have a volunteer from each group share some of their ideas with the rest of the class.

2. Read and complete the dialogs. Then, write the correct number of scenes.

Read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. and monitor their work. Form pairs and have students compare their answers. Elicit the dialogs from different volunteers.

3. Listen and check your answers.

Ask students to work individually. Tell them to listen and pay attention to check their answers.

Play Track 17 as many times as necessary and elicit the answers from different students. Correct as needed.

4. Act out the scenes.

Have students work in small groups and have them practice the dialog in activity 2 with their teammates. Give students enough time to practice the conversation.

Ask volunteers to pass to the front and act out the scenes.

Lesson 3



Warm-up

Select some flashcards or pictures from the CD and print them out.

Form small teams. Give a picture or flashcard to each pair and ask each team work to describe their picture or flashcard.

Lesson 3



5. Read the sentences and write the missing connectors to complete the rule.

Direct students' attention to the first activity on page 66 and read the instructions along with students. Have volunteers read the sentences aloud. Make sure everyone understands the meaning of the sentences. Guide students to complete the rule, start writing down the rule on the board and encourage volunteers to tell you how to complete it. Clarify any doubts.

6. Look at the scenes and complete the script with the sentences below plus a suitable connector from the box. Then act out the dialogs in groups.

Read the instructions along with students and make sure everyone understands what needs to be done. Have volunteers read the connectors from the box and the sentences that they'll use to complete the dialog. Clarify any doubts. Ask students to complete the activity individually. Monitor and provide any needed assistance. Form groups of four and ask students to compare their work. Elicit the answers from volunteers and correct as needed. Next, ask students to divide the parts and practice acting out the dialog. Ask each group to come to the front and act out the dialog for the rest of the class. Remind students to use their bodies and faces as they speak in order to express the feelings of their character.

Read the sentences and write the missing connectors to complete the rule.

I was thinking of dressing up as a super heroine, for instance, Wonder Woman, but I'm not sure yet. Why don't you come to my house, and we dress up there? I'll talk to my dad, so that he takes us to the party.

We use the connector _____ to express _____

addition
contrast
exemplification
purpose

Look at the scenes and complete the script with the sentences below plus a suitable connector from the box. Then act out the dialogs in groups.

and (x2)
but
so that
for instance

Amy's dad: Oh, no! We have a flat tyre but don't worry. I have a spare one in the trunk.

Amy: We can help you (1) _____

Amy's dad: I'm not sure if it is a good idea. (2) _____

Amy: We'll be careful dad, don't worry.

Forty minutes after .

Amy: Oh, no! I have a stain on my costume!

Olivia: And my hands are all dirty.

Police Officer: Good evening sir.

Amy's dad: Good evening officer. Was I driving too fast?

Police Officer: You were not, (3) _____ I'm afraid I'll have to give you a ticket.

Amy's dad: Will it take long? The girls are going to a school party (4) _____

Police Officer: It will take a minute. Get your light repaired. (5) _____ as soon as possible. Good evening and drive safely.

Work in groups of four. Check your answers and act out the dialogs.

7. Work in groups of four. Check your answers and act out the dialogs.

Ask students to work in groups of four but make sure they finish the previous exercise. Have students check and compare their answers with those of their partners. Ask them to practice the dialog and give them enough time. Finally, have students act out the dialogs for the rest of the class.

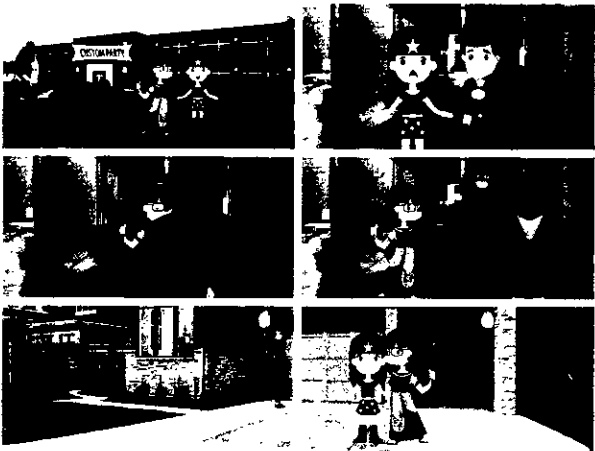
8. Look at the last scenes of the movie below and answer the questions.

What happened to Amy at the costume party? How did she feel?

What did Olivia do? Why did she do it?

Who do you think is the angry Batman looking at her?

How do you think the girls felt when they returned home?



9. Write the script for the scenes in your notebook. Act out the scenes using the appropriate body language. Adequate volume and speed to make them sound real.

Write the script for the scenes in your notebook. Act out the scenes using the appropriate body language. Adequate volume and speed to make them sound real.

9. Write the script for the scenes in your notebook. Act out the scenes using the appropriate body language. Adequate volume and speed to make them sound real.

Form groups and read the instructions along with students. Ask some volunteers describe what they see. Have students write the script with their group. Monitor and provide any needed assistance. Once their scripts are ready, ask them to practice acting out their scripts. Remind them that our body language and the tone of our voice can help us convey different emotions. You can give them an example, say "I don't know" first very neutrally; then say it angrily and while shaking your hands; next say it as if you were worried while you hold the sides of your head. Finally, ask each group to present their scene for the rest of the class. Remind the students that while they are at the audience they must be quiet, pay attention and be respectful.

8. Look at the last scenes of the movie and answer the questions.

Read the instructions along with students. Then, have volunteers read the questions aloud and clarify any doubts.

Have students answer the questions individually and monitor and provide any needed assistance.

Form groups of three and encourage students to share their answers.

Ask some volunteers to share their answers with the rest of the class.

Lesson 3



Writing a Script for a Silent Short Film

Session III

To complete this session you can:

Read the information aloud along with students and make sure everyone understands what they'll be working on.

Ask students to take out their dialogs from the previous session and ask them to add the descriptions of the setting, sound effects and other important details that correspond to each scene. Remind them to reread their script and check for punctuation and spelling. Don't forget to monitor and provide any needed assistance.

Have students mime their scripts and remind them to write short expressions on pieces of construction paper to show between the scenes as in silent movies. Ask them to record if possible, some music or sound effects to accompany their work.

Remind students to keep all this work in a safe place for one last future use.

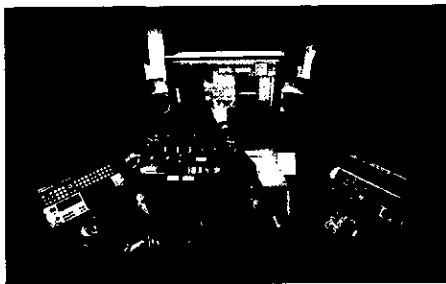
Session III

Get together with your classmates and bring out the dialogs you wrote in the previous Product session. Use the dialogs to put together the script and add the descriptions of the setting, sound effects and other important details that correspond to each scene.

Read your script one more time to check for punctuation and spelling and make any necessary changes. Ask your teacher for help. Now, use miming to express what your script is about and remember to write short expressions on pieces of construction paper to show between scenes or for the audience to follow the plot in the silent movie. (activities 7, 9)

If possible, record music or sound effects to accompany your silent movie. Remember: no words except written but sound effects to provoke different feelings in the audience.

Save your work. You will use it in the final Product session.



Reading Time!

Reading Time!

To finish reading the plot of 'The Kid', and learn a little bit about who Charles Chaplin was and to check their comprehension you can


Ask students to read pages 56 to 63 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to share their answers in the comprehension check section.

Revie ✓ Lesson 4 *Family and Community Environment*


Look how the silent movie on page 63 continues. Match the scenes with the correct dialogs and complete them with the sentences in the box.


1. It might be from the police.
2. You might like to go to a movie premier tomorrow night.
3. I want to report a stolen car.
- 4 We might walk around the neighborhood.

A




C







We are really sorry. We took your car last night. My wife and I had an emergency and had to drive to the hospital. [] The tickets are here. Thank you!

Work in pairs. Look at the final scenes and write the script in your notebook.







Hope you enjoyed the movie!

69

Lesson 4



1. Look how the silent movie on page 63 continues. Match the scenes with the correct dialogs and complete them with the sentences in the box.

Have students open their books on page 69. Tell them they will now put everything they have learned so far in this unit into practice. Ask students to go back to page 63 so they can remember the silent movie. Form pairs and have students compare their answers.

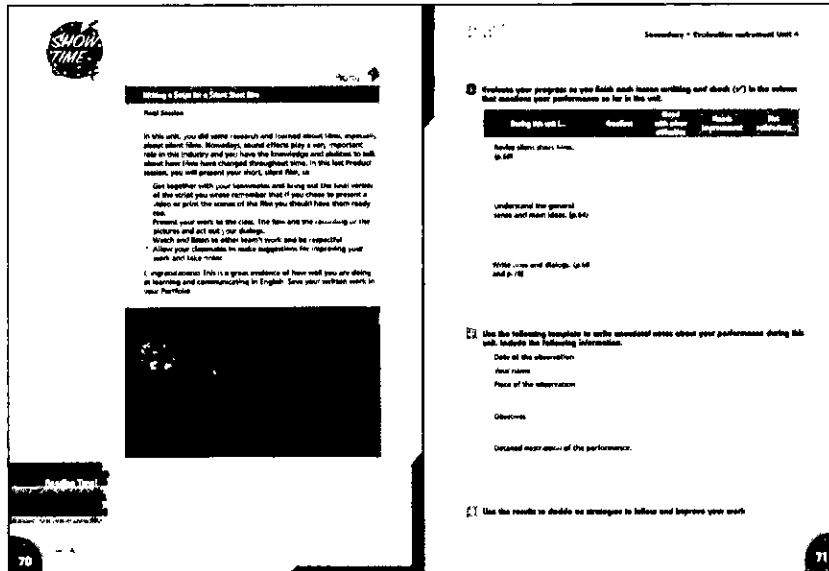
Elicit answers from volunteers and correct as needed.

2. Work in pairs. Look at the final scenes and write the script in your notebook.

With students still working in pairs, read the instructions along with students. Ask them to complete the activity.

Monitor and provide any needed assistance.

Have each pair share their script with the rest of the class.



Product



4

3. Writing a Script for a Silent Short Film

Read the information aloud along with students and make sure everyone understands.

Have students get together with their teams and remind them to have all the materials they need ready whether they will use video or printed scenes they must have everything prepared beforehand.

Give them five minutes to check their work one last time and to get everything they need ready. Have the teams take turns presenting their work to the class.

Remind the rest of the class that they must be respectful and pay attention.

You can also encourage students to share some constructive criticism.

Evaluation Instrument-Anecdotal notes

1. Read the column of the left with the aspects to evaluate in this unit. Then mark (palomita) the other columns according to your performance.

Read the instructions along with students and make sure everyone understands them. Direct students' attention at the chart.

Read each aspect aloud along with students and ask them to mark the column according to their performance.

Remind students to be honest. Being honest with oneself can be a great tool to improve.

2. Use the results to decide on strategies to follow to improve your work.

Read the instructions along with students and ask them to think about their answers and decide on at least two strategies they can follow to improve their work.

Give some examples if necessary, e.g. I will watch more movies in English. / I will pay more attention to the dialogs in movies. / etc.

Monitor and provide any needed assistance.

Have volunteers share their strategies with the rest of the class.

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can...

- ✓ revise silent short films
- ✓ understand the general sense and main ideas in a silent film
- ✓ write lines, dialogs and interventions for the characters in different scenes
- ✓ ask and answer questions to understand content.

During the planning and performing of the final product I...

- ✓ participated actively in brief dialogs.
- ✓ was able to include new expressions practiced in the lessons
- ✓ used body language according to the verbal language I used
- ✓ paid attention to intonation patterns when using questions
- ✓ used body language according to the verbal language I used
- ✓ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Co-evaluation

- ✓ Reflect on the work you did with your teammates in this unit's product and answer: If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

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Read the instructions aloud and have volunteers read the emotions silently. Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Have students complete this part of the assessment honestly and individually. Remind them to complete the idea with their own information.

Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

Co-evaluation

Direct their attention to the co-evaluation at the bottom of the page.

Read it aloud along with students.

Ask them to think about the questions and write down their ideas.

Use **Assessment 4** in the next page to measure your students' comprehension of the topics studied in the unit.

*Remind students to save their written work in their Portafolios

Reading Time!

Ask students to visit the Grammar Reference section on page 170 and review the most important grammar points in the unit.

Assessment

To guide students to do the following assessment in class, you can:

Have students open their books on page 74 and direct their attention to the first part. Read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly.

Direct students' attention to the second part of the assessment.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

Anecdotal Notes

Inside Out is a movie about emotions. Joy, Sadness, Fear, Anger and Disgust accompany Riley when she moves to a new city. Think of this movie and answer the questions with your own experiences.

1. At the beginning of the movie, Joy doesn't understand Sadness. Joy tries to eliminate Sadness from Riley's life. What role does sadness play in your daily life? Is it good or bad? Do you think it is an important emotion?

The movie shows us that we remember things associated with emotions. Old memories that are not connected with emotions are easy to forget.

2. Write a memory you have that is associated with Joy. Remember to include how you felt and why.

Now, write a memory you have that is associated with Fear or Anger.

Remember to include how you felt and why.

3. Do you think it is important to learn to name our emotions? Why?

Unit 5

Let's Talk About the Future

Unit 5 **Lesson 1**

Revise samples of written forecasts. Listen and identify ways to express future actions. Formulate and respond questions to understand forecasts.

Discover Read and number the newspaper extracts according to the section they belong to.

1 Science and Technology 2 Sports 3 The Weather

4 Home and Garden 5 Entertainment

According to the strong box office sales and the opinion of our expert *Full Moon* will get the Oscar for Best Movie tonight. The Oscar for best actor will surely go to Ralph Funder, and Julia Meyers will probably win the Oscar for best actress.

An extraordinary internet According to experts from NASA people from Earth will reach Mars by the early 2030s and one of the first things they'll do is set up an internet connection with Earth.

Temperatures will reach 21°C (70°F) in the South East tomorrow, eight degrees higher than expected at this time of year. But don't get too excited, this warm weather will not last long.

A good week for Aquarians. You will receive news that will make you happy. Avoid arguing with your family.

The New Jersey Knicks will play the Philadelphia Bears on Saturday at the Waterfront Stadium. The odds are that the New Jersey Knicks will win.

Listen and check your answers.

Read and answer.

These extracts include information about _____.

What auxiliary verb is used to express a prediction? _____.

Is the form of the auxiliary the same for all persons? _____.

What form do verbs have after the auxiliary? _____.

Encourage students to tell you what they think they will be doing 10 years from now.

As mentioned in previous lessons, you can use the materials in the CD to play games where students make predictions based on the pictures or to practice vocabulary when you consider it appropriate.

1. Read and number the newspaper extracts according to the section they belong to.

Read the instructions loud and make sure students understand what to do. Ask them to complete the activity individually and monitor their work.

2. Listen and check your answers.

Tell students they will listen to Track 18 and play it as many times as necessary. Have students check their answers. Elicit the answers from different students. Correct as needed.

3. Read the sentence and circle the best answer.

Invite volunteers to read the instructions and sentences aloud. Have students choose their answers and check and correct as a group.

Achievements

- Revise samples of written forecasts.
- Formulate and respond questions to understand forecasts.
- Listen and identify ways to express future actions.

Lesson 1



Warm up

You can:

- Greet students. Write the word Future on the board.
- Ask students What is the Future? And listen to their ideas.

Lesson 1



4. Read the extracts on page 73 again and complete these sentences. Write the number of the extract next to each one.

Ask a volunteer to read the instructions aloud.
Have different students read the sentences aloud and complete the activity individually.
Write the sentences on the board and have volunteers write the answers.
Correct as needed.

5. Complete the lyrics of the song with words from the box. Then, listen, check and sing along.

Read the instructions along with students and make sure everyone understands what to do.
Read each question aloud and encourage students to answer and write down the answer. Then, ask students to circle the verbs.
Have volunteers write the verbs on the board. Correct as needed.

6. Complete the following predictions about cities in the future with the verbs from the box.

Read the instructions along with students and make sure everyone understands what needs to do.
Have volunteers read the words aloud.
Ask students to complete the activity individually. Don't forget to monitor and provide any needed assistance.
Form pairs and have students compare their answers.
To check, elicit the sentences from different students. Correct as needed.
Read the instructions and play tic-tac-toe with a partner.

Lesson 1

Think and Write

1. Read the extracts on page 73 again and complete these sentences. Write the number of the extract next to each one.

Someone who likes soccer will probably read extract 2

Someone who believes in fortune telling will probably read extract 4

Someone who likes space travel will probably read extract 1

Someone who is a movie fan will probably read extract 5

Someone who's planning a day out will probably read 3

2. Circle the verbs in the extracts which indicate future predictions. Then, answer the questions.


What auxiliary verb is used to express a prediction? will

Is the form of the auxiliary the same for all persons? No


What form do verbs have after the auxiliary? Single verb

3. Complete the following predictions about cities in the future with the verbs from the box.

pedestrian



drone



Future cities will have such efficient public transportation that people will not bother to drive their cars.

They will use the wind, hydrogen and the sun as energy sources.

Laws will prohibit the use of fossil-fuel burning cars.

Authorities will install cycle and pedestrian paths all through the city grid.

Organic farms within walking distance from the cities will supply residents with locally produced foods.

Building rooftop systems will collect rainwater to save energy and keep water clean.

City governments will treat and will recycle wastewaters into irrigation systems.

Many people will move to cities on other planets.

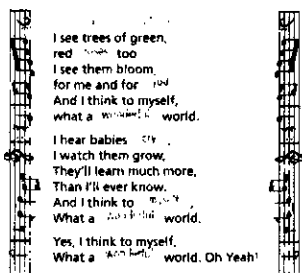

Drones will deliver food and other items instead of people on motorbikes.

Read the instructions along with students. Make sure everyone understands how to play the game.
Draw a model of the tic-tac-toe grid, add verbs from the indicated exercise: e.g. *will collect, will use, will deliver, will supply, will do, will move, will receive, will last*.
Then, say an example of a prediction sentence, e.g. *Water will not last forever*.
Form pairs and have students play the game. Monitor and provide any needed assistance.

7. Read the instructions and play tic-tac-toe with a partner.
 In your notebook, draw a tic-tac-toe grid and write one verb from exercise 6 in each square.
 Take turns choosing a verb and say the correct prediction sentence.
 If your sentence is correct write your initial in that square.
 The student who writes three initials in a row (vertically or diagonally) wins the game.

8. Complete the lyrics of the song with words from the box.
 Then, listen, check and sing along.

words: bloom, green, red, too, bloom, for me and for, And I think to myself, what a wonderful world, I hear babies cry, I watch them grow, They'll learn much more, Than I'll ever know, And I think to myself, What a wonderful world, Yes, I think to myself, What a wonderful world. Oh Yeah!

9. Work in groups of four and discuss the question. Write your conclusions in your notebooks and share them with the rest of the class.

How can we do to contribute to make a wonderful world?

7. Complete the lyrics of the song with words from the box. Then, listen, check and sing along.

Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually.

Play Track 19 as many times as you consider necessary and tell them to check their answers.

Once they've checked their answers, play Track 19 again and encourage student to sing along.

8. Work in groups of four and discuss the question. Write your conclusions in your notebooks and share them with the rest of the class.

Form groups of four.

Have students discuss the question and write their conclusions in their notebooks. Monitor and provide any needed assistance.

Have each group share their conclusions with the rest of the class.

Lesson 1

Create

Forecasts

Session 1

To complete this session you can:

Ask students to open their books on page 76 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students and clarify any doubts and answer any questions they might have.

Remind students they will have 4 weeks to work on a product to show what they learned and how well they can understand and use the language.

Get students to work in teams of five and ask them to brainstorm ideas about future situations. Have them write a list of these situations in their notebooks alongside a short paragraph that explains why they think those situations are important.

Ask them to check for spelling, grammar and punctuation conventions and make any necessary corrections.

Lesson 1

Crea

Produ


Session 1

In this unit, you and your team will work on writing a dialog about forecasts. A forecast is a prediction that can describe many situations such as weather, economics and our lives and we use them to say what you expect to happen in the future.

While making your product, you will be writing sentences to describe possibilities and predictions and build a dialog using these ideas and sentences. By the end of the unit, you and your team will be able to present your dialogs to the rest of your group and learn from others as well. So let's start with session 1, and as usual, please follow the steps mentioned below:

- Get together in teams of five. With your teammates, brainstorm ideas about future situations.
- Write a list of these situations in your notebooks and a short paragraph explaining why you think these situations are important. (activity 1)
- Check for spelling, grammar and punctuation conventions and make any necessary corrections.

Remember to save your work. You will use it in a second Product session



Reading Time!

Unit 5: Life in the Future

Reading Time!

Humans have the need to predict the future. It is something we constantly do, whether it is something small or forecasts of what might happen in future years.

This has to do with the fact that we like things to be predictable, for example, when you are a predictable person, people are more likely to trust you. Predicting the future allows us to feel in control even if our predictions are wrong.

To read more about how we predict the future, you can:


Ask students to read pages 65 to 69 from the Reader's Book before this lesson. At the beginning of the lesson, ask them to tell you the title of the text they read. As a group, discuss the reading. Have volunteers to share whatever information they might have found interesting, funny, boring, or sad.

Lesson 2

DISCO

Read these questions and discuss them with a partner.

- Is it easy to predict someone's future? Why?
- What do you need to know to make predictions?



Listen to the conversation and take notes of Ronnie's answers.

How is your life now?

Who do you live with?

Who is your best friend?

How many languages do you speak?

What transportation do you usually use?

How often do you travel to other countries?

Complete the paragraph about Ronnie. Use the cues in the questionnaire.

Ronald _____ his parents and _____ Nicole
 Sophie _____ best friends. He only _____
 English. Although he _____ at school, he _____
 speak it well yet. He never _____ countries but he would
 like _____

1. Read these questions and discuss them with a partner.

Ask students to open their books on page 77 and read the instructions along with students.

Have a volunteer read questions aloud. Then, form pairs and have students discuss the questions.

Monitor and provide any needed assistance.

Encourage volunteers to share what they discussed with the rest of the class.

2. Listen to the conversation and take notes of Ronnie's answers.

Read the instructions and questions along with students and clarify any doubts.

Play Track 20 as many times as you consider necessary and ask students to take notes.

Encourage volunteers to share their notes with the rest of the class and correct if needed.

3. Complete the paragraph about Ronnie. Use the cues in the questionnaire.

Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done.

Ask students to complete the activity individually. Then, form pairs and ask students to compare their answers.

Elicit the answers from different students. Check and correct as needed.

Lesson 2



Warm up

Greet students and write the following on the board; work, music, movies, environment, technology. Then, form pairs and ask students to choose one topic and make predictions of what that aspect will be like in the year 2050. Encourage students to share their predictions with the rest of the class.

Lesson 2



4. Listen to the conversation again and complete Sophia's predictions.

Read the instructions along with students and clarify any doubts. Play Track 20 again for students to complete the predictions. Encourage volunteers to take turns reading the predictions aloud. Correct if needed.

5. Read the sentences and write P (for present) if the sentence describes someone's information now and F (for future) if they refer to a prediction.

Ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Have students complete the activity individually. Then, form pairs and have students compare their work. Write the sentences on the board and have volunteers write the answers. Correct as needed.

6. Analyze the sentences in Activity 5 and complete the rule with the tenses in the box.

Read the instructions along with students. Then, have some volunteers read the tenses in the box. Ask students to complete the activity individually. To check, have volunteers write the sentences on the board. Correct as needed. Clarify any doubts.

Lesson 2

Think Listen to the conversation again and complete Sophia's predictions.

In 20 years you will not live with your parents and your sister anymore. You probably live and study in Spain. Sam and I will continue being your best friends. And of course, you will have your bike all the time. You will have a super sports car and you will send it to me!

Read the sentences and write P (for present) if the sentence describes someone's information now and F (for future) if they refer to a prediction.

Ronald lives with his parents and his sister.

He speaks Spanish at school.

He speaks Spanish well yet.

In 20 years Ronald probably will live and will study in Spain.

Analyze the sentences in Activity 5 and complete the rule with the tenses in the box.

Present Continuous

Simple Future

Present Simple

- * To describe facts about someone's life at present we can use the Present Simple or the Present Continuous tense.
- * To make long-term predictions about someone's life we can use the Simple Future tense.

How about you? Answer this questionnaire with your information. Then, exchange your notes with a classmate and write predictions for each other.

How is your life now?
 Who do you live with?
 Who is your best friend?
 How many languages do you speak?
 What transportation do you usually use?
 How often do you travel to other countries?

Unit 5 Learning to Live in the Future

7. How about you? Answer this questionnaire with your information. Then, exchange your notes with a classmate and write predictions for each other.

Read the instructions along with students and make sure everyone understands what needs to be done. Have students answer the questionnaire. Don't forget to monitor and provide any needed assistance. Form pairs and ask students to exchange notes and write predictions for their partner. Encourage volunteers to share the predictions they wrote with the rest of the class.

8. Read the notes about Emma and write a paragraph about her. Use the verbs in the box.

move / become / offer / travel / marry


Emma Churchill / 15 years old / She / small town near Sausalito, CA / uncle and aunt / She / Riverside High School / her favorites subjects / music and art / In / afternoon / ballet lessons / She / to become famous / big city / Russia.

9. Complete Emma's prediction about her life in 20 years.

You will probably (move) to a big city, maybe London and (become) a professional ballet dancer. You (not stay) in London because somebody (offer) you a job at the Russian Bolshoi ballet company. You (travel) to Russia many times and (marry) a very handsome ballet dancer.

Read Emilia's profile and write about her life in 20 years.

"My name's Emilia. I'm 14 years old. I live in Madrid, Spain. I love taking pictures, traveling and looking at magazines of wild animals. There are not many wild animals in my city. I always take my camera with me and sometimes I take very good shots. My teacher says I should organize a photography exhibition."



Take turns reading your predictions and comment on those of your classmates.

10. Read Emilia's profile and write about her life in 20 years.

Read the instructions along with students. Have volunteers take turns to read the paragraph aloud. Ask students to write some predictions about Emilia in their notebooks. Monitor and provide any needed assistance.

Tips Box

Have a volunteer read the Tips box aloud. Give some examples and elicit some other examples from students. E.g. You have very good ideas, now you just need to work on your spelling / I think your presentation would have been better if you spoke slower. / You communicate very clearly. / Clarify doubts if necessary.

11. Take turns reading your predictions and comment on those of your classmates.

Have students take turns to come to the front and read their predictions to the rest of the class. Encourage the listeners to give some positive feedback or share any thoughts they might have when they listen to their classmates' predictions. Remind them that the information explained in the Tips Box is important when giving comments. Repeat examples if necessary.

8. Read the notes about Emma and write a paragraph about her. Use the verbs in the box.

Have volunteers read the instructions, the words in the box and the paragraph aloud. Clarify any doubts. Ask students to complete the activity individually. Then, form groups of four and ask students to share their paragraphs. Elicit paragraphs from different students. Correct if needed.

9. Complete Emma's prediction about her life in 20 years.

Read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. Elicit answers from volunteers and correct as needed.

Lesson 2



Forecasts

Session II

To complete this session you can:

Read the instructions along with students.

Ask them to get together with their teammates and take out their notes from the previous Product session. Have them choose only one of the ideas they wrote about on the previous session. This is the one they will use to write a dialog and predict the future of their classmates.

Ask them to write sentences describing these situations. Tell them they can check the activities from this unit if they need to.

Remind them to check punctuation and grammar conventions and that they are using Simple Future to describe these situations and to save their work for the following Product Session.


The screenshot shows a digital interface for 'Session II'. At the top left is the 'Creative' logo. On the right, it says 'Page 9'. The main heading is 'Session II'. Below this, the text reads: 'This is the second session on this product. Get together with your teammates and take out the notes you wrote in the previous Product session. Choose only one of the ideas you wrote about future situations, which will help you write a dialog and predict the future of your classmates. Write sentences describing these situations. If necessary, go back and check the activities you did in this unit. (activities 5, 6, 8) Check punctuation and grammar conventions in your sentences and make sure you are using the Simple Future to describe them. Ask your teacher for help and make any necessary changes. Save your work. You will use it in the next Product session.' Below the text is a photograph of a group of students sitting around a table, looking at a document. There are speech bubbles above them containing text like 'I will be a doctor', 'I will be a teacher', and 'I will be a scientist'. At the bottom of the page, there is a 'Reading Time!' section.

Reading Time!


To read more about making predictions and practice reading sentences in the future, you can have students read pages 70 to 73 from the Reader's Book before you begin this lesson. Encourage them to share what they understood. Tell them to ask any questions they might have. Encourage them to share their thoughts and ideas about what they read.

Lesson 3


Disco Look at the pictures and check (✓) the sentence which best describes each one.




- He fell into the sewer.
- He is going to fall into the sewer.
- He is falling into the sewer.




- They are painting a picture.
- They painted a picture yesterday.
- They are going to paint a picture.




- She's getting into the water.
- She's going to get into the water.
- She's not going to get into the water.




- They're not going to see a horror movie.
- They're going to see a horror movie.
- They saw a horror movie.

Listen and check your answers. 

Write one prediction for each picture.



sewer



sewage

1. Look at the pictures and check (✓) the sentence which best describes each one.

Ask students to open their books on page 81 and read the instructions along with students.

Have students look at the pictures and choose the sentence that best describes it.

Monitor and provide any needed assistance.

2. Listen and check your answers.

Play Track 21 as many times as you consider necessary and ask students to check their answers.

Elicit the answers from different students. If corrections are necessary, encourage students to correct by sharing their own answers.

3. Write one prediction for each picture.

Read the instructions along with students.

Ask them to complete the activity individually. Then, form pairs and ask them to share their predictions. Invite volunteers to share their predictions with the rest of the class.

Lesson 3



Warm up

Bring a silly prop that 'has magical powers' (a crystal ball, a magic mirror, magic cards, etc.).

Ask two volunteers to come to the front, one of them is the fortune teller, the other one is the customer.

The fortune teller makes predictions about the person's future based on what they 'see'. The customer should ask questions about their future too, e.g. Fortune teller says: *You will buy a big house.* Customer asks: *Will I own three dogs?* etc.

Repeat with other pairs of students.

Lesson 3



4. Analyze the pictures and predictions on page 81 and circle the correct options for the rules.

Have a volunteer read the instructions aloud and clarify any doubts. Ask students to complete the activity individually. Have volunteers write the rules on the board and clarify any doubts. Check and correct as needed.

5. Use the evidence from the next sentences to write predictions. Use the information from the box. Use affirmative and negative sentences.

Read the instructions along with students and make sure everyone understands what to do. Ask students to complete the activity individually. Then, form pairs and have students compare their answers. Elicit the answers from different students and check.

6. Read the predictions and mark (✓) your answers.

Read the instructions along with students and make sure everyone understands what to do. Have students complete the activity individually and monitor and provide any needed assistance. Ask some volunteers to share their answers.

Think

1 Analyze the pictures and predictions on page 81. Then, read and circle the correct options for the rules.

All the predictions refer to *immediate predictions based on evidence / long term predictions based on experiments or technology.*

To make predictions about things that are going to happen in an immediate future we use the auxiliary *will / verb to be in the present + going to*


The form 'be in the present + going to' is the *same / different* for all the pronouns.

The pronouns 'he / she / it' use the form *is going to / are going to*

The pronouns 'you / we / they' use the form *is going to / are going to*.

The negative form of 'is / are + going to' is *is / are not + going to / not + is / are + going to*.

2 Use the evidence in the next sentences to write predictions. Use the information from the boxes to write affirmative and negative sentences.



Mr. Suarez is carrying two suitcases to his car.

Mrs. Myers is driving behind a man in a red sports car. His left indicator light is flashing.

Miranda is driving too fast. A police officer is right behind her.

Enck is getting on the train.

The Giants were eliminated yesterday.

3 Read the predictions and mark (✓) your answers.

People will have robots at home.

Robots will be as common as computers.

Robots will replace computers.

Robots will tell jokes, dance and sing to entertain us.

Robots will cause problems.

4 Listen to the next interview and compare your predictions with those of a scientist.

7. Listen to the next interview and compare your predictions with those of a scientist.

Play Track 22 as many times as you consider necessary. Ask students to pay attention and listen. Encourage them to check if their predictions are mentioned in the audio. Finally, have volunteers share their thoughts.

8. Analyze the following questions from the interview on page 82. Then, read the statements and circle the correct option.

Will people have robots at home?
 Will housework become easier if people use robots?
 What other things will computers do?
 What will happen if robots replace computers?

9. Read and choose the correct option.

To ask **inverted questions** with Yes/No answers we use the following form:
 Will + subject + simple form of the verb
 Question word + will + subject + simple form of the verb

To ask **information questions** (Wh questions) we use the following form:
 Will + subject + simple form of the verb
 Question word + will + subject + simple form of the verb.

To ask **questions to make forecasts** based on present situations we use:
 the connector *and* the connector *or*

10. Unscramble the following questions about predictions for the next 50 years.

go to / humans / Will / the moon / ? / a vacation / for /
 Will / science / live longer / people / ? / new discoveries / makes /
 rule / the world / Will / one government / ? /
 place / will / colonize first, / Which / the moon / or / humans / Mars? /
 will / work / from? / Where / people /
 What / nutrition pills / will happen / eat / if people / food? / instead of /

11. Work with a partner and write a prediction about his or her future. Then, draw your prediction.

12. Answer these questions in your notebook. Then, discuss your answers with a partner.

Is it easy to predict someone's future? Why?
 What do you need to know to make predictions?

8. Analyze the following questions from the interview on page 82. Then, read the statements and circle the correct option.

Read the instructions aloud with students. Ask them to read the statements and complete the activity individually. Monitor and provide any needed assistance. Ask students to compare their answers with a partner. Elicit answers and check and correct as needed.

9. Read and choose the correct option.

Read the instructions aloud make sure students understand what to do. Have students read the statements and options in silence and answer. Monitor their work. Then, check students' answers as a group.

Read and choose the correct option.

10. Unscramble the following questions about predictions for the next 50 years.

Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Have volunteers write the sentences on the board. Check and correct as needed.

11. Work with a partner and write a prediction about his or her future. Then, draw your prediction.

Form pairs and read the instructions along with students. Ask students to complete the activity. Monitor and provide any needed. Invite volunteers to share their predictions and drawings with the rest of the class.

12. Answer these questions in your notebook. Then, discuss your answers with a partner.

Have volunteers read the instructions and questions aloud and make sure everyone understands. Ask students to complete the activity individually. Then, form pairs and ask students to discuss their answers. Start a short class discussion where students share their answers.

Lesson 3



Forecasts

Session III

To complete this session you can:

Read the instructions along with students and make sure they understand what they need to do. Have students get together with their teams for the project. Ask them to take out their sentences from the previous Product session.

Ask them to write questions for each of the sentences they wrote. Tell them they can go back to the pages in this last lesson to see some examples if they need to.

Have them use these questions and answers to create a dialog.

Remind them to make sure the dialog is organized and follows a logical order.

Ask them to check that the dialog describes forecasts about themselves and the other members of their team.

Remind them to check punctuation and grammar conventions and make any necessary corrections and changes.

Provide any needed assistance.

Lesson 3

Creative

Product

Session III

This is the third session on this Product and you are almost finished. Follow the next steps to continue working on it:

- Get together with your classmates and take out the sentences you wrote in your notebooks in the previous Product session.
- Make sure the sentences describe future situations. (activities 4, 5, 6)
- Write questions for each of the sentences you wrote. If necessary, go back to the pages in this last lesson to see some examples. Remember your questions must be in the future. (activities 8, 9)
- Use the questions and the answers you have, and write a dialog with them. Make sure it is organized and it follows a logical order.
- Check that your dialog describes forecasts about you and the other members of your team.
- Finally, check punctuation and grammar conventions and make any necessary corrections and changes.

Save your work. You will use it in the last Product session.

Reading Time!

Reading Time!

To read more about making predictions and practice reading sentences in the future, you can. Ask students to read pages 74 to 77 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to share their answers in the comprehension check section. Encourage them to share if they learned something new and if they think making predictions is fun and why.

Review **Lesson 4**

Write a prediction for the year 2040 for these newspaper sections.

Science and Technology

Sports


Work with a partner and play a game.

Use the words in the grid to write 6 questions about the future. You can use each word only once. The words with a question mark always go at the end. The first pair to write the six questions correctly (including spelling and punctuation) will be the winner.

will	the	win	What will happen	Mandarin	become
cars	than humans?	fly?	language	will	our planet?
soccer	become	if	intelligent	the	next
become	if	visit	whales	aliens	of
What will happen	extinct?	more	will	USA	will
the	computers	world?	the	international	World Cup?

Read the information about Joao and predict his life for the next 20 years.

I'm Joao. I live in Ouro Preto a small town in Brazil. Every day after school, I practice tightrope walking, which is the art of walking along a thin wire or rope. I also like doing juggling tricks. But I only perform in front of my brother and sister because I'm a bit shy.



Lesson 4

Review

1. Write a prediction for the year 2040 for these newspaper sections.

Read the instructions along with students. Have students complete the activity individually. Monitor and provide any needed assistance. Have some volunteers share their predictions with the rest of the class.

2. Work with a partner and play a game.

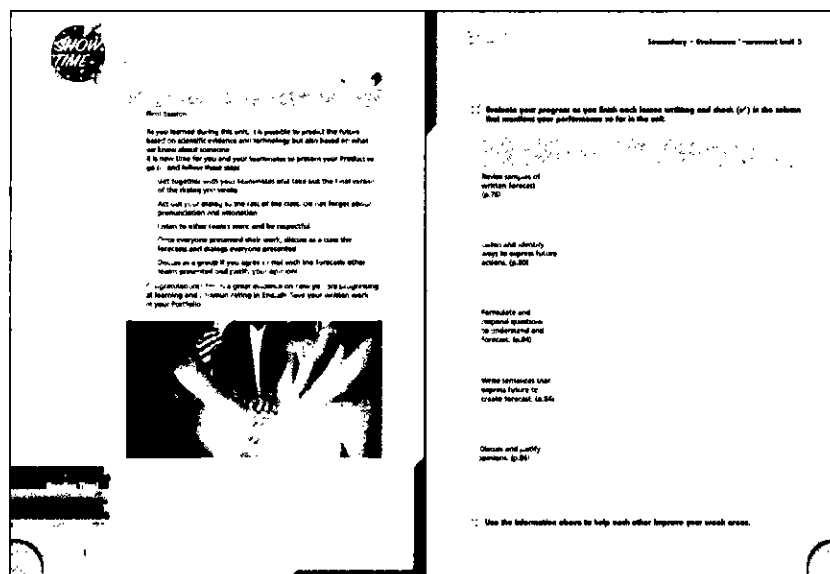
Read the instructions along with students and make sure everyone understands how to play the game. You can play one practice round as an example with one of your students. Form pairs and have students play the game. Monitor and provide any needed assistance.

Example questions: *Will cars fly?/ What will happen to our planet?/Will aliens visit the USA?/What will happen if whales become extinct?*

3. Read the information about Joao and predict his life for the next 20 years.

Read the instructions along with students. Then, ask them to silently read the text once. Have volunteers take turns to read the text aloud. Ask students to make their predictions. Monitor and provide any needed assistance. Invite volunteers to come to the front of the classroom and read their predictions for the rest of the class.

Example prediction: *Joao will become a circus artist. Joao will travel the world. Joao will live in the USA. Joao will be famous.*



Product



5

Forecast

To complete this session you can:

Read the information aloud along with students.

Ask students to get together with their teammates and take out the final version of their dialog and give them five minutes to practice reading it aloud.

Remind them to pay attention to their pronunciation and intonation.

Have the teams take turns to act out their dialog for the rest of the class.

Ask students who are listening to their classmates to be respectful and pay attention.

When all teams have presented their dialogs, display them on the classroom walls.

Start a short class discussion where students either agree or disagree with the forecasts presented by the other teams. Remind them to justify their opinions.

Evaluation Instrument- Self-evaluation and Peer evaluation card

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to your performance.

To complete this evaluation you can:

Direct students' attention to the assessment. Read the instructions and information along with students. Make sure everyone understands what needs to be done.

Ask students to complete the evaluation individually.

Monitor and provide any needed assistance.

2. Use the results to decide on strategies to follow to improve your work.

To complete this activity you can:

Read the instructions along with students.

Ask them to think about their answers and decide on at least two strategies they can follow to improve their work.

Give some examples if necessary, e.g. *I will try to read the newspaper more often. I will ask myself more questions. I will share my ideas about the future with my classmates more often. I will make plans for future dates/ etc.*

Monitor and provide any needed assistance.

Have volunteers share their strategies with the rest of the class.

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can:

- Identify and understand texts in which forecasts are made.
- Recognize future verb forms within sentences and their uses.
- Compare sentences that express future situations from those which express present ones.
- Produce and read a forecast.

During the planning and performing of the final dialog I:

- participated actively.
- was able to include new expressions practiced in the lessons.
- paid attention on to intonation patterns when reading forecasts.
- felt more confident and fluent than at the beginning of the unit.
- showed a critical and self-critical constructive attitude to evaluate my work and my classmates' strengths.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Co-evaluation

Reflect on the work you did with your teammates in this unit's product and answer. If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

88 Unit 5 - Let's Talk About Future

*** Remind students to keep their written work in their Portfolios.**

Reading Time!

Ask students to visit the Grammar Reference section on page 170 and review the most important grammar points in the unit.

* Before starting the assessment, it is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

Assessment

To guide students to complete the following assessment in class, you can:

Encourage students to tell you what a self-assessment is; make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work on improving their skills.

Have students open their books on page 24 and direct their attention to the first part. Read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Direct students' attention to the second part of the assessment. Read the instructions aloud and have volunteers read the emotions silently. Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Have students complete this part of the assessment honestly and individually.

Remind them to complete the idea with their own information.

Direct their attention to the co-evaluation at the bottom of the page.

Read it aloud along with students. Ask them to think about the questions and write down their ideas.

Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills.

It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

Anecdote

This weekend I am going to visit my cousins. They live near the beach. I will take the bus on Saturday morning. When I get to their house, I will eat lunch with them. Then, we will go to the park and play soccer for a while. In the afternoon we will go to the movies. I will eat some popcorn. At night, we will eat hot dogs and play a board game. On Sunday we will go to the beach. We will spend all day there. We will eat shrimp and coconut. At night, my mother will pick me up. We will go home and eat pizza for dinner. I can't wait for the weekend to start.

1. Do you make plans for your weekends? Why?

2. What do you think about the character's weekend plans? Do you like them? Why?

3. What are your plans for the weekend?

Unit 6

Unit 6









Lesson 1

Listen to an interview and discuss likes and dislikes in the dialog.
 Understand general sense and main ideas of dialogs.
 Express compliments, likes and dislikes in written dialog.
 Express compliments, likes and dislikes in a dialog.

DISCO

1. Aerials
2. Bungee
3. Canyoning
4. Sky diving
5. Paragliding
6. Mountain climbing
7. Hiking
8. Snow skiing

Look and match.

Read these questions and answer in your notebook. Then, discuss your answers with a partner.

Where can you practice extreme sports?
 Why are they dangerous?
 Can other activities, besides extreme sports, be dangerous too?
 Which ones and why?
 What other activities besides fashion designing require creativity?

Lesson 1

Expressing Likes and Dislikes



Warm up

You can:

Greet students. Start the class by sharing one thing you like to do and one thing you don't like to do. Then encourage students to share one thing they like to do after school and one thing they don't like to do after school. See how many students share similar likes or dislikes.

1. Look and match.

To complete this activity you can:

Read the instructions along with students. Then, have different volunteers read the words in the boxes aloud.

Ask students to complete the activity individually.

To check, elicit the answers from different students.

2. Read these questions and answer in your notebook. Then, discuss your answers with a partner.

To complete this activity you can:

Ask a volunteer to read the instructions aloud.

Then, have students answer the questions in their notebooks.

Monitor and provide any needed assistance.

Next, form pairs and have students discuss their answers.

Finally, encourage volunteers to share their answers to the questions with the rest of the class.

Achievements

Listen to and revise likes and dislikes in the dialogs of an interview.

Understand general sense and main ideas of dialogs.

Express compliments, likes and dislikes in written dialogs.

Express compliments, likes and dislikes in a dialog.

Using the CD throughout Unit 6:

As mentioned in previous lessons, you can use the materials in the CD to play games where students can express or ask questions about likes and dislikes based on the pictures or to practice vocabulary when you consider appropriate warm-ups, fillers or cool downs when you consider appropriate.

Lesson 1



3. Listen to the conversation and underline the correct option.

To complete this activity you can:

Ask students to open their books on page 90 and read the instructions along with students.

Tell them they have to listen and choose the correct option.

Next, play Track 23 as many times as you consider necessary and have students complete the activity individually.

Check answers as a group.

4. Listen again and complete the information. Then share your answers with your class.

To complete this activity you can:

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done.

Play Track 23 as many times as you consider necessary and have students complete the activity individually.

Then have students share their answers with the rest of the class. Correct as needed.

5. Complete this chart with your information. Then, interview a classmate.

To complete this activity you can:

Read the instructions and the chart along with students and clarify doubts. Have students first answer the chart with their own information.

Then, form pairs and have students interview their classmates. Give them some time to do the activity. While they work, monitor and provide any needed assistance.

6. Tell the group about what you know about your partner.

To complete this activity you can:

Have the pairs get together with another pair and

Think

1 Listen to the conversation and underline the correct option.

The interview is about some teens' free time activities / favorite sports.
 The purpose of the interview is to get information for a travel / school magazine.
 The information from the interview will be read by students / the general public.
 The language in the interview is formal / informal.

2 Listen again and complete the information. Then share your answers with your class.

David likes: _____
 Wendy likes: _____
 Both don't like: _____

3 Complete this chart with your information. Then, interview a classmate.

= like = don't like

basketball	
soccer	
baseball	
cycling	
(other ...)	
Rock	
Salsa	
Pop	
Rap	
(other ...)	
watching TV	
dancing	
painting	
singing	
reading	
(other ...)	

4 Tell the group about what you now know about your partner.

ask them to share their charts. Monitor and provide any needed assistance. Finally, encourage volunteers to share their information with the rest of the class

7. Read the sentences and complete the rule.

To complete this activity you can:

Tips Box

To understand the information on the Tips section, you can:

Have volunteers read the information aloud and write the rule on the board:

UK collective noun and plural verb e.g.

My favourite team are Manchester United.

US collective noun and singular verb, e.g.

My favorite team is Manchester United.

Encourage students to think of other examples, share some more examples yourself. E.g.

UK: The whole family are going.

US: The whole family is going.

UK: The government are doing a great job.

US: The government is doing a great job.

Read the sentences and complete the rule.

I like to dance. I like to read. Wendy likes fencing. We like going to the movies.
 I don't like watching TV. Wendy doesn't like snowboarding. We don't like water sports.

Do you like tennis? Does Dad like dancing?
 Yes, I do. No, I don't. Yes, he does. No, he doesn't. No, he doesn't.

When making general preferences, the verb *like* is used in the same way as the rest of the verbs in the simple present.


With the pronouns *I*, *you*, *we*, *he*, *she*, *it*, *he*, *she*, *it*, we use *like* for the affirmative form and *don't like* for the negative.

With the pronouns *she*, *it*, *we*, *he*, *she*, *it*, we use *likes* for the affirmative form and *doesn't like* for the negative.

We form questions by using *Do* + *I* / *you*, *we*, *they* + *like* + activity + *?* and *Does* + *he*, *she*, *it* + *like* + activity + *?*

We answer questions using the same alternatives as for the questions.

Look at the pictures and complete the sentences. Then, listen and check.



My name is Harry and I have a twin sister. Her name is _____.

We are similar in some ways but different in others. For example, we both _____ cycling. Then, I like _____ but I _____ like reading. Ingrid is just the opposite, she _____ but she _____ swimming. She also _____ a lot. I _____ singing very much because I'm very bad at it.

Work with a partner. Take turns asking and answering questions to check your answers. Write your questions and answers in your notebooks.

A: Does Harry like swimming? Yes, he does.

Share your information with another pair.

Direct students' attention to the activity and read the instructions aloud along with students. Form groups of four and tell students to read the sentences to complete the rule. Monitor and provide help as needed. Elicit or share more examples, e.g. I like swimming. I don't like running, etc.

8. Look at the pictures and complete the sentences. Then, listen and check.

To complete this activity you can: Read the instructions along with students. And make sure they understand what needs to be done. Play Track 24 as many times as you consider necessary and have students complete the activity individually. Monitor and provide any needed assistance.

9. Work with a partner. Take turns asking and answering questions to check your answers. Write your questions and answers in your notebooks.

To complete this activity you can: Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done.

Next, form pairs and ask students to take turns asking and answering questions to check their answers. Tell them to write their questions and answers in their notebooks. Monitor and provide any needed assistance.

10. Share your information with another pair.

To complete this activity you can: Have the pairs get together with another pair and ask them to share their information with the other pair. While you monitor and provide any needed assistance. Encourage students to share their answers with the rest of the class.

Tips Box

Direct students' attention to the Tips box. Read the tips along with students. And discuss with students other tips they know. Model how different attitudes look like, first be sad and apathetic, then, be enthusiastic and interested.

Lesson 1



Writing a Dialog About Likes and Dislikes

Session 1

To complete this session you can:

Ask students to open their books on page 92 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts and answer any questions they might have. Remind students that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language.

Organize teams of five students.

Ask them to choose at least 3 leisure activities that they know and write their names in their notebooks.

Tell them to describe these activities in their notebooks. By writing down as many details as they can, suggest them to include any special equipment that may need to be used to perform the activity.

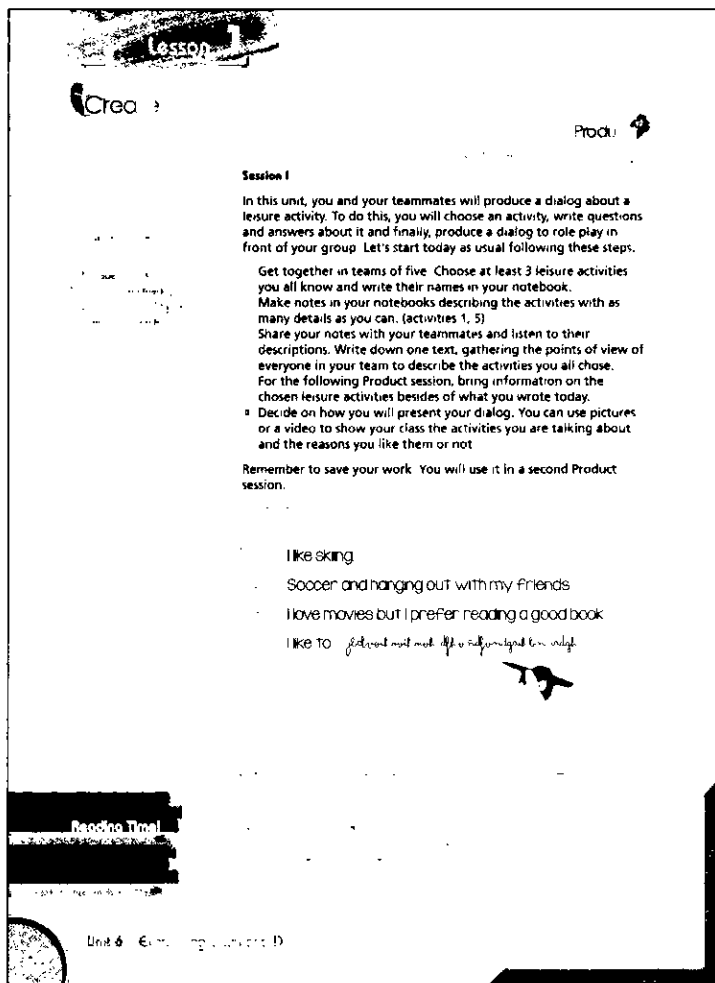
Ask them to share their notes and listen to their descriptions.

Next, have students write down one text, gathering the points of view of all the team members to describe the activities they chose.

For the following Product session, ask students to bring information on the chosen leisure activities besides of what they wrote today.

And have them decide on how they will present their dialogs, pictures, video, etc.

Remind students to save their work for the second Product session.



Reading Time!

In order to learn more about likes and dislikes, you can:

Ask students to read pages 80 to 83 from the Reader's Book before this lesson. At the beginning of the lesson, ask them to tell you the title of the text they read. As a group, discuss the reading. And have volunteers to share whatever information they might have found interesting, funny, boring, or sad.

Encourage students to mention what likes or dislikes are mentioned in the reading. They can also share if they like or dislike the reading or elements of the reading. Encourage them to tell you why they like or dislike those elements.

Lesson 2

DISCOVER



Work in groups of three and discuss the questions. Write your conclusions in your notebook.

What is a student exchange program?
 What are the advantages of studying abroad?
 Where would you like to go for a student exchange program?

Use the phrases in the box to complete the students' answers in a long distance interview for a student exchange program.

1. I'm thinking of being a vet. 2. Sport meets are exciting with my friends.
 3. I'm a reader. 4. I like ballet dancing.
 5. I really like drawing. 6. I don't like sports although.

NOW TELL ME ABOUT YOUR LIKES AND DISLIKES

I like hockey and would like to become a pro in the future. I also love hiking because () I don't like reading very much although I enjoy () I was very happy to know that your recreational program includes optional sports as well as different hikes and outings

I love dancing and () three times a week. My teacher says I have the abilities to become a professional ballet dancer. However, () because I love animals. If I join your program, I would like to get advice from your career counselors so as to know what is better for me

I love drawing and () I would like to be a fashion designer someday. I don't like sports although (). I would really like to join the optional fashion design tutorials you offer in your current program so as to start learning about fashion design.

1. Work in groups of three and discuss the questions. Write your conclusions in your notebook.

To complete this activity you can:
 Ask students to open their books on page 93.
 And have different volunteers read the instructions and the questions aloud. Make sure everyone understands them. Form groups of three and have students discuss the questions. Monitor and provide any needed assistance.
 Finally, encourage the groups to share their conclusions with the rest of the class.

2. Use the phrases in the box to complete the students' answers in a long-distance interview for a student exchange program.

To complete this activity you can:
 Ask volunteers to read the instructions and the phrases in the box.
 Then have students complete the activity individually.
 While you monitor and provide any needed assistance.
 Finally form pairs and have students compare their answers.
 To check, have volunteers read the texts aloud for the rest of the class.
 Correct as needed.

To read and understand the Glossary box you can:
 Read the words then have volunteers read the meaning and examples aloud.
 Next, have volunteers use the words in any other sentence or give another example yourself,
 e.g. I want to study abroad. /
 My sister participated in a student exchange program.
 She had to travel abroad.

Lesson 2

DISCOVER

Warm up

You can:
 Put up a map of the world on the board before class begins.
 Greet students and direct their attention to the map.
 First, encourage them to find their country and to name and point at other countries they know.
 Then, ask them to share if they would like to study in a different country if they had the opportunity. Encourage them to share the name of the country they would like to study at.

8. Listen to the radio interview and discuss the questions as a group. Then, write your answers in your notebook.

What extreme sports do you know?
Would you like to practice any of them? Which one? Why?

9. Listen again and complete the expressions.

— I'd like to say paragliding?
— Can you ... ?
— ... you mean?
— ... train ... ?
— Congratulations! You are ... aren't you?

10. Read the following compliments and discuss them with a partner. Use them to write a dialog in your notebook.

You look nice ...
What a lovely ...
I like / love your ...
You look amazing!
That (thing) looks great on you!

11. Read and analyze the following information about tag questions. Then, circle the correct option to complete the rule.


We use question tags to repeat / confirm the information in the statements.
The tense of verbs in the statements and the question tags is different / the same.
Affirmative statements are followed by affirmative / negative question tags.

Complete the next question tags.

"You once had an accident when landing." ... ?
"Paragliding lessons are expensive." ... ?
"You love all kinds of extreme sports." ... ?

12. Work in pairs. Use the cues and the question tags to confirm information about them.

... aren't you? (age)
... don't you? (likes)
... isn't it? (house location)



8. Listen to the radio interview and discuss the questions as a group. Then, write your answers in your notebook.

To complete this activity you can:

Tell students you will now listen to a radio interview and that they have to pay attention.

Have a volunteer read the instructions aloud and clarify any doubts.

Play Track 26 twice.

Next, lead a short class discussion that answers the questions. Finally, have students answer the questions in their notebooks.

9. Listen again and complete the expressions.

To complete this activity you can:

Read the instructions along with students.

Play Track 26 again for students to complete the activity.

To check, have different students come to the board and write the answers. Correct as needed.

10. Read the following compliments and discuss them with a partner. Use them to write a dialog in your notebook.

Invite students to work in pairs.

Have them read the instructions along with you and ask them to read the compliments aloud. Monitor as they perform the activity and then, invite volunteers to use the compliments with their classmates showing the rest of the group how compliments are used in English.

Then, encourage volunteers to share what they discussed with the rest of the class. Clarify as needed.

11. Read and analyze the following information about tag questions. Then, circle the correct option to complete the rule.

To complete this activity you can:

Have volunteers read the instructions and questions aloud.

Next, analyze the questions and find out what they have in common.

Elicit the answers from volunteers.

And, correct and clarify as needed.

12. Complete the next question tags.

To complete this activity you can:

Read the instructions along with students and ask students to complete the activity individually.

Monitor and provide any needed assistance.

13. Work in pairs. Use the cues and the question tags to confirm information about them.

To complete this activity you can:

Form pairs and read the instructions along with students.

While making sure everyone understands what to do.

Next, ask students to complete the activity.

Monitor and provide any needed assistance.

Lesson 2



Writing a Dialog About Likes and Dislikes

Session II

To complete this session you can:

Read the instructions along with students.

Ask students to get together with their teammates and take out their notes from the previous Product session.

Tell them to write down some questions they want to ask about the activities they chose.

Then, have them choose the role they want to take in the dialog.

Next, tell them to check that the questions they wrote are appropriate for the topic and that they comply with grammar, spelling and punctuation conventions. Remind them to use question tags.

Finally ask them to write the answers for each question.

Monitor and provide any needed assistance.

Remind students to save their work for the following Product Session.

Session II

Get together with your teammates and bring out the notes you wrote in the previous Product session.
Write some questions you may want to ask about the activities you chose (activities 1, 11, 12).
Decide on which role you want to take in the dialog: interviewer or interviewee.
Check that the questions you wrote are appropriate for the topic and that they comply with grammar, spelling and punctuation conventions. Remember to use question tags.
Write answers for each question and make sure they match with the ideas you want to express. Try to use connectors to solve doubts about the activities and to be spontaneous. Ask your teacher for help and make any necessary corrections.

Remember to save your work. You will use it in a third Product session.

Reading Time!

To read more about likes and dislikes, you can ask students to read pages 84 to 86 from the Reader's Book before you begin this lesson.

Encourage them to share what they understood. Ask them to share what they think the most interesting part is, as well as something they like or dislike about the reading.

Lesson 3


Disco

Discuss these questions as a group.

What type of reading materials do you know?

What is your favorite one?

Look at the pictures and use the words in the box to label them.



1 comic 2 magazine 3 book 4 e-book 5 e-reader

Read the questions in exercise 1 again and write your answers.

Work with a partner. Discuss your answers and write your partner's preferences on the lines.

Find out what pair shares the most similarities.

You can repeat the game by having students work with a different partner and find out their similarities in dislikes, e.g. I don't like sushi, do you? I don't like sushi either.

1. Discuss these questions as a group.

To complete this activity you can:
Greet your students.

Write the questions on the board and as a group, discuss and share your answers to these questions.

2. Look at the pictures and use the words in the box to label them.

To complete this activity you can:

Ask a volunteer to read the instructions. Then, read the words in the box.

Make sure everyone understands their meaning.

Have them complete the activity individually.

To check, elicit the answers from different students.

3. Read the questions in exercise 1 again and write your answers.

To complete this activity you can:

Read the instructions along with students. Make sure they understand what to do.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

4. Work with a partner. Discuss your answers and write your partner's preferences on the lines.

To complete this activity you can:

Read the instructions along with students.

Then, form pairs and have students discuss the questions and write their partner's answers on the lines.

Monitor and provide any needed assistance.

Finally encourage some volunteers to share their partner's answers with the class.

Lesson 3

Disco

Warm-up

You can:

Form pairs and give students two minutes to find as many similarities in their likes with their partner as possible. E.g. I like pizza. Do you like pizza?, I like pizza too. or I like pizza. Do you like pizza? I don't like pizza. I like ice cream. Do you like Ice cream? I like ice cream too. Tell the pairs to register how many similarities they find.

Lesson 3



Have volunteers read the information at the beginning of the page. Make sure everyone understands the expressions and clarify any doubts. Encourage students to share examples on how to express likes or dislikes. Correct as needed.

The expressions in the chart demonstrate the different 'intensity levels' for liking or disliking something. The expressions located at the top are the ones that simply demonstrate a like or a dislike.

As one continues reading the chart, the intensity of the like or dislike gets higher and higher. You can share some examples with your students, e.g *I like tomatoes. I love chicken. I enjoy bread. I'm crazy about chocolate. I don't like poems. I hate magazines. I detest TV. I can't stand gossip shows.*

5. Complete the chart. Walk around and ask your classmates about their favorite reading materials. Use the expressions above.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students and to complete the activity. Monitor and provide any needed assistance.

Think

To talk about likes and dislikes, you can use these expressions

Expressing likes:	Expressing dislikes:
Like ☐	Don't like / Dislike ☐
Love ☐ ☐ ☐	Hate ☐ ☐ ☐
Enjoy ☐ ☐ ☐ ☐	Detest ☐ ☐ ☐ ☐
I'm crazy about ☐ ☐ ☐ ☐ ☐	I can't stand ☐ ☐ ☐ ☐ ☐ ☐

Remember that when we use these expressions we use a verb in *-ing* form
 I like listening to music. I hate asking questions

Complete the chart. Walk around and ask your classmates about their favorite reading materials. Use the expressions above.
 Do you like to read? What do you like reading?

1
2
3
4
5

Write sentences about your findings.

6. Write sentences about your findings.

To complete this activity you can:

Now, have students write sentences with their findings. Remind them to use the expressions they learned. Monitor and provide any needed assistance. Next, encourage volunteers to share their sentences by writing them on the board. Correct as needed.

7. Read the dialog and order it. Then, listen and check your answers. Practice the dialog with a partner.


<p>Interviewer</p> <p>Excuse me. I'm doing a survey about reading habits. Could you answer a few questions?</p> <p>For my literature class.</p> <p>Do you like to read?</p> <p>Can you explain that?</p> <p>I see. What about audio books?</p> <p>What a coincidence! The girl I spoke to before this interview gave me exactly the same answer. Now, one last question. Do you like poetry?</p> <p>Well, thank you very much for your time.</p>	<p>Interviewee</p> <p>For example, I don't like to read novels because they're too long.</p> <p>I like poems very much but reading poetry books is not something I spend a lot of time on.</p> <p>What is the survey for?</p> <p>Hmm, it depends.</p> <p>Er... do you mean books you listen to? I've never used them. I prefer to read short stories or comics.</p> <p>You're welcome.</p> <p>Ok, go ahead.</p>
---	--

8. Work with a partner. Use the information in the boxes to write an interview with Bob Rodriguez, a snowboarding expert. Follow the instructions below.

<p>Instructions for the interviewer:</p> <p>Introduce yourself. Say who you work for. Say the purpose of the interview. Ask clear questions. Close the interview.</p>	<p>Instructions for the interviewee:</p> <p>Answer the questions with verbs from the lesson. Expand your main ideas when possible.</p>	<p>Include and use:</p> <p>Questions about the sport. Question tags.</p>
--	---	---

About Bob Rodriguez

Place of birth: Spain
Residence: USA (since he was 4 years old)
Occupation: Snowboarding Teacher
Titles: Won the FINA World Aquatics Championship.



8. Work with a partner. Use the information in the boxes to write an interview with Bob Rodriguez, a snowboarding expert. Follow the instructions below.

To complete this activity you can:

Read the instructions along with students and have different volunteers read the instructions in the activity. Make sure everyone understands them. Clarify any doubts. Then have students write the interview in their notebooks. Monitor and provide any needed assistance. To check, encourage each pair to share their work with the rest of the class.

7. Read the dialog and order it. Then, listen and check your answers. Practice the dialog with a partner.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what to do. First, ask students to read the dialog and to order it. Then, play Track 27 as many times as you consider necessary for students to check their answers. Next, have students write the dialog in their notebooks in the correct order. Finally, form pairs and ask students to practice the dialog with their partners. Remind students to be careful with the pronunciation and intonation in the questions.

Lesson 3



Writing a Dialog About Likes and Dislikes

Session III

To complete this session you can:

- Read the instructions along with students. And make sure they understand what they need to do.
- Have students get together with their teammates for the project.
- Tell them to organize their questions in the form of a dialog. Remind them to include an introduction.
- Next, ask them to check their questions and expressions. Remind them to see that all questions are answered clearly.
- Finally, have them practice their dialog. Remind them to save their work so they can use it in the final Product session.

Crea
Procl

Session III

Get together with your teammates and bring out the questions and answers you wrote in the previous Product session. Organize your questions in the form of a dialog. Remember to include an introduction to it. Verify the interventions of both the interviewer and interviewee. Use expressions you've learned throughout this unit. (p. 95 activities 9, 10)

Read the dialog several times to verify its order, and make sure all the questions are answered clearly. Expand your main ideas when possible.

Check for spelling, grammar and punctuation conventions and make any necessary corrections.

Practice the dialog with and without reading the questions and answers until it sounds as natural as possible.

Save your work. You will use it the final Product session.

Reading Time!

Reading Time!

To finish reading about expressing likes and dislikes, you can:

Ask students to read pages 87 to 91 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to remember and mention what they read about and share what they consider to be the most interesting information from the reading.

Encourage volunteers to share something that they disliked.

REVIEW Lesson 4

Complete the interview. Use the symbols to express the interviewee's opinion.

Gloria: I'm doing a survey for Popstar Magazine. Could you answer a few questions about your music preferences?

Lionel: Sure.

Gloria: Do you like rock music?

Lionel: Well, I like it very much.

Gloria: What about classical music?

Lionel: My favorite composer is Mozart.

Gloria: And Latin American pop?

Lionel: I like listening to Juanes and Julieta Venegas.

Gloria: Do you like rap?

Lionel: No, I don't like rap.

1. Read the sentences and decide if these collective nouns are used in American or British English.

The government are making a decision.	British English
The government is making a decision.	American English
The jury is not yet decided on a verdict.	American English
Our team are at the bottom of the league.	British English

2. Use the connectors in the box to complete the following sentences.

Although However as well as because and

Jane loves dancing, _____ she wants to become a ballet teacher.

The pet store sells cats and dogs, _____ lizards and birds.

I've been running for an hour, _____ I'm not tired.

_____ it was raining, we went for a walk.

We didn't go to the party _____ it was raining.

3. Complete these sentences with the correct question tag.


You like fish, _____?

She didn't do the homework, _____?

My brother was late this morning, _____?

Mariana plays football, _____?

Thomas doesn't like music, _____?



Lesson 4

REVIEW

1. Complete the interview. Use the symbols to express the interviewee's opinion.

To complete this activity you can:

Form pairs and ask students to compare their answers by saying the dialog aloud.

Then, elicit the answers from different volunteers.

Check and correct as needed.

2. Read the sentences and decide if these collective nouns are used in American or British English.

To complete this activity you can:

Have a volunteer read the instructions aloud.

And ask students to complete the activity individually.

Next, form pairs and have students compare their work.

Encourage volunteers to share their answers with the rest of the class.

3. Use the connectors in the box to complete the following sentences.

To complete this activity you can:

Have a volunteer read the instructions aloud.

And encourage students to share the connectors they know.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the complete sentences from different volunteers. Correct as needed.

4. Complete these sentences with the correct question tag.

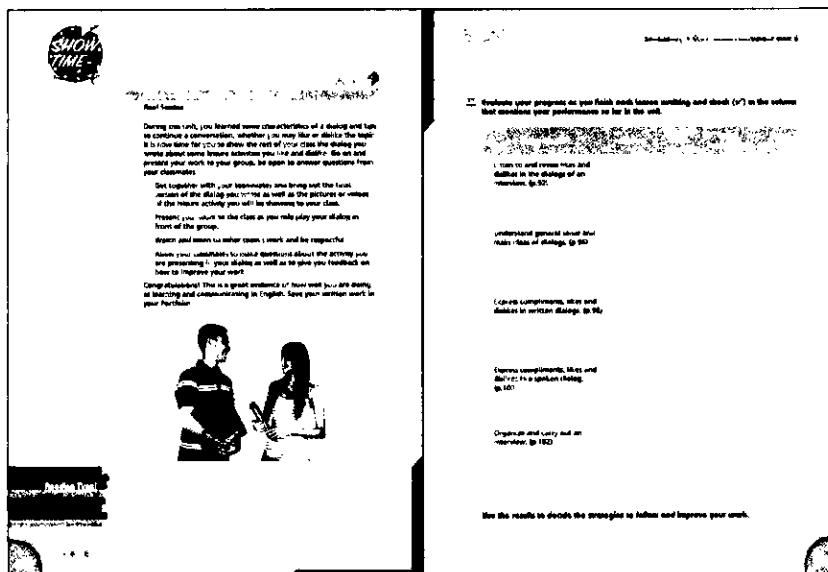
To complete this activity you can:

Ask a volunteer to read the instructions aloud.

Then, have students complete the activity individually.

Monitor and provide any needed assistance.

To check, encourage volunteers to write the questions on the board. Correct as needed.



Produce  6

Writing a Dialog about Likes and Dislikes

Read the information aloud along with students.

Ask students to get together with their teammates and take out the final version of their dialogs.

Tell them they should also have the pictures or videos they will share ready.

Give them five minutes to practice reading it aloud. Remind them to pay attention to the intonation of questions and answers.

Have each pair present their work to the class.

Ask students who are listening to their classmates to be respectful and pay attention.

Give one or two minutes for the other students to ask questions about the activity that was presented.

Remind students to keep their written work in their Portfolios.

Evaluation Instrument-Anecdotal notes

1. Read the following statements. Then, mark (✓) the columns according to your performance in this unit.

To complete this activity you can:

Read the chart aloud along with students and clarify any doubts.

Then, ask students to think about themselves and complete the chart according to their performance in this unit.

Monitor and provide any needed assistance.

2. Use the results to decide on strategies to follow to improve your work..

To complete this activity you can:

Read the instructions along with students.

Ask them to think about their answers and decide on at least two strategies they can follow to improve their work.

Don't forget to give some examples if necessary, e.g. I will read more slowly so it is easier for me to understand the main idea. / I will practice saying questions aloud so that I can understand when there is a question in a dialog, etc.

Monitor and provide any needed assistance.

Have volunteers share their strategies with the rest of the class.

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ✓ recognize the speakers' and listeners' language when talking about likes and dislikes.
- ✓ ask and answer questions about likes and dislikes.
- ✓ ask for clarifications.
- ✓ organize and carry out an interview.

During the planning and performing of the final product, I ...

- ✓ Participated actively.
- ✓ I was able to include new expressions practiced in the lessons.
- ✓ I paid attention to intonation patterns when using questions.
- ✓ I felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Co-evaluation

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice	4
Accepted the assigned tasks.				
Contributed positively to group discussions.				
Completed work and helped others when needed.				
Worked well with other teammates.				
Was a valuable member of the team.				
TOTAL				

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Assessment

To guide students to complete the following assessment in class, you can:

Have students open their books on page 104 and direct their attention to the first part. Read the instructions aloud along with students.

Then, read each sentence aloud and encourage students to answer honestly.

Next, direct students' attention to the second part of the assessment.

And read the instructions aloud and have volunteers read the emotions silently.

Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Encourage students complete this part of the assessment honestly and individually.

Remind them to complete the idea with their own information.

Then, read the last sentence aloud along with students.

And ask them to write down the things they would like to do to communicate better in English, e.g. Practice my pronunciation. Listen to more music to practice intonation, etc.

Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

Reading Time!

Co-evaluation

Focus students' attention on the co-evaluation and read the instructions. Go over each achievement and have students write a value for themselves. Once they finish, have students value each member of their teams and add the values.

Make sure students understand each achievement to be evaluated.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

Rubric 2

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always identifies topic, purpose and intended audience.	Distinguishes intonation and attitude in dialogs about community services most of the time	Distinguishes intonation and attitude in dialogs about community services some of the time	Rarely distinguishes intonation and attitude in dialogs about community services	Never distinguishes intonation and attitude in dialogs about community services
Always recognizes behavior adopted by speakers to clarify and confirm comprehension	Recognizes behavior adopted by speakers to clarify and confirm comprehension most of the time	Recognizes behavior adopted by speakers to clarify and confirm comprehension some of the time	Rarely recognizes behavior adopted by speakers to clarify and confirm comprehension	Never recognizes behavior adopted by speakers to clarify and confirm comprehension
Always determines sequence of enunciation	Determines sequence of enunciation most of the time	Determines sequence of enunciation some of the time	Rarely determines sequence of enunciation	Never determines sequence of enunciation
Always understands general sense and main ideas of dialogs	Understands general sense and main ideas of dialogs most of the time	Understands general sense and main ideas of dialogs some of the time	Rarely understands general sense and main ideas of dialogs	Never understands general sense and main ideas of dialogs
Always recognizes the structure of dialogs	Recognizes the structure of dialogs most of the time	Recognizes the structure of dialogs some of the time	Rarely recognizes the structure of dialogs	Never recognizes the structure of dialogs
Always recognizes the types of sentences used to express likes and dislikes	Recognizes the types of sentences used to express likes and dislikes most of the time	Recognizes the types of sentences used to express likes and dislikes some of the time	Rarely recognizes the types of sentences used to express likes and dislikes	Never recognizes the types of sentences used to express likes and dislikes
Always identifies the words used to connect ideas	Identifies the words used to connect ideas most of the time	Identifies the words used to connect ideas some of the time	Rarely identifies the words used to connect ideas	Never identifies the words used to connect ideas
Always shows empathy in oral interactions	Shows empathy in oral interactions most of the time	Shows empathy in oral interactions some of the time	Rarely shows empathy in oral interactions	Never shows empathy in oral interactions
Always expresses compliments, likes and dislikes in written dialogs	Expresses compliments, likes and dislikes in written dialogs most of the time	Expresses compliments, likes and dislikes in written dialogs some of the time	Rarely expresses compliments, likes and dislikes in written dialogs	Never expresses compliments, likes and dislikes in written dialogs
Always expresses compliments, likes and dislikes in a dialogue	Expresses compliments, likes and dislikes in a dialogue most of the time	Expresses compliments, likes and dislikes in a dialogue some of the time	Rarely expresses compliments, likes and dislikes in a dialogue	Never expresses compliments, likes and dislikes in a dialogue

SCALE 5 = 1

SCALE 4 = .75

SCALE 3 = .50

SCALE 2 = .25

SCALE 1 = 0

Unit 7

Unit 7 **Lesson 1**

Revise and understand information about the human body systems.
Propose and answer questions about the human body systems.

Write notes to describe human body systems.
Edit diagrams in teams and with the guidance of the teacher.

DISCO **Look and match.**

1. Heart
2. Human body
3. Human body System
4. Science Magazine
5. Human Body Diagram

Lesson 1 The Human Body



Warm up

You can:

Greet students. Then, write the word 'Presentation' on the board. Next, ask students to share all the ideas that come to their minds when they read or hear the word presentation and write them on the board.

Encourage them to share what presentations can be about and if they've ever presented something, encourage them to share the topic of their presentations.

1. Look and match.

To complete this activity you can:

Read the instructions along with students and have different volunteers read the words and phrases aloud. Then, ask students to look at the pictures and complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the answers from different students.

Achievements

Revise and understand information about the human body systems.

Propose and answer questions about the human body systems.

Write notes to describe human body systems.

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

Using the CD throughout Unit 7:

As mentioned in previous lessons, you can use the materials in the CD to play games where present, review and/or to practice vocabulary related to the human body systems when you consider appropriate.

Lesson 1



2. Look at the illustration and underline the correct options.

To complete this activity you can:

Ask students to open their books on page 106 and read the instructions along with students.

Then, have students look at the picture and complete the sentences by underlining the correct option.

Monitor and provide any needed assistance.

To check, elicit the correct sentences from volunteers and discuss their answers as a group.

3. Read the text and decide on a title for it. Give reasons for your choice.

To complete this activity you can:

Read the instructions along with students and have volunteers take turns to read the text aloud.

Then, ask students to reread the text silently once again.

Next, have students think of a title for the text. Tell them to write down the title in their notebooks. Ask them to also think about the reasons for their choice of title.

Monitor and provide any needed assistance.

Form pairs and have students share their titles and reasons for them.

Encourage volunteers to share their titles and reasons for them with the rest of the class.

Think

Look at the illustration and underline the correct options.

It is a picture / chart / graph.

You will probably find one in a history / biology / physics book

Read the text and decide on a title for it. Give reasons for your choice.

The human body is a scientific marvel. It consists of many parts and systems that work to carry out the different body functions. The most important human body systems are:

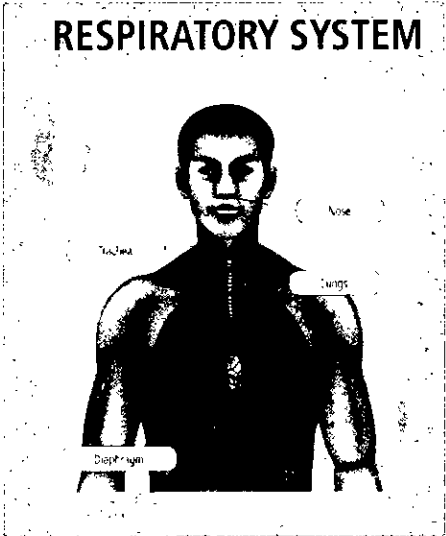
- It includes all of the bones and joints in the body and is the hard and strong framework in it. It provides support and protection for the soft tissues that make up the rest of the body.
- It is responsible for the movement of the human body. Attached to the bones of the skeletal system are about 700 named muscles. Without muscles, we cannot walk, jump, run, smile or even talk!
- Mouth, esophagus, stomach, liver, small intestine and large intestine are part of the digestive system. Our digestive organs break down the food to provide our body energy and raw materials.
- It is responsible for transporting nutrients, water and oxygen throughout the entire body and carrying away wastes such as carbon dioxide that body cells produce. It consists of three major parts: the heart, the blood and the blood vessels.
- Brain, spinal cord and nerves are part of the nervous system. Our nervous system carries electrical signals around our body. We need this system to see, hear, think and react.
- Lungs, trachea, nose and diaphragm are part of the respiratory system. The respiratory system allows us to breathe. These systems working together are the ones that make us a perfect living machine. So, the next time you think, I'm not good, stop and remember:

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Grade 7 and Educational Environment

4. Analyze the poster of the Respiratory System. Then, complete the statements that describe the functions of some organs. Use the verbs in parenthesis.

RESPIRATORY SYSTEM



The nose *(warm, filter, moisturize)* and *(conduct)* the incoming air. *(warm, filter, moisturize)*

The trachea *(conduct)* the air to the lungs. *(conduct)*

The lungs *(bring)* oxygen into the body and *(remove)* carbon dioxide from it. *(bring, remove)*

The diaphragm *(contracts)* and relaxes to help the air go in and out of the lungs. *(contracts)*

5. Listen and check your answers. Then, work with a partner and take turns reading the statements about the organs in the respiratory system and their functions.

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4. Analyze the poster of the Respiratory System. Then, complete the statements that describe the functions of some organs. Use the verbs in parenthesis.

To complete this activity you can:

Read the instructions along with students and make sure they understand what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance.

5. Listen and check your answers.

Then, work with a partner and take turns reading the statements about the organs in the respiratory system and their functions.

To complete this activity you can:

Tell students to now listen carefully and read the statements to check their answers.

Play Track 28 as many times as you consider necessary and ask students to check their answers.

Then, elicit the complete statements from different students and correct as needed.

Form pairs and ask the pairs to take turns reading the statements aloud. Monitor and provide any needed assistance.

Lesson 1



Make a Chart of a Human Body System

Session 1

To complete this session you can:

Ask students to open their books on page 108 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts and answer any questions they might have. Remind students that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language.

Get students to work in teams of five. Ask them to make a list of the different human body systems.

Then, have them decide on one body system to work with and make a chart about.

Encourage them to think of the audience with whom they'd like to design a chart for.

Ask them to discuss and make notes of the different sources they can use to get information to produce their charts.

Remind students to save their work for the second Product session.

Lesson 1

Product

Make a Chart of a Human Body System

Session 1

In this unit, you and your team will do some research on a particular body system to identify and select information to make a chart about it. By the end of the unit, you and your teammates will present your chart in front of your group.

Which body system do you consider more important or interesting? During this session you will:


- Get together in teams of five. With your classmates, make a list of the different human body systems.
- Choose one body system you would like to work on and write its name in your notebook. (activity 3)

Discuss with your teammates different types of information sources, such as the internet, books or encyclopedias, where you could find information about the body system you chose and write them down.

- Consult the sources you chose and take notes. Don't forget to bring them for the next session.

Make sure your notes include a description of the system and the organs in it.

Remember to save your work. You will use it in a second Product session.



Reading Time!

Unit 7 Human Body System

108

Reading Time!

To complete this activity you can:

This unit's reading focuses on the different human body systems. We are taken on a trip to an exhibition through the eyes of a student. To read about this human body adventure, you can. Ask students to read pages 92 to 95 from the Reader's Book before this lesson. At the beginning of the lesson, ask them to tell you the title of the text they read. As a group, discuss the reading. Have volunteers mention who writes the text, what the character is talking about and the things that she describes. What is the text about? Invite them to make predictions.

Lesson 2 Problems and Educational Environment

DISCOVER 1. Analyze the chart and label it according to the code.

mouth

tongue

pancreas

liver

small intestine

stomach

large intestine

1. Listen to the conversation and check your answers. Then, complete the missing information on the chart.

2. Answer the questions. Then compare your answers with a partner.

Who are the speakers? ...

Where are they? ...

What are they talking about? ...

Who has not finished the homework? ...

1. Analyze the chart and label it according to the code.

To complete this activity you can:

Ask students to open their books on page 109 and point at the image and encourage students to guess what it depicts.

Read the instructions and the code along with students to make sure everyone understands what needs to be done.

Have students complete the activity individually.

Monitor and provide any needed assistance.

2. Listen to the conversation and check your answers. Then, complete the missing information on the chart.

To complete this activity you can:

Tell students they now have to listen and check their answers. Tell them they also have to pay attention and complete the missing information on the chart.

First, play Track 29 twice for students to check their answers.

First, play Track 29 two more times and ask students to complete the chart.

Next, play Track 29 as many times as you consider necessary for students to check their answers.

To check, elicit the answers from different students.

3. Answer the questions. Then compare your answers with a partner.

To complete this activity you can:

Have a volunteer read the instructions. and ask students to complete the activity individually.

Form pairs and ask students to compare their answers.

To check, encourage volunteers to share their answers with the rest of the class. Correct as needed.

Lesson 2



Warm up

You can:

Write 'human body' on the board.

Form teams of five.

Encourage students to write down as many things (systems, bones, muscles, etc.) that come to mind when they read the words human body. Give them three minutes.

Then, have each group share what they came up with. Classify the information on the board.

Lesson 2



4. Read the information about some of the organs of the digestive system.

To complete this activity you can:

Ask students to open their books on page 110 and have a volunteer read the instructions.

Ask students to silently read the information.

Then, have volunteers read the sentences aloud.

Finally, encourage volunteers to say what they understood using their own words.

5. Work in pairs. Take turns reading the questions and answering them with information from the text above. Then, write the information in your notebooks.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask volunteers to read the questions aloud and clarify any doubts.

Have students answer the questions individually.

While you monitor and provide any needed assistance.

Form pairs and ask students to compare their answers.

Elicit the answers from volunteers and check.

Lesson 2

Think

Read the information about some of the organs of the digestive system.

Country

chew - ...

upper - ...

nutrient - ...

Digestion begins here. When food enters the mouth and the chewing process begins, salivary glands ...

Normally, you cannot feel the liver, because it ... by the rib cage. Its main job is to filter the blood coming from the digestive tract, before passing it to the rest of the body.

It ... on the left side of the upper abdomen. Proteins ... there and digestive chemicals ... in it.

It is a tubular structure of about 6 meters long. 90% of the nutrients and minerals for the body ... in this organ.

Work in pairs. Take turns reading the questions and answering them with information from the text above. Then, write the information in your notebooks.

- When are salivary glands activated?
- How is the liver protected?
- Where is the stomach located?
- Where are proteins processed?
- Where are most nutrients and minerals absorbed?

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Unit 7 The Digestive System

1. Use the information on the previous page to produce a chart of the Digestive System. Follow the steps below.

- Write the title for the chart
- Draw or paste a picture of the system.
- Research and add one more organ to the chart

It chews food and secretes saliva.

2. Share your charts with other classmates.

6. Use the information on the previous page to produce a chart of the Digestive System. Follow the steps below.

To complete this activity you can:

Read all the instructions along with students. Make sure everyone understands what needs to be done. Then, ask students to complete the activity individually. Monitor and provide any needed assistance.

7. Share your charts with other classmates.

To complete this activity you can:

Form groups of four and ask students to share their charts with the students in their groups. Invite volunteers to share their chart with the rest of the class.

Lesson 2



Make a Chart of a Human Body System

Session II

To complete this session you can:

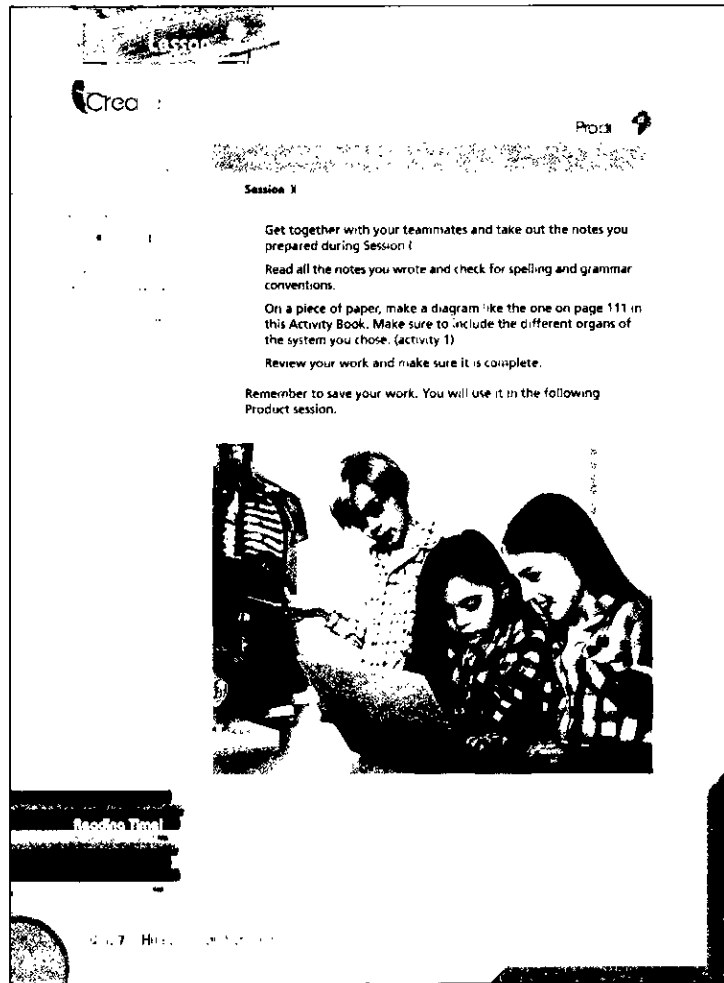
Read the instructions along with students.

Ask them to get together with their teammates and use the list of information sources they prepared on the previous Session and decide who will use which.

Have students individually read their sources and make notes of relevant information they think they will need. Tell them to exchange information with their teammates and to agree on the information they can discard and the information that is relevant and they will keep.

Monitor and provide any needed assistance.

Remind students to save their work for the following Product Session.



Reading Time!

To continue reading Sophia's blog to learn more interesting information about the human body and her experience at the exhibition, you can ask students to read pages 96 to 99 from the Reader's Book at the beginning of this lesson.

Encourage them to ask any questions they might have. Have them share what they think the most interesting part is. Tell them to feel free to share anything they want to about the reading. Invite them to mention something they didn't know and they learned while reading this part of the story.

Lesson 3

DISCO Read the text quickly and take turns asking and answering these questions.

Where was it taken from? _____

What is it about? _____

What is the topic of the quiz? _____

What prizes are mentioned? _____

Who is the sponsor? _____

Read carefully the statements and answer the quiz.

FREE TEENS QUIZ

How much do you know about the human body?
Win a cool T-shirt and two tickets for Saturday's 'Splash' concert.
 Answer the quiz, complete the form with your information, print it and drop it in one of our boxes at the entrance of our store

Is the number of human bones higher at birth than at adulthood?	True	False
Is your sense of taste more sensitive than your sense of smell?	True	False
Is the brain more active during the day than during the night.	True	False
Does eating lots of fatty foods ensure a healthier skin?	True	False
Is enamel the hardest substance in the human body.	True	False
Is the liver is one of the busiest organs in the body	True	False
Is the most important function of the skin to regulate body temperature?	True	False

FREE TEENS THE STORE WHERE TEENS MEET!

Listen and check your answers. Then, compare your results with a partner.

1. Read the text quickly and take turns asking and answering these questions.

To complete this activity you can:

Ask students to open their books on page 113. Read the instructions along with students and go over the questions and clarify any doubts. Have students quickly read the text and answer the questions individually. Monitor and provide any needed assistance. To check, elicit the answers from different students.

2. Read carefully the statements and answer the quiz.

To complete this activity you can:

Ask a volunteer to read the instructions aloud. Then, have students complete the activity individually. Monitor and provide any needed assistance.

3. Listen and check your answers. Then, compare your results with a partner.

To complete this activity you can:

Tell students you will now listen to an audio and they have to check their answers. Play Track 30 as many times as you consider necessary and have students check their answers. Next, form pairs and have students compare their results. Finally, encourage some volunteers to share their answers with the rest of the class.

Lesson 3



Warm up

You can:

Choose some important vocabulary words from this lesson and play a game like 'pictionary' (whisper a word to a student, the student draws the word and the rest of the class guesses the word) or hangman.

Lesson 3



4. Use the colors of these rules for the comparative and the superlative forms to underline the adjectives in the quiz.

To complete this activity you can:

- Read the instructions along with students. Make sure everyone understands what needs to be done. Have volunteers read the rules aloud and clarify any doubts.
- Have students underline the adjectives in the quiz individually.
- While they work, make a chart on the board where students will be able to sort the adjectives so you can check their answers.
- Form groups of four and ask students to compare their answers. Monitor their work.
- Ask volunteers to sort the adjectives on the board. Correct as needed.

Chart example:

- Comparative:**
- er
 - ier
 - more + adjective
- Superlative:**
- est
 - iest
 - most + adjective.

You can also refer to the Grammar Reference page 189 to see more information about comparatives and superlatives.

1 Use the colors of these rules for the comparative and the superlative forms to underline the adjectives in the quiz.

Comparative and Superlative Adjectives

The comparative form

- One-syllable adjectives form their comparative by adding **-er** at the end.
- Two-syllable adjectives form their comparative by adding **-er** to the adjective.
- Three-syllable adjectives form their comparative by adding **more** + the adjective.

The superlative form

- One-syllable adjectives form their superlative by adding **-est** to the end.
- Two-syllable adjectives form their superlative by adding **-er** to the end.
- Three-syllable adjectives form their superlative by adding **most** + the adjective.

To learn more about Comparatives and Superlatives go to the Grammar Reference page 171.

2 Complete the notes for a chart about Human Body Facts. Use the comparative and superlative forms of the adjectives in parentheses. Then, share your answers with a partner.

<p>lung</p> <p>muscle</p> <p>skin</p> <p>The brain (small) in the human body is in the ear. It's only 2.8 millimeters long.</p>	<p>When you get up in the morning you are shorter (tall) than when you go to sleep.</p>	<p>Your left lung is smaller (small) than your right one.</p>
<p>With evolution, the human brain has become more complex (complex).</p>	<p>The strongest (strong) muscle in the human body is the jaw muscle.</p>	<p>The important (important) functions of the skin are to regulate the temperature of the body and to protect it from germs.</p>

5. Complete the following notes for a chart about Human Body Facts with the correct form of the adjectives in parentheses. Then, share your answers with a partner.

To complete this activity you can:

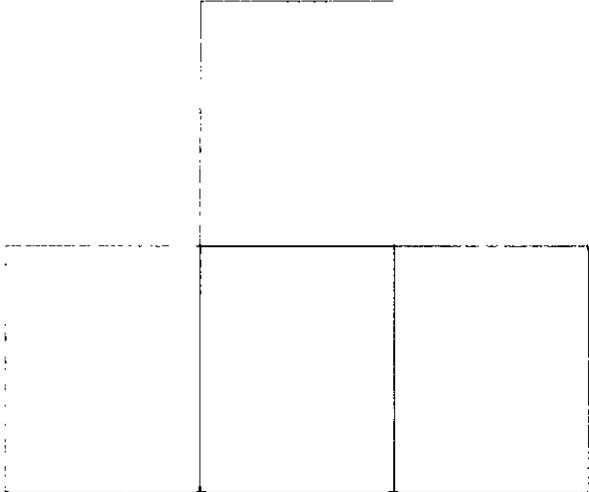
- Read the instructions along with students and make sure they understand what needs to be done.
- Ask them to complete the chart individually.
- Then, form pairs and have them share their answers with their partner.
- Elicit the answers from different students and check. Correct as needed.

Readers of Educators' Environment

Make a chart of human body facts.

Work with a partner and do some research about other human body facts in your biology book or on the Internet.

- Choose the facts you consider the most interesting or funny.
- Make a chart with them like the one on page 114. Use the template below.
- Include the title.
- Describe the facts and illustrate them; check on grammar and spelling.
- Share your chart with other pairs.



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6. Make a chart of human body facts.

To complete this activity you can:

Have volunteers read the instructions for this activity aloud. Go step by step and clarify any doubts. Make sure everyone knows what needs to be done and the steps to follow. Form pairs and have students research and complete the activity with their partners. Monitor and provide any needed assistance. When they are finished, have students share their work with another pair. Finally, encourage volunteers to share their work with the rest of the class.

Lesson 3



Make a Chart of a Human Body System

Session III

To complete this session you can:

Read the instructions along with students. Make sure they understand what they need to do.

Have students get together with their teammates for the project and remind them to adjust their language according to their audience.

Ask them to write the final version of their paragraph.

Monitor and provide any needed assistance.

Tell them to use graphic resources to illustrate their notes.

Remind them to save their work so they can use it in the final Product session.

Think
Product

Session III

Get together with your teammates and read and edit the notes you wrote in your notebook during Session II.

Adjust language according to your audience (activities 2, 5).

Write a final version of your paragraph. Ask your teacher to help you and make the final corrections.

- Use graphic resources to illustrate your notes. (activity 5)
- Prepare a set of questions about the different body systems and write the answers too. Check spelling, grammar and punctuation.
- Organize these questions and answers in a logical sequence and write a dialog with them.

Remember to save your work. You will use it in the final Product session.

Reading Time!

Unit 7: Human Body Systems

Reading Time!

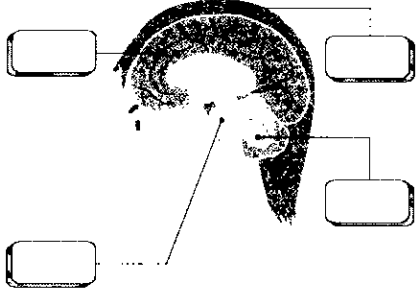
To finish reading about the human body exhibition and to check the comprehension of the reading, you can:

Ask students to read pages 100 to 103 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to remember and mention what they read about and share what they consider to be the most interesting information from the reading.

Encourage them to compare and share their answers of the Comprehension Check.

Review Lesson 4 **Systems and Educational Environment**

1. Listen to part of an anatomy class, label the chart and write a title for it.



2. Work in groups of three and compare your answers.

3. Listen to the class again and answer the questions.

- What is the brain tissue like? It is soft and wrinkled.
- What is the brain part of? It is part of the nervous system.
- What is it protected by? It is protected by a green skull.
- How many parts does it have? It has three main parts.
- What are they called? The cerebrum, the cerebellum, and the brain stem.
- What functions does the cerebrum deal with? It controls all of our actions, feelings, language and thought.
- What is the cerebellum responsible for? It controls the fine motor.
- What activities does the brain stem control? It controls functions like heart beating, breathing and sleeping food.

4. Take turns asking and answering the questions.

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Lesson 4



1. Listen to part of an anatomy class, label the chart and write a title for it.

To complete this activity you can:

Read the instructions along with students.
 Play Track 31 as many times as you consider necessary for students to complete the activity individually.
 Monitor and provide any needed assistance.

2. Work in groups of three and compare your answers.

To complete this activity you can:

Form groups of three and have students compare their answers. Then, play Track 31 again and encourage the groups to help their teammates check and correct any mistakes they might have. Elicit the answers from different students.

3. Listen to the class again and answer the questions.

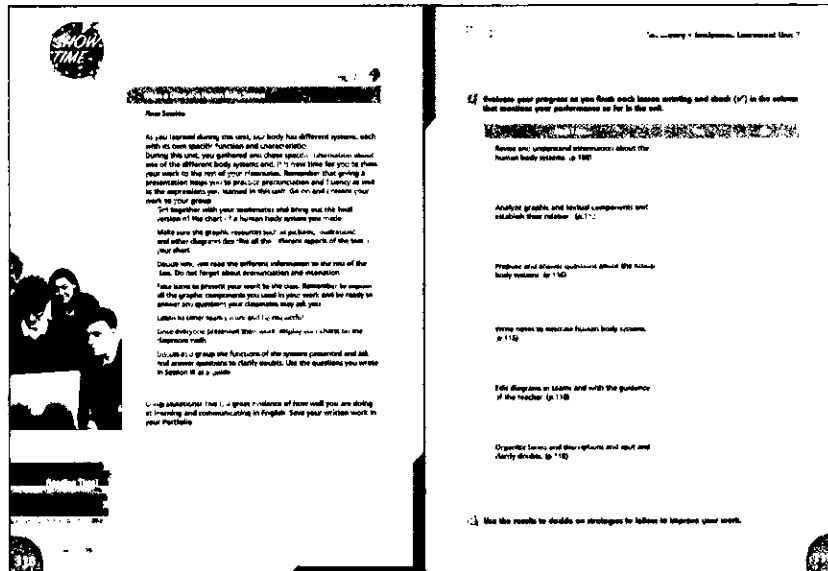
To complete this activity you can:

Have a volunteer read the instructions aloud. Play Track 31 as many times as you consider necessary for students to complete the activity individually. Next, form pairs and have students compare their work. Encourage volunteers to share their answers with the rest of the class and correct as needed.

4. Take turns asking and answering questions.

To complete this activity you can:

With students still working with their partners from the previous activity, ask them to take turns to ask and answer the questions in exercise 3. Remind them to pay attention to the pronunciation and intonation. Monitor and provide any needed assistance.



Product



Make a Chart of a Human Body System

To complete this session you can:

Read the information aloud along with students.

Ask students to get together with their teams for this project and take out the final version of their product.

Ask them to prepare anything else they need to prepare before their presentation.

Give them 5 minutes to rehearse and assign roles.

Then have each group come to the front and present their work. Before they begin their presentation, ask them to tell you who is their audience and the title of their presentation.

Ask students who are listening to their classmates to be respectful and pay attention.

Give one or two minutes for the other students to ask questions about the system that was presented.

Remind students to keep their written work in their Portfolios.

Evaluation Instrument-Checklist

1. Use the checklist to mark (✓) your abilities.

To complete the checklist, you can:

Read the checklist aloud along with students and clarify any doubts.

Ask students to think about themselves and complete the chart according to the abilities they developed in this unit.

Monitor and provide any needed assistance.

2. Use the results to decide on strategies to follow to improve your work.

Read the instructions along with students.

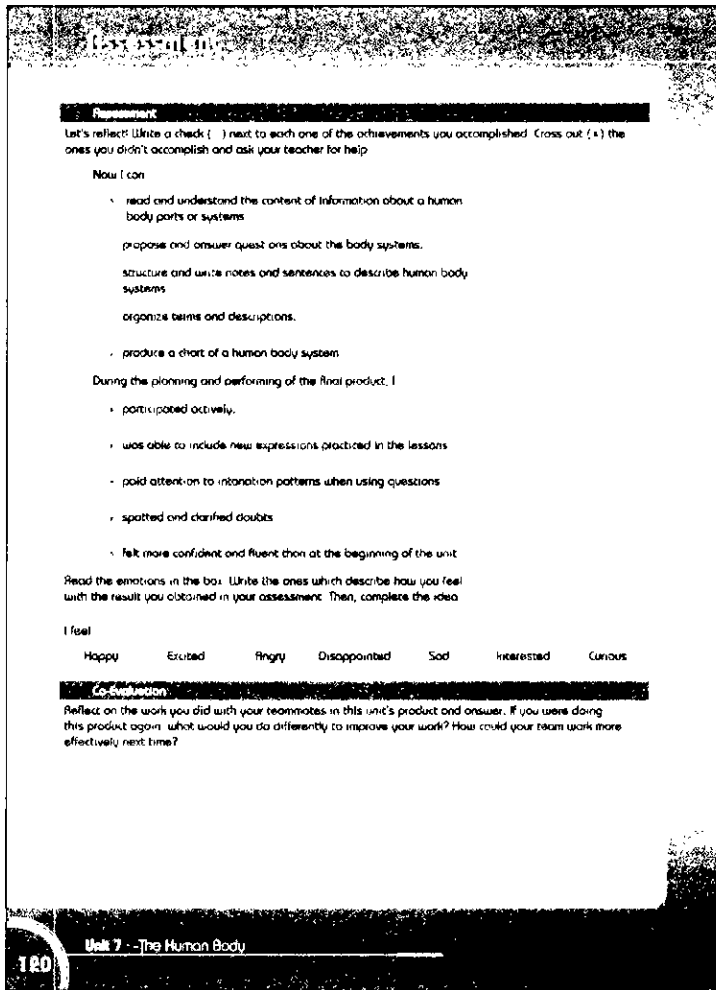
Ask them to think about their answers and decide on at least two strategies they can follow to improve their work.

Give some examples if necessary, e.g.

I will read more encyclopedias so that I can compare graphic and textual components. I will practice writing notes about different subjects. I will read more about the human body, etc.

Monitor and provide any needed assistance.

Have volunteers share their strategies with the rest of the class.



Assessment

To guide students to complete the following assessment in class, you can:

Have students open their books on page 120 and direct their attention to the first part. Read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly.

Then, direct students' attention to the second part of the assessment.

Read the instructions aloud and have volunteers read the emotions silently.

Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Then, have students complete this part of the assessment honestly and individually.

Remind them to complete the idea with their own information.

Then, read the last sentence aloud along with students.

Encourage them to think about what they'd like to improve and ask them to write it down.

e.g. I want to participate more.

I want to practice new expressions.

I want to practice organizing ideas and descriptions, etc.

Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

Co-evaluation

To complete this co-evaluation you can:

Read the instructions aloud.

Remind students about the way to do this evaluation and have them answer the questions individually.

Ask students to reflect on their work and on their classmates' too.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

I Read the information about the respiratory system. Make a mind map using the information.

The respiratory system works by exchanging gases, oxygen and CO₂. It gets oxygen from the air, passes it through the blood and into every cell to get energy and finally expels CO₂ out of our bodies. The components of the respiratory system are the nostrils and nasal cavity, the mouth, pharynx, larynx, trachea, the lungs and in the lungs there are bronchi, bronchiole and alveoli. The respiratory system makes two movements, inspiration or inhalation and expiration or exhalation. Sometimes, the respiratory system can have problems such as infections like pneumonia, the flu or a cold; there are some people that have allergies and asthma, and there are diseases like emphysema and which can affect its functions. It is very important to take care of our respiratory system because we need the oxygen it gives us to live a happy healthy life.

Respiratory System

Unit 8

An Oral Presentation

Have them share the means of transport that they've used to travel (car, bus, plane, etc.) and where they have stayed (hotel, apartment, relative's house, etc.)

1. Look and match

Read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the answers from different students.

2. Complete the sentence with your own information and share with a classmate.

Read the instructions and the sentence along with students and ask students to complete the sentence.

Monitor and provide any needed assistance.

Then, form pairs and have students read their sentence to their classmate. Encourage volunteers to share their sentence with the rest of the class.

3. Listen to the conversation. Then, discuss the questions with a partner and answer them in your notebook.

Ask a volunteer to read the instructions aloud.

Play Track 36 twice. Ask students to pay attention.

Form pairs and ask students to discuss the questions.

Monitor.

4. Listen again and check your answers.

Then, share them with the rest of the class.

Have students listen to the conversation again and check their answers to the questions.

Play Track 36 one more time.

Then, encourage volunteers to share their answers with the rest of the class.

Check that everyone agrees on what the correct answers to the questions are.

Lesson 1

Seek and consult information. Compare pros and cons of ideas and proposals. Build arguments to defend ideas and proposals. Listen and express pros and cons to come to an agreement.

DISCO Look and match.

1. Complete the sentence with your own information and share it with a classmate.
My favorite place for a vacation is _____ because I like/can _____.

2. Listen to the conversation. Then, discuss the questions with a partner and answer them in your notebook.
Who are the speakers?
What are they talking about?
What travel option do the children discard?
What do they want to do?

3. Listen again and check your answers. Then, share them with the rest of the class.

itinerary
tent
ferry
desert

Achievements

Seek and consult information.

Compare pros and cons of ideas and proposals.

Build arguments to defend ideas and proposals.

Listen and express pros and cons to come to an agreement.

Lesson 1



Warm up

You can:

Greet students. Share with them a place where you have traveled and a place where you would like to travel. Tell them the means of transport you used to get there and where you stayed.

Encourage students to share a place where they have traveled and a place where they would like to travel.

Lesson 1



5. Write a check (✓) next to the information sources mentioned in the conversation on page 121.

To complete this activity you can:

Read the instructions along with students.
Then, have students complete the activity individually.
Form groups of three and ask students to compare their answers.
Finally, elicit the answers from volunteers and correct as needed.

6. Read the following extracts and answer the questions.

To complete this activity you can:

Explain that there are some words that are used to join two or more words, phrases, or clauses.
Direct students' attention to activity 6.
Have volunteers read the sentences aloud and ask them to answer the questions.
Elicit answers from volunteers and check. Correct as needed.

7. Complete the conversation. Use the words from the previous activity.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what to do.
Have students complete the activity individually.
Monitor and provide any needed assistance.

Write a check (✓) next to the information sources mentioned in the conversation on page 121.

Read the following extracts and answer the questions.

Big cities are okay. We don't want to go on city tours. We did all that last year when we went to Rome. We don't want to go on city tours. We go to museums, we could do something more exciting! You and your sister have already been researching? You can go whale watching.

Which word expresses a contrast? and
Which words indicate addition? and
Which word expresses a result? and
Which words express options? an

Complete the conversation. Use the words from the previous activity.

Father: The children were discussing about our next vacation. They researched about places to go.
Mother: Oh! , what do they want to do?
Father: They would like to go to Hawaii.
Mother: That's not a bad idea. We have never been there. My aunt Tina lives there, remember? We could visit her!
Father: I know that. You and I had originally thought of going to Washington.
Mother: It's going to be very cold in Washington. It's going to be warm and sunny. Hawaii

Listen and check your answers.

8. Listen and check your answers.

To complete this activity you can:

Tell students you will now listen to the conversation and that they have to listen in order to check their answers.
Play Track 33 as many times as you consider necessary.
Elicit the answers from different students.
If the time permits, you can form pairs and have them practice the conversation. Then, you can encourage volunteers to act out the conversation to the rest of the class.

Family and Community Environment

9. Discuss with a partner these travel options. Choose the ones you like and discard the ones you do not like.

HIGH SKYES TRAVEL

Save \$125 on Aqueduct Vacation Packages
HIGH SKYES AERLISIA M. AERONS

SUMMER SOCCER CAMP (Cuernavaca, Morelos)
1 week with the best soccer coaches.

MAYAN CULTURE TOUR - TIKAL, GUATEMALA

San Miguel de Miradero
MAYAN MEGAR TOWN
starting at \$5,999/night

10. In your notebook, write the reasons for your choices. Use the words you learned on the previous page whenever possible. Share your work with the rest of the class.

In your notebook, write the reasons for your choices. Use the words you learned on the previous page whenever possible. Share your work with the rest of the class.

Work with another partner and choose one of the travel options in exercise 9. Research about transportation and accommodation facilities for this place and complete the chart.

Type of...	Advantages	Disadvantages
Transportation	Speed, cost, etc.	
Accommodation		

123

10. In your notebook, write the reasons for your choices. Use the words you learned on the previous page whenever possible. Share your work with the rest of the class.

To complete this activity you can:

Read the instructions along with students.

Ask students to continue working with their partner and write the reasons of their choices in their notebooks. Remind them to use the words they learned on the previous page whenever possible and that they can also use a dictionary if they need to.

Monitor and provide any needed assistance.

Then, have each pair share their reasons with the rest of the class.

11. Work with another partner and choose one of the travel options in exercise 9. Research about transportation and accommodation facilities for this place and complete the chart.

To complete this activity you can:

Have students get together with a different partner.

Read the instructions to activity 11 along with students.

Then, ask students to choose one travel option from exercise 9 and follow the instructions to complete the chart.

Monitor and provide any needed assistance.

Encourage volunteers to share their charts on the board with the rest of the class.

9. Discuss with a partner these travel options. Choose the ones you like and discard the ones you do not like.

To complete this activity you can:

Ask a volunteer to read the instructions aloud for the rest of the class. Make sure everyone understands what needs to be done.

Form pairs and ask students to discuss the travel options and choose the ones they like and discard the ones they don't.

Monitor and provide any needed assistance.

Lesson 1



Writing a Travel Itinerary

Session 1

To complete this session you can:

Ask students to open their books on page 124 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts. Remind students that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language.

Get students to work in teams of five and have them make a list of the most popular places to visit in their country. Ask students to discuss their preferences and state reasons why they like or dislike a place.

Have students decide only on a place.

Tell students they must do some research on the place they chose and bring it for the next session.

Also, have students decide on the sources of information they will use. Monitor and provide any needed assistance.

When students finish their work, have them save it for the following Product session.

Lesson

Crea
Produ

Writing a Travel Itinerary

Session 1

In this unit, you and your teammates will choose a place to visit and write out a 4-day travel itinerary. As usual, you'll work in teams and by the end of the unit, you will share your travel itinerary with the rest of your group. Let's start:

- 1 Get together in teams of five. With your classmates, make a list of the most popular places people visit in your country.
- 2 Express your preferences and say why you like or dislike a place. Come to an agreement with your teammates and decide on one place you find interesting. (activity 2)

For the following class, you must do some research about the place you chose, including: what activities you can do there; how to get to this place, types of accommodation and any other features you may find.

- 3 Decide on the different sources you will use to get this information and write a list in your notebooks.

Remember to save your work. You will use it in a second Product session.

Reading Time!

124
A GRAMMAR

Reading Time!

There are many ways in which a person can travel. There are some trips that are more meaningful than others. Some can even allow us to discover new things about ourselves and the world around us. In this unit's story we are taken on a girl's short trip for a picnic that turns into something quite unexpected. To begin this reading, you can:


Ask students to read pages 104 to 107 from the Reader's Book before this lesson. At the beginning of the lesson, have students recall the title of the text and what it is about. Then, encourage volunteers to share whatever information they might have found interesting, funny, boring, or sad. Encourage them to mention what has happened so far.

Lesson 2 **Family and Community Environment**

Discover

Look at the pictures and discuss these questions with your class.

- Do you recognize these destinations?
- Do they look like good places to go on vacation?

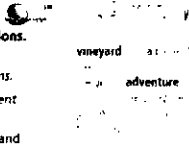


Match the descriptions below with the pictures. Then, share your answers with your class.

- Only a short train ride from one of the world's greatest and most wisted monuments (Machu Picchu), Cusco a beautiful colonial city in central Peru, makes an ideal vacation for anyone with a sense of adventure.
- Come to Whistler, Canada, ski some of the fastest and most beautiful mountains in North America. This world-class resort is a winter paradise. Enjoy fresh air, exercise and excellent international food from around the world.
- Enjoy hot and sunny days. Take photographs of rhinos, zebras, lions and elephants. Drive past beautiful world-renowned vineyards. If you are a nature lover and love animals, this safari in Kruger Park, South Africa is the vacation for you.

Listen to the conversation and underline the correct options.

- Helen and Richard discuss: *when to go on vacation / the advantages and disadvantages of some travel destinations.*
The travel options they mention are in the: *same / different* countries.
- At the end of the conversation they: *reach / don't reach* an agreement.



2. Match the descriptions below with the pictures. Then, share your answers with your class.

To complete this activity you can:

Direct students' attention to activity 2 and read the instructions aloud along with students. Make sure everyone understands what to do.

Have volunteers take turns to read the descriptions aloud.

Next, ask students to silently read the descriptions and match them to the pictures.

Monitor and provide any needed assistance.

To check, elicit answers from different students.

3. Listen to the conversation and complete the sentences.

To complete this activity you can:

Direct students' attention to activity 3. Have a volunteer read the instructions aloud.

Play Track 34 as many times as you consider necessary and ask students to complete the activity.

Have volunteers read the answers aloud. Correct as needed.

Lesson 2



Warm up

You can choose some action verbs and play charades at the beginning of the class

1. Look at the pictures and discuss these questions with your class.

To complete this activity you can:

Read the instructions along with students.

Then, look at the pictures and discuss the questions as a class. Next, ask the questions and invite all students to share their answers.

Lesson 2



4. Work with a partner. Listen to the conversation again. What are some advantages and disadvantages of traveling to the places mentioned? Complete the chart.

To complete this activity you can:

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done.

Then, form pairs and play Track 34 as many times as you consider necessary and have students complete the chart by writing the advantages and disadvantages of traveling to the mentioned places.

Monitor and provide any needed assistance.

Finally, have volunteers complete the chart on the board. Correct as needed.

5. Where do you think these people would choose to travel? Write your answers in your notebook and justify them. Then, share your answers with the rest of your class.

To complete this activity you can:

Ask a volunteer to read the instructions aloud and have students complete the activity individually.

Monitor and provide any needed assistance.

Have students share their work with the rest of the class.

6. Read the sentence extracts and match the underlined expressions with their meanings.

To complete this activity you can:

Read the instructions along with students.

Then, have volunteers read the sentence extracts and the meanings and clarify any doubts.

Think Work with a partner. Listen to the conversation again. What are some advantages and disadvantages of traveling to the places mentioned? Complete the chart.

South Africa

Whistler, Canada

Cusco and Machu Picchu, Peru

Where do you think these people would choose to travel? Write your answers in your notebook and justify them. Then, share your answers with the rest of your class.


- A family with two children?
- A business man?
- A group of high school students?

Read the sentence extracts and match the underlined expressions with their meanings.

'We really should send ours!'	4 asks for approval.
'It sounds fantastic.'	1 expresses doubt.
'The safari, definitely!'	3 expresses disapproval.
'Are you sure? You've always said you...'	1 expresses a strong suggestion
'Don't you agree, Richard?'	indicates no doubt
'I would much rather go to Whistler.'	2 indicates approval.
'That's not good, Richard.'	5 indicates strong preference.

Now, listen to the expressions and check your answers. Then, practice with a partner using the correct emphasis and volume to create the desired effect.

A Group of People



Have students complete the activity individually. Monitor and provide any needed assistance.

7. Now, listen to the expressions and check your answers. Then, practice with a partner using the correct emphasis and volume to create the desired effect.

To complete this activity you can:

Play Track 35 as many times as you consider necessary and ask students to check their answers.

Form pairs and ask students to practice saying the expressions with the correct emphasis and volume to create the desired effect.

Monitor and provide any needed assistance.

Invite volunteers to say some expressions aloud for the rest of the class. Remind them to use emphasis and volume to create the desired effect.

8. Classify the travel options from the box in the correct column.

Where to go	How to travel	Where to stay	What to do
the beach	by plane	water sports	the mountains
photograph	the jungle	shopping	a friend's house
sightseeing	the desert		

9. Complete the dialogs with the expressions in the box.

A: How about swimming in the pool?	B: Really? I don't like to swim at the beach.
A: Which tour shall we take?	B: Tour number 2. It's the most interesting.
A: Let's go by plane.	B: I think it's too expensive.

10. Read and listen to the four conversations and match them with the pictures.

1. I think sleeping in a tent is the best option!

2. I don't think so. It's going to be too cold over there.

3. Guess what? We're going on a tour to the Amazon jungle!

4. Really?

5. What about going to the beach?

6. It sounds fantastic!

7. Let's buy tickets for the next ferry!

8. Are you sure? Do we have time to get to the terminal?

9. Yes. We have plenty of time.

Work with a partner. Express your opinion about the travel options in the chart using the expressions in this lesson.

8. Classify the travel options from the box in the correct column.

To complete this activity you can:

- Read the instructions along with students. Make sure everyone understands what to do.
- Ask students to complete the activity individually. Then, form pairs and have students compare their answers.
- In the mean time, write the column titles on the board. Have volunteers write the answers on the board. Correct as needed.

9. Complete the dialogs with the expressions in the box.

To complete this activity you can:

- Choose volunteers to read the instructions and the expressions aloud. Clarify any doubts.
- Then, ask students to complete the activity individually.
- Elicit the answers from different students. Correct as needed.

10. Read and listen to four conversations and match them with the pictures.

To complete this activity you can:

- Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done.
- Play Track 36 twice and have students complete the activity.
- To check, elicit the answers from different students. Correct as needed.

11. Work with a partner. Express your opinion about the travel options in the chart using the expressions in this lesson.

To complete this activity you can:

- Form pairs.
- Ask students to have a short conversation where they express their opinion about the travel options in the chart. Encourage them to use the expressions in this lesson.
- Monitor and provide any needed assistance.
- Invite volunteers to share their opinions with the rest of the class.

Lesson 2



Writing a Travel Itinerary

Session II

To complete this session you can:

Read the information aloud along with students.

Ask students to get together with their teammates and take out the information about the place they chose from the previous Product session.

Have students discuss and define as a team which information is relevant for their product and ask them to discard the rest.

Then, ask them to compare their work with the concepts they learned in this lesson and ask them to take notes of the proposals and new ideas.

Have them make a chart with the information they collected and compare it with that of their teammates.

Next, have students make a final chart that includes the characteristics and activities they will include in the 4-day travel itinerary.

Monitor and provide any needed assistance.

Tell students they must bring pictures, drawings or magazine cutouts to illustrate their information for the next Product session.

Remind students to save their work for the following Product Session.

Session II

Get together with your teammates and bring out the information about the place you chose in the previous Product session.

Discuss and define as a team which information is relevant for your product and discard the rest.

Take notes of the proposals and new ideas. (activities 2, 3)

Make a chart with the information you collected and compare it with the information your teammates brought. (activity 4)

Make a final chart agreeing on the characteristics and activities you want to include in the 4-day travel itinerary.

For the following Product session you will bring pictures, drawings or magazine cutouts to illustrate what you all wrote in the chart.

Save your work. You will use it in the following Product session.

Reading Time

AG - AC - 114

Reading Time!

To find out what happens to Tanvi after her unexpected encounter while on her field trip, you can ask students to read pages 108 to 111. Encourage them to first retell whatever they remember from the story. You can choose to ask students to read silently or you can have them take turns to read the pages aloud. Then, as a group, discuss what happened to Tanvi and invite them to make predictions about what will happen next. Ask them to share what they consider to be the most interesting part of the story.

Lesson 3

Disco

Work with a partner and discuss these questions. Write your answers in your notebooks.

What different types of summer camps do you know of?
 What do you think are the advantages and disadvantages of going to a summer camp?

Listen to the dialog and complete the itinerary. Use the sentences in the box.

PLACEMENT: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

CAMP NAME	PLACE	DURATION
DAY 1 Morning - Arrival at Encinitas camp farm, Los Angeles, CA Cabin assignment (by age and gender) Afternoon - Show your talent workshop Evening - Dinner at camp dining room (1)	DAY 4 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon - Choreography class (Designing and rehearsing a dance routine) Free Time or Optional Activities Evening - (2) Attend a ballet performance at the Encinitas Arts Theater	DAY 2 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon - (3) Free Time or Optional Lessons (yoga, guitar, acting, hairdressing /make-up lessons) Evening - Dinner at the camp dining room
DAY 2 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon - (3) Free Time or Optional Lessons (yoga, guitar, acting, hairdressing /make-up lessons) Evening - Dinner at the camp dining room	DAY 5 Morning: (4) Afternoon: Choreography Class (Directing a dance routine) Free Time or Optional Activities Evening - Dinner at camp dining room International Dance Night Rehearsal	DAY 3 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon - Choreography (Performing a famous choreography) (5) Evening - Dinner at camp dining room Folk dance show.
DAY 3 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon - Choreography (Performing a famous choreography) (5) Evening - Dinner at camp dining room Folk dance show.	DAY 6 Morning - Dance instruction - warm-up, technique and across the floor exercises Afternoon: Choreography Class (Presenting a dance routine) Free Time or Optional Activities Evening - Dinner at camp dining room (6)	DAY 7 Morning - Swimming at Encinitas beach Afternoon (7)

1. Work with a partner and discuss these questions. Write your answers in your notebooks.

To complete this activity you can:

Read the instructions along with students and have volunteers read the questions aloud. Make sure everyone understands them.

Then, form pairs and ask students to complete the activity.

Monitor and provide any needed assistance.

Encourage students to share their answers with the rest of the class.

2. Listen to the dialog and complete the itinerary. Use the sentences in the box.

To complete this activity you can:

Ask a volunteer to read the note in the tip box aloud. Make sure everyone understands what an itinerary is.

You can share an example of an itinerary, e.g. When I traveled to Mexico City, first I went to the Zocalo. I arrived at 10 am. Then, I visited the Cathedral at 11 am. At 12:30 pm I had lunch at Salon Corona, etc.

Then, read the instructions along with students and have volunteers read the activities in the box aloud.

Play Track 37 as many times as you consider necessary.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Next, form pairs and have students compare their answers.

To check, elicit the answers from different students. Correct as needed.

Lesson 3



Warm up

You can sit students in a circle and play a classic chain sentence game by choosing one of these two topics: *where I am going for holidays or what I am bringing on holiday.* You model the target phrase, e.g. *I'm going on vacation and I'm bringing a tent.* Work around the circle students should repeat the previous sentence and add another object, e.g. *I am going on vacation and I'm bringing a tent and a camera.* And so on until someone makes a mistake. You can also play using the target phrase that includes a place, e.g. *I'm going on vacation to Guanajuato.* the next student should repeat the phrase and mention another place.

Lesson 3



3. Work with a partner. Read the information below and design a 5-day camp itinerary. Use cut-outs or drawings to illustrate it.

To complete this activity you can:

Ask students to open their books on page 130 and read the instructions along with students. Make sure everyone understands what needs to be done.

Form pairs and ask students to first read the information. Remind them they can use a dictionary if they need to.

Then, ask them to design a 5-day camp itinerary.

Monitor and provide any needed assistance.

Remind students to illustrate their itinerary.

4. Share your itinerary with another pair.

To complete this activity you can:

Have each pair get together with another pair and ask them to share their itineraries with the other pair.

Encourage volunteers to share their itineraries with the rest of the class.

Think

Work with a partner. Read the information below and design a 5-day camp itinerary. Use cut-outs or drawings to illustrate it.

For more than a century, girls and boys from all over the world have found friendship, confidence and adventure at Lakeside Camp in New York. The grounds include access to Lake George, where you can spend from four to seven days sailing, waterskiing, paddle boarding, canoeing, and swimming. There are plenty of land-based activities, too, including rock climbing, archery and other outdoor sports, or workshops and classes in art, theater and dance. Even shy kids gain lifelong pals in their cabins (divided by age and gender), a bond that grows from nights spent in rustic bunk beds and getting silly at special events like Carnival Day or Prate Day. During Free Time, campers can also choose activities like outdoor cooking or photography among others.

ITINERARY	
CAMP NAME	DAY 3
PLACE	Morning
DURATION	Afternoon
	Evening
DAY 1	DAY 4
Morning	Morning
Afternoon	Afternoon
Evening	Evening
DAY 2	DAY 5
Morning	Morning
Afternoon	Afternoon
Evening	Evening

Share your itinerary with another pair.

A.G. # B.3.1

1. Listen to the conversation and complete it. Then, check your answers with a partner.

Stuart: Are you going anywhere this summer?
 Brian: Yes, I'm going to a summer camp on the mountains.
 Stuart: That sounds fantastic! Where are you going to stay?
 Brian: We're going to stay at a cabin.
 Stuart: Cool! And how are you going to travel?
 Brian: We are going there by bus.
 Stuart: Are you going with your family?
 Brian: No, I'm going with Nick and Josh.
 Stuart: Really? I went with Josh to New York last year. He's a really nice guy.
 Brian: Why don't you come with us?
 Stuart: I don't think so. I have to study.
 Brian: Are you sure? You can study when we get back.
 Stuart: Let me think about it.

2. Work with a partner and act out the conversation. Use body language and the correct stress and intonation.

3. Plan your summer vacation. Include the following information. Use information from the previous pages or your own.

Place:	Accommodation
Length:	Activities:
Transportation:	People going with you:

4. Work in groups of four. Tell your classmates about your plans and take notes about theirs.

Name:	Name	Name
Plans:	Plans:	Plans:

5. Listen to the conversation and complete it. Then, check your answers with a partner.

To complete this activity you can:

Read the instructions along with students.
 Play Track 38 three times and have students complete the activity individually.
 Form pairs and have students compare their answers.
 To check, have volunteers read the conversation aloud.

6. Work with a partner and act out the conversation. Use body language and the correct stress and intonation.

To complete this activity you can:

Form pairs and ask them to practice acting out the conversation. Remind them to use body language and correct stress and intonation.

You can model the conversation with a volunteer. Remember to use body language to get your point across. Monitor and provide any needed assistance.

Have some volunteers act out the dialog for the rest of the class.

7. Plan your summer vacation. Include the following information. Use information from the previous pages or your own.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what to do.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

8. Work in groups of four. Tell your classmates about your plans and take notes about theirs.

To complete this activity you can:

Form groups of four and ask students to share their plans and take notes about their classmates' vacation plans. Monitor and provide any needed assistance.

Lesson 3



Writing a Travel Itinerary

Session III

To complete this session you can:

Read the information aloud along with students. Make sure everyone understands what they'll be working on.

Ask students to get together with their teammates and read the final chart they wrote during Session II.

Have them discuss and express the advantages and disadvantages of the proposals and reach an agreement on what to include in their itinerary.

Remind them to adjust language and content according to their audience and ask them to write an itinerary that includes the activities for the 4 days. Remind them to check the grammar, spelling and punctuation.

Have them write a final version of the itinerary.

Monitor and provide any needed assistance.

Finally, ask them to illustrate their work using different graphic materials.

Remind students to keep all this work in a safe place for one last future use.

Lesson 3

Creative

Product

Writing a Travel Itinerary

Session III

Get together with your teammates and read the final chart you made in your notebook during Session II.

Discuss and express the advantages and disadvantages of the proposals and reach to an agreement on what to include in your itinerary. (p. 126 activity 4)

Write an itinerary that includes the activities for the 4-day travel you are planning. Check for grammar, spelling and punctuation conventions. Use the planner below. (activity 3)

Write a final version of the itinerary and ask your teacher to check your work. Make the final corrections.

Use the different graphic resources you and your teammates brought to illustrate your work.

Remember to save your work
You will use it in the final Product session.

DAY 1	DAY 2
Morning	Morning
Afternoon	Afternoon
Evening	Evening
DAY 3	DAY 4
Morning	Morning
Afternoon	Afternoon
Evening	Evening

Reading Time!

AG: B...


Reading Time!

To find out how Tanvi's story ends and if she finally makes it to the picnic or not, you can ask students to read pages 112 to 117 from the Reader's Book as homework before this lesson. At the beginning of the lesson, encourage students to remember and mention what they read about and ask them to share any interesting or important information from the reading.


Have them answer the Comprehension Check and encourage them to share their answers with the rest of the class.

Revic ✓ Lesson 4


Work with a partner. Read about the following destinations and choose one.



Don't miss the Opera House, surrounded by the waters of Sydney harbor. Go up the Sydney Tower and have breathtaking 360-degree views of the city. Walk around Chinatown a neighborhood full of Asian markets and restaurants. Go snorkeling at Green Island marine national park and sail on a glass bottom boat. And last but not least take a tour to the Blue Mountains and watch wildlife including koalas, kangaroos and exotic parrots.



For many travelers, the Pyramids of Giza, along with the Sphinx, are the sole purpose of a visit to Cairo. But the city has much more to offer. You can explore the stunning reality of the Egyptian desert and its amazing landscapes. Ride a camel with the Bedouin people or go four-wheel driving in the sand dunes or take a cruise along the Nile. It is all up to you. Remember to pack light clothing as it can get incredibly hot.



The number of things to do in Bali will amaze new visitors and keep long-time travelers coming back for more. The natural attractions include miles of sandy beaches (many are well-known amongst surfers), active volcanoes over 3,000 meters (10,000 ft.) high, fast flowing rivers and sacred caves. You can also live the cultural heritage of the island, which is visible everywhere in over 20,000 temples. In many colorful festivals and ceremonies.

Write a 3 day itinerary for one of the destinations from exercise 1. Students own an activity.

DAY 1		DAY 2	
Place	Morning	Place	Morning
Duration	Afternoon	Place	Afternoon
	Evening	Place	Evening
DAY 3			
Place	Morning		
Duration	Afternoon		
	Evening		

Lesson 4

Revic ✓

1. Work with a partner. Read about the following destinations and choose one.

To complete this activity you can:

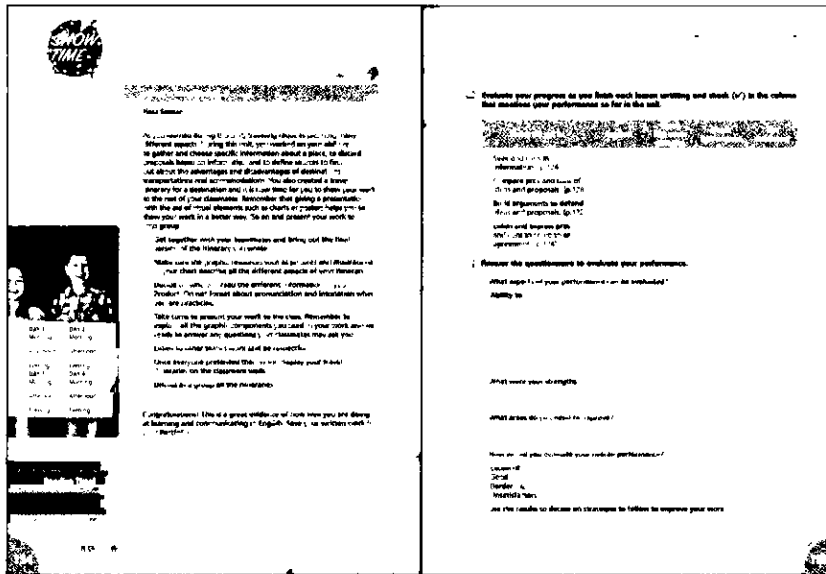
Have students open their books on page 133. Tell them you will now put everything they have learned so far in this unit into practice.

Read the instructions for the first activity aloud along with students. Then, form pairs and have students complete the activity. Tell them to take turns reading the information. Monitor and provide any needed assistance.

2. Write a 3-day itinerary for one of the destinations from exercise 1.

To complete this activity you can:

Now, ask students to write a 3-day itinerary for one of the destinations from exercise 1. Tell them to work with their partner. Monitor and provide any needed assistance. Finally, have each pair share their itinerary with the rest of the class.



Product



8

Writing a Travel Itinerary

To complete this session you can:

- Read the information aloud along with students. Make sure everyone understands it.
- Have students get together with their teams and take out their final itineraries.
- Tell them to make sure they've included all the graphic resources.
- Give them 5 minutes to practice reading it aloud and to decide who will read the different information to the rest of the class. Remind them to pay attention to pronunciation and intonation.
- Have students take turns to present their work to their class. Ask them to explain all the graphic components they used in their work and to be ready to answer their classmates' questions. Remind the rest of the class that they must be respectful and pay attention.
- After all the teams have presented their work, display them on the classroom walls so everyone can get close and see them.

Evaluation Instrument-Checklist

Answer the questionnaire to evaluate your performance.

To complete the checklist, you can:

- Direct students' attention to the questionnaire and have them tell you what it is (questions that one has to answer).
- Read the questions aloud along with students. Make sure everyone understands them and ask students to complete the questionnaire individually.
- Monitor and provide any needed assistance. Next, direct their attention to the last question and ask them to think about their previous answers and decide on at least two strategies they can follow to improve their work. Give some examples if necessary, e.g. I will search for more information on the Internet, I will read more encyclopedias./ I will practice expressing my ideas, etc.
- Monitor and provide any needed assistance. Have volunteers share their strategies with the rest of the class.

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- use different sources to collect information about travel destinations
- express and discuss the pros and cons of different ideas and proposals
- convey my emotions and interpret others'
- interpret body language.
- reach agreements to design a travel itinerary.

During the planning and performing of the final product, I

- participated actively
- spotted and clarified doubts.
- promoted respect and collaboration.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Reflect on the work you did with your teammates in this unit's product and use the evaluation on page 135 to do it. Then, answer: If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

Assessment

To guide students to do the following assessment in class, you can:

Have students open their books on page 136 and direct their attention to the first part. Read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly.

Direct students' attention to the second part of the assessment.

Read the instructions aloud and have volunteers read the emotions silently. Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Then, have students complete this part of the assessment honestly and individually and remind them to complete the idea with their own information.

Next, direct their attention to the co-evaluation at the bottom of the page.

Read it aloud along with students and ask them to think about the questions and write down their ideas. Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills.

It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

Questionnaire**I Choose the correct option to complete the sentence or answer the question.**

1. We want to go on vacation _____ we can't go to the mountains with grandma.
a) also b) but c) so d) besides
2. _____, where do you want to go?
a) also b) but c) so d) besides
3. I think a beach is a good idea. We can swim and go sailing. _____, grandma can enjoy the beach.
a) also b) but c) so d) besides
4. Great idea! _____ last time we went to the mountains it was too cold. I didn't like it.
a) also b) but c) so d) besides
5. The desert is...
a) a place to stay b) a thing to do c) a place to visit d) a means of transport
6. An airplane is...
a) a place to stay b) a thing to do c) a place to visit d) a means of transport
7. A cabin is ...
a) a place to stay b) a thing to do c) a place to visit d) a means of transport
8. Bungee jumping is...
a) a place to stay b) a thing to do c) a place to visit d) a means of transport
9. What does 'It sounds fantastic' mean?
a) expresses doubt b) asks for approval c) indicates approval d) indicates no doubt
10. What does 'Are you sure?' mean?
a) expresses doubt b) asks for approval c) indicates approval d) indicates no doubt

Unit 9

Comics, Comics!


Lesson 1

Select and revise comic strips in English or interpret content in comic strips. Exchange opinions about cultural expressions in a discussion.

DISCO

Look at the comic strip scenes and match them with these descriptions. Write the number in the box.

1. A woman is talking to a man.
2. A rabbit is holding a gun.
3. A man is holding a gun.
4. A man is holding a gun.
5. A man is holding a gun.



Work with a partner and discuss these questions. Write your conclusions in your notebook.

- Do you ever read comic strips? Which ones?
- What comic strip characters do you know?
- What characteristics do they have?
- Are there any comic strips created in your country?

Ask students if they like to read comics or not and elicit answers.

Using the CD throughout Unit 9:

As mentioned in previous lessons, you can use the materials in the CD to play games to present, review and/or practice asking questions, making up dialogues or even to make up comic strips when you consider appropriate.

1. Encourage students to share the comics they know or have read. Look at the comic strip scenes and match them with these descriptions. Write the numbers in the box.

To complete this activity you can:

Read the instructions along with students and have different volunteers read the descriptions aloud. Make sure everyone understands them. Ask students to complete the activity individually.

To check, elicit the answers from different students.

2. Work with a partner and discuss these questions. Write your conclusions in your notebook.

To complete this activity you can:

Form pairs and read the questions along with students. Make sure everyone understands the questions. Tell them to discuss the questions in pairs and write their conclusions in their notebooks.

Monitor and provide any needed assistance.

Have each pair share their conclusions with the rest of the class.

Achievements

Select and revise comic strips in English.
Exchange opinions about cultural expressions in a discussion.
Interpret content in comic strips.

Lesson 1



Warm up

You can:

Bring a comic to this class. It can be a comic book, comic strip from the newspaper or a comic printed from the Internet.

Greet students and show students the comic. Ask them if they know what it is.

Lesson 1



3. Match the comic strip genres with their definitions.

To complete this activity you can:

Ask students to open their books on page 138 and read the instructions along with students. Make sure everyone understands what to do. Have students complete the activity individually. Monitor and provide any needed assistance. To check, elicit the answers from different students. Correct as needed.

Tips Box

You can

Have students take turns to read the information in the Tips box. Make sure students understand what the components of the comics are. You can also print out some comic strips to show to students so you can ask them to identify the textual (speech bubbles) and graphic (images) components. Or if you possess comic strips, comic books or something similar you could either bring them or photocopy them to share with students.

4. Read the next expressions and match them with the correct comic scenes from the previous page. Share your answers with a partner.

To complete this activity you can:

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done and have students complete the activity individually.

Think Match the comic strip genres with their definitions.

Horror	In these comics the characters usually wear capes and masks and use their extraordinary abilities to protect humanity.
Funny animals	These comics feature characters such as zombies, monsters, and vampires and have creepy illustrations.
Western	These comics involve stories about love and relationships.
Romance	These comic strips usually involve characters that do not have special powers. They are everyday people who face dangerous situations and many times fight criminals.
Superheroes	These comics feature animals as main characters.
Action/Adventure	These comics tell dramatic stories about cowboys, gunfighters, outlaws, and Native Americans of the American Old West frontier.

Read the next expressions and match them with the correct comic scenes from the previous page. Share your answers with a partner.

Let's get out of here! Hurry up! Get on your horses!

Oh no! Zombies are attacking the city!

OK human! Now you follow us!

I'm the happiest girl alive!

Number the scenes in order.

A special day

Ricky and Rocky

Then, form pairs and have students compare their answers.

To check, elicit the answers from different students. Correct as needed.

5. Number the scenes in order.

To complete this activity you can:

Read the instructions and the comic along with students and have students complete the activity individually. Monitor and provide any needed assistance. Elicit the answers from different students.

Match the components with their names.

1 Title
2 Author
3 Speech balloon
4 Thought bubble
5 Onomatopoeic word

Write the number of the components in the correct place.

1 Title
2 Author
3 Speech balloon
4 Thought bubble
5 Onomatopoeic word

Answer these questions.

What is the character's behavior in the scenes of the comic strip?
compassionate surprised intimidating

What is funny and unusual about the bear's behavior? That he helps the duckling.

Work with a partner. Create a final panel for the comic strip. Use a sheet of paper. What do you think happened next? Include onomatopoeic word(s), speech balloons and thought bubbles.

Share your panels with another pair and compare your ideas.

Tips Box

Before starting with the exercises on this page, have volunteers read the information in the Tips box aloud. Make sure everyone understands what the different components of a comic strip are.

If possible, bring some comic books or newspaper comic strips to class. Form teams and have students locate the title, author, panels, speech balloons, thought bubbles, and onomatopoeic word (if any). And have each group share their findings with the rest of the class.

6. Match the components with their names.

To complete this activity you can:

Have a volunteer read the instructions aloud. Then, ask volunteers to read the components aloud and have students complete the activity individually. While they work, write the components on the board. To check, have volunteers number the components on the board. Correct as needed.

7. Write the number of the components in the correct place.

To complete this activity you can:

Read the instructions aloud and ask students to complete the activity individually. Then, read the question and as a group analyze the emotions and behavior of the character and write the scene numbers where they belong.

8. Answer these questions.

To complete this activity you can:

Have volunteers read the questions aloud. Clarify any doubts. Ask students to answer the questions individually. Then, form pairs and ask students to compare their answers then, check as a group.

9. Work with a partner. Create a final panel for the comic strip. Use a sheet of paper. What do you think happened next? Include onomatopoeic word(s), speech balloons and thought bubbles.

To complete this activity you can:

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity with their partner from the previous activity. Monitor and provide any needed assistance.

10. Share your panels with another pair and compare your ideas

To complete this activity you can:

Have pairs of students get together and ask them to share their work. Then, encourage volunteers to share their work with the whole group.

Lesson 1



A Discussion About a Comic

Session 1

To complete this session you can:

Ask students to open their books on page 140 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts and answer any questions they might have. Remind students that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language.

Get students to work in teams of six.

First, have students copy the chart in their notebooks.

Then, have them discuss the type of information they would include in each column and ask them to justify their answers.


Next, ask students to choose two comics they would like to work on and have them bring them for the next Product session.

Remind students to save their work for the second Product session.

Session 1

Throughout this unit, you will work on writing, identifying and expressing your opinions about ideas or beliefs used in comic strips to prepare for a class discussion about it. By the end of the unit, you and your teammates should have finished the product and organize a class discussion.

Get together in teams of six. Copy the chart below in your notebooks.

Comic strip title and page	What is it about?	Important information (behavior of the characters / genre of the comic strip)
		

Discuss what type of information you could write in each column. State your reasons and make notes. (activities 1, 3)

Choose two comics you would like to work on.

Remember to save your work. You will use it in the final Product session.

Reading Time!

This unit's reading is a comic strip. You can have your students read the comic strip throughout the unit so that they get to experience a comic strip in English.


You can ask students to read pages 118 to 121 from the Reader's Book before this lesson. At the beginning of the lesson, ask them to identify the main characters. As a group, discuss the reading. Have volunteers to share whatever information they might have found interesting, funny, boring, or sad.

Encourage students to identify the graphic and textual components they remember from the previous lesson.

Lesson 2

Disco

Read the comic strip and discuss as a group which value it reflects.



comic strip
amused
genre
western
onomatopoeia

Read the comic strip again and underline the correct option for each statement. Then, check your answers with a partner.

In panel 1 Laura's friends look... *surprised / grateful / amused*

In panel 2 Laura looks... *surprised / amused / offended*

In panel 3
Enima looks *grateful / surprised / amused*.
Bill looks *disappointed / amused / grateful*.
Stan looks *grateful / amused / offended*

Discuss as a group who uses sarcastic words in the dialog and what they mean.

1. Read the comic strip and discuss as a group which value it communicates.

To complete this session you can:
Ask students to open their books on page 141.

Read the instructions along with students and ask students to read the comic strip silently.
Then, as a group discuss which value it communicates. Have students justify their ideas.

2. Read the comic strip again and underline the correct option for each statement. Then, check your answers with a partner.

To complete this session you can:
Have a volunteer read the instructions aloud and ask students to complete the activity individually.

Monitor and provide any needed assistance.

Next, form pairs and ask students to compare their answers.

To check, elicit the answers from different students. Correct as needed.

3. Discuss as a group who uses sarcastic words in the dialog and what they mean.

To complete this session you can:
Read the instructions along with students and as a group, discuss who uses sarcastic words in the dialog and what these words mean.

*** Sarcasm is an insincere form of politeness which is used to offend. It is a statement or comment that means the opposite of what it says. It may be made with the intent of humor or made to be hurtful.**
E.g. *Don't bother me. I'm living happily ever after. / I'm trying to imagine you with a personality. / Not the brightest crayon in the box now, are we?*

To read and understand the Glossary box you can:

Read the words and have volunteers read the meanings aloud. Encourage them to think of examples of to use the words in a sentence. They can even look for sentences in their books that include the words.

Lesson 2



Warm up

You can:

Greet students. Share with them holidays you celebrate, e.g. Christmas, Thanksgiving, Easter, Valentine's day, Mother's day, etc.

Share with them the types of presents you exchange during these holidays.

Then, invite students to share the holidays they celebrate and the types of presents they exchange.

Encourage them to share what they think the most important thing about giving and/or receiving presents is.

Lesson 2



4. Listen to some friends discussing the comic strip from the previous page and write their names next to their opinions.

To complete this activity you can:

Read the instructions along with students. Make sure everyone understands what needs to be done. Play Track 39 as many times as you consider necessary and ask students to complete the activity.

To check, elicit the answers from different students.

5. Read and match the expressions from the dialog with their meaning.

To complete this activity you can:

Direct students' attention to the activity and read the instructions and questions along with students. Make sure everyone understands what they need to do.

Have students complete the activity individually.

While you monitor and provide any needed assistance.

Then, form groups of four and ask students to compare their answers. Elicit answers from different students. Check and correct as needed.

Think

1 Listen to some friends discussing the comic strip from the previous page and write their names next to their opinions.

- 1 did not like the way Laura showed her love for her friends
- 2 thinks that Laura used an original way of expressing her love
- 3 thinks that both friends' comments are partially correct

2 Read and match the expressions from the dialog with their meaning.

Why do you say that?

Don't you think that ... ?

What did you think of ... ?

What is your opinion?

What about you?

Really?

Ask for points of view: 2, 3, and 4

Question stands: 1, 2, and 3

3 Complete the conversation with the expressions from exercise 5.

Jack: Did you like the film the film Luisa?

Luisa: Well, I'm not sure.

Jack: Why not?

Luisa: I liked the plot but I didn't like the ending.

Jack: Really? I thought it was great. ... that leaving the last scene to your imagination was a really good idea?

Luisa: Maybe it is, but I don't like it.

Jennifer: I loved it.

4 Listen and check your answers. Then, practice with a partner.

6. Complete the conversation with the questions from exercise 5.

To complete this activity you can:

Read the instructions along with students. Make sure students understand they need to use the expressions from exercise 5.

Ask students to complete the activity individually. Monitor and provide any needed assistance.

7. Listen and check your answers. Then, practice with a partner.

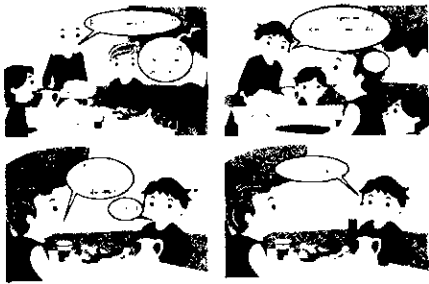
To complete this activity you can:

Tell students you will now listen to an audio and they have to check their answers.

Play Track 40 as many times as you consider necessary and have students check their answers.

Finally, have volunteers write the answers on the board. Check and correct as needed.

Work in pairs. Use the expressions on the previous page to express your points of view about this comic strip about family values. What is funny about the situation?



Write the dialog you used to express your ideas.

Work in groups. Discuss the questions and write your conclusions on the lines.

How important is it to express your love and appreciation for others? Why?

In what different ways can you express appreciation and love?

Would you be offended if someone gave you an empty box as a present?

9. Write the dialog you used to express your ideas.

To complete this activity you can:

Direct students' attention to the instructions and ask them to write their dialogs with their partners. Monitor and provide any needed assistance. Encourage volunteers to share their dialog with the rest of the class.

10. Work in groups. Discuss the questions and write your conclusions on the lines.

To complete this activity you can:

Form groups of four and have volunteers read the instructions and the questions aloud. Make sure everyone understands them. Then, ask students to complete the activity with their groups. Monitor and provide any needed assistance. Finally, have a volunteer from each group share their conclusions with the rest of the class.

8. Work in pairs. Use the expressions on the previous page to express your points of view about this comic strip about family values. What is funny about the situation?

To complete this activity you can:

Form pairs and read the instructions along with students. Then, have volunteers say the expressions from the previous page aloud. Next, ask students to discuss their points of view. Monitor and provide any needed assistance.

Lesson 2



A Discussion About a Comic

Session II

To complete this session you can:


Read the instructions along with students.

Ask them to get together with their teammates and take out their chart and notes from the previous Product session.

Then, have them make a list of phrases and questions that they need to express opinions that they learned in this lesson.

Next, tell them to use the phrases and questions to give their opinion about the ideas or beliefs expressed in the comic strip they chose and ask them to write them in their notebooks. Remind them to check and compare their work with the concepts they learned in this lesson.

Finally, ask them to discuss the expressions they chose and ask them to take notes of proposals and new ideas. Remind them, to check grammar, spelling and punctuation conventions. Remind students to save their work for the next Product session.




Session II

During this session you will:

- Get together with your teammates and bring out the chart and notes from the previous Product session.
- In order to participate in a class discussion, you must prepare notes and have clear ideas on the topic, but you must also be able to use phrases and ask appropriate questions to clarify and express your points of view. Make a list of the phrases and questions you learned in this lesson in your notebooks. (activities 1, 2)
- Use the phrases and questions to discuss as a team the ideas or beliefs expressed in the comic strip you chose and write them in your notebooks. Check and compare your work with the concepts you learned in this lesson. (activities 5-8)
- Discuss the expressions you chose and take notes of proposals and new ideas. Check grammar, spelling and punctuation conventions.

Remember to save your work
You will use it in the following Product session.



Reading Time!

To continue reading EDDIE, you can have students read pages 122 to 125 from the Reader's Book before you begin this lesson. Ask students if there is something they would like to share with others. Encourage them to share any questions about they might have about the topic. Have them to share what they think the most interesting part is.

Encourage them to share the feelings of the different characters. What do the characters look like? What are they feeling? How can you know?

Lesson 3

Disco

Underline the best definition for the term 'cultural differences'.

The different needs, attitudes, priorities, and behavior of different social groups.

The different dressing codes and languages around the world.

The different educational systems in schools and universities in different countries.

Look and analyze these comic scenes. Discuss them with your class.

Look at the comic scenes again and answer the questions. Check your answers with a partner.

In which scene

do the speakers belong to different generations?

does one of the characters use a term which does not belong to his time?

dressing code

attitude

behavior

1. Underline the best definition for the term 'cultural differences'.

To complete this activity you can:

Ask students to open their books on page 145 and direct their attention to the first activity and read the instructions aloud. Make sure students understand what to do.

Then, have volunteers read the definitions aloud. Clarify any doubts. Next, ask students to choose the definition they consider is the best. Form groups of four and ask them to compare their answers. Then, discuss the correct answer.

2. Look and analyze these comic scenes. Discuss them with your class.

To complete this activity you can:

Ask a volunteer to read the instructions and give them three minutes to look at the scenes and think about what they are seeing. Then, discuss the scenes as a class.

3. Look at the comic scenes again and answer the questions. Check your answers with a partner.

To complete this activity you can:

Read the instructions along with students. Make sure they understand what to do.

Ask students to complete the activity individually and monitor their work. Next, form pairs and ask them to compare their answers.

To check, elicit the answers from different students.

***Culture is a set of values, practices, beliefs and traditions a group shares. Cultural diversity can refer to having different cultures respect each other's differences.**

Lesson 3

Disco

Warm up

You can:

Greet students. Ask them if they know anyone from another country (any country) if they do, encourage them to share something interesting about this person, if they don't encourage them to share a country they'd like to visit or the country from which they'd like to meet someone.

Lesson 3



Tips Box

Have volunteers read the information in the Tips Box.

Make sure everyone understands the information. Clarify any doubts.

Examples of implicit and explicit information based on the answers to activity 4. Scene 1 The caveman is 'posting on his wall' just like one does on Facebook. This is implicit information because the social network is not mentioned.

Scene 2 The girl mentions her blog and she tells her dad that he can read her blog for information, so this is a medium she uses to communicate.

4. Read the definitions and write I (for implicit) or E (for explicit) next to each sentence.

To complete this activity you can:

Read the instructions along with students and make sure everyone understands what to do.

Then, ask students to complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the answers from different students. Correct as needed.

5. Work with a partner and discuss the questions. Then, write your conclusions in your notebooks.

To complete this activity you can:

Form pairs and ask students to discuss the questions and have them write their conclusions in their notebooks.

Encourage them to share their conclusions with the rest of the class.

Think

Explicit information

Implicit information

3 Read the definitions and write I (for implicit) or E (for explicit) next to each sentence.

Scene 1 - One of the men talks about a social network

Scene 2 - The girl mentions the way she communicates with friends

Scene 2 - One of the men wants to eat something

Scene 3 - The girl's father finds his daughter's answer illogical

4 Work with a partner and discuss the questions. Then, write your conclusions in your notebooks.

What is your favorite subject at school?
Why do you like it?

5 Read the comic strip. Then, unscramble the questions.

class / are / students / the / what / having / ??

funny / comment / about / Elliot's friend / what's / ??

Elliot's / history / what's / with / problem / ??

teacher / the / famous quote / does / what / to answer / use / ??

6 Answer the questions in the previous exercise in your notebooks.

6. Read the comic strip. Then, unscramble the questions.

To complete this activity you can:

Have a volunteer read the instructions aloud.

Then, ask students to complete the activity individually.

Monitor and provide any needed assistance.

To check, have volunteers write the questions on the board.

7. Answer the questions in the previous exercise in your notebooks.

To complete this activity you can:

Ask students to answer the questions from the previous exercise in their notebooks.

Monitor and provide any needed assistance.

To check, elicit the answers from different students.

8. Listen to the conversation about the comic strip and complete the sentences.

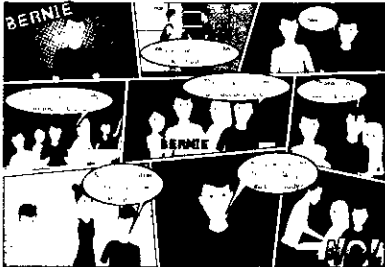
Rita read the comic strip first.
The three friends thought the story is funny.
Rita liked the scene where a student makes a joke.
Jeff and Clara think that the scene was the best.

Complete the conversation with expressions from the box.

Rita: I've already read the comic strip and I loved it. It is very funny.
Clara: Funny? ...
Rita: ... one of Elliot's friends makes a very funny joke.
Jeff: But the teacher doesn't get angry with him.
Rita: No, she does not. And then she also makes a joke when she answers Elliot.
Clara: ...
Rita: ... This is the scene.
Clara: It's really funny.

Work with a partner and act out the conversation. Pay attention to the falling (↓) intonation of the expressions.

Read the comic strip below and write 3 comprehension questions about it in your notebook.



Work with a partner and give your opinion about the comic strip. Use the expressions and questions you learned and write your conclusions in your notebook.

* Comprehension questions test the ability to analyze information and reach a conclusion about what was read, e.g. What is the character's name? Where are they going? etc.

8. Listen to the conversation about the comic strip and complete the sentences.

To complete this activity you can:

Tell students they will listen to a dialog, play Track 41 as many times as you consider necessary and ask students to complete the sentences.

To check, elicit the answers from different students. Correct as needed.

You can direct students' attention to the grammar reference on page 172 before you begin exercise 9.

9. Complete the conversation with expressions from the box.

To complete this activity you can:

Ask a volunteer to read the instructions and ask students to complete the activity individually. Form pairs and ask students to compare their answers. Elicit and check.

Monitor their work.

Form pairs and ask students to compare their answers. Then, check.

10. Work with a partner and act out the conversation. Pay attention to the falling (↓) intonation of the WH questions.

To complete this activity you can:

Have students act out the conversation with their partners from the previous activity.

Remind them to pay attention to the questions' intonation.

Encourage volunteers to act out the conversation for the rest of the class.

11. Read the comic strip below and write 3 comprehension questions about it in your notebook.

To complete this activity you can:

Have a volunteer read the instructions aloud.

Ask students to complete the activity individually.

Encourage volunteers to share their questions with the rest of the class.

12. Work with a partner and give your opinion about the comic strip. Use the expressions and questions you learned and write your conclusions in your notebook.

To complete this activity you can:

Have students work with a different partner and discuss the comic strip. using the questions and expressions they learned and ask them to write their conclusions in their notebooks. Invite volunteers to share their opinions.

Lesson 3



A Discussion About a Comic

Session III

To complete this session you can:

Read the instructions along with students. Make sure they understand what they need to do.


Have students get together with their project teammates and bring out their chart and notes from the previous Product sessions and an enlarged photocopy of the scene of the comic they chose.

Ask students to make a list in their notebooks of the phrases and questions they need to express and ask for opinions that they learned in this lesson.

Then, have them complete the chart with the expressions they learned in this unit. Remind them to justify their opinions.

Next, have them write a short paragraph summarizing the chart and including the ideas and opinions that most of their teammates agree with. Ask them to reread their paragraph and check their grammar and spelling. Monitor and provide any needed assistance.

Finally, then, have them write a final version of their paragraph. Remind them that this will help them argument in the discussion you will hold as a class. Remind them to save their work so they can use it in the final Product session.



Session III

Get together with your teammates and bring out the chart, an enlarged photocopy of the scene of the comic you chose and the notes from the last two Product sessions.

Make a list in your notebooks of the phrases and questions to express and ask for opinions you studied in this lesson. (activity 9)

Use the phrases, expressions and information you learned during this unit to fill in the chart below. Remember to justify your opinions.

Write a short paragraph summarizing the information in the chart and include the ideas and opinions most of your teammates agree with. (activity 12)

Read the paragraph one last time and check for any grammar or spelling mistakes. Ask your teacher to help you and make the final corrections.

Write a final version of the paragraph. This will help you make your argument in the discussion you will hold with the rest of your class.

Title / Author	Genre	Topic or value(s) expressed	Good points	Bad Points	Group's overall opinion
Remember to save your work. You will use it in the following Product session.					

Reading Time!

Reading Time!

To finish reading the comic and to practice answering comprehension questions, you can ask students to read pages 126 to 129 from the Reader's Book as homework before this lesson. At the beginning of the lesson, ask students if there is anything about the reading they'd like to share with others and encourage them to share what they consider to be the most interesting information from the reading.

Have volunteers share their answers to the comprehension check and correct if necessary.

Revisio **Lesson 4**

Match the concepts with the components of a comic strip.

Title	6	A balloon that contains what a character says.
Author	5	A single drawing in the multiple-panel sequence of a comic strip.
Panel	3	A bubble that contains what the character thinks.
Speech balloon	2	A word that imitates a natural sound.
Thought bubble	1	The person who creates the comic strip.
Onomatopoeic word	4	The name of the comic strip.

Use the panels below to create your own comic strip. Remember to include all the different components.

Lesson 4

Revisio

1. Match the concepts with the components of a comic strip.

To complete this activity you can:

Have a volunteer read the instructions aloud and ask students to complete the activity individually.

Monitor and provide any needed assistance.

Then, form pairs and have students compare their answers.

To check, elicit the answers from different students. Correct as needed.

2. Use the panels below to create your own comic strip. Remember to include all the different components.

To complete this activity you can:

Have volunteers read the names of the components of a comic strip and their meanings. Make sure everyone understands them.

Then, read the instructions along with students and ask students to complete the activity individually.

Monitor and provide any needed assistance.

Form groups of four and ask students to share their work.

Invite volunteers to share their comics with the rest of the class.

SHOW TIME

Product

Read Section 1

As you learned during this unit, a good story is based on clearly defined characters and it helps the author to transfer ideas, values and other thoughts. During this unit, you also worked with your partners on the analysis of a comic strip and were able to identify positive and negative issues. Think, as well as recognizing its genre, topic and values, but most importantly, focused specific expressions to give context using specific phrases for it. Now, it is time for you to show your work and what you learned to the rest of your class. Participate in a class discussion about comic. This will help you to practice pronunciation and fluency, as well as to exchange ideas and express your points of view. Go on and set up a date with your teacher to have this class discussion with your group.

Get together with your teammates, and bring out the final version of the paragraph you wrote, as well as the chart you made in the last Product session.

One of you will read it for the end of the class. The rest will give you a pronunciation and intonation when you are practicing.

Take part in the discussion and take your share in the class's point of view. Be ready to answer any questions your classmates may ask you.

Listen to other team's work and be respectful when providing them your feedback and taking your opinions and points of view.

Once the discussion is over, write a short summary of it.

Use the information above to help each other improve your weak areas.

	Me	My peer	Me	My peer	Me	My peer	Me	My peer
Select and write the strip in English. (2-14)								
Interpret content in comic strips. (2-14)								
Exchange opinions about the use of expressions in a discussion. (2-14)								
Expressed points of view. (2-14)								
Used examples in class, discussion. (2-14)								
Used examples in class, discussion. (2-14)								

Product



A Discussion About a Comic

To complete this session you can:

Read the information aloud along with students. Ask students to get together with their teammates and take out the final version of the paragraph they wrote and the chart they made in the last Product session.

Give them five minutes to practice reading it aloud. Tell them to decide who will read it to the rest of the class.

Remind them to pay attention to the intonation and pronunciation

Have students take part in a discussion. Ask them to read their work to the rest of their classmates. Remind them to be ready to answers any questions their classmates may ask them.

Ask students who are listening to their classmates to be respectful when providing feedback and when stating their opinions and points of view. Also to pay attention.

Give one or two minutes for the other students to ask questions about the activity that was presented.

Finally, ask them to write a short summary of the discussion.

* Remind students to keep their work in their Portfolios.

Evaluation Instrument- Self-evaluation and Peer evaluation card

3. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

Direct students' attention to the assessment. Read the instructions and information along with students. Make sure everyone understands what needs to be done.

Form pairs and ask students to complete the evaluation .

Monitor and provide any needed assistance. Remind them to be respectful to their partner.

4. Use the information above to help each other improve your weak areas.

To complete this evaluation you can:

Read the instructions along with students. Ask them to think about their answers and decide on at least two strategies they can follow to improve their weak areas either individually or by helping each other.

Give some examples if necessary, e.g. Individually: I'll try to be a better listener. By helping each other: Come up with examples together by sharing ideas. / Express my points of view and ask for feedback to see if they are easy to understand, etc.

Monitor and provide any needed assistance. Have volunteers share their strategies with the rest of the class.

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can . . .

- identify the components in a comic strip
- understand and interpret the content in comic strips in English
- exchange opinions about the contents in a comic strip.
- exchange opinions about cultural expressions in a discussion.

During the planning and performing of the final product I . . .

- participated actively.
- spotted and clarified doubts.
- identified positive and negative points in a text.
- promoted respect and collaboration

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Reflect on the work you did with your teammates in this unit's product and use the evaluation on page 151 to do it. Then, answer: If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

Reading Time!

To consolidate what students' have learned within the unit, you can ask students to visit the Grammar Reference section on page 172 for them to review the most important grammar points in the unit.

Assessment

To guide students to complete the following assessment in class, you can:

Have students open their books on page 152 and direct their attention to the first part and read the instructions aloud along with students.

Read each sentence aloud and encourage students to answer honestly. Then, Direct students' attention to the second part of the assessment.

Read the instructions aloud and have volunteers read the emotions silently. Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Have students complete this part of the assessment honestly and individually.

Remind them to complete the idea with their own information.

Next, direct their attention to the co-evaluation at the bottom of the page. Read it aloud along with students.

Ask them to think about the questions and write down their ideas.

Monitor and provide any needed assistance.

Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. Use Assessment 9 in the next page to measure your students' comprehension of the topics studied in the unit.

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

1 Draw four scenes for a new comic.

2 Continue your classmate's comic. Draw the final four scenes.

Unit 10 An Oral Presentation **Lesson 1**

- Select information
- Read information
- Rehearse giving a presentation
- Give a presentation

Disco **1 Look and match.**

1 speaker 2 internet 3 audience 4 picture
5 machine 6 website 7 bar chart

2 Read these questions and discuss them with your group.

- Have you ever attended or given an oral presentation?
- What was it about?
- Did the speaker(s) / you use any visual material?

3 Match the pictures with the corresponding sources of information.

1. webpage - www.lingdiv/examples/stl
2. British Encyclopedia
3. National Geographic map
4. Textbook by Alan Nash

The importance of Language Diversity
Alan Nash

153

Unit 10

An Oral Presentation

As mentioned in previous lessons, you can use the materials in the CD to play games to present, review and/or practice important vocabulary or even to get ideas for topics, presentations or diagrams when you consider appropriate.

1. Look and match.

Read the instructions along with students and make sure they understand what to do.

Have different volunteers read the words in the box.

Ask students to complete the activity individually.

To check, elicit the answers from different students.

2. Read these questions and discuss them with your group.

Read the questions aloud along with students and discuss the questions as a group. Encourage everyone to share their experiences.

3. Match the pictures with the corresponding sources of information.

Direct students' attention to the pictures and encourage them to mention what they see, e.g. *a map, a computer, a book, etc.* Read the instructions along with students and ask them to complete the activity individually. Then, form pairs and ask students to compare their work.

Elicit answers from different students. Correct as needed.

Achievements

- Select information.
- Read information.
- Rehearse giving a presentation.
- Give a presentation

Lesson 1



Warm up

Greet students and ask them to open their books on page 153.

Have them look at the pictures from activity one, without reading anything, and encourage them to tell you what the pictures make them think about.

Write their ideas on the board.

Lesson 1



4. Read and complete the uses of the question words. Use the words in the box.

Direct students' attention to the words in the box and make sure everyone understands their meaning. Ask a volunteer to read the instructions aloud.

Have students complete the activity individually.

Monitor their work and help if necessary.

To check, say the use and have students say the question word. Correct as needed.

5. Unscramble the questions the girl in the previous activity wrote to guide her search of information.

Read the instructions along with students and ask them to unscramble the questions.

Monitor and provide any needed assistance.

Have volunteers write the questions on the board and correct as needed.

WH words are words we can use to ask questions to obtain specific information, e.g. the place, the reason, a choice, the time, a place, the manner, distance, etc.

They are called WH questions because the question words include the letters WH for example WHEN, HOW.

Lesson 1

Think

What
Where
When
Who
Which
How

Glossary

podium
graph
language
diversity

4 Read and complete the uses of the question words. Use the words in the box.

Information questions usually take question words: what, where, when, why, who, and how.

Who is used to refer to a person.

Where is used to refer to a place or location.

When is used to refer to a time or an event.

What is used to refer to a specific thing or object.

Which refers to an alternative or choice.

How refers to the way or form something is done.

5 Unscramble the questions the girl in the previous activity wrote to guide her search of information.

- does / Linguistic Diversity / what / mean / ??
What does Linguistic Diversity mean?
- language / important / diversity / why / is / ??
Why is language so important to diversity?
- some / examples / what / of / linguistic / are / diversity / ??
What are some examples of linguistic diversity?
- most / are / the / world / the / spoken / what / languages / in / ??
What are the most spoken languages in the world?

6 Read the language facts and write the corresponding questions.

- What is the most spoken language in the world? ?
- The term 'mother tongue' means the first language you learn as a child. How many people speak their mother tongue as their first language? ?
- About 400 million people use English as their first language. What is the language that has the most native speakers? ?
- Mandarin is the language that has the most native speakers. Which is the official language in 20 countries? ?
- Spanish is the official language in 20 countries. ?

7 Take turns reading and answering the questions in the previous exercises.

154
An Oral Presentation

6. Read the language facts and write the corresponding questions.

Read the instructions and the chart along with students. Clarify any doubts.

Have students complete the activity individually and monitor and provide any needed assistance.

Form pairs and have students compare their work.

Elicit the questions from different volunteers. Correct as needed.

7. Take turns reading and answering the questions in the previous exercises.

Tell students to work with a partner.

Ask them to take turns reading and answering the questions in the previous exercises. Monitor their work and clarify doubts.

Invite volunteers to model asking and answering questions for the rest of the class.

8. Read the text below and complete the diagram.

An oral presentation is a talk to show, describe, or explain something to a group of people. Making a good oral presentation is an art that involves attention to the needs of your audience, careful planning, and attention to delivery.

The audience
Some basic questions to ask yourself about an audience are:


1. Who will I be speaking to?
2. What do they know about my topic already?
3. What will they want to know about my topic?
4. What do I want them to know by the end of my talk?

By basing the content of your presentation on your answers to these questions, you can make sure that you are in tune with your audience.

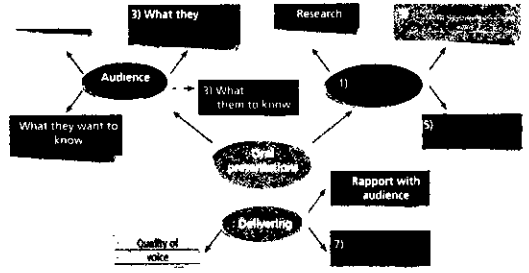
Planning
As a general rule, when planning your presentation, research the topic, list the information you want to include, give your presentation a simple and logical structure and include plenty of examples. Include an introduction in which you outline the points you intend to cover and a conclusion in which you go over the main points of your talk.

Delivering
People vary in their ability to speak confidently in public, but everyone can learn how to improve their presentation skills by applying a few simple techniques.

The main points to pay attention to in delivery are the quality of your voice, your rapport with the audience, the use of notes and visual aids. Voice quality involves attention to volume, speed and fluency, clarity and pronunciation. Rapport with the audience involves attention to eye contact, sensitivity to how the audience is responding to your talk and what you look like from the point of view of the audience. These can be improved by practising in front of one or two friends or video-taping your rehearsal. Your notes should always be written large enough for you to see without moving your head too much. Visual aids help to make a presentation more lively. They can also help the audience to follow your presentation and help you to present information that would be difficult to follow through speech alone.



Work with a partner and share your information.



155

8. Read the text below and complete the diagram.

Ask a volunteer to read the instructions aloud.

Have students take turns to read the text aloud and clarify any doubts.

Then, ask students to reread the text silently and complete the diagram.

Monitor and provide any needed assistance.

9. Work with a partner and share your information.

Form pairs and ask students to share their information. Then, have volunteers draw their diagram on the board.

Divide the board to have several students drawing their diagram at the same time.

Encourage other students to make respectful comments about their classmates' work. Correct as needed.

Lesson 1



An Oral Presentation

Session 1

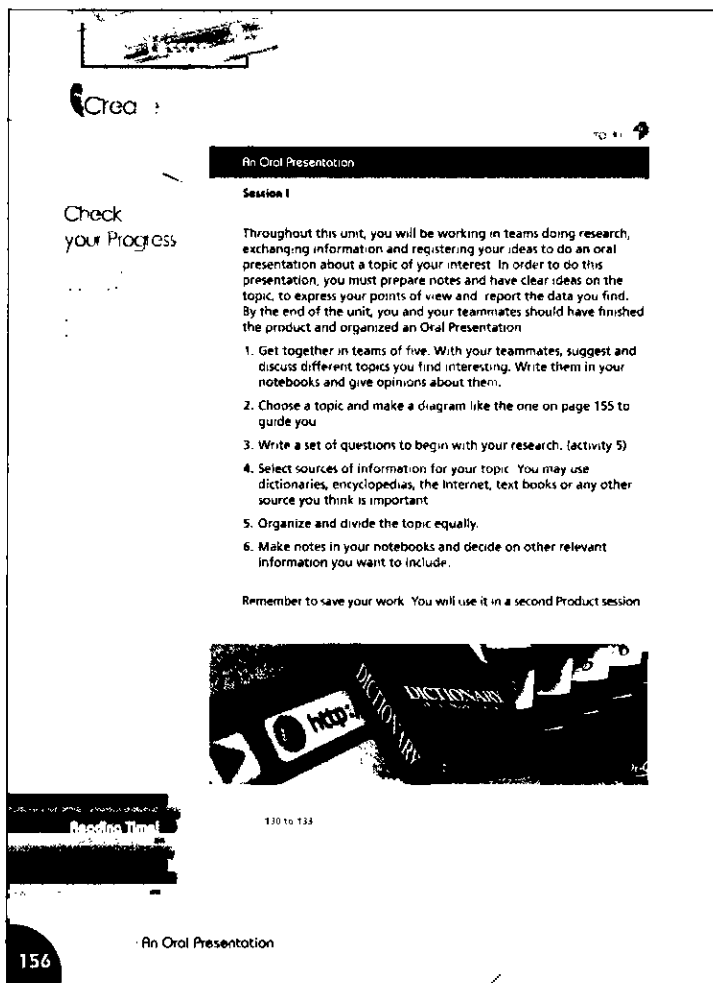
Ask students to open their books on page 156 and read the title aloud. Direct students' attention to the text and ask them to read it once silently. Then, read the information aloud along with students. Clarify any doubts and answer any questions they might have. Remind students that during 4 weekly sessions, they will work on a product to show what they learned and how well they can understand and use the language.

Get students to work in teams of five and ask them to suggest and discuss different topics they are interested in. Tell them to write them in their notebooks and give opinions about them.

Ask students to choose a topic of interest according to their audience and tell them to use the diagram on page 155 as a guide and write a set of questions to begin with their research. Have students select the most suitable sources of information for their topic. Tell them they can use dictionaries, encyclopedias, the Internet, text books or any other source they think is important.

Ask them to organize and divide the topic equally. Tell them to make notes in their notebooks and decide on other relevant information they want to include.

Remind students to save their work for the second Product session.



Reading Time!

This unit's reading focuses on how the language we use in social media is different than the language that we use in the real world. Social media language has some elements that have become universal. To allow your students to learn more about this very particular language, you can:

Ask students to read pages Ask students to read pages 130 to 133 from the Reader's Book before this lesson. At the beginning of the lesson, discuss what the text is about. Encourage them to share anything interesting, funny, boring or sad about what they read. Ask them to name the title of the text and say what it is about. from the Reader's Book before this lesson. At the beginning of the lesson, discuss what the text is about.

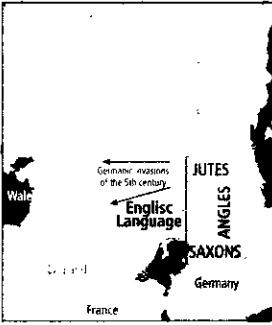
You can encourage students to share if they use emoticons and if they do, which are the ones they like the most. Ask them to share what social media apps they use to communicate.

Lesson 2

Disco

1. Read and listen along. Underline the words you don't understand. Then, look them up in a dictionary.

The history of English
 The history of the English language started with the arrival of three Germanic tribes: the Angles, the Saxons and the Jutes, who invaded Britain during the 5th century AD. They came from what today is Denmark and northern Germany. They pushed the inhabitants of Britain who spoke a Celtic language to express your points of view and what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.



Old English
 The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. However, about half of the most commonly used words in Modern English have Old English roots. Old English was spoken until around 1100.

Middle English
 In 1066 the Normans invaded England and brought with them a kind of French, which became the language of the Royal Court, nobility and business classes. For a period the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English.

Modern English
 Towards the end of Middle English, a sudden change in pronunciation, the Great Vowel Shift, started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world and many new words and phrases entered the language.

English Around the World
 In global terms, the spread of English began in 16th century, when the language became a tool of imperial expansion, and end up by securing a special place in the history of a significant number of countries. This was what happened in the USA and Canada, but also in other colonial areas, like Australia, India, different parts of Africa and India, where English became the official language.

2. Read the questions and answer them in your notebook. Then, share them with a partner.

- > What happened in the fifth century?
- > What were the names of the tribes?
- > What language did they speak?
- > How many periods does the English language have?
- > How did the pronunciation of the English language change in modern English?
- > Why did English become the official language in other countries and parts of the world?

Glossary

tribe,

roots,

nobility

157

1. Read and listen along. Underline the words you don't understand. Then, look them up in a dictionary.

Ask students to open their books on page 157 and read the instructions along with students. Play Track 42.

Tell students to read along and underline the words they don't understand. Ask them to look for the words they underlined in the dictionary. Have them share some of their words with the rest of the class. Review the parts of the text (title, subtitles, glossary, footnotes, etc.) and remind students what they are for.

2. Read the questions and answer them in your notebook. Then, share them with a partner.

Direct students' attention to activity 2. Read the questions along with students and clarify any doubts. Ask students to silently reread the text and answer the questions in their notebooks. Then, form pairs and ask them to share their answers. Encourage volunteers to share their answers with the rest of the class. Correct as needed.

Glossary

Before you read the meanings of the words, encourage volunteers to invent a definition for the word based on the words that surround it on the reading. Read the word then have a volunteer read the meaning of the words aloud. Have volunteers identify where in the text they can find these words and if that part of the reading is easier to understand now that they know the meaning.

Lesson 2



Warm up

Greet students and write the words History and Geography on the board. Encourage students to share everything that comes to their mind when they think about history and/or geography.

Lesson 2



3. Work with a partner and read the text again. Create a timeline about the most important events in the English language history.

Have students work in pairs and ask them to reread the text from the previous page. Then, tell them to create their timeline. Monitor and provide any needed assistance.

Have volunteers write the timeline on the board and correct as needed.

4. Read the definitions on the right. Analyze the text on page 157 and match the terms with their definitions.

Read the instructions along with students.

Have volunteers read the definitions aloud and clarify any doubts. Ask students to complete the activity individually. Monitor and provide any needed assistance.

To check, elicit the answers from different students. Correct as needed.

5. Answer the questions about the text on the previous page.

Have different students read the questions aloud. Ask students to answer the questions about the text on the previous page. Monitor and provide any needed assistance. To check, elicit the answer from different students and correct as needed.



3. Work with a partner and read the text again. Create a timeline about the most important events in the English language history.

5th century AD Old English Middle English Modern English
"TODAY"

4. Read the definitions on the right. Analyze the text on page 157 and match the terms with their definitions.

- | | | |
|--------------|---|--|
| 1. Title | ↘ | An alphabetical list, with meanings, of words that are difficult in a text or book. |
| 2. Graphics | ↗ | A comment at the bottom of a page, referring to a specific part of the text on a page. |
| 3. Glossary | ↘ | A name given to a book, article, play, or other work. |
| 4. Foot note | ↗ | The information in the form of diagrams, maps, graphs, pictures, and symbols used in books or magazines. |

5. Answer the questions about the text on the previous page.

1. What is the title of the text?
2. In what section can I find the meaning of the word nobility?
3. What extra information does the footnote provide?
4. What kind of graphic aid does the text include?

6. Read the statements and write an I for Implicit or an E for Explicit information.

- > English originated during the Germanic tribes invasions.
- > The words England and English derive from Germanic words.
- > English has gone through many changes.
- > It is difficult for English people today to understand Old English.
- > During the Norman invasions language was a way of identifying social classes.
- > Middle English incorporated many French words.

6. Read the statements and write an I for Implicit or an E for Explicit information.

Read the instructions along with students and make sure everyone understands what needs to be done. Encourage students to remember what implicit and explicit information is.

Have students complete the activity individually. Elicit the answers from different students. Correct as needed.

*A timeline is the graphic representation of a chronological sequence of events along a line.

Lesson 2



An Oral Presentation

Session II

To complete this session you can:

Read the instructions along with students.

Ask them to get together with their teammates and bring out their notes and the information they gathered about the topic in the previous Product session.

Tell them to individually read their notes to their teammates and organize it in a logical sequence to structure the content of their presentation.

Ask them to write a draft of their presentation and remind them to be clear and concise.

Tell students to write a glossary to avoid using colloquial language and ask them to check for spelling, punctuation and contents.

Monitor and provide any needed assistance.

Tell them to look through the lessons in the unit and make a list of useful expressions to use in their presentation.

Ask them to prepare note cards using the examples on page 159 and discuss as a team the graphic resources to use to make their presentation more interesting, have them include graphs, maps or other visuals related to their topic.

Remind students to save their work for the next Product session.

An Oral Presentation

Check your Progress

Session II

1. Get together with your teammates and take out the notes and information you gathered in the previous Product session.
2. Individually, read your notes to your teammates and organize them in a logical sequence to structure the content of your presentation.
3. Write a draft of your presentation. Remember to be clear and concise, and to write and speak briefly and to the point. If there is a specific terminology, write a glossary to avoid using colloquial language (activity 10).
4. Check for spelling, punctuation and contents with your teacher.
5. Look through the lessons in this unit and make a list of useful expressions to use in your presentation.
6. Prepare note cards using the tips on page 159 and discuss as a team the graphic resources to use to make your presentation more interesting. Include graphs, maps, or other visuals related to your topic.

Remember to save your work. You will use it in the following Product session.

160

An Oral Presentation

Reading Time!

To learn more about social media language, you can have students read pages 134 to 139 from the Reader's Book before you begin this lesson.

Ask students if there is something they would like to share with others. Encourage them to share any questions about they might have about the topic. Have them share what their favorite emojis are and if they use social media acronyms and which acronyms they use. You can also encourage them to share something they didn't know before and they learned today.

Lesson 3

Discover

1. Read the words below and discuss what topic they all refer to.

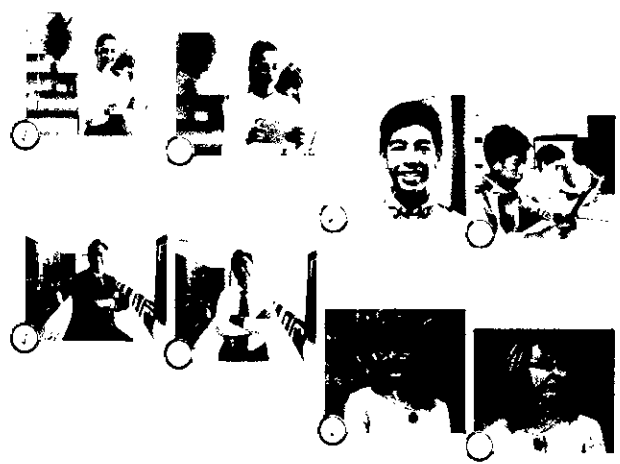
eye contact gestures

facial expressions body posture

2. Listen to the first part of a presentation and complete the information.

Topic: _____
 Meaning: _____
 Examples: _____
 Importance: _____

3. Listen to the complete presentation and write C (for correct) and I (for incorrect) next to the pictures below.



161

Lesson 3

Discover

Warm up

Start your class by asking students what non-verbal means. Elicit answers and then, tell them: *Non-verbal communication includes gestures, facial expressions and body positions (body language). Non-verbal communication may emphasize parts of a verbal message.

1. Read the words below and discuss what topic they all refer to.

Ask students to open their books on page 161. Direct their attention to the first activity and read the instructions aloud and ask volunteers to read the words aloud.

Form groups of five and ask students to discuss the topic these words refer to. After five minutes, encourage a volunteer from each group to share their conclusions.

Encourage volunteers to tell you how they figured out what the words refer to (non-verbal language) and what we use it for (presentations, when talking, etc.)

2. Listen to the first part of a presentation and complete the information.

Read the instructions along with students and make sure they understand what needs to be done. Play Track 45 as many times as you consider necessary and have students complete the activity. To check, elicit the answers from different students. Correct as needed.

3. Listen to the complete presentation and write C (for correct) and I (for incorrect) next to the pictures below.

Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 46 as many times as you consider necessary.

Ask students to complete the activity individually. Then, form pairs and ask students to compare their answers. Elicit the answers from volunteers. Check and correct as needed.

*Nonverbal communication includes gestures, facial expressions and body positions (body language). Nonverbal communication may emphasize parts of a verbal message.

Lesson 3



4. Listen to the presentation again and complete the chart below.

Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 46 as many times as you consider necessary and have students complete the chart.

While they work, draw the empty chart on the board.

5. Work with a partner and check your answers.

Form pairs and ask students to compare their answers.

Have students take turns to share their answers to complete the chart on the board and correct as needed.

6. Read the introduction of the presentation from page 161 and number the prosodic features according to the underlined parts.

Have a volunteer read the instructions aloud and make sure everyone understands what to do.

You can share some examples of prosodic features if you consider it necessary.

Ask students to complete the activity individually. Don't forget to monitor and provide any needed assistance.

4 Listen to the presentation again and complete the chart below.

	Dos	Don'ts
Body posture	Stand ...	Don't lean ...
Hands and arms posture	Keep ...	Don't hold ...
Eye contact	Shift your ...	Don't look ...
Facial expressions	Unfrown ...	Don't scowl ...

5 Work with a partner and check your answers.

6 Read the introduction of the presentation from page 161 and number the prosodic features according to the underlined parts.

Girl: Good morning class. Today I'm going to talk about one important aspect of speaking in public, called non-verbal language. (1) Who can tell me what the term means?

Boy: Using your hands to mean something.

Girl: Great! (2) That's a very good example. Non-verbal language includes those aspects of communication, like hand gestures, facial expressions, body posture (3) and others that do not involve the use of spoken language. Now, why is non-verbal language important when giving a presentation for example?

Boy: It makes it more interesting.

Girl: Exactly! (4) Non-verbal language can make your presentations more interesting, lively and clear. Some experts say that non-verbal language can make up to 80% (5) of all communication. Isn't that amazing? (6)

Pace: ... and
Volume and stress: ... and
Intonation: ...

Glossary

body posture ...

non-verbal ...

lively ...

An Oral Presentation

To check, elicit the answers from different students. Correct as needed.

*Prosodic features are the aspects of speech that refer to the auditory qualities of sound, e.g. intonation (pitch), stress, rhythm, pace, loudness, etc. In spoken communication, we use and interpret these features without really thinking about them.

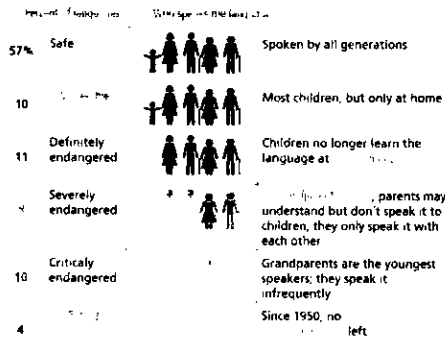
7 Look at the graph and complete it with the words in the box.

World's languages are dying

Experts say that, half of the world's 7,000 languages may be extinct by the end of this century. People lose the ability to speak their local language, as well as the cultural knowledge these languages hold, when they switch to global languages, such as English.

How languages disappear

Current status of world's languages and the path to extinction



- Extinct
- Endangered
- Vulnerable
- Safe
- Extinct
- Safe

8 Work in groups. Choose one question and answer it. Present the answer to your group.

- > What are the advantages and disadvantages of adopting a global language?
- > What examples of languages which are in danger of extinction are there in your country?
- > How do you think these languages could be saved?
- > Do you think it is important to save them? Why?

You can share these indigenous languages as examples for your students and encourage them to think and answer the last two questions in exercise 8.

7. Look at the chart and complete it with the words in the box.

Read the instructions along with students. Tell them to look at the chart and complete it with the words in the box.

Monitor and provide any needed assistance.

To check, elicit the answers from different students. Correct as needed.

8. Work in groups. Analyze the information in the graph above and discuss these questions.

Read the instructions aloud along with students and form groups of five.

Have volunteers read the questions aloud to clarify any doubts.

Ask students to discuss the questions with their group. Remind them to look at the graph above as they discuss the questions.

Have a volunteer from each group share their conclusions with the rest of the class.

*Mexico is a country with great language diversity, there are 68 indigenous languages and 364 variants. 64 of these variants are in the path to extinction. There are a little over 6 million people that speak an indigenous language in Mexico. The 10 indigenous languages with the least number of speakers are (according to a 2014 census):

Cucapá: 116 people

Pápago: 116 people

Qato'k: 110 people

Kaqchikel: 105 people

Ixil: 77 people

Oluteco: 63 people

Teko: 61 people

Kiliwa: 36 people

Awakateko: 21 people

Ayapaneco: 2 people

Lesson 3



An Oral Presentation

Session III

To complete this session you can:

Read the instructions along with students and make sure they understand what they need to do.

Have students get together with their project teammates and bring out their paragraph, note cards and graphic resources from the previous Product session.

Tell them to read their paragraph one more time and edit it if necessary. If necessary, have them add or correct the information.

Ask them to bring cardboards and the materials they will use to do their presentation. Remind them to bring their note cards and to add their corrections.

Have them assign a part of the presentation to each team member. They must all participate.

Ask them to practice reading the presentation individually and as a team and to help each other with the pronunciation and intonation.

Remind them to include expressions they learned throughout this unit and to apply non-verbal language to make their presentation interesting.

Remind them to save their work so they can use it in the final Product session.

The screenshot shows a page from a lesson plan. At the top, it says 'Creative' and 'An Oral Presentation'. Below that, it says 'Session III'. The main content is a list of five numbered instructions for students to follow. Below the list, there is a 'Remember to save your work' note. There is a small image of a person's hands working on a project. At the bottom, there is a 'Reading Time!' section and the page number '164'.

An Oral Presentation

Session III

Check your Progress

1. Get together with your teammates and bring out the paragraph, note cards and graphic resources you worked on in the previous Product sessions.
2. Read your paragraph one more time and edit it if necessary. Add or correct any necessary information. Bring in some construction paper and the materials you will use to give your presentation. Do not forget to bring your note cards and to add any corrections.
3. Assign a part of the presentation to each team member.
4. Practice reading the presentation individually and as a team and help each other to correct pronunciation and intonation.
5. Remember to include expressions you learned throughout this unit and to apply the non-verbal language to make your presentation interesting.

Remember to save your work. You will use it in the final Product session.

Reading Time!

164

An Oral Presentation

Reading Time!

To finish reading about social media language as well as for checking comprehension, you can:

Ask students to read pages 140 to 143 from the Reader's Book as homework before this lesson. At the beginning of the lesson, ask students if there is anything about the reading they'd like to share with others and encourage them to share what they consider to be the most interesting information from the reading.

Review Lesson 4

1. Read about bilingualism and complete the pie charts according to the information in the text.

Bilingualism
Bilingualism is the ability to speak two languages. In Canada, 11.9% of the population speaks a language other than English or French at home. In the United States 22% of school-age children (between ages 5-17) speak a language other than English at home. In the European Union 56% of their population are bilingual.

Worldwide, it is estimated that there are as many bilingual children as there are monolingual children (10). Sometimes bilingualism is a necessity, parents may not be fluent in the dominant language spoken in the community. Therefore, the child may learn one language at home and another at school. But sometimes bilingualism is a choice, and parents may wish to expose their child to another language, even if they do not speak a second language themselves.

2. Work with a partner and choose one of the texts (A or B). Then, write questions to obtain the missing information. Take turns asking each other questions and completing your texts.

Text A
Our planet has over 7 billion people and there are between 6,000 and 7,000 different languages. A few languages are spoken by hundreds of millions of speakers, such as English or Chinese, but most are spoken by only a few thousand, or just a handful of speakers. In fact, 96% of the world's languages are spoken by just 4% of the people. And only some 225 languages are spoken in Europe. Most of the world's languages are spoken in Southeast Asia, India, Africa, and South America.

Questions

- 1.
- 2.
- 3.

Text B
Our planet has over 7 billion people and there are between 6,000 and 7,000 different languages. A few languages are spoken by hundreds of millions of speakers, such as English or Chinese, but most are spoken by only a few thousand, or just a handful of speakers. In fact, 96% of the world's languages are spoken by just 4% of the people. And only some 225 languages are indigenous to Europe. Most of the world's languages are spoken in Southeast Asia, India, Africa, and South America.

Questions

- 1.
- 2.
- 3.

165

Monitor and provide any needed assistance.

Form pairs and ask students to compare their charts.

Encourage volunteers to draw their charts on the board and correct if needed.

2. Work with a partner and choose one of the texts (A or B). Then, write questions to obtain the missing information. Take turns asking each other questions and completing your texts.

Have students work in pairs.

Tell them to choose either text A or text B.

Have them write questions to obtain the missing information.

Monitor and provide any needed assistance.

Next have them take turns asking questions to complete their texts.

Finally, have volunteers read both text A and text B aloud.

Check and correct as needed as well as their questions.

*A pie chart is a type of graph in which a circle is divided into sectors that represent a proportion of the whole.

Lesson 4

Review

1. Read about bilingualism and complete the pie charts according to the information in the text.


Read the instructions along with students and make sure everyone understands what to do.

Have students take turns to read the information aloud to the rest of the class.

Form pairs and ask students to write some information questions about it in their notebooks.

Monitor and provide any needed assistance.

Ask students to complete the pie charts according to the information in the text.



Product Showcase

Read Scripts

As you take notes during this unit, an oral presentation describes and explains a topic. During this unit, you worked with your partners on the analysis of important information about a topic, prepared a presentation and were able to argue to others and 'role-play' in a useful and logical way. But most importantly, you learned specific conventions and phrases to deliver this information.

Now, it is time for you to show your work and what you learned by presenting your work. The presentation will help you speak confidently in public, apply simple techniques for public speaking, pay attention to the quality of your voice and support with the audience, practice pronunciation and fluency, as well as to express ideas and your points of view on a topic. Go on, and set up a date with your teacher to have your presentations.

1. Get together with your teammates and bring out the final version of your presentation and all the visual aid you made for it and which you made in the last Product session.
2. Deliver the presentation to the rest of your classmates. Be ready to answer any questions your classmates may ask you.
3. Listen to other people's work and take notes if you can ask questions about their presentations. Be respectful when providing them your feedback and stating your opinions and points of view.
4. Once all the presentations are done, share and discuss as a class how you felt about the experience.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

1. Evaluate your progress as you finish each lesson writing and check (✓) in the column that evaluates your performance so far in the unit.

Item	Progress	Quality	Fluency	Notes
1. Read information (p. 156)				
1. Read information (p. 156)				
1. Evaluate giving a presentation (p. 164)				
4. Give a presentation (p. 164)				

2. Use the results to decide on strategies to follow to improve your work.

Product



10

An Oral Presentation

To complete the rubric you can:

- Read the information aloud along with students.
- Ask them to get together with their teammates and take out the final version of their presentation and all the visual aid they need for it that they made during the previous product session.
- Give them five minutes to practice reading their work aloud.
- Remind them to pay attention to the intonation and pronunciation as well as the prosodic resources they learned.
- Have each group deliver the presentation to their classmates. Remind them to be ready to answer any questions their classmates may ask them.
- Ask students who are listening to their classmates to pay attention, be respectful when providing feedback and when stating their opinions and points of view.
- Finally, discuss and share their feelings about this experience as a class.
- Remind students to keep their work in their Portfolios

* Remind students to keep their written work in their Portfolios

Evaluation Instrument. Descriptive Valuation Scale

1. Complete the column of the left with the aspects to evaluate in this unit. Then mark (✓) the other columns according to your performance.

Read the instructions along with students and make sure everyone understands them. Direct students' attention at the chart. As a group, determine what six aspects are worth Descriptive Valuation Scale, e.g. Use body language, correct intonation, prepare a presentation, search for information independently, express ideas in English, etc., and write them on the board. Have students write down these aspects you determined, you can make a chart on the board so students can copy it. Ask students to mark the column according to their performance and remind them to be honest.

2. Use the results to decide on strategies to follow to improve your work.

Read the instructions along with students. Ask them to think about their answers and decide on at least two strategies they can follow to improve their work. Give some examples if necessary, e.g. *I will try to use my body as I speak so that I look more natural.*

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can...

- use different sources of information when planning a presentation
- read and understand information according to my purpose
- prepare notes and graphic material to enhance a presentation
- use different expressions to make my points clear.

During the planning and performing of the final product, I

- was able to include new expressions practiced in the lessons.
- participated actively.
- spotted and clarified doubts.
- promoted respect and collaboration.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea.

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Reflect on the work you did with your teammates in this unit's product and use the evaluation on page 167 to do it. Then, answer: If you were doing this product again, what would you do differently to improve your work? How could your team work more effectively next time?

Reading Time!

To consolidate what students' have learned in this unit, you can ask them to go to the Grammar Reference section on page 173 and review the most important grammar points in the unit.

Assessment

To guide students to complete the following assessment in class, you can:

Have students open their books on page 168 and direct their attention to the first part. Read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Direct students' attention to the second part of the assessment and read the instructions aloud and have volunteers read the emotions silently. Have students choose the one or ones that reflect the way they are feeling at the moment and in regards to their outcome.

Have students complete this part of the assessment honestly and individually. Remind them to complete the idea with their own information. Direct their attention to the co-evaluation at the bottom of the page and read it aloud along with students.

Ask them to think about the questions and write down their ideas. Monitor and provide any needed assistance. Finally, encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on their language skills. It is important to remind students that a self-assessment is a serious and respectful issue, and that making fun of others is disrespectful.

As you did in the previous assessment, read the emotion in the box one more time and have students tell you how they are feeling at the moment and engage students into discussing their feelings and results.

*** Use Assessment 10 in the next page to measure your students' comprehension of the topics studied in the unit.**

Name _____

LN _____

Date _____

Grade _____

Total Points _____

Final grade _____

I Write 5 steps you need to follow in order to prepare an oral presentation.

1. _____

2. _____

3. _____

4. _____

5. _____

UNIT 1

› MODAL VERBS (MAY, CAN, WOULD)

› WHEN EXCHANGING INFORMATION ABOUT SERVICES ...

- › you can use the modal verbs *may* or *can* to ask to offer help, to ask for something and to ask about a possibility.
- › you can use the modal verb *would* to express what you want or to offer options.

› CONNECTORS (IF, OR, AND, THEN)

Connectors are used to link ideas.

If is used to introduce a condition:

Or is used to give options to choose from:

And is used to express addition

Then can be used to express sequence

› INTONATION RULES FOR QUESTIONS.

- › Questions that begin with a Question Word (What, Where, When, How much, Which etc.) have a final falling (↘) intonation
- › Questions that begin with an Auxiliary Verb (Would, Can, May, Do, Does, etc.) have a final rising (↗) intonation



UNIT 2

› THE SIMPLE PAST TENSE

When writing a narrative story the main events are usually expressed using the Simple Past form of the verbs. There are *regular* and *irregular* Simple Past Tense Forms.

- › Regular past forms add *d* or *ed* to the base form of the verbs:

decide – decided or discover – discovered

- › Irregular past forms are sometimes completely different from their base forms or exactly the same as their base forms but do not add *d* or *ed*.

buy – bought, see – saw or put – put

› FOR A COMPLETE LIST OF IRREGULAR VERBS GO TO PAGE 191 IN THIS BOOK.

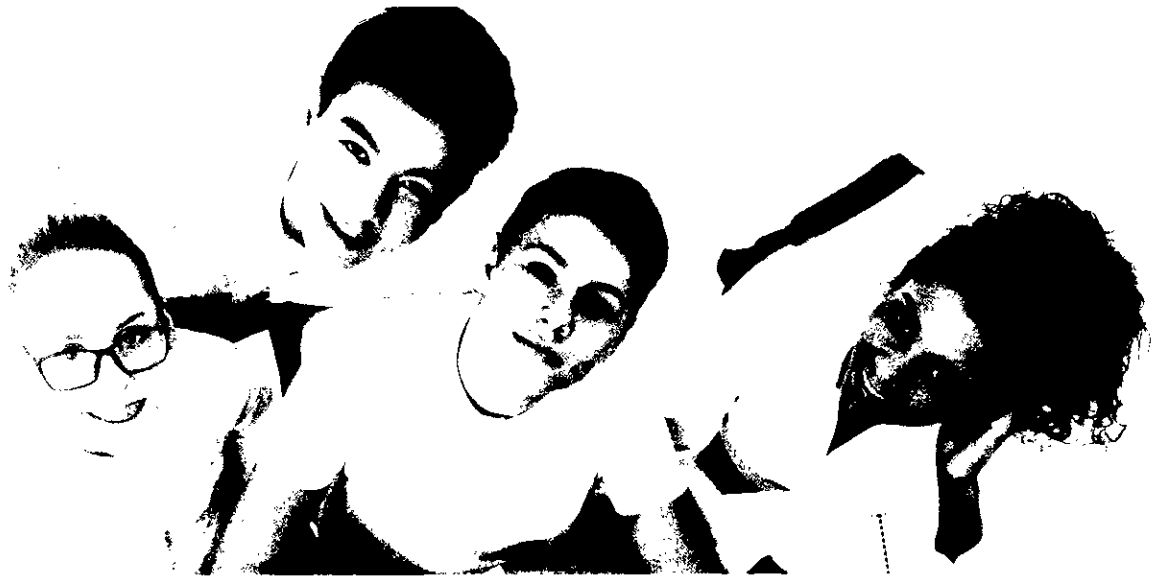
› THE PAST PROGRESSIVE TENSE

It is used to describe scenes or to talk about actions that were in progress at a given time in the past: Singular past progressive forms use the auxiliary *was* + the *ing* form of the main verb.

The sun was shining,

Plural past progressive forms use the auxiliary *were* + the *ing* form of the main verb.

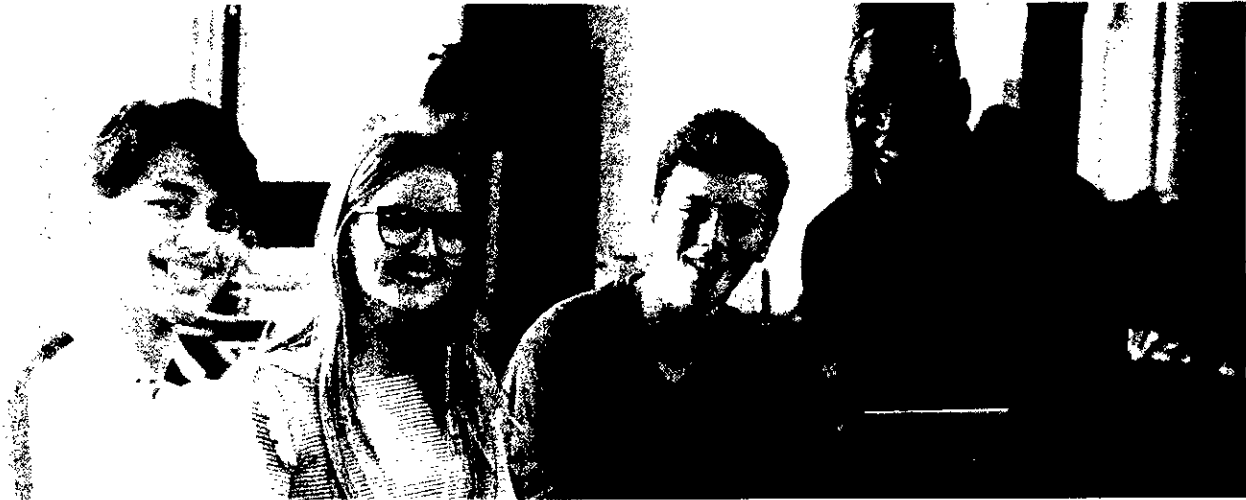
They were coming out of the house.



UNIT 3

› THE IMPERATIVE FORM

- » We frequently use the Imperative Form to tell someone how to do something. It is very common to see the **Imperative** Form in manuals, and recipe books.
- » To form the imperative you use the simple form of the verb without 'to'.
- » To make a negative imperative you use 'do not' or the contracted form "don't" in front of the verb.



UNIT 4

› MODAL VERBS (MAY, MIGHT)

- » All the auxiliary verbs except be, do and have are called modals. Modal verbs cannot act alone as the main verb in a sentence. They are always followed by the base form. We use the modal verbs may and might to express future possibilities : I may go to the movies on Saturday. He might travel to Australia next year. We also use may to express hopes and desires: *May you have a long and happy marriage.*

› ADVERBS

- » We can use *adverbs* to make information more interesting. They can tell when, how, where, to what extent something happened.
- » They are words that modify...
- » **Verbs:** He stopped suddenly.
- » **Adjectives:** They were really scared.
- » **Other adverbs:** He behaved extremely well.

› CONNECTORS (AND, BUT, SO THAT, FOR INSTANCE).

- » Connectors are words which combine two words, phrases and sentences together. **and** expresses addition. **but** expresses contrast. **so that** expresses purpose. **for instance** indicates exemplification.

UNIT 5

> FUTURE WITH WILL

We can use **will** to make general predictions (guesses about what will happen in the future).
Will keeps the same form for all subjects.

STATEMENT	NEGATIVE	QUESTION
I will go to the party.	I will not (won't) go to the party.	Will I go to the party?
You will go to the party.	You will not (won't) go to the party.	Will you go to the party?
He will go to the party.	He will not (won't) go to the party.	Will he go to the party?
She will go to the party.	She will not (won't) go to the party.	Will she go to the party?
It will go to the party.	It will not (won't) go to the party.	Will it go to the party?

> FUTURE WITH BE GOING TO

Be going to is usually used to make near future predictions based on some evidence.

STATEMENT	NEGATIVE	QUESTION
I am going to go to the party.	I am not going to go to the party.	Am I going to go to the party?
You are going to go to the party.	You are not going to go to the party.	Are you going to go to the party?
He is going to go to the party.	He is not going to go to the party.	Is he going to go to the party?
She is going to go to the party.	She is not going to go to the party.	Is she going to go to the party?
It is going to go to the party.	It is not going to go to the party.	Is it going to go to the party?
We are going to go to the party.	We are not going to go to the party.	Are we going to go to the party?
They are going to go to the party.	They are not going to go to the party.	Are they going to go to the party?

> THE SIMPLE PRESENT TENSE

We can use The Present Simple Tense to describe the function of something.
 We form the present tense using the base form of the infinitive (without the TO).
 In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. FOR VERBS THAT END IN -O, -CH, -SH, -SS, -X, OR -Z WE ADD -ES IN THE THIRD PERSON.

go – goes	catch – catches	wash – washes
kiss – kisses	fix – fixes	buzz – buzzes

2. FOR VERBS THAT END IN A CONSONANT + Y, WE REMOVE THE Y AND ADD -IES.

marry – marries	study – studies
carry – carries	worry – worries

3. FOR VERBS THAT END IN A VOWEL + Y, WE JUST ADD -S.

play – plays	enjoy – enjoys	say – says
--------------	----------------	------------

UNIT 6

› EXPRESSING LIKES AND DISLIKES

When expressing general preferences the verb *like* is used in the same way as the rest of the verbs in the simple present.
With the pronouns *I, You, We, They* we use *like* for the affirmative form and *don't like* for the negative.
With the pronouns *He, She, It* we use *likes* for the affirmative form and *doesn't like* for the negative.
We form questions by using: *Do + I, you, we, they + like + activity + ?* and *Does + he, she, it + like + activity + ?*
We answer questions using the same auxiliaries as for the question.

› COLLECTIVE NOUNS

When referring to groups of people, collective nouns are treated differently in American and British English. i.e.
The audience are very quiet - British English
The audience is very quiet - American English

› CONNECTORS

Connectors are words that link words, phrases or sentences to connect ideas in a logical way.
Some connectors express addition, others express contrast, and others state the reasons for something.
The connectors *and* and *as well as* indicate addition (of words, phrases, clauses or sentences)
The connectors *however, but* and *although* express contrast.
The connectors *because* and *so as to* introduce the reason for something.

UNIT 7

› ACTIVE VS PASSIVE VOICE – PRESENT TENSE

In English, many sentences use the *active form* of the verb to state facts. The performer of the action comes first and is the *subject* of the verb that follows. The *receiver* of the action is the *object* of the verb, and it comes after the verb.

i.e. *The hard palate* separates the oral cavity from the nasal cavity
(performer) (receiver)

When we want to describe facts but we want to focus more attention on the receiver of the action than on the performer we use the passive voice. In this case, the receiver of the action becomes the subject of the verb and the performer becomes the object of the verb and is placed after the preposition *by* or *in* many cases not even mentioned.

i.e. This disease is caused by a virus.
(receiver) (performer)

The Statements in Present Simple Tense (Passive)

- › make emphasis on the facts.
- › include the word *by* when they mention what or who caused the facts.
- › use the verb *to be* as an auxiliary verb.
- › have their main verbs in the past participle form.

› COMPARATIVE AND SUPERLATIVE FORMS

The comparative form is used to compare two things.
Comparative sentences use the following pattern. i.e.

Noun (subject) + verb + comparative adjective + than + noun (object)

At birth the number of human bones is higher than at adulthood.
The superlative form is used to compare three or more things.

Noun (subject) + verb + the + superlative adjective + noun (object)

Enamel is the hardest substance in the human body

› CAPITALIZATION

- › We capitalize the beginning of a sentence.
- › We capitalize the pronoun "I".
- › We capitalize proper nouns: specific people, places, and organizations.
- › We capitalize days of the week, holidays, and months of the year but not seasons.
- › We capitalize countries, languages, and nationalities.
- › We capitalize major words in titles, outlines and charts.

UNIT 8

> CONNECTORS – ALSO, BUT, BESIDES, SO, OR, INSTEAD

The following connectors express different concepts.

Also and besides are used to express addition.

But is used to express contrast.

So indicates a result.

Or and instead express option.

> COMPARATIVE FORMS OF ADJECTIVES

When two things are being compared we use the comparative form of the adjective.

To form the comparative we use...

1. SYLLABLE ADJECTIVES: ADD -ER	<i>cheap – cheaper fast - faster</i>
2. SYLLABLE ADJECTIVES ENDING IN CONSONANT-VOWEL-CONSONANT, DOUBLE THE LAST CONSONANT AND ADD -ER	<i>big – bigger thin - thinner</i>
3. SYLLABLE ADJECTIVES NOT ENDING IN -Y USUALLY ADD MORE	<i>pleasant – more pleasant modern - more modern</i>
4. 2 SYLLABLE ADJECTIVES ENDING IN -Y CHANGE THE -Y TO I AND ADD -ER	<i>noisy – noisier happy - happier</i>
5. 3 OR MORE SYLLABLE ADJECTIVES ADD MORE	<i>expensive – more expensive comfortable – more comfortable</i>
6. IRREGULAR COMPARATIVE FORMS	<i>good – better bad – worse far – farther or further</i>

> PREPOSITIONS ON, IN AT

We use the preposition on before a specific day.

We use the preposition in before a month, a year, a part of the day.

We use the preposition at before a place.

UNIT 9

> EXPRESSIONS TO ASK FOR POINTS OF VIEW, QUESTION STANDS OR CLARIFY CONFUSION.

Asking for points of view: What did/do you think of ...

Questioning stands: Why do you say that?,

Don't you think that ...?, What about...?

Clarifying confusion: What I mean is that ...,

For instance ..., Let me show you...

> COMIC STRIP COMPONENTS.

Title: The name of the comic strip.

Author: The person who creates the comic strip.

Panel: a single drawing in the multiple-panel sequence of a comic strip.

Speech balloon: a balloon that contains what the character says.

Thought bubble: a bubble that contains what the character thinks.

Onomatopoeic word: (*Bang, "Cheep, cheep"*) a word that imitates a natural sound.

UNIT 10

> WH QUESTIONS

When we are looking for specific information we use Information Questions. These types of questions usually take question words. Form information questions with a question word (what, why, where, when, who, whose, which, how) we use the following word order:

Question word + auxiliary verb + subject + main verb.

Where is the new mall located?

> PROSODIC RESOURCES

Are those elements of language like volume (loud or soft), clarity (how clear), stress (emphatic or neutral), intonation (rising or falling) or pace (fast or slow) that help you express your emotions, your intention and the emphasis when speaking.

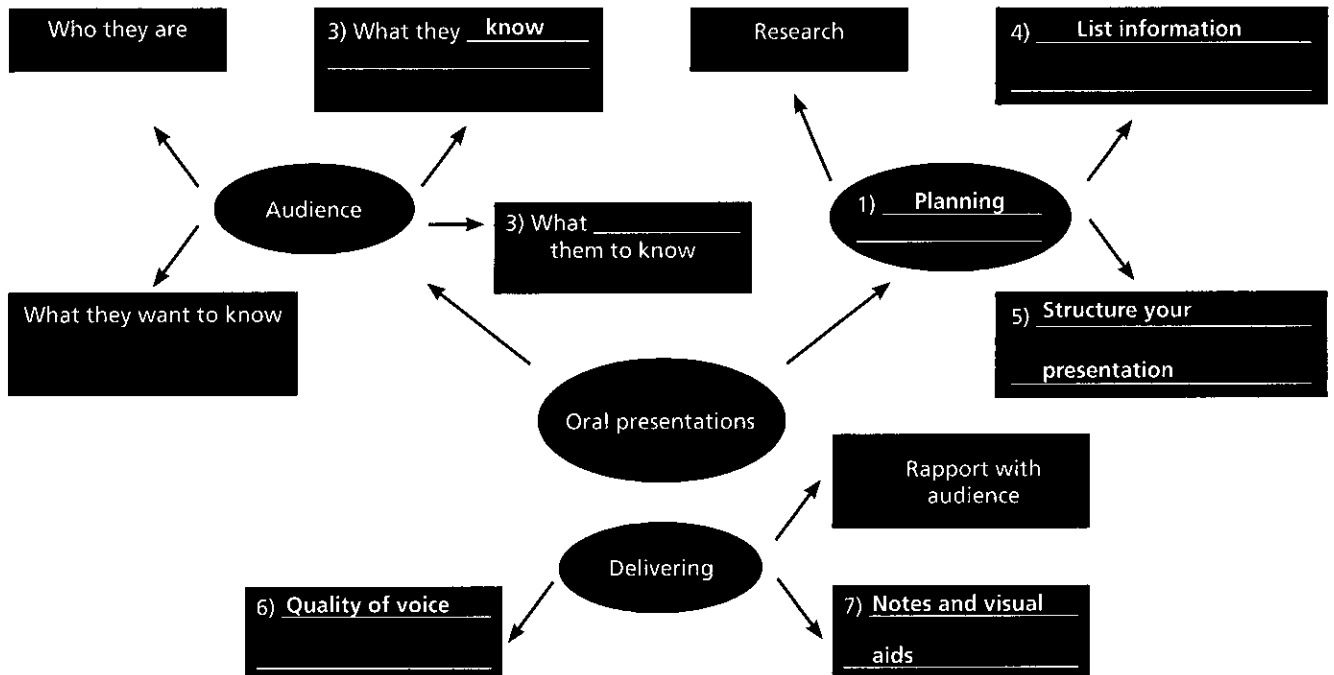


Image Cd		
My Community	How will Films be in the future?	A Great Adventure
Receptionist	Scene	Itinerary
Cashier	Fortune-telling	Ferry
Clerk	Weather	Accommodation
Receipt	Sewer	Vineyard
Fairy	Fencing	Prize
Shipwreck	Cycling	Western
Swan	Paragliding	Onomatopoeic
Entry	Skydiving	Podium
Guidewords	Chart	Language
Headwords	Scheme	Research

Unit 1

Lesson 1

1. From the top: 4, 5, 3, 1, 2 Page 9

2. students Page 10

school
motivated
casual

3. A campaign to make their community more environmental friendly.
To the whole community.
He gives good ideas for it.
She is very excited.

4. 3, 4, 1, 2, 5

5. For instance Page 11

Do you mean that
Count me in
Would you like to join us
Can you make it

6. cool, awesome, super

Lesson 2

2. From left to right: 2, 1 Page 13

3. Dialog 1: dogs barking, cats meowing
Dialog 2: announcement, trains running

4. b.-on-site
a.-an international organization
b.-dog
a.-polite

5. Greeting Page 14

Asking for a service
Expressing doubt
Giving someone something
Offering options
Being polite

6. 3, 5, 1, 6, 2, 7, 4

8. 1. It is used to indicate a condition. Page 15

2. It is used to show a sequence of actions.
3. It is used before giving the reason for something.

9. if
because
then

Lesson 3

1. 1. They are at a music store. Page 17

2. They are a client and a clerk
3. Student's own answers.

2. 4. a CD of musicals for teens
5. two

3. A, C, A, C, A, C

3. a.-Can and may Page 18

b.-Would

4. Student's own answers

5. 1.  Page 19

2. 

3. 

6. on sale

try on
warranty
cash

7. at a reduced price.

put on clothes or jewelry to see how it looks on you.
if a product is defective the company will repair or replace it.
money in the form of coins or banknote.

Lesson 4

1. May Page 21

Yes. I'd like
May I

Unit 2

Lesson 1

1. 3, 4, 1, 2 Page 25

3. From the top to the bottom: title, authors, textual component, graphic component. Page 26

4. the name of the story.

the person who wrote the story.
the pictures.
the written texts.

5. 1. Snow white
2. children
6. Student's own answers.

Lesson 2

2. From left to right: 1, 4, 2, 3
4. 1,4,7,8

5. lived
showed
climbed
started
chased
crashed
died
were
took
was
sold
gave
threw
saw
grew
had
went
stole
cut
1: ed
2: Irregular
3: Did not
4: Didn't
5: Present

7. When two people quarrel someone else gains.
8. 2, keep the nut
4, each boy a half-shell
3, the solution
1, nut on the ground
9.

together	something	tree
other	thought	seeing
10. this, then
thank, mouth
between, seed

Lesson 3

1. 3

3. a) the little man
a) Rip Van Winkle and the little man
b) Rip Van Winkle
b) The four little men
b) Rip Van Winkle's
4. meter
neighbor
realize
5. 1. our
2. tre
3. ze

6. 1. past actions in progress
2. simple past
3. singular
4. plural
5. ing
7. The lion
The lion walked into a trap
A little mouse
She cut the net with her teeth.
He asked the mouse to become friends.
8. From de top to the bottom: The lion, was talking a walk in the jungle, a little mouse, The mouse, cut the net', Please, be my friend.'

Lesson 4

3. was hunting
was carrying
were drinking
were coming out
was talking
4. was walking
saw
was swimming
spoke
went
were talking
was kissing
was sleeping
married



Unit 3

Lesson 1

1. From the left to right: 5, 6, 7, 1, 3, 4, 2
Page 41
5. From the top to the bottom: 3, 1, 2
Page 42
6. 1. pronunciation
2. meaning
3. grammatical function(s)
Page 43
7. From the left to right: 3, 4, 6, 8, 5, 2, 7, 9

Lesson 2

1. From the left to right:
worked
in
books
the
He
alphabetical
and
Page 45
4. 2-dictionary - diccionario
3-entry - entrada
4-graphic - gráfico
5-guidewords - palabras guía
6-listen - escuchar
7-online - en línea
8-photocopy - fotocopia
9-pronunciation - pronunciación
10-words - palabras
Page 46

Lesson 3

1. He now knows how to use a bilingual dictionary.
Page 49
2. From the top to the bottom: 2, 6, 4, 3, 5
Page 50
4. 1. abbreviations
2. symbol
3. section
4. guide
6. capitalize
5. From the top to the bottom: Learn, Scan, Read.

Lesson 4

1. From the left to the right: dictionary,
words, encyclopedia, information, world, language
Page 53
2. 1. monolingual dictionary
2. bilingual dictionary
3. picture dictionary
4. online dictionary
3. From the top to the bottom: 5, 4, 6, 1, 3, 2

Unit 4

Lesson 1

1. dialogs, cards, characters', romance, audience,
emotions, pianist, body.
Page 57
2. From the left to the right: 2, 4, 1, 3.
3. Settings: Elegant restaurant
Characters: A boy, a girl, a waiter.
Feelings: Surprise, anger.
Page 58
5. Student's own answers. Some suggestions found
under each scene.
1: The two boys are having a good time. The smaller
one is singing.
2: Suddenly, they hear strange noises.
3: The smaller boy thinks with a lamp he can frighten
the noises.
4. The two boys think they saw something and run up
the stairs to get away.
6. Student's own answers.
7. d) adventure
b) two boys decide to explore the basement.
a) adolescents and adults
b) entertain

8. From top to bottom: 4, 1, 3, 2.

Lesson 2

1. Student's own answers.
2. From top to bottom: d, b, e, a, c.

7. from our window, P
all night, T
inside the house, P
very well, M
on the table, P
so loudly!, M

10. We might go out together
We may pick you up at your house
I have the car outside
Hi! How are you?
Our car! It's not there!

Lesson 3

1. From left to right: 3, 1, 2.
2. From top to bottom: 3, 1, 2.

5. And, but, for instance, so that.
6. so that, e
For instance, b
but, a
and, d
and, c

8. Student's own answers.
9. Student's own answers.

Lesson 4

1. From left to right: a, c, b, 2.
From top to bottom: 3, 1, 4.

Unit 5

Lesson 1

1. From top to bottom: 5, 1, 3, 4, 2.
3. Future predictions
will
yes
simple form

4. 2, 4, 1, 5, 3.
5. Will
Yes
Simple form
6. will have
will use
will prohibit
will build
will supply
will collect
will recycle
will move
will deliver

8. Roses, you, wonderful, cry, myself, wonderful, wonderful.

Lesson 2

2. Student's own answers
3. Lives with, his sister, and Sam are his, speaks, studies Spanish, doesn't, travels to other, to go to Spain.

4. Will not live, will, study, will continue, will not ride, will have, will lend.
5. P, P, P, F.
6. Present Simple, Present Continuous, Simple Future.
7. Student's own answers.

9. Will, move, will become, will not stay, will offer, will travel, will marry.

Lesson 3

Page 91

- Page 81
1. He is going to fall into the sewer.
They are painting a picture.
She's not going to get into the water.
They're not going to see a horror movie.

- Page 82
4. *immediate predictions based on evidence*
verb to be in the present + going to
different for all the pronouns.
is going to
is going to
are not + going to.
 5. 1: He's going to take a trip
2: He's going to make a left turn.
3: She'll get a ticket.
4: He's not going to use his car today.
5: They're not going to play the finals.
 6. Student's own answers

- Page 83
9. a) Will + subject + simple form of the verb
b) Question word + will + subject + simple form of the verb
b) the connector if
 10. 1: Will humans go to the moon for a vacation?
2: Will people live longer if science makes new discoveries?
3: Will one government rule the world?
4: Which place will humans colonize first, the moon or Mars?
5: Where will people work from?
6: What will happen if people eat nutrition pills instead of food?

Unit 6

Lesson 1

- Page 89
1. From left to right: 1, 8, 3, 5, 4, 6, 2, 7.
- Page 90
3. *free time activities*
school
students
formal
 4. snowboarding, cycling, watching TV
fencing, cycling, going to the movies, dancing
violent sports, such as wrestlin
 5. Students' own answers

7. don't like
likes, doesn't like
Do, Does
8. From left to right: ✓ x ✓ x ✓ x ✓ x
Ingrid, like, swimming, don't like, likes reading,
doesn't like, likes singing, don't like.

Lesson 2

- Page 93
2. Orson Powell, Canada: 3,5.
Brigitte Arnaud, France: 4, 1.
Susana Capurro, Argentina: 6,2.
- Page 94
3. From left to right: And, as well as, because, however,
although, so as to.
 4. 1: And, as well as.
2: although, however.
3: because, so as to.
 5. Lian Yong, China: Although, and, because, as well as,
because.
Malai Dasgupt, India: Although, However, so as.

- Page 95
9. 1: Did you
2: explain that
3: What do
4: What does, mean.
5: the best
 11. confirm
the same
negative
 12. 2: aren't they?
3: don't you?
 13. 1: You are eleven years old
2: You like (student's own answer)
3: You live on (student's own answer)

Lesson 3

- Page 97
2. From top to bottom, from left to right: 4, 3, 1, 5, 2.
 3. Student's own answers
- Page 99
7. G, C, D, A, E, B, F.

Lesson 4

Page 101

1. Do you like
don't like
I love it!
like
detest
2. 1: British English
2: American English
3: American English
4: British English
3. and
as well as
however
Although
because
4. don't you
did she
wasn't he
doesn't she
does he

Unit 7

Lesson 1

Page 105

1. From left to right: 1,5,2,3,6,4.

Page 107

4. 1: warms, filters, moisturizes.
2: conducts.
3: bring, remove
4: contracts

Lesson 2

Page 109

1. From top to the bottom: T, TC, esophagus, PC, gallbladder, rectum
3. 1: Lucia and Sebastian.
2: They are at their homes.
3: the digestive system.
4: Sebastian

Page 110

5. Student's own answers.

Lesson 3

Page 113

1. 1: From a website.
2: It's about a quiz.
3: The human body.
4: A T-shirt and two tickets for a concert.
5: A clothes store, Free Teens.
2. 1: True
2: False
3: False
4: False
- 5: True
6: True
7: True

Page 114

4. 1: '-er'
2: dropping, '-ier'
1: One syllable, '-est'
2: '-iest', the
5. From left to right: smallest, taller, smaller, more complex, strongest, most important

Lesson 4

Page 117

3. 1: It is gray and wrinkled.
2: It is part of the nervous system.
3: It is protected by our hard skull.
4: It has three main parts.
5: The cerebrum, the cerebellum and the brain stem.
6: It controls vision, movement, hearing, language and touch.
7: For our motor movements.
8: Automatic functions like heart beating, breathing and digesting food.

Unit 8

Lesson 1

Page 121

1. From left to right: 4,8,10,7, 2, 3, 1, 9, 5, 6.
2. Student's own answers.
3. Student's own answers.

Page 122

6. 1: but
2: besides, or
3: instead
4: so, also
7. 1: Also
2: So
3: Also
4: but
5: Besides

11. Student's own answers.

Lesson 2

2. From top to the bottom: 2,3,1.
3. 1: the advantages and disadvantages of some travel
2: different
3: reach

6. 1: 5
2: 4
3: 7
4: 1
5: 3
6: 2
7: 6

8. 1: the beach, the mountains, the desert, the jungle, a city.
2: by plane, by bus, by train, by boat, by ferry.
3: a hotel, a cabin, a friend's house, a tent, a cabin.
4: water sports, photograph, wildlife, sightseeing, shopping.
9. From left to right: don't you agree, I would much rather, definitely, Are you shure.
10. From left to right: 3,2,4,1.

Lesson 3

2. From left to right: Dance! Design! Direct!, Encinitas, California, 6 Days, 3, 2, 1, 5, 7, 6, 4.

5. From top to the bottom: a summer camp in the mountains, sounds fantastic, at a cabin, by bus, Really, I don't think so, Are you sure.

Lesson 4

2. Student's own answers.

Unit 9

Lesson 1

1. From left to right: 2,4,1,3,5.

3. 1: 5
2: 1
3: 4
4: 6
5: 2
6: 3
4. From left to right: 5, 1, 3, 2, 4.
5. From left to right: 1, 4, 3, 2.

6. From top to the bottom: 4, 3, 2, 5, 1.
7. From left to right: 2, 4, 1, 3.
8. 1: 3, 4, 1 and 2

Lesson 2

2. 1: surprised
2: amused
3: grateful, disappointed, offended.

4. From top to the bottom: Clara, Jeff, Rita.
5. 1: 2,3,4.
2: 1, 5, 6.
6. From top to the bottom: What did you think of, Why do you say that, Really, Don't you think, What about you.

Lesson 3

1. The different needs, attitudes, priorities and behavior of different social groups.
3. 1: Scene 2
2: Scene 1

4. 1: I
2: E
3: I
4: E
6. 1: What class are students having?
2: What's funny about Elliot's friend comment?
3: What's Elliot's problem with history?
4: What famous quote does the teacher use to answer?

8. 1: Rita
2: funny
3: joke
4: last

9. From top to the bottom: What I mean is that, Why do you say that, For instance, What about?, Let me show you.

Lesson 4

		Page 149
1.	1: 4	4: 6
	2: 3	5: 2
	3: 5	6: 1

Unit 10

Lesson 1

- Page 153
1. From left to right: 4, 3, 5, 1, 6, 2, 7.
 3. From left to right: 3, 2, 4, 1.

- Page 154
4. From top to the bottom: people, place, occasion, What, choice, How.
 5. 1: What does Linguistic Diversity mean?
2: Why is language diversity important?
3: What are some examples of linguistic diversity?
4: What are the most spoken languages in the world?
 6. 1: What does "mother tongue" mean
2: How many people use English as a first language
3: What is the language that has the most native speakers
4: Which is the official language in 20 countries

- Page 155
8. From left to right: know, List information, I want, Plannig, Structure your presentation, Queallity of voice, Notes and visual aids

Lesson 2

- Page 158
4. 1: A name given to a book, article, play, or other work.
2: The information in the form of diagrams, maps, graphs, pictures, and symbols used in books or magazines.
3: An alphabetical list, with meanings, of words that are difficult in a text or book.
4: A comment at the bottom of a page, referring to a specific part of the text on a page.
 5. 1: The History of English.
2: In the glossary.
3: It helps to clarify a concept.
4: A map.

6. From top to the bottom: E, E, I, I, I, E.

- Page 159
7. From left to right: 3, 1, 4, 2.
 8. 1: Make explicit reference to the topic of the investigation.
2: Use expressions to bring up a topic.
3: Extend information to clarify ideas.
4,5: Invite the audience to formulate questions or make comments.

Lesson 3

- Page 161
2. From top to the bottom: Non-verbal language, Not using words to communicate with others, Hand gestures, facial expressions and body postures, It makes a presentation more interesting.
 3. Left, left, left, left.

- Page 162
4. From left to right: upright and look relaxed and natural, on the walls, tables or podium, your hands out of your pockets, your arms in front of you, your focus around the room, the ceiling or the floor, your face and show your feelings, your face into a stone statue.
 6. 1: 1,3
2: 2,4,5.
3: 6.

Lesson 4

- Page 163
7. From top to the bottom: Child, Vulnerable, home, 9, Grandparents, Extinct, speakers.
- Page 165
2. From top to the bottom: over 7 billion, 96%, Asia, India, Africa, 6,000 and 7,000, English or Chinese, 225

Unit 1

TRACK 1 •

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TRACK 2 • P10

Ann: Hi Paul! Some friends and I would like to organize a campaign to encourage people in the community to make our town more environmental friendly. For instance, to encourage them to reduce, recycle and reuse garbage. I'm really excited about it! Would you like to join us?

Paul: I'd love it. I have some cool ideas that might work.

Ann: Do you mean that you have already thought about it?

Paul: Yes. For example, making posters with practical tips like using reusable metal containers for carrying water instead of using plastic bottles, making fertilizers with fruit and vegetable waste to use for your flower pots. Also making flower pots from old plastic cartons, etc.

Ann: Hey, your ideas are awesome! And, where would you display the posters?

Paul: At school, or in public places for all the community members to see.

Ann: Super! Oh! I have to go back to class now. But listen Paul. The group is meeting on Friday after school at my place? Can you make it?

Paul: Count me in.

TRACK 3 • P13

CONVERSATION ONE

Assistant: Hi, there!

Girl: Hello! We'd like to see the animals.

Assistant: Would you like to see the puppies or the kittens?

Boy: The puppies. We want to adopt one.

Assistant: Oh, that's nice. Come this way, please.

Girl: Oh! They're all cute.

Boy: I like that black and white puppy.

Girl: I like it too. Can we take it home now?

Assistant: Not so soon guys. Your mom or dad has to come and complete some papers.

Girl: Okay, we'll come back.

Assistant: Have a nice day guys.

CONVERSATION TWO

Boy: Good morning, miss. We're raising money for the RED CROSS. Would you like to make a contribution?

Woman: I would love to but I don't have any cash with me now. What can we do?

Boy: Would you like to make a single contribution or donate money every month?

Woman: I'm not sure.

Boy: Don't worry. Here's a leaflet with all the options and it has our email and telephone number. You can contact us and we will give you all the information.

Woman: Wonderful! Thank you very much

TRACK 4 • P17

Assistant: Hello. May I help you?

Costumer: Can I see the CDs of musicals for teens?

Assistant: Sure, let me check. Here they are. We have two. Which one would you like?

Costumer: I'm not sure, Because it isn't for me. It's for the Community Day festival. My class is doing a musical. Can I change it if someone else brings the same one?

Assistant: How nice! No problem. You can change it if you bring the receipt.

Costumer: No problem. I'll take it then.

TRACK 5 • P19

1. May I help you?

2. Which one would you like?

3. Can I change, it?

TRACK 6 • P19

Assistant: Good morning! May I help you?

Woman: Yes. I'd like to see those watches, please.

Assistant: Sure. They're really nice and they're on sale. Which one would you like?

Woman: Mm... Can I try on the green one, please?

Assistant: Of course.

Woman: It's really nice. How much is it?

Assistant: Only 75 dollars. And it has a five year warranty.

Woman: Great. I'll take it, then.

Assistant: We also have some beautiful necklaces, would you like to see them?

Woman: Not now. Thank you.

Assistant: Okay, then. Are you going to pay cash or with a credit card?

Woman: Cash.

Unit 2

TRACK 7 • P29

JACK AND THE BEANSTALK

Jack lived with his mother in a little house in the country. They were very poor. One day they did not have anything to eat and Jack's mother said, "Take the cow to the market and sell her." Jack took the cow to the market and sold her to an old man. He did not have any money and gave Jack five magic beans for the cow. Jack ran home. He showed his mother the beans. She was very angry and threw the beans out of the window.

That night, while Jack and his mother were asleep the beans started to grow. They grew higher and higher.

The next morning Jack looked out of the window and saw the beanstalk grew right up into the sky. Jack climbed up the beanstalk and saw a castle. He ran into the castle and heard enormous footsteps. Jack hid behind the door in the kitchen. A giant came into the kitchen but he did not see Jack.

The giant had a magic hen. He put the hen on the table and said, 'Lay little hen, lay.' The hen laid big golden eggs. Then, the giant ate an enormous breakfast, put his head on the table and went to sleep.

Jack took the magic hen, ran out of the castle and climbed down the beanstalk.

The giant woke up and chased after Jack. When Jack got to the bottom, he cut down the beanstalk with an axe. The giant crashed to the ground and died.

Jack kept the hen. His mother was very happy. They had lots of big golden eggs and lived happily ever after.

TRACK 8 • P31

ONE NUT AND TWO BOYS.

Two little boys were playing **together** near a nut tree. Suddenly, one of the boys saw **something** on the ground. It was a nut. Before he could pick it the **other** boy took it. The first boy demanded,

"Give me the nut. It's mine. I saw it first". The other boy replied, "It's mine because I took it".

The two boys started to quarrel. Just then a tall boy came that way. Upon **seeing** the quarrel between the boys, he **thought** for a little while and said, "Give me the nut and I'll settle your quarrel". He split the nut into two parts. He took out the fruit-seed. He gave one half-shell to one boy and the other half-shell to the other. He put the fruit seed into his mouth and said, "Thank you. This is for settling your quarrel".

TRACK 9 • P31

- > together / together
- > tree / tree
- > something / something
- > other / other
- > seeing / seeing
- > thought / thought

TRACK 10 • P37

One day a princess was walking in the forest. Suddenly she saw a frog. It was swimming in a pond and looked very pretty. Suddenly the frog spoke to the princess. She was very surprised. The princess liked the frog very much and went to the pond every day to visit it. One day while the princess and the frog were talking the frog asked her for a kiss. While the princess was kissing the frog, it turned into a handsome prince. The prince told the princess the story of the witch: one day while the prince was sleeping in his castle a witch cast a spell on him. The princess married the prince and they lived happily ever after.

TRACK 11 • P42

Linda: Look Jack, this is my bilingual dictionary. Do you know how to use one?

Jack: Well I know that you have to find the word you want and read what it means.

Linda: Yes, but there are some things you need to know.

Jack: Like what?

Linda: For example, these two words at the top of the page are called guidewords and they tell you which the first and the last words on the page are.

Jack: It's great because that way you can find the words much faster.

Linda: Right. Then you have the list of the words that are in bold letters and in alphabetical order with their information. They are called entries.

Jack: Do you mean the words in bold with their translations?

Linda: Yes, and some other information. But I'll explain that later.

Jack: Okay. And these are the illustrations of some of the words.

Linda: Yes, they are called graphic components.

Jack: Hey Linda. How do you know so much about dictionaries?

Linda: Because we saw all that at school.

Jack: You're a smart girl.

TRACK 12 • P43

Jack: Linda, guess what! Today I used a bilingual dictionary to look up some words from a song in Spanish.

Linda: Great, what words did you look up?

Jack: One of them was the word *fuerte*.

Linda: And did you find the meaning?

Jack: Yes, but there was a lot of information that I did not understand.

Linda: Like what?

Jack: Look I have the dictionary here. You see what are these strange symbols?

Linda: Ah, those are phonetic symbols. They tell you how the word is pronounced.

Jack: And these different Roman numbers?

Linda: Each number is a different meaning.

Jack: And these small letters *adj* and *n*?

Linda: They are abbreviations for the words adjective and noun. Let me show you other examples.

SCENE 3

On Friday...

- Amy:** Is your boyfriend Tom coming?
Olivia: Yes, he is. He's going to dress-up as Batman.
Amy's dad: Are you ready girls?
Olivia and Amy: Yes we are dad!
Amy's dad: You look fabulous. Jump in.

Unit 3

TRACK 18 • P73

1

An Interplanetary Internet

According to experts from NASA people from Earth will reach Mars by the early 2030s and one of the first things they'll do is set up an Internet connection with Earth.

2

The New Jersey Kicks will play the Philadelphia Bears on Saturday at the Waterfront Stadium. The odds are that the New Jersey Kicks will win.

3

Temperatures will reach 21C (70F) in the South East tomorrow, eight degrees higher than expected at this time of year. But don't get too excited; this warm weather will not last long.

4

A good week for Aquarians. You will receive news that will make you happy. Avoid arguing with your family.

5

According to the strong box office sales and the opinion of our expert Full Moon will get the Oscar for Best Movie tonight. The Oscar for best actor will surely go to Ralph Finner and Julia Meyers will probably win the Oscar for best actress.

TRACK 19 • P75

SONG

WHAT A WONDERFUL WORLD

I see trees of green,
red roses too.
I see them bloom,
for me and for you
And I think to myself,
what a wonderful world.
I hear babies cry,
I watch them grow,
They'll learn much more,
Than I'll ever know.
And I think to myself,
What a wonderful world.
Yes, I think to myself,
What a wonderful world. Oh Yeah!

TRACK 20 • P77

- Sophia:** Hey Ronald! Let's play a game.
Ronald: Like what?
Sophia: Let's predict each other's future! Since I am your friend, I know you very well so, I'll make predictions about your life.
Ronald: Predictions?
Sophia: Yeah, about your life in 20 years. You just have to answer to this questionnaire, ok?
Ronald: That sounds crazy, Sophia. You cannot predict the future, but go ahead.
Sophia: Ok, ready? First question: Who do you live with?
Ronald: I live with my parents and my sister Nicole. You know that, Sophie.
Sophia: Shhh..., Question 2. Who's your best friend?
Ronald: You know that too. You and Sam are my best friends.
Sophia: Okay. Sophia and Sam. Next question. How many languages do you speak?
Ronald: Oops. Only English.
Sophia: You are learning some Spanish at school.
Ronald: Yes but I don't speak it well yet.
Sophia: Okay. So the answer is only English. Next question: What transportation do you usually use to move around.
Ronald: My bike.
Sophia: How often do you travel to other countries.
Ronald: Mm..., I never travel to other countries but I would love to live in Spain.
Sophia: Okay. Now I'm going to predict your life in 20 years.
Ronald: 20 years from now?
Sophia: Yes. Here are my predictions. In 20 years you will not live with your parents and your sister anymore. You will probably live and study in Spain. Sam and I will continue being your best friends. And of course, you will not ride your bike all the time. You will have a super sports car and you will lend it to me!!
Ronald: Wow, Sophia you're good at predicting, but you were wrong about one thing.
Sophia: About what?
Ronald: I will not lend you my super sports car!
Sophia: Don't worry I will have my own.

TRACK 21 • P81

He is going to fall into the sewer.
They are going to paint a picture.
She's not going to get into the water.
They're not going to see a horror movie.

TRACK 22 - P82

Interviewer: We all know that robots are already working in factories. But tell us about the future. Will people have robots at home?

Scientist: I believe personal robots will become as common in the home as personal computers are today.

Interviewer: And will housework become easier if people use robots?

Scientist: Definitely, much easier.

Interviewer: And what will happen if robots replace computers?

Scientist: They won't replace computers, but one day robots will probably operate them.

Interviewer: Incredible! And, what other things will computers do?

Scientist: Well, they will probably sing and dance and why not make jokes?

Interviewer: Jokes?

Scientist: Of course. But, as with humans, they will not always be funny!

Interviewer: It all sounds very interesting. But will robots cause any problems?

Scientist: Unfortunately, the answer is yes. Not everyone's life will get better. Some people will lose their jobs. And bad people will create criminal robots.

Interviewer: Does that mean that the police will have to fight robotic crime?

Scientist: I'm afraid so.

Interviewer: And when will all this happen?

Scientist: Very soon!

Unit 4

TRACK 23 - P90

Rachel: Excuse me, guys. Can I interview you for my school magazine?

David and Wendy: Sure.

Rachel: What's your name?

David: My name is David Stark.

Wendy: And I'm Wendy Wilson.

Rachel: Are you American?

David: No, we're English.

Rachel: Oh, I see. So here's the first question. What do you do in your free time?

David: I practice snowboarding. Wendy doesn't like snowboarding at all.

Wendy: No, I don't. It is very dangerous. I like fencing.

Rachel: Fencing can be dangerous too.

Wendy: It is not if you wear a mask and chest protection.

Rachel: Do you like fencing, David?

David: No, not really. I like cycling and fortunately Wendy likes cycling too. We often go cycling together.

Wendy: Yes. Cycling is a lot of fun.

Rachel: Anything else you like doing in your free time?

David: I like watching TV. Watching football games is great. You say soccer I think. My favorite team are Manchester United, I mean, is, Manchester United. I know in America you say My team is ... we say my team are.

Rachel: Yes. Anything else?

David: We both like going to the cinema, I mean to the movies. Don't we Wendy?

Wendy: Yes. Going to the cinema is awesome but I don't like watching TV very much. I like to dance.

David: She's really good at dancing!

Wendy: I'm looking for a partner to enter a dancing contest.

Rachel: Really? Does David like dancing?

David: No, he doesn't. He's very bad at it.

Rachel: Anything you both do not like at all?

Wendy: We don't like violent sports such as wrestling.

David: No, we don't. We think they are disgusting.

Rachel: I have the same opinion. Well, I think that's it. Thank you guys for your time.

David: You're welcome.

TRACK 24 - P91

My name is Harry and I have a twin sister. Her name is Ingrid. We are similar in some ways but different in others. For example, we both like cycling. Then, I like swimming but I don't like reading. Ingrid is just the opposite, she likes reading but she doesn't like swimming.. She also likes singing a lot. I don't like singing very much because I'm very bad at it.

TRACK 25 - P94

1
Although I like all martial arts my favorites are Kung Fu and Chi Kung. I also like doing Chinese calligraphy because it helps develop your concentration as well as your patience. I don't like American football because I don't understand its rules very well.

2
I like chatting with my friends on the computer in the evening. Although my parents say I see them all morning I always have things to tell them. I'm not really a sports person. However, last year I entered a school 200 meter race and won the third place. I might start training so as to see how far I can get.

TRACK 26 - P95

Julia: Hi! Everyone! Today's program is for extreme sports lovers. And here in the studio is the famous extreme sports expert Anthony Gutierrez. Hi, Anthony! It's a pleasure to have you in our program.

Anthony: Hi, Julia. I'm really happy to be here, too.

Julia: Anthony, you're Australian, aren't you?
Anthony: Yes. I was born in Sydney, Australia, but I've lived in England almost all my life.
Julia: I see. And today you're going to talk about hang gliding, aren't you?
Anthony: No, I'm going to talk about paragliding!
Julia: Did you say paragliding?
Anthony: Yes. Paragliding is different from hang gliding.
Julia: Can you explain that?
Anthony: Sure. Both hang gliding and paragliding involve flying without using an engine. Hang gliding uses a rigid wing with an internal aluminum frame. The wing has a typically V shape. Paragliding uses a soft wing like a "parachute", with no frame and has an elliptical shape. With a hang glider you can fly much faster.
Julia: Now, I understand. So, paragliding is safer, isn't it?
Anthony: Well, yes, a little bit.
Julia: What do you mean?
Anthony: That they're both extreme sports and therefore dangerous. You have to train before doing them.
Julia: What does train mean in this case?
Anthony: It means you have to take classes with an expert.
Julia: I see. You give paragliding lessons, don't you?
Anthony: Yes I do.
Julia: And you won the Paragliding World Cup last year, didn't you?
Anthony: Yes, I did.
Julia: So my friends, can you think of anyone better than Anthony if you're interested in learning how to paraglide?
Anthony: That's a real compliment, Julia! But there are ...

TRACK 27 • P99

Gloria: Excuse me. I'm doing a survey about reading habits. Could you answer a few questions?
Passer by: What is the survey for?
Gloria: For my literature class.
Passer by: Ok, go ahead.
Gloria: Do you like to read?
Passer by: Hmm, it depends.
Gloria: Can you explain that?
Passer by: For example, I don't like to read novels because they're too long.
Gloria: I see. What about audio books?
Passer by: Er..., do you mean books you listen to? I've never used them. I prefer to read short stories or comics.
Gloria: What a coincidence! The girl I spoke to before this interview gave me exactly the same answer. Now, one last question. Do you like poetry?
Passer by: I like poems very much but reading poetry books is not something I spend a lot of time on.

Gloria: Well, thank you very much for your time.
Passer by: You're welcome.

Unit 5

TRACK 28 • P107

1. The nose warms, filters and moisturizes the incoming air.
2. The trachea conducts the air to the lungs.
3. The lungs bring oxygen into the body and remove carbon dioxide from it.
4. The diaphragm contracts and relaxes to help the air go in and out of the lungs.

TRACK 29 • P109

Sebastian: Hey Lucia, it's me, Sebastian. Have you done the biology homework?
Lucia: What do you mean? Completing the chart of the Digestive System?
Sebastian: Yeah!
Lucia: Of course I have, it's for tomorrow.
Sebastian: I haven't. Can you help me, please?
Lucia: What do you need?
Sebastian: Well I'm missing some names of the digestive organs.
Lucia: Let me get my notebook. Here it is. What are you missing?
Sebastian: Well, first, I have the title that is The Digestive System. But I have a doubt. How do you capitalize the title?
Lucia: The general rule is that you always use capital letters for the first and last word of the title. For example, The Digestive System you have to capitalize The and System.
Sebastian: Cool. Anything else?
Lucia: Yes, then you capitalize all the important words in the title like nouns, adjectives, and adverbs. You don't usually capitalize articles and prepositions.
Sebastian: Then, for this title I have to capitalize everything: The is the first word, digestive is an adjective and system is the last word.
Lucia: Good boy! What else do you need?
Sebastian: Then I'm not sure about some of the names in the textual components section.
Lucia: Which names are you missing?
Sebastian: Well, I know number one is the mouth, number two is the tongue. What about number three?
Lucia: Number three is the esophagus.
Sebastian: How do you spell esophagus?
Lucia: e - s - o - p - h - a - g - u - s
Sebastian: Got it. Then, number four is the pancreas, number five is the liver. I'm missing numbers 6 and 7.

Lucia: Number six is the small intestine and number 7 is the gallbladder.

Sebastian: Gallbladder. Is that one or two words?

Lucia: One word.

Sebastian: And is it with one or two Ls?

Lucia: With two Ls and two Ds.

Sebastian: Great! And I know, number eight is the stomach, number nine the large intestine and I'm missing number ten.

Lucia: Number ten is the rectum.

Sebastian: Wow! Finished.

Lucia: Did you put all the numbers of the graphic component?

Sebastian: Do you mean the illustration? Yes, I did. Thanks Lucy. You're an angel.

TRACK 30 • P113

Sebastian: Hey, Lucia. It's me again. I don't have the answers for the quiz about the human body and I want to win the tickets for the Splash concert. Please help me.

Lucia: Again? Okay. I'll help you under one condition.

Sebastian: What?

Lucia: That you take your form and mine to the store this afternoon.

Sebastian: Don't worry, I'll take them.

Lucia: Okay. The answer for number 1 is true. At birth the number of human bones is higher than at adulthood

Sebastian: Are you sure?

Lucia: Of course I am. I checked all the answers in the encyclopedia.

Sebastian: Okay, okay. Now, sentence number two. I think it is false.

Lucia: You're right. Your sense of smell is much more sensitive than your sense of taste.

Sebastian: You see I told you. What about number three?

Lucia: It's false too. Your brain is always more active at night.

Sebastian: I didn't know that. And number 4. I love fatty foods but I think they do not promote a healthier skin.

Lucia: No, they don't. And I think you should stop eating so much junk food.

Sebastian: I will. I promise.

Lucia: Then, number 5 is true. Enamel which is the white part that covers your teeth is really hard.

Sebastian: Wow! The hardest substance! That's amazing!

Lucia: Yeah. Number 6 is also true. The liver is the busiest organs in the body. It produces bile, it decomposes red blood cells and detoxifies the body among many other functions.

Sebastian: Cool. What about number 7? I have no idea if it's true or false.

Lucia: It is true.

Sebastian: Great Lucia. If you have your form ready I'll pick it up in half an hour and I'll go straight to the store. And get ready for the concert!!!

TRACK 31 • P117

Teacher: Today we're going to talk about the brain which is a gray wrinkled tissue in our heads protected by our hard skull. It is part of the nervous system. Any questions so far?

Student 1: How many parts is the brain divided into?

Teacher: It is divided into three main parts: the Cerebrum, the Cerebellum and the Brain Stem. I repeat: the Cerebrum, the Cerebellum (with double ll) and the Brain Stem. Look at the chart. This is the skull, the hard part that protects the brain. The cerebrum is here. It is biggest part of the brain. The cerebellum which is about the size of a pear is located here under and behind the cerebrum. And the brain stem is this part here, located at the bottom and is the part of the brain that connects the brain with the spinal cord. Yes, Sandra. Do you want to ask something?

Sandra: Yes. What are the functions performed by the brain?

Teacher: Good question. Each part of the brain performs different functions. Let's talk about the more important ones. Let's start with the cerebrum. It deals with vision, movement, hearing, language, and touch. I'll repeat. The cerebrum controls vision, movement, hearing, language and touch. The cerebellum is responsible for our motor movements. And it can learn motor movements to. For example, with practice we can learn how to ride a bicycle or walk on a tightrope. Yes. Adam?

Adam: What is the brain stem used for?

Teacher: Well, many automatic functions are controlled by the brain stem. For example, heart beating, breathing and digesting food. Now, I would like you to complete the chart in your books with the information we have discussed. Okay?

TRACK 32 • P121

Boy: Dad are we going on vacation this winter?

Father: I hope so! Any ideas?

Boy: We do not want go to one of those big cities this year.

Father: Why not?

Sophia: Big cities are okay but we don't want to go on city tours, or go to museums, or look at old buildings again. Besides we did all that last year when we went to Rome.

Boy: Instead, we could do something more exciting! Sophia and I read in a travel magazine that Hawaii is a really cool place for a vacation.

Father : So, you and your sister have already been researching?

Sophia: Yes, Dad. We read that there are lots of things to do in Hawaii. You can go to the beach, do different water sports and many other things.

Father : Many other things? Like what?

Sophia: You can watch the hula dancers and you can even take hula lessons.

Boy: Also, you can go whale watching and hike trails through volcanic craters.

Sophia: That would be awesome, dad, don't you think? I read in a geography book that the Mauna Loa is the second largest volcano in the world and it is an active volcano. Also I read that it emerged above the sea level 400.000 thousand years ago.

Father : That sounds interesting! Let's browse the Internet! Hmm... Look, here's a webpage with different tours to Hawaii! Tell mom to join us so we can all have a look.

Sophia: Sure dad. Mom...!!

TRACK 33 • P122

Father: The children were discussing about our next vacation. Also, they researched about places to go.

Mother: Oh! So, what do they want to do?

Father: They would like to go to Hawaii.

Mother: That's not a bad idea. We have never been there. Also, my aunt Tina lives there, remember? We could visit her!

father: I know that but you and I had originally thought of going to Washington.

Mother: It's going to be very cold in Washington. Besides, in Hawaii it's going to be warm and sunny.

TRACK 34 • P125

Helen: What are you doing Richard?

Richard: I'm looking at a travel magazine. And listen to this Helen: you can win a 7-day trip for two people to a destination of your choice out of three options just by filling out the coupon and sending it to the magazine. We really should send ours!

Helen: It sounds fantastic! But I'm afraid it won't be easy to be the winner. Lots of people will be sending their coupons.

Richard: Don't be so pessimistic, Helen. Remember that I'm the lucky guy who won two tickets to the aquatic park in the school lottery last year.

Helen: Yes I remember and we had a lot of fun at the park. Show me the destination options and let's choose the best place to go.

Richard: Look! There's a Safari in South Africa, a skiing trip to Whistler in Canada or a trip to Cusco and Machu Picchu in Peru.

Helen: Wow! The three destinations are great but I think the safari would be the best! Yes, the safari definitely!

Richard: Are you sure? You've always said that you would love to visit Machu Picchu and learn about other cultures. This would be your chance.

Helen: I know but I also love animals and watching rhinos, elephants and zebras in their natural habitat must be an awesome experience. Besides, I can also learn about other cultures if we go to Africa, don't you agree Richard?

Richard: You're right. I'd like to visit Africa too but I would much rather go to Whistler. They say they have some of the fastest ski trails in the world!

Helen: That's not good Richard. You know that I hate cold weather and I don't like skiing. You can go there some other time.

Richard: Okay. Let's go to South Africa, then.

Helen: Richard. Remember that we haven't won the magazinelottery yet.

TRACK 35 • P126

1. 'We really should send ours!'
2. 'It sounds fantastic.'
3. 'The safari, definitely!'
4. 'Are you sure? You've always said you ...'
5. 'Don't you agree, Richard?'
6. 'I would much rather go to Whistler.'
7. 'That's not good, Richard.'

TRACK 36 • P127

CONVERSATION 1

A: I think sleeping in a tent is the best option!

B: I don't think so. It's going to be too cold over there.

CONVERSATION 2

A: What about going to the beach?

B: It sounds fantastic!

CONVERSATION 3

A: Guess what? We're going on a tour to the Amazon jungle.

B: Really?

CONVERSATION 4

A: Let's buy tickets for the next ferry!

B: Are you sure? Do we have time to get to the terminal?

A: Yes. We have plenty of time.

TRACK 37 • P129

Jake: Hello Tina! This is Jake! Are you feeling better?

Tina: Oh hi Jake! Much better, thanks. Some cough and a runny nose but no more temperature. Hurray! I'll be back to school on Monday!

Jake: Great. Guess what? Mr. Sanders, the gym teacher, gave us the itinerary for a really cool summer camp in Encinitas, California.

Tina: Camp? What sort of camp?

Jake: The name of the Camp is DANCE! DESIGN! DIRECT! It sounds great doesn't it?
Tina: How long is it?
Jake: 6 days.
Tina: Dance, design and What?
Jake: Direct.
Tina: I don't quite understand. What is it about exactly?
Jake: It combines dance lessons with other areas of staging a dance.
Tina: I still don't understand.
Jake: I'll send you a copy of the itinerary. Open it and then call me back.
Tina: Okay.

TRACK 38 • P131

Stuart: Are you going anywhere this summer?
Brian: Yes. I'm going to a summer camp in the mountains.
Stuart: That sounds fantastic! Where are you going to stay?
Brian: In a cabin
Stuart: Cool. And how are you going to travel?
Brian: We are going to travel by bus.
Stuart: Are you going with your family?
Brian: No, I'm going with Nick and Josh.
Stuart: Really? I went with Josh to New York last year. He's a really nice guy.
Brian: Why don't you come with us?
Stuart: I don't think so. I have to study.
Brian: Are you sure? You can study when we get back. Exams are not until next month.
Stuart: Let me think about it.

Unit 6

TRACK 39 • P142

Jeff: Clara and Rita. Shall we do the homework for Miss Randall? What did you think of the comic strip Clara? It was cool wasn't it?
Clara: Mm... I'm not sure.
Jeff: Why do say that?
Clara: Well, I don't think giving someone an empty box is something nice to do.
Jeff: Don't you think that you can express your love for people without giving them material things?
Clara: Yes, but what the girl did was impolite. Well, that's what I think. What about you Rita? What is your opinion?
Rita: I agree with Jeff in that you can express your love an appreciation without giving material things but I also think that giving someone an empty box is a bit rude.
Jeff: Really? I think Laura's way of telling her family that she loved them was very original. And I think the words his brother used were really sarcastic.

Clara: Why do you say that?
Jeff: Because his words meant he didn't like the present and he sounded offended.
Clara: Maybe. Okay. Let's write our comments.

TRACK 40 • P142

Jack: What did you think of the film Luisa?
Luisa: Well, I'm not sure.
Jack: Why do you say that?
Luisa: I liked the plot but I didn't like the ending.
Jack: Really? I thought it was great. Don't you think that leaving the last scene to your imagination was a really good idea?
Luisa: May be. What about you Jennifer?
Jennifer: I loved it.

TRACK 41 • P147

Clara: Rita, Jeff. Don't forget that we have to write comments about these comics for tomorrow's class. Shall we start with this one?
Rita: Yes. It takes place in a history class. I've already read it and I loved it. What I mean is that it's very funny.
Clara: Funny? Why do you say that, Rita?
Rita: For instance, when the history teacher says that all great men are dead, one of Elliot's friends makes a joke and says 'I'm must be the exception.'
Jeff: But the teacher doesn't get angry with him.
Rita: No, she doesn't, and then she also makes a joke when she answers Elliot.
Clara: What about?
Rita: Let me show you...
Jeff: Let me read the complete story. (pause) Yes, Rita is right. It's really funny. And the last scene is the best. Read it Clara you're going to like it.
Clara: Let's see... Yes, it's quite good. Elliot never expected that answer from the teacher. Let's write our comments for the class.

TRACK 42 • P157

THE HISTORY OF ENGLISH

The history of the English language started with the arrival of three Germanic tribes the Angles, the Saxons and the Jutes, who invaded Britain during the 5th century AD. They came for what today is Denmark and northern Germany. They pushed the inhabitants of Britain who spoke a Celtic language to the west and north into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.

OLD ENGLISH

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old

English did not sound or look like English today. However, about half of the most commonly used words in Modern English have Old English roots. Old English was spoken until around 1100.

MIDDLE ENGLISH

In 1066 the Normans invaded England and brought with them a kind of French, which became the language of the Royal Court, nobility and business classes.

For a period the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English.

MODERN ENGLISH

Towards the end of Middle English, a sudden change in pronunciation, the Great Vowel Shift, started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world and many new words and phrases entered the language.

ENGLISH AROUND THE WORLD

In global terms, the spread of English began in 16th century, when the language became a tool of imperial expansion, and end up by gaining a special place in the history of a significant number of countries. This was what happened in the USA and Canada, but also in other colonial areas, like Australia, India, different parts of Africa and India, where English became the official language.

TRACK 43 • P159

Good afternoon. First of all I would like to introduce myself. My name is Alan Nash and I'm an anthropologist from South Wales University. I am really happy to have been invited to participate in your school Language Diversity week.

Today I would like to share some facts related to the Australian history which started in 1788 and which in my opinion are a good example of what many experts call a language genocide. This means the extermination of indigenous and aboriginal languages. I would like to add that many languages have disappeared and are still disappearing nowadays. Now the question is, why should we try to avoid all this?

I would like to give you an example. As I was saying, in 1788 when the **British colonization** began in Australia, aboriginal peoples constituted more or less 100 % of Australia's population. If you look at this map you will be able to see what I mean. Then in 1861 these peoples were only about 13 % of the population. **This is more or less what a map of Australia in those days looked like.**

The first 'white' formal education in English, of course, was provided by missionaries. Many children were taken away from their parents to be educated on mission stations. They lost contact with their parents completely and many also lost their languages. Aboriginal culture and language were condemned because the missionaries tried to eradicate them as barbaric and pagan. Now let's look at the information on this **map. As you can see at the end of the 20th century the 227.645** Aborigines formed only 1.44 % of the population. Of the original 200-250 languages, at least 50 are now extinct while another 100 or so face imminent death. Today, Australia is a multicultural

and multilingual country and, apart from English and some autochthonous languages, many other languages are spoken as a consequence of immigration. **The most spoken immigrant languages are:** Chinese, Italian, Greek, Arabic and others. This pie chart illustrates what I mean. Any doubts so far? Okay. So now I would like to reflect on two questions. The first one is, why should aboriginal and indigenous languages be preserved? The answer is very simple, indigenous cultures are some of the strongest models we have for how to live in harmony with the earth, I mean with animals, plants, environment and more. And let me say something else, language is the means by which these cultures' knowledge is passed from generation to generation. So if the language disappears the knowledge disappears as well.

And my second question is: How much knowledge is out there in the world that we will never know about because no-one recorded it before the language disappeared? This is a question for all of us to think about.

Thank you very much. Now, I would like to hear your comments or questions.

TRACK 44 • P159

1. *I would like to add* that many languages have disappeared and are still disappearing nowadays.
2. *As I was saying*, in 1788 when the British colonization began in Australia, aboriginal peoples constituted more or less 100 % of Australia's population.
3. *And let me say something else*, language is the means by which these cultures' knowledge is passed from generation to generation.
4. *Now, I would like to hear your comments or questions.*
5. *Any doubts so far?*

TRACK 45 • P161

Girl: Good morning class. Today I'm going to talk about one important aspect of speaking in public, called non-verbal language. Who can tell me what the term means?

Boy: Using your hands to mean something.

Girl: Great! That's a very good example. Non-verbal language includes those aspects of communication, like hand gestures, facial expressions, body postures and others that do not involve the use of spoken language. Now, why is non-verbal language important when giving a presentation for example?

Boy: It makes it more interesting.

Girl: Exactly! Non-verbal language can make your presentations more interesting, lively and clear. Some experts say that non-verbal language can make up to 90% of all communication. Isn't that amazing?

TRACK 46 • P161

Girl: Good morning class. Today I'm going to talk about one important aspect of speaking in public, called non-verbal language. Who can tell me what the term means?

Boy: Using your hands to mean something.

Girl: Great! That's a very good example. Non-verbal

language includes those aspects of communication, like hand gestures, facial expressions, body postures and others that do not involve the use of spoken language. Now, why is non-verbal language important when giving a presentation for example?

Boy:
Girl:

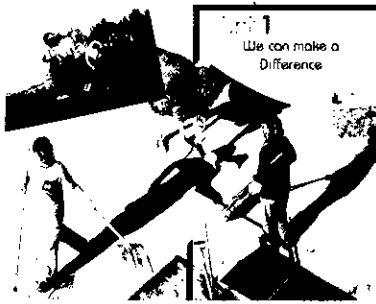
It makes it more interesting.
Exactly! Non-verbal language can make your presentations more interesting, lively and clear. Some experts say that non-verbal language can make up to 90% of all communication. Isn't that amazing? Now, I would like to go into some details about the four more types of non-verbal language. Let's begin with body posture. Body posture is crucial during a presentation, it is important to stand upright and at the same time look relaxed and natural. Do not lean on walls, tables or the podium. Here's a picture of a good posture. Another aspect is hand and arm movements. Keep your hands out of your pockets and do not fold arms in front of you. Holding your note cards will help you achieve this. Here's a picture of what I'm saying. Okay. The next non-verbal element, crucial in a presentation is eye contact. Keeping eye contact makes the individuals in the audience feel they are part of the presentation. Try to shift your focus around the room to share eye contact with

all the areas of your audience. Do not look at the ceiling or the floor as this may give the impression that you're bored or rude. This picture shows us how to do it.

Now, our facial expression is another important element when giving a presentation. What experts recommend is to unfreeze your face right from the beginning and show your feelings. For example, smile when you greet your audience or show enthusiasm or concern depending on the circumstances.

Do not solidify your face into a stone statue expression. Here's a picture showing what I mean. Well, guys, these are the four most important elements of non-verbal language to bear in mind when giving a presentation. Now, how can you make sure you use them correctly? Get someone to listen to you, or record yourselves giving the presentation and you'll see how it helps. Well this is about all. Thank you very much for being so attentive. Now, do you have any questions?

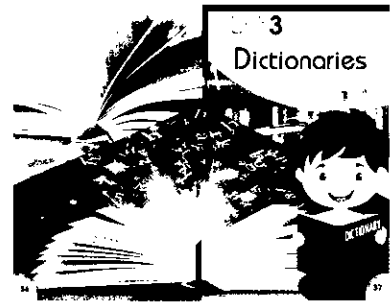
Reader's Book



TRACK 1 • P6 - 19
WE CAN MAKE A DIFFERENCE



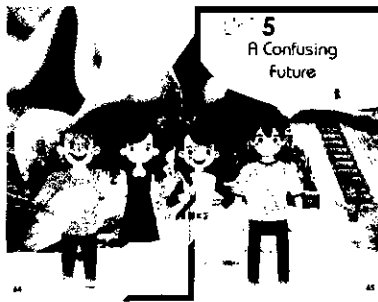
TRACK 2 • P20 - 35
THE BOOK OF BEASTS



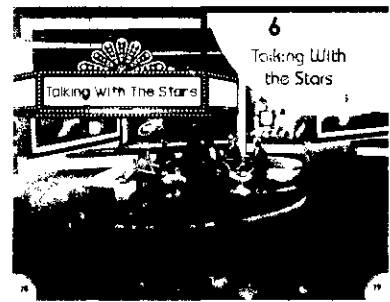
TRACK 3 • P36 - 49
DICTIONARIES



TRACK 4 • P50 - 63
THE KID



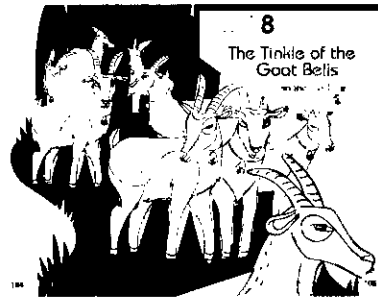
TRACK 5 • P64 - 77
A CONFUSING FUTURE



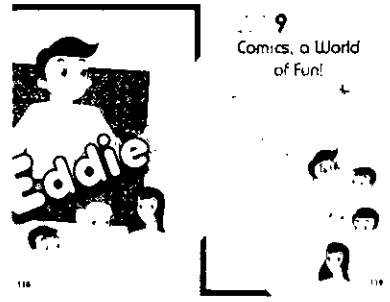
TRACK 6 • P78 - 91
TALKING WITH THE STARS



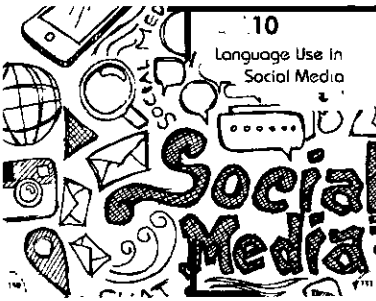
TRACK 7 • P92 - 103
THE HUMAN BODY EXHIBITION



TRACK 8 • P104 - 117
THE TINKLE OF THE GOAT BELLS



TRACK 9 • P118 - 129
COMICS, A WORLD OF FUN!



TRACK 10 • P130 - 143
LANGUAGE USE IN SOCIAL MEDIA

Irregular Verbs

Infinitive	Simple Past	Past Participle	Infinitive	Simple Past	Past Participle
arise	arose	arisen	fight	fought	fought
be	was / were	been	find	found	found
beat	beat	beaten	fly	flew	flown
become	became	become	forget	forgot	forgotten
begin	began	begun	forgive	forgave	forgiven
bet	bet/betted	bet/betted	freeze	froze	frozen
bite	bit	bitten	get	got	got
bleed	bled	bled	give	gave	given
blow	blew	blown	go	went	gone
break	broke	broken	grind	ground	ground
bring	brought	brought	grow	grew	grown
build	built	built	hang	hung	hung
buy	bought	bought	have	had	had
catch	caught	caught	hear	heard	heard
choose	chose	chosen	hide	hid	hidden
come	came	come	hit	hit	hit
cost	cost	cost	hold	held	held
creep	crept	crept	hurt	hurt	hurt
cut	cut	cut	keep	kept	kept
deal	dealt	dealt	kneel	knelt	knelt
do	did	done	know	knew	known
draw	drew	drawn	lead	led	led
dream	dreamt/ dreamed	dreamt/ dreamed	learn	learnt/ learned	learnt/ learned
drink	drank	drunk	leave	left	left
drive	drove	driven	lend	lent	lent
eat	ate	eaten	let	let	let
fall	fell	fallen	lie	lay	lain
feed	fed	fed	lose	lost	lost
feel	felt	felt	make	made	made



Infinitive	Simple Past	Past Participle
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/ showed
shrink	shrank/ shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sow	sowed	sown/ sowed

Infinitive	Simple Past	Past Participle
speak	spoke	spoken
spell	spelt/ spelled	spelt/ spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/ spoiled	spoilt/ spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
write	wrote	written



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