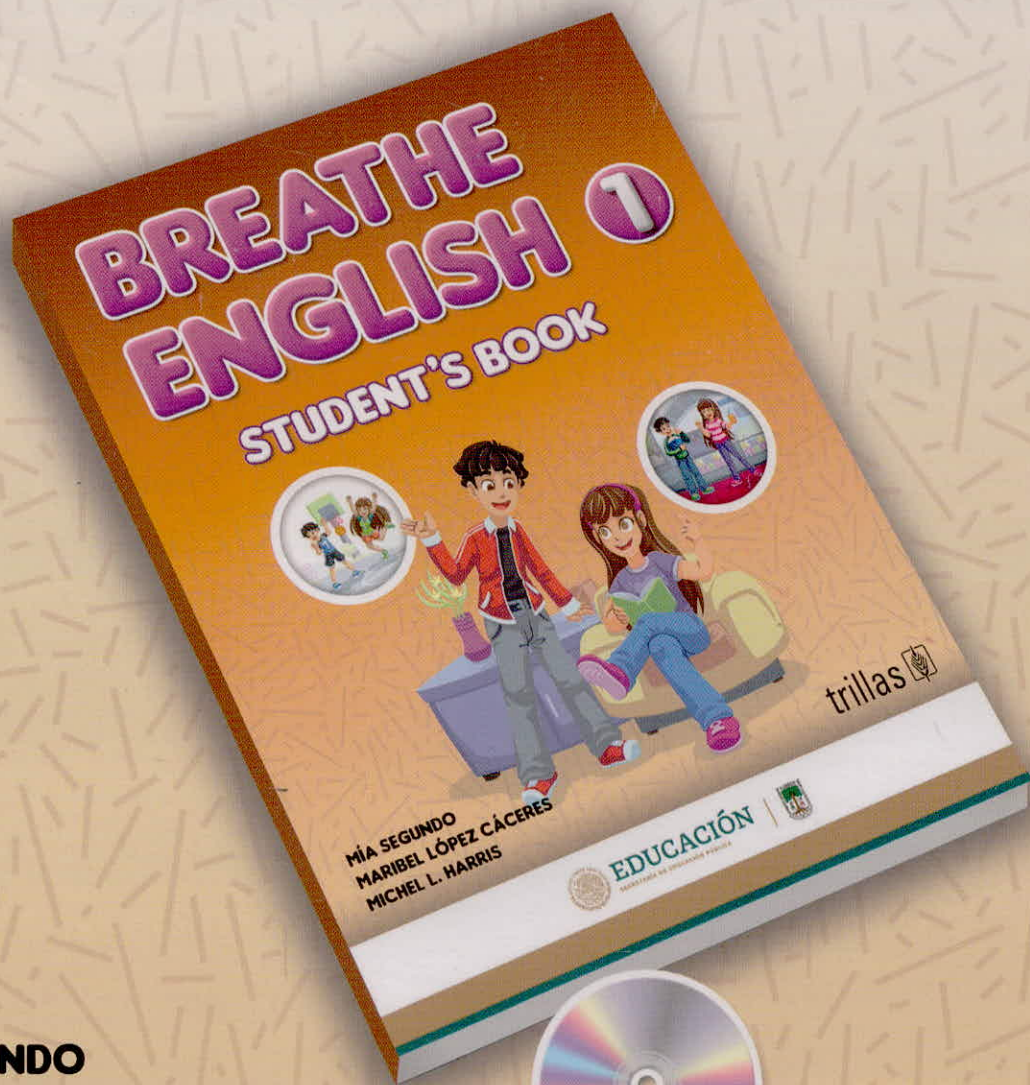


TEACHER'S GUIDE



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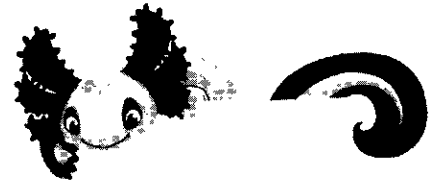
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PRESENTATION



Dear teacher,

Thank you for using *Breathe English* and welcome to a new school year. We plan on accompanying you through the journey of English teaching at a Junior High School. We know the reality in schools today make this a challenging job. For this reason, *Breathe English* is a book packet which has been designed to make your job easier. The packet includes an *Activity Book*, a *Reader's Book*, a CD and this *Teacher's Guide*.

Breathe English is divided into ten units. It is of great importance to remember that although the book has a suggested sequence, there is no better resource than the one that can be adapted and used according to the reality of every classroom. For that reason, it is not only allowed, but recommendable, that the units of the book are covered responding to your students' needs or interests in specific moments of the school year. The most meaningful response will be achieved this way.

The *Activity Book* develops the curricula in an easy-to-follow way, based on a project which is distributed into four steps. Regardless, every activity throughout the unit contributes to the completion of the product and the achievement of the expected learning outcomes. The 4 steps are milestones which will produce an evidence to be considered for formative and continuous assessment. The activities are meant to support the learner and scaffold the expected learning outcomes. All the activities in the book, including the audio and the *Reader's Book* texts are linked together towards the same goals.

The timing for all the activities to complete the projects and the social practices of the language is also adjustable, it may take shorter or longer in response to the interest shown by the students and the achievements of the expected learning outcomes.

- **Unit's cover pages:** They include the unit title, the learning goals, a socio emotional milestone and some images to help introduce the topic.
- **Breaking the ice:** Usually a game or another fun activity to use as a lead-in and introduce the unit's topic.
- **How much do you know?:** This section is meant to activate the student's prior knowledge. It also functions as a *diagnostic activity*.
- **Read together:** This is your cue to use the *Reader's Book*. Follow the directions in the *Teacher's Guide* for suggested sequences to use the different texts in the *Reader's Book*.
- **Getting the story:** This section involves global understanding of the text, usually in the form of a visual organizer.
- **Step 1 to complete the unit's project:** The title of this section varies according to the specific project of the unit. Although every activity in the unit is related to the completion of the project, each one of the four steps represent an opportunity to assess your student's progress. It produces subproducts to be taken into consideration for formative and continuous assessment, which can be kept as evidences.
- **Use English little by little:** This is a section meant to scaffold the expected learning outcomes. It is a simple exercise aimed to make it easy for the students to use English.
- **Time to listen:** This is one of at least two listening activities included in each unit.



- **Shared writing:** This is a pair or group activity aimed to get students to produce written language in a more creative way.
- **Step 2 to complete the unit's project:** It represents a second moment for formative and *continuous assessment*. It will provide another evidence for the student's portfolio.
- **Get creative:** This is a writing activity meant to exploit the student's creativity.
- **Listen up!:** This is a listening activity which purpose is to develop student's listening subskills.
- **Think about it:** It's a space for students to reflect about their own learning process and a time to note key points of the language.
- **Step 3 to complete the unit's project:** It represents a third moment for formative and *continuous assessment*. It will provide another *evidence for the student's portfolio*.
- **Express yourself:** This speaking activity has been scaffolded so that students will find it easy to communicate in spoken English.
- **Enhance your culture:** Typically a reading about relevant topics thought to get student's interest at the same time as it broadens their general knowledge. This reading activity is linked in different ways to the completion of the project and it contributes directly to the achievement of specific learning outcomes, as well as generally to encourage curiosity, love for knowledge and motivation to learn.
- **Step 4 to complete the unit's project:** This is the final stage of the project and it includes the socialization of the final product, which means it must be shared with other students, teachers or parents.
- **Assessment:** Each unit includes a self and/or peer assessment tool meant to raise student's awareness about their own progress.

The Teacher's Guide has been developed with a series of ideas that seek to support the teacher, but it is also flexible and the activities may be adapted to your classroom reality, your teaching experience and the student's suggestions.

The *Teacher's Guide* includes:

- A detailed step-by-step model for class delivery.
- Instructions and ideas for every activity in the book.
- The texts from the *Reader's Book* have been carefully inserted into the unit's activities and can be used to present the unit's topic, important vocabulary and language, or other aspects of the expected learning outcomes.
- Boxes with teacher jargon which explain useful terminology.
- Other boxes with teaching strategy meant to enhance your teaching competences.
- A miniature of every page of the *Activity Book*, with the answer key.
- A transcript of every audio in the CD at the end of this guide.
- We have prepared two different assessment tools per unit for you to use.
- Icons related to certain aspects like pair and/or group work, social-emotional ability, portfolio of evidence to point out works that you can collect and keep as evidence of your students' progress, amongst others.

All of these elements are meant to promote your teaching strategies and make your classroom an appropriate environment for learning and developing student's abilities. We hope you find this book a helpful tool. As you teach and guide your students tailor your teaching to maximize the contents and the opportunities to enrich your class.

We believe learning and teaching English with your expertise and this book will be as easy as breathing.

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UNIT 1

Serving others

UNIT CONTENTS:

Learning Environment: Family and Community

Social Practice: Exchanges associated with specific purposes

Competency: Exchange views about a community service

Student's self-evaluation instrument: Checklist

Hetero-evaluation suggested instruments: Rubric (Annex. Unit 1)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Listen to dialogues about community services.
- Understand the main idea.
- Exchange information.

Product:

Role play dialogue.

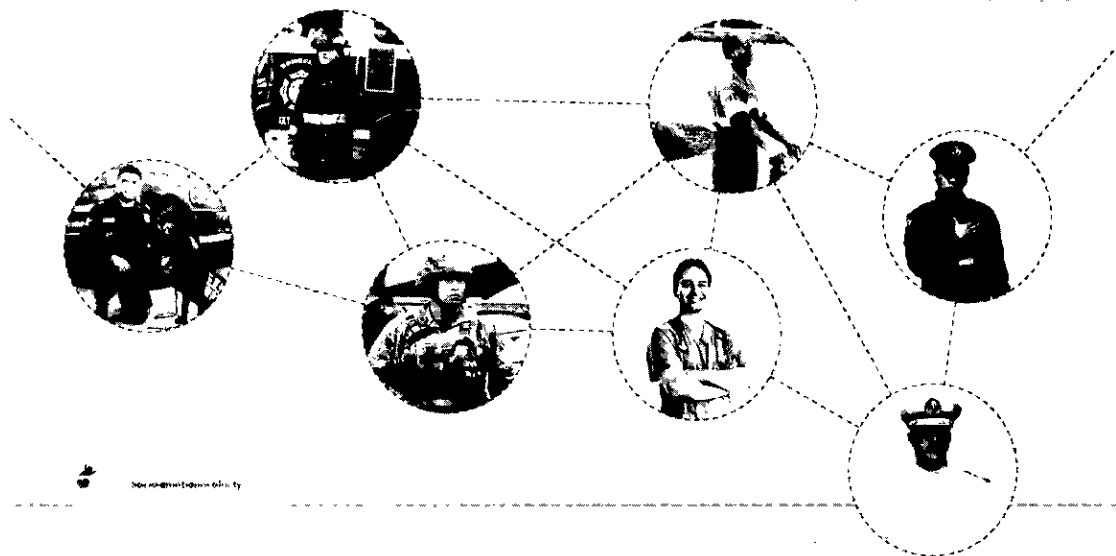
INTRODUCTION

For every unit you have two options (described here) to introduce the unit's topic to your students. The first option is to have your students look at the presentation pages in the *Activity Book*. The second is to use the collage (you'll find it in the CD) which is a collection of pictures related to the unit on a computer screen, projector, or maybe print it and display it somewhere in your classroom.

The general idea is for students to start focusing their attention on the topic. In the first part of every unit we will give you some questions you can use as a lead-in for the whole unit. You may use all of them, some of them and obviously add some of your own.

1. Look at the pictures, what do you think the topic for this unit is?
2. What professions can you see?
3. Do you see a profession/job that you like?
4. Would you like to work as one of these people?
5. What do you think all of these professions have in common?

UNIT 1 Serving others





BREAKING THE ICE

Track 2

We suggest you give students a card with jobs or professions written on them like: firefighter, paramedic, doctor, veterinary, cop, etc. Play track 2 from the audio CD and instruct your students to listen to the sounds from the recording and stand up if they think their profession is on that scene.

Get them to think about what a person of that profession would say and how he or she would act.

HOW MUCH DO YOU KNOW?

The purpose of this activity is for you to assess how much your students already know about the topic and to activate their previous knowledge. Consider aspects like vocabulary -words they know and might use in other contexts that also apply to this particular social practice of the language-, but also knowledge that is not related to language, but to the topic and context, even if students are not able to express it in English. Keep in mind you're not only teaching language but also culture and content.

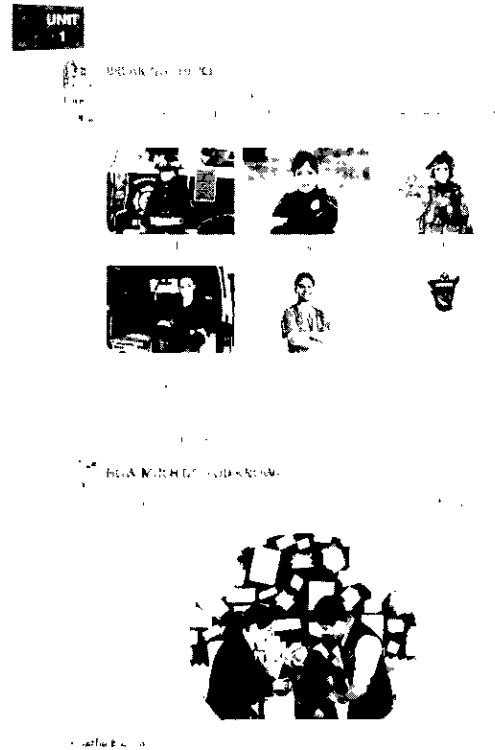
You may decide to make **teams** considering the students different levels and abilities. Try arranging teams with **mixed abilities** including both strong students and weaker ones in the same team.

Teaching strategy

When you arrange teams of students with mixed abilities it is very important to monitor that every student in the team participates, since strong students will tend to dominate. On the other hand, weak students will also benefit from interacting with the stronger ones.

Play the recording again and ask them to imagine a scene, then in teams, try to play out a dialogue from a short scene with those characters. Have them write down a few key points to help them talk. If you see they have trouble

starting an interaction you can write some lines on the board to support them or just encourage them to try.



READ TOGETHER

Track 3

You may consider a time to prepare students for the reading while activating their previous knowledge and introducing the topic. You may wish to use this first activity before the reading to elicit some vocabulary relevant to the reading.

Before reading, with the class arranged in small teams, students talk to their classmates about what they would like to be when they grow up. In the *Reader's Book*, you'll find a Reinforcing our Oral Expression Competence Exercise (*Reader's Book* page 6), which has more questions to discuss in order to introduce the topic. This is a good time to monitor that teams are speaking English. Then ask them to browse through the pages and try to predict what the reading is about.

While reading, a way to handle this activity is to go through the story from the *Reader's Book I volunteer...* along with your students. Before starting the story, students decide which of the professions mentioned in the reading they like best; this question goal will keep them interested. We recommend stopping to check understanding and also to make students participate by either asking them some questions, getting them to describe the images or making predictions about what may happen in the story, to promote their understanding.

Teacher jargon

A **question goal** is a question set before a reading or a listening activity about information they will find while the activity takes place and it will give them a reason to read or listen attentively. As soon as the reading or listening is finished, the teacher should remember to get the answer. For example, before reading a detective story say: 'Listen carefully to the story so that by the end you can tell me who the killer is!'

After reading you can ask them to reflect using questions like: Which professions are important because they help other people? What professions do people depend on?

They might research a profession that serves the community. You can do this in the ICT room in case you have access to one, or ask students to research at home by browsing the Internet, looking at books and magazines or talking to their parents.

GETTING THE STORY

Try having your students working collaboratively. Make pairs considering the different levels and abilities of students and this time pair up students with similar levels. Let them know they can read it as many times as they consider it necessary, in order to extract specific information and fill in the visual organizer. Afterwards, you may have pairs compare their work with others.

Some teams will probably finish before others, it's recommendable to use pairs with a higher English level to help monitor other pairs that might be having problems to complete the exercise. Encourage the monitors to help and explain the exercise to the other pair, rather than do their work for them.

You can collect this exercise as evidence for **further assessment**.

Teaching strategy

Pairs or teams of similar level encourage students to try harder in order to achieve their goal rather than waiting for someone else to do it. Just make sure to decide these kinds of pairs for activities which are achievable so you avoid frustration.

UNIT
1



STEP 1 TO PREPARE YOUR ROLEPLAY

Remember that every activity throughout this unit will help your students to develop the

2. **Body:** This will be the main section of the dialogue. Here, the information of the community service must be explained. And students can use questions to ask for more information, and phrases to respond by giving the required information.
3. **The closing:** Remind them to use phrases to thank the person that gave you information about the service, then have the characters say goodbye.

b) Students look up any words they think might be necessary. Encourage them to use the dictionary and become independent learners to be able to write the dialogue and make a draft. In order to do this, they must predict what they want to say.

Let your students know that dialogues are usually presented in speech bubbles and this visual design requires the dialogue to be written as spoken.

This is a recommendable time to read the story from the *Reader's Book* again. Have them answer the Reading Comprehension Competence exercise (page 17 from your *Reader's Book*).

A text can and should be read more than once, since this will improve understanding. However, you should assign a different task for every time they read it in order to avoid repetition and lack of interest from the students.

GET CREATIVE

1. What follows is a suggested procedure of how to answer this task. At the ICT room, students research a different kind of community service. If you don't have access to ICT, have students talk to teachers and other members of the community by making an interview.
2. They answer the questions to inform their classmates about the service.
3. Then, they join the sentences (excluding the questions) using linking words to form a paragraph in the blank page. Follow the **Teaching strategy** below.

UNIT 1

STEP 2 TO PREPARE YOUR DIALOGUE

Write the dialogue in three parts:

Opening	Body	Closing
<p>1. How do you feel about the service?</p> <p>2. How do you think the service is?</p> <p>3. How do you think the service is?</p> <p>4. How do you think the service is?</p> <p>5. How do you think the service is?</p> <p>6. How do you think the service is?</p> <p>7. How do you think the service is?</p> <p>8. How do you think the service is?</p> <p>9. How do you think the service is?</p> <p>10. How do you think the service is?</p>	<p>1. How do you feel about the service?</p> <p>2. How do you think the service is?</p> <p>3. How do you think the service is?</p> <p>4. How do you think the service is?</p> <p>5. How do you think the service is?</p> <p>6. How do you think the service is?</p> <p>7. How do you think the service is?</p> <p>8. How do you think the service is?</p> <p>9. How do you think the service is?</p> <p>10. How do you think the service is?</p>	<p>1. How do you feel about the service?</p> <p>2. How do you think the service is?</p> <p>3. How do you think the service is?</p> <p>4. How do you think the service is?</p> <p>5. How do you think the service is?</p> <p>6. How do you think the service is?</p> <p>7. How do you think the service is?</p> <p>8. How do you think the service is?</p> <p>9. How do you think the service is?</p> <p>10. How do you think the service is?</p>

Teaching strategy

UNIT 1

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Teaching strategy

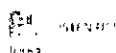
A simple way to get your students to write is by giving them a list of questions that are relatively easy to answer. Make sure they use full sentences that include subject, verb and complement, in their answers. Then, have them erase the questions and join their answers by using linking words like then, and, because, to make an informative text.



LISTEN UP!

Track 5

1. It is a good idea to use the images available to encourage your students to predict the topic and the vocabulary before listening to a track. Elicit words they might already know that will appear on the track. Then students listen to the information about an animal hospital and circle True or False for each sentence.
2. Students compare and agree on the answers.



UNIT 1

STEP 3 TO PREPARE YOUR ROLEPLAY

- a) Encourage your students to share their drafts with another team and gently correct each other's mistakes in their classmates work and underline them.
- b) Using a checklist, students point out whether they have a greeting at the beginning and a courtesy expression to thank the community server at the end.
- c) Just have them identify the mistakes, rather than correct them, this way you give each student a chance to self-correct when they get their work back and try to correct their own mistakes. Then, monitor as they write a final version.

STEP 3 TO PREPARE YOUR ROLEPLAY

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THINK ABOUT IT

This book approaches learning from communicative activities. Its focus privileges the development of the social practice of the language before the learning of certain formal aspects. Therefore, the reflexion over certain aspects will come during and after using the language to participate in different communicative activities. These sections of the book will point out different important vocabulary phrases, words or sometimes structures needed to achieve the expected learnings. It is meant to get the students to reflect about the language they're using in each unit and what they have learned so far.

Students can use the language box to produce language, either written or spoken. They may remember words and phrases they have learned so far, and add them to the box.

Have them add phrases used to call out for help, then practice reading them using different intonations, happy, scared, excited... If they can't remember extra phrases, they may review the previous exercises and look for questions.

EXPRESS YOURSELF

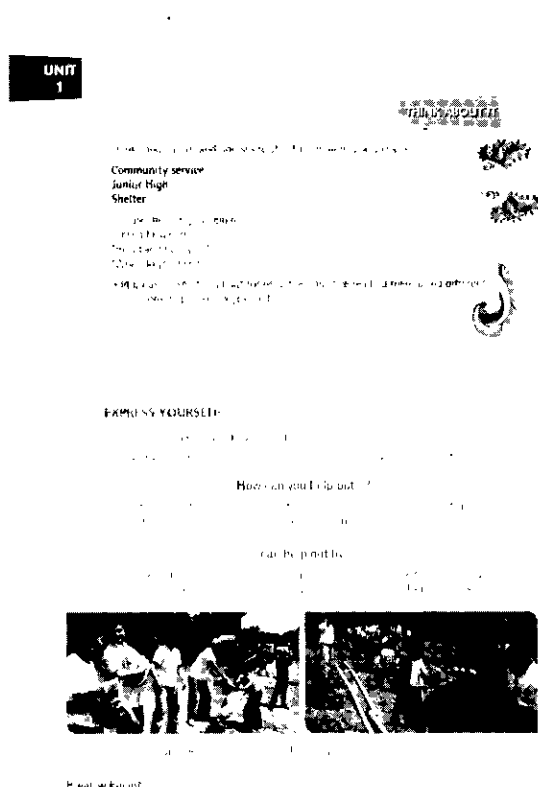
1. This is a good time to let your students explore their creativity. Have them come up

with different ideas in a brainstorm while answering the questions. You can have some advanced students write everyone's ideas on the board. Then use those topics to talk about a way young people could help out in their community.

2. Encourage your students to use the questions they have been practicing to ask for information.

If you have access to ICT's they may use Internet to research more about the topic. If it's possible for the students to actually get involved in an activity that helps the community, encourage them to do so, invite them to tell you ideas of how to do so.

This is a good time to use the assessment tools at the back of the book.



ENHANCE YOUR CULTURE

All of the activities in the book promote a collaborative environment and are meant to create an acceptive and inclusive learning environment

which promotes students' development in all the areas that form a human being. In this way, a reading about culture might be meant to sensibillize the learner about language diversity and therefore promote respect towards the diversity inside his or her own classroom, and an exercise solved in pairs may provide important practice to discuss in a friendly manner and reach agreements in a respectful way. Even activities which do not have the specific icon which refers to socio-affective ability, still promote collaboration and require students to manage their emotions towards a peaceful and inclusive environment. We know this is not easy to reach in many school contexts, however, we strongly believe that by persisting to promote collaboration and sensibillizing students about key topics, we will slowly yet steadily move forward in this important aspect of basic education.

All this being said, we have also included some bullets in specific activities in order to highlight an opportunity for students to develop socio emotional skills. In this particular case, it refers to the satisfaction that helping others may bring.

Before reading, you may choose to talk about earthquakes. Give students enough time to share their experiences. Then, ask them how they think survivors are rescued and give them time to brainstorm different ideas using their previous knowledge and ask them what they know about Frida the rescue dog. Tell them they're going to read about rescue dogs.

Read the text and use visual and contextual clues to understand new vocabulary. Encourage them to guess meaning from context.

A suggestion that promotes understanding is:

1. Students read the text in order to have more information about community servers which they can later on use for the completion of the project.
2. Students talk to a classmate about the service this dogs and their trainers do.
3. Have your students read the words and decide which of them are keywords according to the text.
4. In order to give students further writing practice as well as more opportunities to increase their English vocabulary, you may have your

- self-assessment
- peer-assessment

Students reflect on their own knowledge and their classmates's.

1. The first part of the checklist focuses on their classmates performance, they answer it **while** they listen to the other teams present their dialogues. Encourage them to be honest.
2. Then, they reflect on their own progress and think of how much they learned and what they're able to do with the language.

Teacher jargon

Self-assessment: Students will evaluate their own progress. The main idea is for students to think about what they have learned as well as what they have the ability to do.

Peer-assessment: Students evaluate each other and this should help give feedback to their peers about each other's progress.

UNIT 2 What do you think?

UNIT CONTENTS:

Learning Environment: Recreational and Literary
Social Practice: Understanding oneself and others
Specific competency: Read comics to discuss cultural expressions
Student's self-evaluation instrument: Self-evaluation card
Hetero-evaluation suggested instruments: Peer evaluation card (Annex Unit 2)

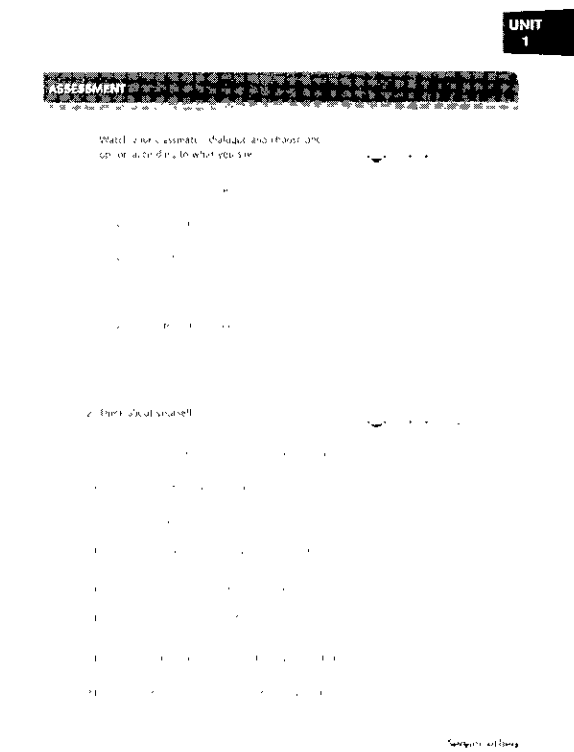
Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Read comic strips.
- Understand comic strips.
- Exchange opinions about cultural expressions.

Product:

Discussion.



INTRODUCTION

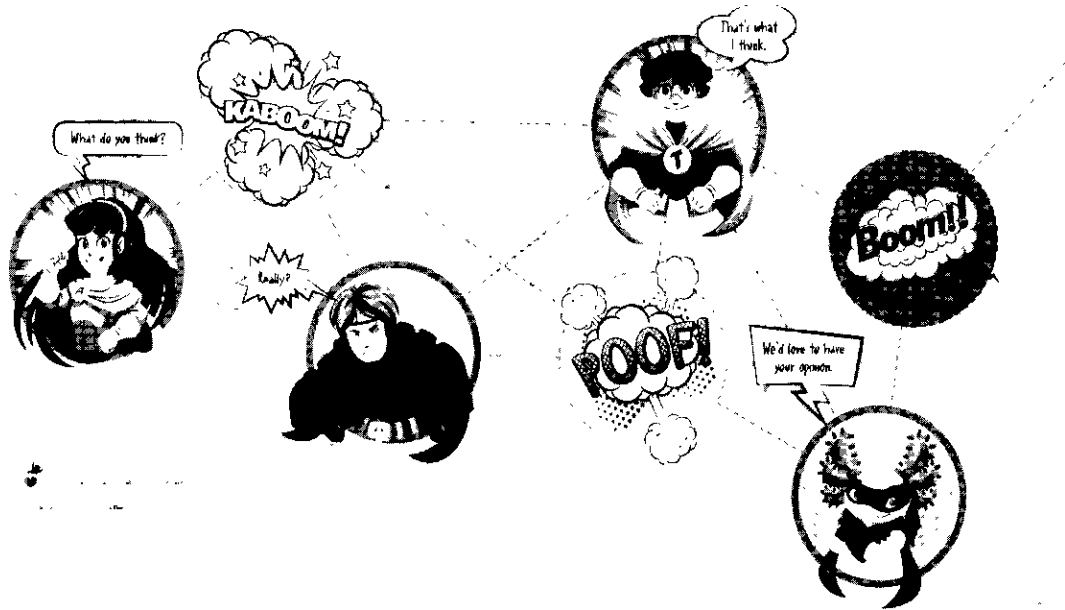
To introduce this unit, have your students look at the presentation pages in the *Activity Book* or use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answer to the following questions:

1. What do you see in these images?
2. Which image do you like the most?
3. Do you recognize some characters?
4. What's different about them?
5. What do you think is the topic for this unit?

BREAKING THE ICE

The purpose of this activity is to set the context and introduce the topic. Start by asking your students to name some famous characters. Then guide them to use the clues in order to complete

UNIT 2 What do you think?



the crossword puzzle. Remind them "across" refers to horizontal words, while "down" refers to vertical.

Make it fun by offering a prize to the first 3 students who finish.

HOW MUCH DO YOU KNOW?

The purpose of this section is to assess the student's starting point and to retrieve their previous knowledge, which means this will be your diagnosis. In this case, students look at the images first and brainstorm what they think the activity is about. After doing this, they create **something** with the elements on the page:

Squares to draw in.

Speech bubbles to write dialogues on.

Onomatopoeias to add to the scenes for sound effects.

Drawings that tell a story.

The idea is for them to create a comic strip using these components. Try not to interfere too much; remember that you want to know how much they know and how much they can do. For instance, students might have some trouble writing the dialogues, just help them remember vocabulary and phrases they already know, but

What do you think?

give them a certain amount of freedom. Do not correct accuracy at this point. Keep this exercise as a diagnostic evidence.

Teacher jargon

Diagnosis is the first stage of a didactic sequence. It is usually a free exercise which allows you to know how much a student knows and how much they can do. It is key that the teacher doesn't intervene too much during this stage so that the results are trustworthy.



READ TOGETHER

Track 6

a) Before reading, students look at the pictures from "I want to hear it" on the *Reader's Book*. It's preferable to give them time to carefully observe the images and predict what the text is about. Then, they should reflect about what they observed by answering the questions from the *Activity Book*. It's not necessary to

correct mistaken answers because your students will get a chance to correct themselves later.

b) Now they're going to read the text in order to find out if their answers are correct. You can read the text to your students remembering to pause and ask questions to check understanding like:

"Who said that?"

"How does the character feel?"

"What has just happened?"

These questions will keep their attention focused and will keep you aware of their progress and understanding. Later on, you can play the recording from the CD, track 6, but not during the first reading. Students check their answers and correct their own mistakes.

c) After reading, students complete the Reinforcing Our Reading Comprehension Competence exercise from the *Reader's Book* page 25 with their opinions about the text. Model a few examples if necessary.

Answers will vary but here's an example:

1. What I found interesting about the story was that axolotls can regenerate limbs.
2. What I found boring about the story was the comments.
3. What I found irritating about the story was the rude kid.
4. What I found shocking about the story was the sacrifice.
5. What I found nice about the story was the legend.

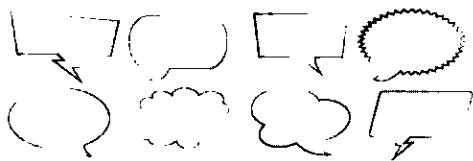
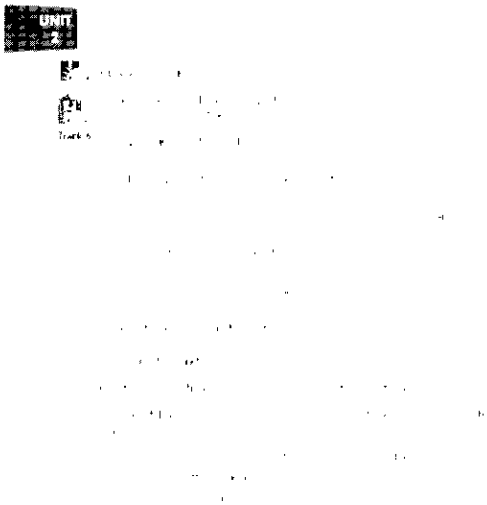


GETTING THE STORY

Track 6

1. Go back to the comic strip text "I want to hear it" from the *Reader's Book*. Students analyze the text features guided by the questions on the activity. The idea is for them to reflect by reading the comic strip and then generalize certain features in order to be able to identify them on other comic strips.

2. You can play the recording this time (track 6). The purpose is for students to identify the phrases characters use to express their opinions and points of view. It might be necessary to pause the recording, to play it or read it again, then identify questions the characters use to ask for someone else's opinion. Visual learners will find it easier to identify the phrases using the written text while auditory learners will prefer the audio. You can also have students represent the scenes in a small play. This will help kinesthetic learners.



teaching strategy

Use different approaches for the same activity in order to reach visual, auditory and kinesthetic learners. For example, write key words on the board and use images to attract visual learners. Say phrases and key vocabulary and ask auditory learners to repeat it, or play songs and tapes. Use movement games and strategies like TPR for kinesthetic learners.

Teacher jargon

TPR stands for Total Physical Response. It's a technique which involves movement and usually following instructions to learn English. It was created by Dr. James J. Asher and it's especially helpful with young learners.

STEP 1 TO DISCUSS ABOUT COMIC STRIPS

Throughout this unit, students will select a comic strip about a relevant topic they have strong opinions about. At the end of the unit, they will discuss their comic strip as well as their classmate's. For the first step, the project should be explained and ask them to choose a topic.

You can give them a few examples to help them choose a relevant topic, like bullying or pollution, art, culture. But ultimately, allow them freedom in this regard. Students will be more motivated to work and learn if they choose the topic themselves.

USE ENGLISH LITTLE BY LITTLE

1. It's often good to model a conversation, you can use these phrases:

- Why do you say that?
- Do you think comic strips are interesting?
- What about you?
- I think so.
- That's what I think.

If you think your students will struggle, you could write the phrases on the board and go through them a few times before turning to the exercise. Then erase them.

Finally, students complete the conversation.

2. The *Reader's Book* is a good source for model language. Students can consult it and try to find an alternative answer for the questions.

What do you think?

STEP 3 TO DISCUSS ABOUT COMIC STRIPS

Teaching strategy

- a) This activity will work better if you arrange the class in teams of mixed abilities for students to talk to their classmates about their comic strip. They brainstorm ideas and opinions about it. The phrases below are models to help them. You can monitor to make sure they're using English. They complete the phrases from the *Activity Book* to scaffold the task.

In this case you're combining two skills: speaking and writing. The purpose of doing this is to scaffold the writing task by providing models and a variety of language students can use as a repertoire. By having students brainstorm this language before the activity, you ensure understanding and get them involved in the activity, thus contributing to learning performance.

UNIT 2

STEP 3 TO DISCUSS ABOUT COMIC STRIPS

1. Complete the phrases below with the comic strip about the cartoonist's life. Use the phrases in the box.

- I think that... is better than... because...
- I like... because...
- I don't like... because...
- I prefer... to... because...
- I like... but I don't like... because...
- I like... but I don't like... because...
- I like... but I don't like... because...
- I like... but I don't like... because...

2. Write down the answers to the questions in the box below.

3. Write down the answers to the questions in the box below.

4. Write down the answers to the questions in the box below.

5. Write down the answers to the questions in the box below.

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8. Write down the answers to the questions in the box below.

9. Write down the answers to the questions in the box below.

10. Write down the answers to the questions in the box below.

THINK ABOUT IT

This is another good time during the unit to stop and assess student's progress. It's also an opportunity to get them involved in their own learning process. Ask them to review the textbook pages they have already answered from unit 2 and fill out the chart with phrases and concepts they have learned this far. This will make them aware of their own progress.

Teaching strategy

To ask students to retrieve the language they have learned in a given period of time increases awareness of the learning process and encourages learner's autonomy. It also improves students' confidence in the use of the language. As a result, students may be more motivated to continue learning English.

- b) Students ask each other questions which will later on be used as models. They write down their answers on the book.
- c) Then, they use the previous answers to complete the diagram comparing the comic strips. This task is considered an evidence of student's progress. You may use it to **assess formatively and continuously**.

This is a good moment to use the assessment tools at the end of the book.

Teacher jargon

Learner autonomy is the ability a student develops to learn independently rather than needing the teacher in order to achieve the expected learning outcomes.

EXPRESS YOURSELF

1. In couples of similar abilities and language level, students talk about the differences

between Mexican television and American television. You can provide model sentences for students to imitate, for example:

- I think Mexican films...
- I like ..
- I agree.
- I disagree.
- For example, ...
- What I mean is...

Another option is for students to look for the examples in the *Reader's Book* and in previous exercises.

Try to monitor to make sure they're speaking English.

2. After speaking, students fill in the diagram with their opinions. Pairs who finish first can monitor and help couples who struggle with the activity.

Before reading, students can look at the image of Stan Lee and brainstorm everything they know about him. It's not necessary to give them his name because it's likely that many students will be able to recognize him. You can write DC Comics and Marvel on the board and let students discuss the topic for a couple of minutes.

Students read the text a first time in order to confirm or deny what they have just brainstormed.

UNIT 2

Cultural note to learn more about an English speaking country

Teaching strategy

Get to know your students and include topics they consider relevant and interesting in your class. This will keep students motivated, interested and involved. It will also contribute to making their learning meaningful and long-lasting.

1. Read the text a second time in order to complete the task below. Here, students put into practice some of the abilities they have been acquiring throughout the school year, like extracting main ideas and key words.

UNIT 2

WHAT ABOUT IT?

Read the text and fill in the table with the main ideas and key words. You can use the ideas in the table to discuss the topic.

Choose responses from the list below.

This is used to express your opinion.

Write the main idea of the text in your opinion.

Read the text and fill in the table with the main ideas and key words. You can use the ideas in the table to discuss the topic.

Topic	Main idea	Key words
Comics		
Marvel		
DC		

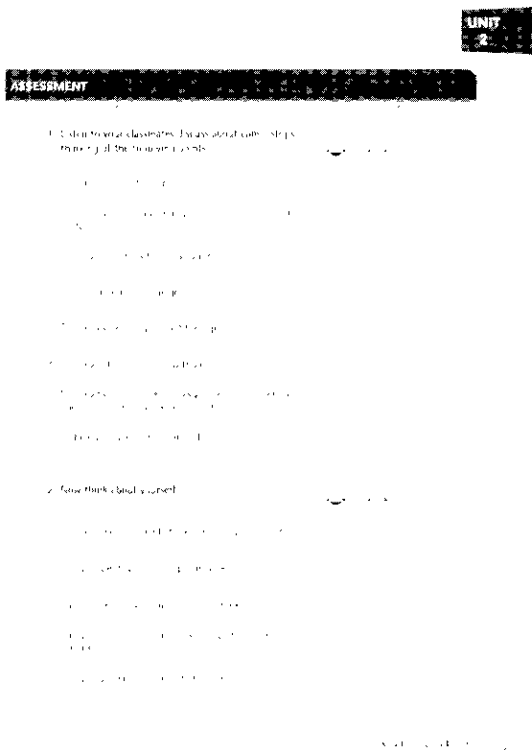
ENHANCE YOUR CULTURE

This text is meant to give students further arguments to discuss about comic strips.

What do you think?

do with the language, while thinking not only of their own performance but of their understanding their classmates and how comfortable they felt during the spoken discussion.

Feedback on their spoken language and about their content can be given by the teachers but also by peers. Make sure to find some good things to say. It is important to mention the strong points as well as the areas of opportunity.



UNIT 3

The book of words

UNIT CONTENTS:

Learning Environment: Academic and Educational

Social Practice: Interpretation and follow-up of instructions

Specific competency: Write instructions to use a bilingual dictionary

Student's self-evaluation instrument: Descriptive scale

Hetero-evaluation suggested instruments:

Questionnaire (Annex Unit 3)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Read bilingual dictionaries.
- Understand different components of bilingual dictionaries.
- Write instructions.
- Peer review instructions.

Product:

Instructions to use bilingual dictionaries.

INTRODUCTION

To introduce this unit, our suggestion is to ask your students to look at the presentation pages in the *Activity Book* or use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answers to the following questions:

1. How many words do you think you know in English?
2. Have you read a dictionary out of curiosity?
3. What is the longest word you know?

BREAKING THE ICE

You can start this activity by doing a review of all of your classroom vocabulary and as they say the words of different objects have them take the object. If you see they have problems naming things give them a hand by pointing out other objects like their Spanish book or Geography book, etc.

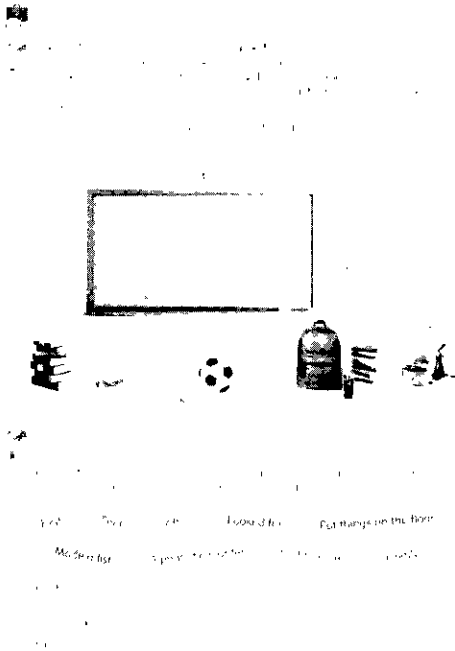
1. Students read the instructions. You can answer questions but if you decided to the the suggestion of naming things and having students take them you might want to step back and allow students some self-organizing. You can time them and then have them take or switch item and see if they can do it faster.
2. Students sit down and you can just lift each item for them to see and give them some time



UNIT 3 The book of words



to write the name down. Do the same for the rest of the objects.



HOW MUCH DO YOU KNOW?

This activity's objective is to get students thinking about instructions and how to give instructions.

Students will continue using their speaking skills in order to retell what they did for the previous activity. They will use the prompts given to them. It would be a good idea to walk around the classroom hearing them and once you see they are mostly done you can ask them to continue on to the writing phase.

Once they are done they might want to compare what they wrote to what other classmates they didn't talk to wrote.



READ TOGETHER

Track 9

You can write the word HIEROGLYPHICS on the board. Do they know what they are? Are they similar to today's writing? Students predict how they were deciphered. What are some ways we can learn a language that nobody speaks anymore? Do they have any original ideas?

Students go on to the *Reader's Book* and discuss what country they are associated with and whatever they may know about Egypt.

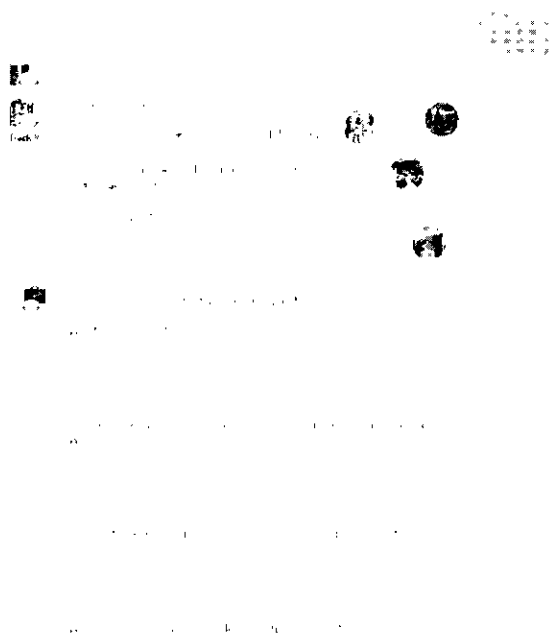
You can read the story and have them listen to it. To answer the comprehension questions in the book they might scan for words.

Teacher jargon

Scan reading strategy; sometimes it is not necessary to read a text in detail in order to get all of the information we require. Scanning is a reading technique in which we focus only on specific words, for example countries, years, names of languages with capital letters, and names of people.

GETTING THE STORY

After reading the text, you might ask them questions to get their mind thinking about dictionaries. Where do they see words in two languages side by side? Then, you can ask them if they think they can learn a language just by learning what the words mean (translating them into Spanish for example). Explain this used to be a method many years ago but today it is not used as it isn't considered effective anymore.



To finish this part you could ask them to look at the alphabet sign and write their name. Is it hard? Why is it hard? Do they think it would be different for the ancient Egyptians to write our kind of letters?

STEP 1 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

You can try to get a couple of dictionaries to bring to the classroom in case your students do not have one. If it isn't possible take them to the library in order for your students to have access to one.

Students pass the dictionary around in class if they don't have enough. It is important for them to get familiar with it. Help them if they have any questions. If you give them instructions constantly and use as many sequence words as possible it will help them understand how they work and also they can get the answers.

- a) Once you have different students with a dictionary they can gather around and look at the dictionary as they answer the questions.
- b) Note that dictionaries sometimes have different abbreviations e. g. if verbs are transitive or intransitive they might have different abbreviation. You can also use an online dictionary (English to Spanish) and go from there.
- c) Students socialize their answers.

USE ENGLISH LITTLE BY LITTLE

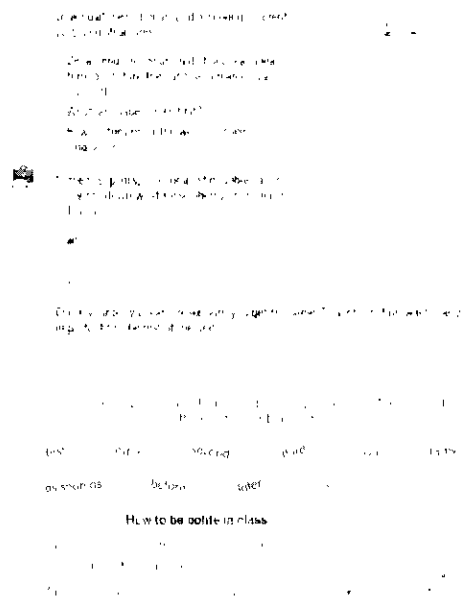
If you follow the advice from the last exercise your students should have heard the sequence words a couple of times before this activity starts. They will use their bilingual dictionaries to look up the words, if needed they can make notes near the sequence words of this exercise.

Students complete the exercise. They might find different ways of using their words and it is important for them to use them freely at this moment.

Note: As they read the note about giving orders with the bare infinitive (infinitive without to)

you can point out it is something they have heard all the time when you are giving instructions. For example: sit down, read, open your book, etc.

STEP 1 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY



The screenshot shows a page from a bilingual dictionary. At the top, it says 'Español Inglés' and 'Español Inglés'. Below that, there are several entries for the word 'polite'. The main entry is 'How to be polite in class' with the Spanish translation 'cómo ser educado en clase'. There are also smaller entries for 'polite' and 'politeness'. The page is numbered '10' in the bottom right corner.

TIME TO LISTEN

Track 10

Students can use their exercise to be encouraged to learn by themselves and use their curiosity to achieve the expected learning outcomes.

- Students listen to the dialogue and complete it. The answers are there to see if they can get specific information.
- Students listen to the dialogue and read it. This time they will try to get the general meaning and specific ideas. Also it will open an opportunity to speak about independence and how knowledge doesn't always come from other people. Tools for learning are available and students should make the best of them.



This is another screenshot of a bilingual dictionary page, similar to the one on the left. It shows the same entry for 'How to be polite in class' with the Spanish translation 'cómo ser educado en clase'. The page is numbered '10' in the bottom right corner.

SHARED WRITING

Due to the first step of their project they should be familiar with the words adjective, noun, verbs, etc. They can look them up and this can be a time to ask them about functions. Students get in teams in order to speak about functions and before they answer it they can look for examples.

As they discover what each part of speech does they could come up with examples.

As an extension in the classroom you can paste with big signs at least three columns: nouns, verbs and adjectives and using recycled paper write different words from past units and you can refresh their memories and have them apply their new knowledge.

STEP 2 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

If you did the extension, this following activity will be very easy for your students as they won't

have to think about words. They will only have to get their dictionary and look for the words in order to copy their definitions. They can use any of the words you pasted on the wall or they can come up with new ones. They can have complete freedom as the more they use the dictionary the easier it will be for them to give instructions.

As a reminder suggest to copy the abbreviations at the beginning of the word to realize that the same words sometimes can be used as more than one part of speech (many nouns can also be verbs and vice versa).

With this exercise your students should become more familiar with their dictionaries and therefore in the future explain and give instructions in order to use one will be easier.



STEP 2 TO WRITE INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

Write the instructions to use a bilingual dictionary. Write the instructions to use a bilingual dictionary. Write the instructions to use a bilingual dictionary.

Write the instructions to use a bilingual dictionary. Write the instructions to use a bilingual dictionary. Write the instructions to use a bilingual dictionary.

GET CREATIVE

In this exercise students will write instructions for the first time.

As an extension or as a lead-in. You can ask a student who does not have a sweater on and

have them give him instructions as to how to put it on.

You can write the following clues:

First, take the sweater with the sleeves above your (head).

Then, put your (head) through the biggest opening you can find.

After that, use your (hands) to find the sleeves and your head to find the collar.

Get your hands and your head out of the collar hole and then sleeves out and adjust it so you feel comfortable.

Once they have done this have them answer the exercise if they are not sure what it means ask them to look at the pictures.



LISTEN UP!

Track 11

For this listening, students will be focusing both in finding specific words but also in understanding the general idea. You can start by completing

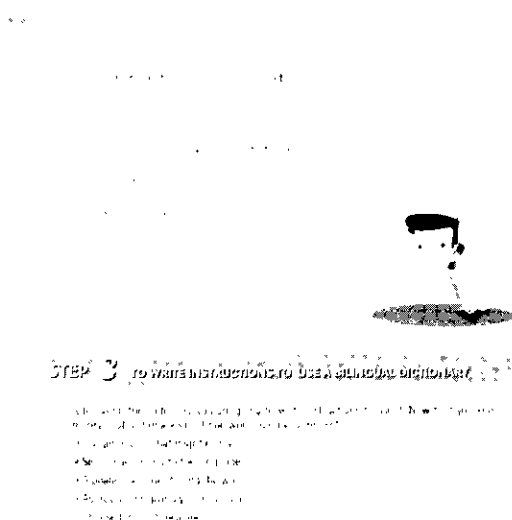
the conversation, this should give them a goal for hearing the conversation. Students read and listen to the text. Then they read the questions and underline or highlight the sentences in which they found the answer.

Phone is a verb and a noun. You can further ask if they can think of any other words that are both verbs and nouns?

As an extension you can continue adding on to your list pasted on the wall with more words (knowing they can go in more than one category).

STEP 3 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

This will be a hard activity for some students but they can go back to the different instructions they have seen as a model in their book (*How much do you know?*, *Use English little by little* and *Get Creative*). Also, notice the outline is giving them a hint about the order of the steps they will describe.



Students can decide how many steps they will use. Sometimes it is easier to have more steps in order to be specific about the action you want people to do.

If it is possible for them to have a dictionary while they do this activity it might be easier for them to look for a word and stop to write down what they're doing. Monitor their activity but don't correct them. It is important for them to have this as a draft.

THINK ABOUT IT

As a lead in you can draw a # on the board - what is this sign called? It is actually called "pound sign" or "number sign" but nowadays we mostly call it *hashtag*. It is important for them to realize you use signs like this in many other parts of our lives even for Math. Sometimes we use them to make notes or to write quicker but their meaning always helps to communicate an idea.

Students match the columns and as they do it you can write things on the board to see if they can read them. E. g. breatheenglish1@email.com, are you listening?, I passed the exam!

Note: You can also use the sign @ to speak about e-mails and how to say them.

EXPRESS YOURSELF

This is one of the most important peer interactions of the unit. This is going to be their opportunity to peer review their instructions in a spoken and informal way.

Students get in pairs (hopefully each one of them will have a dictionary).

Following the instructions from their classmates they will find whatever word they'd like.

Once every student has had the chance to give instructions you can give them time to give their classmates feedback as they read and take notes under Step 3 of their books.

As support you can write these bullet points to help them give appropriate feedback.

- Do you see any misspelled words?
- Do you see clear sequence words (first, then, after that, finally, etc.)?
- Are any of the steps unnecessary? Which?
- Are we missing any steps? Which?

It would be good to monitor and point out any spelling mistakes or inaccurate use of sequence words.

ASSESSMENT

Allow your students to independently understand and complete this assessment.

TRABAJANDO

4. Look up the word in the dictionary. Write down the word and its meaning.

5. Write down the word and its meaning in your notebook.

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ENHANCE YOUR CULTURE

Students read the text by themselves once. Then you can read the text out loud for them.

As a suggestion they can listen to you reading and use the abbreviations from the dictionary to indicate what kind of words they are (making notes between the lines).

Once they are done they can just write down the words below. You can probably ask for a copy of this plus the words on the wall to be made in a different sheet of paper in order to keep it as part of the evidences of your student's progress.

If they do not understand some of the words they can look them up in the dictionary.

STEP 4 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

You can start by explaining that the instructions they wrote under Step 3 were only a draft. Their first attempt in order to write their instructions. Since then, they have given the instructions and gotten feedback from their classmates and teacher.

They will rewrite it in a new piece of paper. If possible, they can type it or print it. They should take into consideration all of the suggestions from peers and yourself.

Use this as your **evaluation** and you may also add it to the student's portfolio.

Cultural note to learn more about an English speaking country

The First Dictionaries

Adjective Noun Verb Symbol Adverb

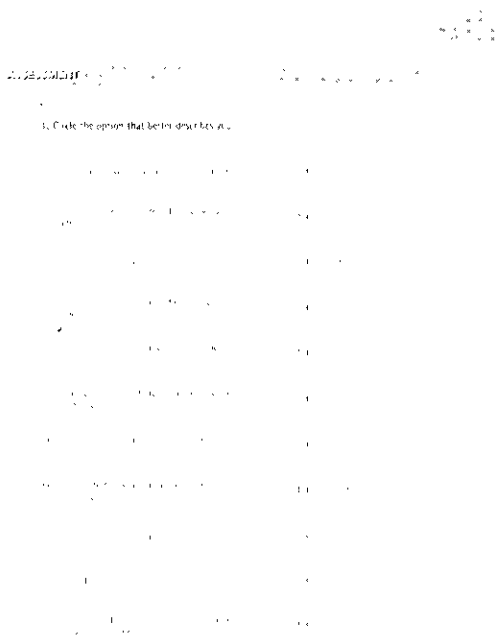
STEP 4 TO WRITING INSTRUCTIONS TO USE A BILINGUAL DICTIONARY

Write down the word and its meaning in your notebook.

ASSESSMENT

Students look at their instructions. Suggest to read them objectively highlighting the verbs which give an order, the sequence words and if they can find 3 nouns, 3 verbs and 2 adjectives.

Then if they can follow their instructions to look for a word and they can find the different words they should mark what percentage of accomplishment they think best expresses their level of mastery.



Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Examine silent short films.
- Find and differentiate general sense and important ideas.
- Create dialogues.

Product:

Script for a silent short film.

INTRODUCTION

To introduce this unit we suggest you to have your students look at the presentation pages in the *Activity Book* or use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit some answers to the following questions:

1. What do you see in these images?
2. Which image do you like the most?
3. Do they make you feel something special?
4. What do you think the topic will be?
5. Which place from the images would you like to be at?

UNIT 4 Silent words

UNIT CONTENTS:

Learning Environment: Family and Community
Social Practice: Exchange views of a community service
Competency: Write dialogues and interventions for a short film
Student's self-evaluation instrument: Written reflection (Annex Unit 4)

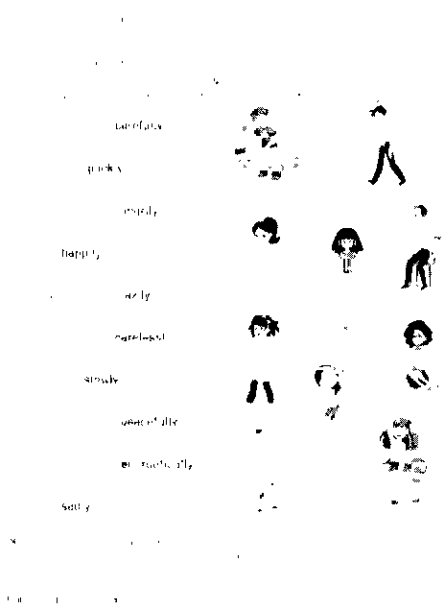
BREAKING THE ICE

A way to work with this activity is to explain to your students that you are going to play a game. Remember that this part of the class is to have them engage in an English context. Have your students open their books in the first activity. Give them some minutes to check the meaning of the sentences that must be clarified by the drawings and make them reflect that apart from the actions, the sentences also say how the actions are made (by the use of adverbs).

UNIT 4 Silent words



1. Have your students match the sentences with the pictures.



2. Read the sentences as you ask them to make the corresponding movement/mimicking. Then, they might practice in pairs, one will do the movement and the other will have to guess, when one of them guesses the right sentence. They can use the book as a support to remember the needed language. Have them take turns to do this.

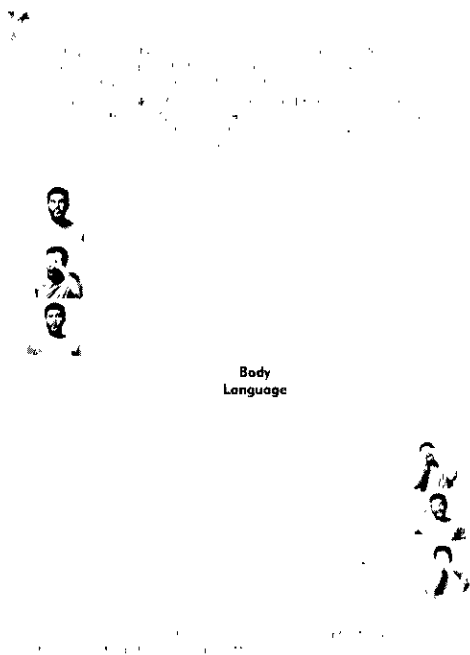
HOW MUCH DO YOU KNOW?

In this unit, we will be talking about several expressions of SILENT LANGUAGES: Body language, sign language and the silent language of old films. Although they share silence, they are very different communicative actions.

The purpose of this exercise is to find out how much your students know about BODY LANGUAGE.

Body language is the nonverbal, usually unconscious communication through the use of postures, gestures and facial expressions.

1. You may decide to have your students solve the exercise as a whole group or in teams. You may draw a similar chart on the board. Write the words BODY LANGUAGE in the middle and tell them that this is your main idea and you will complete the other circles with what they know about body language. If necessary use more spaces than the provided in the book, your students may add some spaces too.
2. Use the images from the book in order for your students to reflect about body language and how effective it is to convey messages.



Competence). If there are words your students don't understand, support them to understand the meaning or ask them to use a dictionary. Play the tape twice and ask them to answer individually, then if necessary play it again and this time ask them to compare their answers with a partner. If they disagree they will try to justify their answer but in English, when most of your students agree with the answers check the exercise with them.

Talk about the nature of actions, and that certain actions can provoke different emotions in us.

1. A suggestion is to ask your students to open their *Reader's Book* in the story of Charles Chaplin and to read along as track 12 is played, in order to practice their pronunciation.
2. After that, in couples ask your students to comment on what they think from different parts of the story. You may write the following words on the board: funny, tragic, touching and happy. They may reflect on emotions.
3. Later, they can illustrate the chart in their notebooks.

GETTING THE STORY

In this exercise, you will be checking comprehension from the story as well as the words that can help us link two ideas together (linking words). The emphasis will be on the comprehension.

1. Ask your students to complete the words from the box.
2. You may invite students to swap their book and check the answers with their classmates.
3. Then, as they check the examples have them deduce the meaning by completing the matching exercise.

Later, invite your students to deduce the use of the linking words and give them more examples of how to use them, if necessary. Finally you may encourage them to do the same.



READ TOGETHER

Track 12

Before Reading the story, you may ask your students to look at the photographs of the *Reader's Book* page 39 and try to guess what the story will be about.

Then ask them to read the sentences on page 38 from the *Reader's Book* and circle TRUE or FALSE (Reinforcing Our Oral Comprehension

USE ENGLISH LITTLE BY LITTLE

Explain to your students the following hypothetical situation: you and your friends are making plans to spend the weekend together. This activity should reflect their everyday life so have everyone give an idea of how to spend this time together. Ask them to use their ideas of what they would like to do with **may** and **might** to express in a soft way their hopes and desires, as in the example: **I might like to see a horror movie.**



Socio-emotional ability

Being able to reflect and express your own likes and dislikes, having your feelings acknowledged, and being able to understand the feelings of others are all skills that will assist in your development of socio-emotional competence.

On the other hand, being able to understand and express your emotions as well as recognizing and being able to express your own and others' interpersonal competence.



Maybe you can continue giving more examples until these sentences are understood. Then ask them for some oral examples before having them answer the exercise by themselves.



TIME TO LISTEN

Track 13

Before having your students listening to the dialogue, they might look at the drawing in their books and anticipate what the dialogue might be about. After that, have them read the questions in the exercise and support them if need it. You might set a goal question as we discussed in the previous unit.

Suggestion: this might be a good time to re-read the story about Charles Chaplin.



You may decide to have your students sit in teams of three. Ask them to look at the illustrations in the *Reader's Book* (from the Charles Chaplin story, page 51). Later, they will try to retell the story in order using the drawings as

clues. Have them decide the order of participation and say something about the first drawing (agree and write number 1 in the circle).

Next, the other two participants will add some information that had not been previously mentioned. Then, agree on what drawing comes next, write the number in the small circle and the second participant will continue with the description and so on.

SHARED WRITING

This exercise will have two parts, make sure you guide them through them. This is a suggested way of doing it.

1. After watching the film *The Kid* have your students think of different sentences the characters could have said. In the first lines, ask your students to write the sentences down they believe best.
2. In the second part, have your students exchange the information they wrote with their friends, have them talk to more than one classmate and find some other good ideas to write down.

Remember these sentences must be written in a dialogue layout, not as a narration.

STEP 2 TO WRITE A SCRIPT FOR A SILENT SHORT FILM

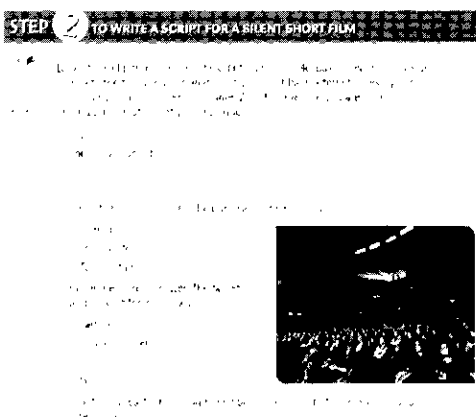
The students will now see the clip from Charles Chaplin about a window seller who encourages his little son to break some windows by throwing rocks so that he can have work.

If you can play the video in the school it will be perfect, but if the conditions do not allow it, ask your students to explore the clip at home by themselves. To watch it go to the following link <https://goo.gl/4dJpgx>.

Talk with them about the film and their opinion about this story. Later, make sure they

understand the concepts presented in the book such as topic, plot, purpose, and target audience.

Dear teacher, in case you or/and your students can't have access to Internet, there are two photoramas (included in the cd) so that you and your students can explore the sequence of the events of the film *The Kid*.



LISTEN UP!

Track 14

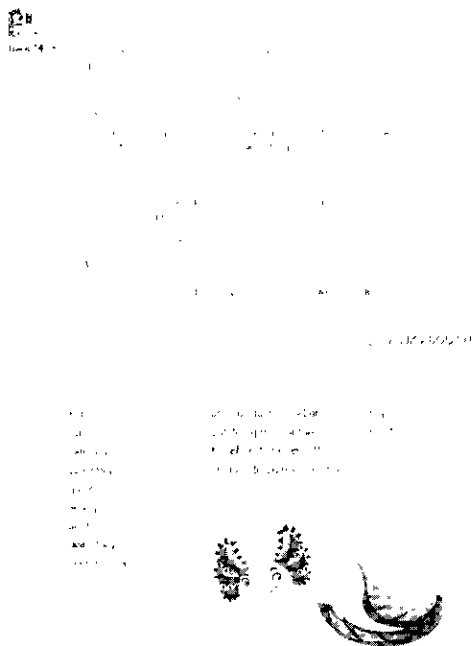
There are some questions about a recorded text, you might decide to use them as a guide to promote the oral competence.

THINK ABOUT IT

Encourage your students to use their answers but also to try to communicate other ideas of their own.

Go over the language box with them or let them explore it by themselves and make sure everybody understands how to use these concepts.

Use the information from the box to recycle knowledge from the previous activities.



Teaching strategy

Although there is no consensus, some experts agree that the least amount of time a student should be exposed to a word to make it into their passive vocabulary (vocabulary that is understood) is seven times. In order to be able to actually use the words, which is known as active vocabulary, they should be exposed to them another seven times.

STEP 3 TO WRITE A SCRIPT FOR A SILENT SHORT FILM

The following sequence of events is a suggestion, you can always come up with some more suitable ideas for your group.

- a) Have your students look at the film again and check they completely understand what a main character is. Then ask who the main character in this film is as well as the supporting characters. Remind them that the main character of the story is the most important person, or the one whose story is told.
- b) Recycle their knowledge of body language. Can they think of any examples of clear body language used in the film? Answer the questions.
- c) As they see the film ask them to complete the chart with the words in English that they know, encourage them to write as many words as possible and support them when necessary or suggest the use of dictionaries. They will use these words later on to be able to write their dialogues.
- d) Ask your students to gather in teams of four and perform the clip just by mimicking.

STEP 3 TO WRITE A SCRIPT FOR A SILENT FILM

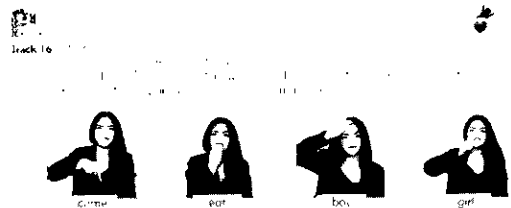
Write the main character's dialogue.
 Write the supporting characters' dialogue.
 The ideal length is 10 minutes.

Now write the other dialogue for each scene. It is best to write the dialogue for each scene on a separate sheet of paper. This will help you to see the dialogue for each scene clearly.

Now write the other dialogue for each scene.

Write the dialogue for each scene on a separate sheet of paper. This will help you to see the dialogue for each scene clearly.

Now write the other dialogue for each scene. It is best to write the dialogue for each scene on a separate sheet of paper. This will help you to see the dialogue for each scene clearly.



TIME TO LISTEN

This is an exercise to be read by the teacher as an exercise to develop the comprehension of the oral expression. Students must find the described word, later they may practice the signals a little bit as a way to awake awareness about differences or they can even find out some other new words.

1. Move your hand in front of your forehead and open and close the tips of your fingers.
2. Close the tips of your fingers and use them to touch your lower lip with them. At the same time open your lips without separating your teeth.
3. Close your hand in a fist with the thumb out of the fist and touch your cheek two times with it as you show your teeth.
4. Close your hand leaving the index finger out, then take your hand in front of you as if you were pointing to the floor in front of you.

USE ENGLISH LITTLE BY LITTLE

In this exercise you are going to find some pictures that correspond to the film *The Kid*, you may begin to focus your students' attention to the pictures and ask them to describe the photos. At this point these images must be familiar.



You may decide to let them guess what the written part is about or actually explain them the text are some suggested dialogues that match with the photos. Have them work in couples to match the dialogues with the photos.

GET CREATIVE

One characteristic that your students must learn, is that in order to have good writings they must consider that many revisions are to be done before actually publishing a work.

Finally, ask them to register and illustrate their dialogues on a separate piece of paper.

A quite recomendable way to encourage students to do good writings is by having their products displayed.

- a) Have your students write the lines they consider appropriate for the silent film *The Kid*. Ask them to write them as they come to mind, they will have time to order them in the right sequence. They might get feedback from their classmates in order to improve them. Make sure to monitor these exchanged so that the feedback is polite and useful.
- b) Now, you may ask the students to write the sentences in the right sequence and include the character that would have said them.
- c) Have your students add some adverbs and linking words to make the sentences sound better.

STEP 4 TO WRITE A SCRIPT FOR A SILENT SHORT FILM

Students might rewrite their dialogues making sure all of the edits and corrections are taken into account.

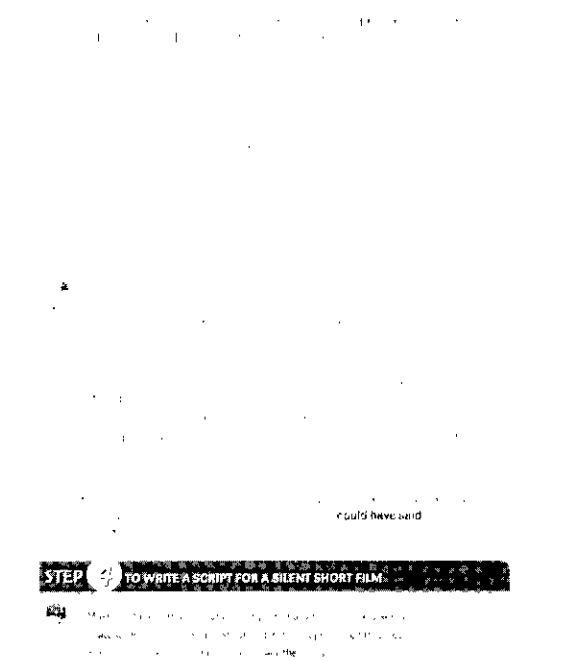
Make sure your students illustrate their dialogue to have a visual aid in order to remember what they will do as they perform their silent film in front of their peer or some other groups.

Encourage your students to have a nice experience acting the play.

You might have them get in teams according to the number of characters in the clip and have them choose the character they want to perform. Tell them to consider the following aspects and the fact that they can get characterized. Remind them they can use sound effects and props for the play to be more attractive.

Ask them to pay close attention to:

- Verbal and nonverbal language according to their audience.
- Volume and speed according to their stage.



ASSESSMENT

Ask your students to write a list of things they learned in this unit and share their answers with their partners.

Guide them by reminding them the activities, classes, readings, listening, etc. they went through in order to achieve each expected learning.



UNIT 5 What the future will bring

UNIT CONTENTS:

- Learning Environment:** Recreational and Literary
- Social Practice:** Recreational expression
- Specific competency:** Produces constructive forecasts about others
- Student's self-evaluation instrument:** Checklist
- Hetero-evaluation suggested instruments:** Anecdote (Annex unit 5)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Understand examples of written forecasts.
- Listen and identify ways to express future actions.
- Ask and answer questions to understand forecasts.
- Create forecasts.

UNIT 5 What the future will bring



Product:

Forecasts.

INTRODUCTION

To introduce this unit, our suggestion is to ask your students to look at the presentation pages in the *Activity Book* or use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answers to the following questions:

1. What do you see in these images?
2. What do they represent?
3. Do you think of your future much?
4. How many years will pass for us to see some of the things in the images?

BREAKING THE ICE

In this first activity the idea is for them to recover previous knowledge and in a very informal way

they start creating forecasts and analyze their classmates strengths and weaknesses.

You can help students by asking them to do the activity by themselves and then gathering their ideas on the board, write down as many professions as possible. What are some of the qualities they would need for each profession?

As they get up and start giving the piece of paper with the profession or name just watch and make sure they're using the suggested phrase.

Once they're all done you might ask students to share one of the professions they think they might have and ask the classmate who gave it to them to reflect on what are the skills or characteristics they see in their classmates which can lead them to be successful doing it.

HOW MUCH DO YOU KNOW?

As a merely diagnostic tool have them complete the sentences if it proves too difficult model some examples.

You can make a brief explanation (make sure to make an immediate connection to the fact

all of these verbs are related to actions in the future).

Don't ask them to correct their answers. Once you go over the meaning of the words have them check their answers by themselves.

2. You should get them excited about hearing some predictions about what will happen in the future.

Go to the *Reader's Book* and have them speak about what they predict will happen in the future in terms of:

- Transportation
- Communications
- Global Warming
- Books

Students read the book and you can stop to check the vocabulary words with them.

Students highlight or underline the different phrases or sentences which forecast or predict what will happen.

To close the reading answer the questions about Jules Verne's predictions, the meaning of the phrase step back and what they think is more likely to happen.



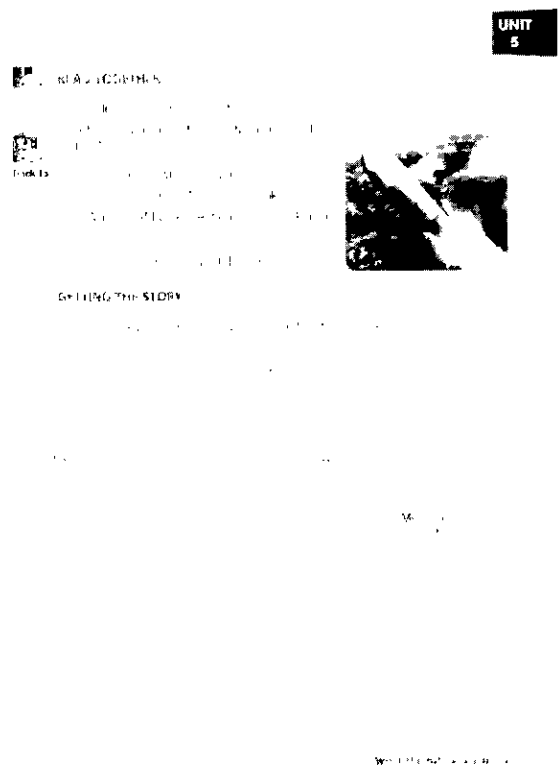
READ TOGETHER

Track 15

1. Students answer the questions in pairs you can show them the pictures from the *Reader's Book* page 56.

As they see Jules Verne's photograph explain he was born in 1828. If possible show them the cover of the book '*From the Earth to the Moon*' - when did humans reach the moon? The answer is 1969 - as you can see it was more than hundred years later.

You can encourage them to continue their conversation after hearing this information. Have them reflect on how these predictions can have an influence on what scientists discover or research.



GETTING THE STORY

Once you have read the story with your students try to have them start thinking of the visual organizer without looking at it yet.

You may have them write down the 4 topics they talk about and have them think of the main prediction they have - once they do it then you can go to the exercise and as you play the recording of the text they can answer it. Also they can highlight the predictions and use that information to fill out the visual organizer.

STEP 1 MAKING FORECASTS

As they start their project they will use a dictionary (if they have access to Internet at school this could be an opportunity to start getting acquainted with some websites and resources. For example, this website: <https://kids.nationalgeographic.com/explore/nature/predict-the-weather/>. There you can talk about a kind of forecast (weather).

As they find the meaning of forecast you can have them think of the forecasts they have heard and have them rephrase them.

Note: You can find more resources for you and your students at the end of the *Activity Book*.

USE ENGLISH LITTLE BY LITTLE

This exercise is crucial for the development of their ability to speak about the future and using future verbs.

According to your teaching style you can explain the usage of each of word **want** expresses a desire you have and you must use 'to' after that, **might** expresses a possibility for the future and you use a verb right after that, **be going to** expresses a plan you have for the future and you must change the verb to be according to the subject of the sentences and, **will** expresses a decision you've taken recently.

Students match the words and then they can check their *How much do you know?* exercise and see if they were right or not.



TIME TO LISTEN

Track 16

Try to do this exercise right after the Language Exercise - they can focus on spotting the word for the usage they're asking.

Students relate each question with one of the *Use English little by little* exercise. Once they've done it correctly they can answer it.

If needed, you can support them writing the words Tony and Harmony use for each question.

UNIT 5

STEP 1 MAKING FORECASTS

Look at the words and think of a verb that would be used with them, but the verb must be in the infinitive form.

USE ENGLISH LITTLE BY LITTLE

- | | |
|-----------------------------------|------------------------------|
| 1. Tony _____ to go to the beach. | 2. _____ to go to the beach. |
| 3. _____ to go to the beach. | 4. _____ to go to the beach. |
| 5. _____ to go to the beach. | 6. _____ to go to the beach. |
| 7. _____ to go to the beach. | 8. _____ to go to the beach. |

TIME TO LISTEN

Track 16 _____ to go to the beach.

_____ to go to the beach.

_____ to go to the beach.

_____ to go to the beach.

_____ to go to the beach.

_____ to go to the beach.

SHARED WRITING

You may continue recovering information from the past couple of exercises about the different words and this time you can even try to start making them produce their own sentences and forecasts for themselves and their classmates.

As you know having them forecast different things they will do in the future is a way of recognizing their weaknesses and their strengths.

You can read their answers at the end and try to mention mistakes in order to help them.



Socio-emotional ability

As they make decisions about their future and their education, they can use the opportunity to now think about possible job opportunities and how they will change. Some technologies are always there. Asking questions such as "what are you going to do to achieve your goal" will be an opportunity for the learners to present at this stage. Using the skills of monitoring the contexts of today's opportunities and decisions can be an excellent way to help them.

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STEP 2 MAKING FORECASTS

Students do some research about different jobs and how they have evolved over time. They should try to ask people they know or their families and then try to see how their work has evolved over time.

- a) It is possible for them to come to the classroom and look for words and some information from you and you should guide them when it comes to reliable sources of

Breathe English

information, for example, online encyclopedias like Britannica.

- b) Once they have done their research and they have decided on the job they would like to speak about students think of how technology can change WHAT they will do.
- c) Finally students think how the place of work (office, hospital, etc.) might change in the future and how it will affect them.v

GET CREATIVE

Students have the opportunity to use a first conditional without realizing it. You can mention they are using IF as a possible future or a real possibility and then they will be explaining what happens as a result.

You might help students understand the meanings of the sentences before they complete them and then they can share their writings together.

ASSESSMENT

As students finish the last activity this could be a great extension for it.



STEP 2 MAKING FORECASTS

As they make decisions about their future and their education, they can use the opportunity to now think about possible job opportunities and how they will change. Some technologies are always there. Asking questions such as "what are you going to do to achieve your goal" will be an opportunity for the learners to present at this stage. Using the skills of monitoring the contexts of today's opportunities and decisions can be an excellent way to help them.

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TECHNOLOGY

As they make decisions about their future and their education, they can use the opportunity to now think about possible job opportunities and how they will change. Some technologies are always there. Asking questions such as "what are you going to do to achieve your goal" will be an opportunity for the learners to present at this stage. Using the skills of monitoring the contexts of today's opportunities and decisions can be an excellent way to help them.

ASSESSMENT

As students finish the last activity this could be a great extension for it.

STEP 2

Students can probably take it home so they can have more accurate and more thought out responses. As the assessment says you will be grading their ability to write and use the structures to speak about the future so having time to accomplish this task would be ideal.



LISTEN UP!

Track 17

In this section they will hear different sentences. This will be a great opportunity to talk to your students about intonation and the stress on different kinds of phrases and words.

As they listen students think about how we change our intonation when we ask questions and explain it is the same in English.

As you hear the questions and the sentences you can point out how raise the tone at the end of the questions and how the words NOT are stressed.

Teacher jargon

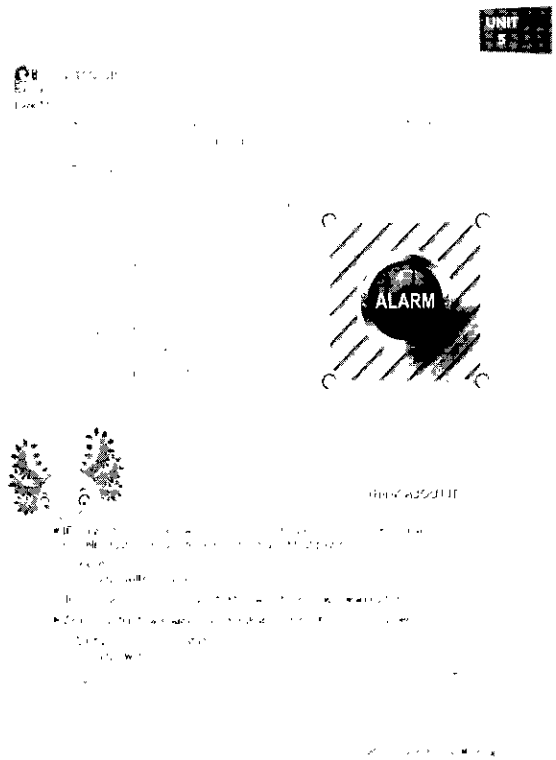
Stress: When we talk about stress in words, we are referring to the word or the words in the sentence that are pronounced louder and clearer, sometimes even prolonging a little bit. Stress in a sentence is usually used to draw your attention to that word.

THINK ABOUT IT

This language box is a better explanation of what the First Conditional does.

As students read the usage and the rules you can try to make a list with them of things that might happen in the classroom. For example, open the door, open a window, drop a pen, etc.

Once they have read the instructions and go over the structure and tenses needed for it you can try for the students to think of the results of all of those things that might happen in the classroom.



STEP 3 MAKING FORECASTS

You can have students remember that forecasts need to take into account the past and the present to think about what will happen in the future.

As they are trying to make a forecast they should try and think about what tools or things people with that profession and how long ago is it they acquired said tools. If they continue at this rate what will the job be in 15 years and then think about what will happen in 50 years.

As they write it down you may monitor their answers and that they're using the words might/will/going to, etc.

EXPRESS YOURSELF

As your students read this exercise we can focus on some letter clusters that are not common in Spanish, for example ll, sh, oo, etc. Before you

start speaking students might look at the questions and spot words like afterNOOn, SHow, wiLL. Have them look at the text *The Future* and find more. This is a good time to practice the pronunciation and guide them through it.

You can use this time to also remind them that they should use a question intonation when asking and stressing the negative word in order to make them clear.

Students can have some time to ask and answer the questions while you monitor their work and help them with their pronunciation.



UNIT 5

STEP 3 MAKING FORECASTS

Read the text and answer the questions. Write the correct word in the box.

• 1. It is a **prediction**.

• 2. It is a **forecast**.

  ?

Read the text and answer the questions. Write the correct word in the box.

EXERCISE 1

Read the text and answer the questions. Write the correct word in the box.

• 1. It is a **prediction**.

• 2. It is a **forecast**.

• 3. It is a **prediction**.

• 4. It is a **forecast**.

• 5. It is a **prediction**.

• 6. It is a **forecast**.

• 7. It is a **prediction**.

• 8. It is a **forecast**.

• 9. It is a **prediction**.

• 10. It is a **forecast**.

ENHANCE YOUR CULTURE

This reading can be approached individually, they might recognize future words and verbs, different letter clusters that are not common in Spanish and the vocabulary words.

Once they have done it they can read it by themselves, then compare questions with one classmate and then join another pair. By the time they have spoken and discussed the text and their answers they should be very accurate.

You may check the answers and have some students read out loud as well. You can ask

students to read a sentence each and then the next classmate will read another sentence until there are no more.

UNIT 5

ENHANCE YOUR CULTURE

Read the text and answer the questions. Write the correct word in the box.

• 1. It is a **prediction**.

• 2. It is a **forecast**.

• 3. It is a **prediction**.

• 4. It is a **forecast**.

• 5. It is a **prediction**.





• 6. It is a **forecast**.

• 7. It is a **prediction**.

• 8. It is a **forecast**.

• 9. It is a **prediction**.

• 10. It is a **forecast**.

UNIT 5

STEP 4 MAKING FORECASTS

Read the text and answer the questions. Write the correct word in the box.

• 1. It is a **prediction**.

• 2. It is a **forecast**.

• 3. It is a **prediction**.

• 4. It is a **forecast**.

• 5. It is a **prediction**.


• 6. It is a **forecast**.

• 7. It is a **prediction**.

• 8. It is a **forecast**.

• 9. It is a **prediction**.

• 10. It is a **forecast**.



STEP 4 MAKING FORECASTS

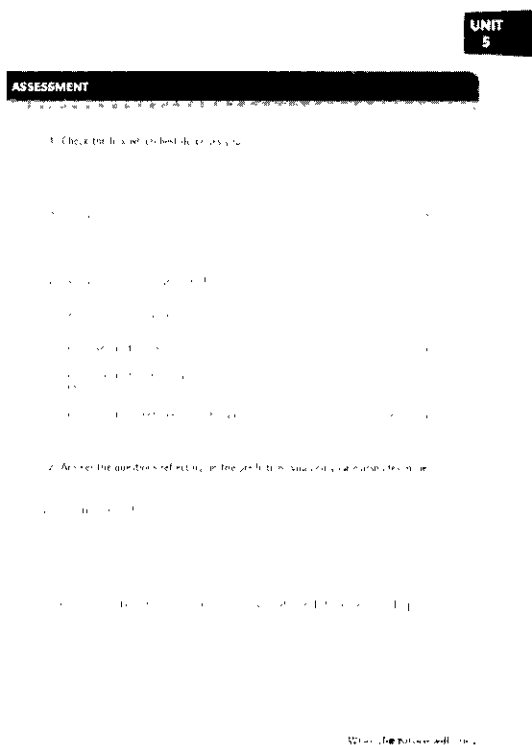
In order for students to have enough space they can use regular letter-sized sheets of paper and write down their forecasts. They can add a couple of illustrations or drawings in order for the message to be understood clearly.

You can give them some time and polish their writing and their vocabulary, make sure they use words like will, might, going to, etc.

Students paste their sheets on a wall (at least for that class) and read them in turns, they can even vote for the best forecast and you can leave the best ones displayed on the classroom wall.

ASSESSMENT

- Students reflect after they read everyone's forecasts. Use the key points in the checklist for them to assess their own progress objectively.
- You can ask them to verbally remember some of the predictions their classmates made. And then each one could say their own in case they forgot everyone's. Have them remember their vote and they answer the questions.



UNIT 6

My systems, my body, myself!

UNIT CONTENTS:

Learning Environment: Academic and Educational

Social Practice: Search and selection of information

Specific competency: Write notes to elaborate human body systems

Student's self-evaluation instrument: Checklist (Activity Book pages 93 and 96)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Study and comprehend information about the human body systems.
- Suggest and respond questions about the human body systems.
- Take notes that report the human body systems.
- Improve dialogues in teams with the teacher support.

Product:

Notes for a human body system diagram.

INTRODUCTION

You may begin by having your students look at the CD pictures and guess what they are about, find different organs and ask them to try to imagine where they are inside their body, also, have them close their eyes and imagine different organs or systems, take an imaginary trip inside their bodies. For example:

Look at this organ, do you know what it is? It's a kidney. Touch your body where you think your kidney is, close your eyes and see your kidney, do you see how it works? What do you think it does for you? Repeat the activity with several other organs or systems as long as your students show interest. You can also ask one of them to lead the activity with a chosen organ or system. At this

UNIT 5 My systems, my body, myself!



point, accept their answers and tell them they will learn about their body functions throughout the unit.

Teaching strategy

Make an example of a body part you know to and the a partner will have to find the correct one. Ask your partner to guess the body part and to correct you.

BREAKING THE ICE

This game will lead the students to begin thinking about their own body and how it moves; the teacher can also take advantage of this activity to give a review about the parts of the body and face. Before beginning this activity (and in general) it is important that the whole instructions are given, if we try to give details and explanations when the students are standing up it will be harder to keep their attention. Tell your students that they will play a game in couples, they will

need to stand up in front of a partner and one of them will be the person while the other will pretend to be a mirror where the movements will be reflected, so "the mirror person" has to imitate the movements of their partner. They cannot touch each other. When the teacher indicates it, they will change roles.

Teaching strategy

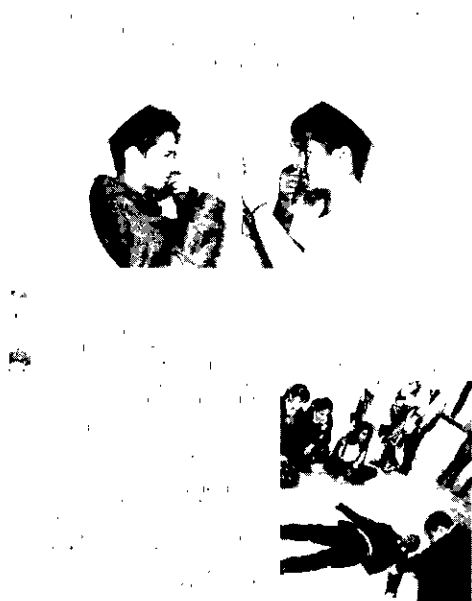
Give your students a list of body parts and movements and let them choose one to do. They will have to do it in front of their partner and the partner will have to imitate the movement.

- The person who is standing will be the person and the other will be the mirror.
- The person who is standing will be the person and the other will be the mirror.
- The person who is standing will be the person and the other will be the mirror.
- The person who is standing will be the person and the other will be the mirror.

HOW MUCH DO YOU KNOW?

In advance, the teacher might bring a white flip-chart per team as well as markers. The teams will be formed after these instructions are explained to them. (The photograph in the *Activity Book* will give them a good idea of what is expected from them).

- a) In teams, find someone who wants to have her silhouette drawn on a large piece of paper.
- b) Draw her/his silhouette. Now the marker or you should touch his/her body.
- c) Observe the silhouette and in teams, remember the organs you know that are inside the body. Make agreements with your partners about where they are and search their names in English in the dictionary (if they don't have one they will use you as support).
- d) Draw the organs, using one different color per system and write their names.
- e) When you finish share your work with your partners and compare the information that everybody wrote and drew.



READ TOGETHER

Track 18

This might be a good moment to ask your students to open their books in the story "Yes, alcohol is a drug too." Ask them to go throughout the images and make predictions about the story. Tell them they are going to listen to the story as they read along the text and after they finish listening to them they will have to complete the exercise in their *Activity Book*.

The three pieces of information they have to find out are:

- The topic.
- The intended audience (for whom was this article written?).
- 3 purposes of this article.



GETTING THE STORY

Explain to your students that a mind map consists of organizing the most important ideas about a topic; creating links among the main ideas that will be principally represented in drawings

and words. Mind maps help the left side of the brain remember better, that is why it is recommendable to use many colors to remember the information. Ask them to open their books and analyze the example there.

Talk to your students about the importance of reading the texts several times in order to understand them better. Then, ask them to read the text again and use it to make a mind map about the nervous system.



the library, texts from school and Internet. Then, check with them the information they have been asked to find and have them fill in the chart. Again, as in any other case adapt the activity to your reality according to your school or students' resources as well as their computer skills and always make sure they know what is expected from them to answer.

STEP 7 *PROBLEMAVALUACIÓNDELOSCONOCIMIENTOS*

El objetivo de esta actividad es evaluar los conocimientos adquiridos por los alumnos sobre el sistema respiratorio. Para ello se les entregará una ficha con un cuadro que deberán completar con la información que encuentren en los textos que se les entregó en el paso anterior.

Name of the human body system	Most important functions	Important components or organs	Source of information
Respiratory system	To take oxygen from the air and give it to the rest of the body.	Lungs, trachea, bronchi, diaphragm.	Texts and Internet.
Circulatory system	To transport oxygen and nutrients to the rest of the body.	Heart, arteries, veins.	Texts and Internet.
Digestive system	To break down food into small pieces that can be absorbed by the body.	Mouth, esophagus, stomach, small intestine, large intestine.	Texts and Internet.

STEP 1 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

Teaching knowledge

One of the competencies our students must achieve is that they are able to organize information, what we call systematization of information, using different sources of information and to do it in a practical and clear way.

In this exercise the teacher might set students in teams to fill in the chart, explain they can use any source of information such as: books from

USE ENGLISH LITTLE BY LITTLE

This exercise is divided in two parts, in the first part your students are going to read about the respiratory system and then will have to match some names of the parts of the system with the diagram following the text and the drawing information. If they are not sure allow them to use other sources of information to complete the exercise. Make sure they understand the system functioning.

In the second part, they will learn about the urinary system, first ask them to read the text. You may ask them to observe the diagram and allow them to ask you any vocabulary word they can't understand.

Have them answer the spaces using sentences like "These are the kidneys", when they finish they may compare their answers with a partner, using complete questions and answers to exchange information.

E. g. Is this the bladder? Yes, it is.





The urinary system

Kidneys

Ureters

Ureters

Urinary Bladder



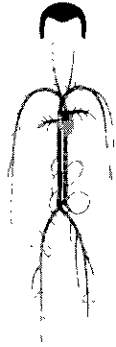
TIME TO LISTEN

Track 19

You may decide to begin this activity by asking your students what they remember about the skeletal system. Write down on the board all the words related to the system that they can remember as well as related facts about the system.

Have your students read the instructions in their books and figure out what they have to do in the exercise, clarify they will listen to a teacher giving a talk about the skeleton system and how to take care of it. You may explain what is note taking and demand them to write useful and interesting ideas in their books.

The circulatory system



SHARED WRITING

You may begin by asking your students to share ideas about the circulatory system, the teacher writes the words and ideas on the board. Later ask them to observe the diagrams in their books and answer the questions by deducing the information.

Have students read the text and after clearing up their questions have them complete the beginning of the sentences with the information they have learned. Tell them they have to write complete sentences.



STEP 2 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

Now, you may decide to ask your students to think about all the systems of the body they have studied so far and decide on the one that draws their attention the most. Have them find a partner with whom they share interest and fill in the first part of the exercise. Ask them to write as many ideas and information as they remember about that system, they may also add some other information they research.

After having made this brainstorm exercise together, they may decide to write numbers at the beginning of the sentences or circle the information in different colors that support them differentiate which information must be together in a paragraph. Once they have decided on the organization of their ideas, they must write it down tidy on the second part of the exercise.

STEP 2 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

1. You have been reading about some of the human systems. Tick ✓ if you agree or write a cross X if you disagree with the following statements.

2. Write some information about the respiratory system and the circulatory system. Check your punctuation marks, and if you are not sure about them, ask your partner about the information in the following sentences of this part.

3. Write a paragraph about one of the systems you have chosen to write about. Check your punctuation marks, and if you are not sure about them, ask your partner about the information in the following sentences of this part.

Students must feel they can communicate their ideas in English even in a simple form.

ASSESSMENT

Invite your students to assess themselves and reflect their own learning progress about.

ASSESSMENT

1. You have been reading about some of the human systems. Tick ✓ if you agree or write a cross X if you disagree with the following statements.

2. Write some information about the respiratory system and the circulatory system. Check your punctuation marks, and if you are not sure about them, ask your partner about the information in the following sentences of this part.

3. Write a paragraph about one of the systems you have chosen to write about. Check your punctuation marks, and if you are not sure about them, ask your partner about the information in the following sentences of this part.



LISTEN UP!

Track 20

You may try beginning this activity by asking your students how this unit has made them reflect about the way they can take care of their bodies to be healthy. Tell them they will listen to an interview between a famous doctor and an athlete talking about the muscular system, how to improve muscles and take care of their health.

Have them read the questions in their students' books before playing the CD so that their brains get ready to catch the information. Play it as many times as necessary until most of the group gets the answers.

It is recommendable to monitor this activity closer and support your students by offering help at outlining their ideas in order, do not be very strict about accuracy but focus on communication.

Without giving them a mark for right or wrong answers, check their answers together on the board.

GET CREATIVE

In this exercise and after listening to the conversation several times, ask your students to sit in couples and create a similar dialogue to the one they have just heard.

Pa How do you write a question mark?
Ma You write a question mark like this: ?
Pa How do you write an exclamation mark?
Ma You write an exclamation mark like this: !
Pa How do you write a comma?
Ma You write a comma like this: ,
Pa How do you write a period?
Ma You write a period like this: .
Pa How do you write a colon?
Ma You write a colon like this: :
Pa How do you write a semicolon?
Ma You write a semicolon like this: ;

Pa How do you write a double quote?
Ma You write a double quote like this: " "
Pa How do you write a single quote?
Ma You write a single quote like this: ' '

THINK ABOUT IT

This is just a reminder of how to use some of the most common punctuation signs, read them together, explain the differences, solve your students' questions and give some examples as necessary. Also, you may ask them to go back to the previous exercise and correct their punctuation signs according to what they have learned in this activity.

STEP 3 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

Do a role-play with your students. One student will be the doctor and the other will be the patient.

The doctor will ask the patient questions about his or her health. The patient will answer the questions.

Example questions:

How do you feel today?

Do you have any pain?

Can you tell me about your diet?



THINK ABOUT IT

How do you write a question mark, an exclamation mark, a comma, a period, a colon, a semicolon, a double quote, a single quote?

Explain the meaning of each sign and how to use it.

Give the students the opportunity to write a short paragraph using each sign.

Give the students the opportunity to write a short paragraph using each sign.

Explain the meaning of each sign and how to use it.

Give the students the opportunity to write a short paragraph using each sign.

Give the students the opportunity to write a short paragraph using each sign.

When you have finished, ask the students to exchange their paragraphs.

STEP 3 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

Get the text you wrote in the step 2 of how to do a human body system diagram and exchange it with another couple. In their books they are going to find some questions about the kind of information they can ask to get some feedback and be able to improve their own writings, they will also read the other couple's text and provide them with some feedback too.

EXPRESS YOURSELF

Ask your students to find somebody they have not worked with during this unit and exchange some ideas about what they can do to take care of their systems and their bodies in general. Tell them they can use their books to get some ideas from the images and the notes they have taken throughout the unit.

STEP 4 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

In this part of the project the students may check their texts in couples, ask them to pay attention to the punctuation rules, to the correct spelling of the words and rewrite the text on a separate sheet of paper, a poster or the way they have decided to present their jobs.

STEP 4 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

STEP 4 TO MAKE A HUMAN BODY SYSTEM DIAGRAM

Work in groups of 2-3 students. You will be given a list of organs to choose from. You will be asked to draw a diagram of a human body system and write a short story about it. You will be asked to present your work to the class.



understand all the statements and give them some minutes to answer this assessment.

You may ask them to talk to a partner about their achievements and how those achievements make them feel. They can also talk about their favorite activity and how they feel communicating their ideas in English.

ASSESSMENT

1. Answer the following checklist by ticking ✓ if you are in doubt or you are unsure or answering ✗ if you are confident about the statements.

Competency	Yes	No
1. I can understand the main idea of the text.		
2. I can understand the details of the text.		
3. I can understand the structure of the text.		
4. I can understand the language used in the text.		
5. I can understand the purpose of the text.		
6. I can understand the context of the text.		
7. I can understand the author's attitude towards the subject.		
8. I can understand the author's purpose in writing the text.		
9. I can understand the author's message.		
10. I can understand the author's style.		
11. I can understand the author's tone.		
12. I can understand the author's point of view.		
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100. I can understand the author's bias.		

2. In 5 minutes, what did you learn in this unit?

This is also the time to make the diagram of their system; in order to do this, the teacher will have to let them know in advanced about this last step of the project so that they can make agreements about the materials they are going to use as well as the format. Accept any of their ideas, don't tell them to use a specific material, encourage their creativity and problem-solving abilities. Students love to work in creative activities.

ASSESSMENT

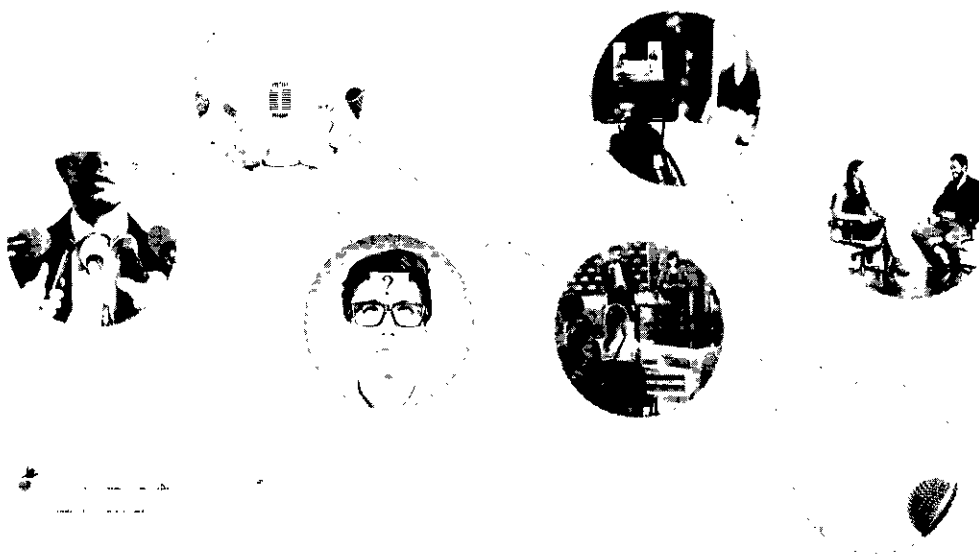
This is the time for your student to reflect about what they have learnt, so make sure they

UNIT 7 I've got questions

UNIT CONTENTS:

- Learning Environment:** Family and Community
- Social Practice:** Exchanges associated with information of oneself and of others
- Specific competency:** Exchange likes and dislikes in an interview
- Student's self-evaluation instrument:** Checklist
- Hetero-evaluation suggested instruments:** Rubric (Annex Unit 7)

Keep in mind what you want students to learn and what they're going to be doing to learn it.



Learning key points:

- Listen to likes and dislikes in an interview.
- Understand gist and main ideas of dialogues.
- Express likes and dislikes in written and spoken dialogues.

Product:

Dialogue about likes and dislikes.

INTRODUCTION

To introduce this unit, our suggestion is to ask your students to look at the presentation pages in the *Activity Book* or use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answers to the following questions:

1. What are the people in the pictures doing?
2. What do you think is their profession?
3. Have you ever been interviewed?
4. Do you think it is easy to be interviewed?
5. Do you think it is hard to interview someone?

BREAKING THE ICE

You can start the class by asking if they know what Bingo is. They should know it's a game like 'lotería' but they use numbers and the objective of the game is to get your card completely marked.

You will play a similar name only this time instead of numbers you will be trying to mark all of the card with the names of people who comply with the instructions on the board.

It would be a good idea to go through every square and check for understanding. As they get their books and a pencil or pen and walk around the classroom asking for people to sign with their names if the sentences applies to them you can venture asking some of the questions as examples to see if they ask the questions properly.

Once a card has been completely marked remind them to say BINGO.

Once one of them has finished you might take the winner's book and ask the questions yourself:

- Were you (Fernando) born in November?
- Do you (Susana) walk to school?
- Do you (Eli) like horror movies?

Etc.

HOW MUCH DO YOU KNOW?

This exercise is basically to check previous knowledge about questions. You might want to allow them to answer it and before you check answers explain how questions are formulated in English as a form of review. It is ok for them to make mistakes. Once they are done if you think it necessary share the information about questions presented below. Even though this is not a grammar book and our objective is purely communicative we can make sure to check for accuracy every once in a while. This is a good way to make sure their errors are not fossilized.

Teacher jargon

This situation arises when incorrect use of language becomes a habit of a second language teacher. Since this incorrect use of language is not corrected the teacher continues using it and finally it becomes a fossil. Sometimes natural and as more time passes by, it gets more difficult to correct.

Questions in English use an **auxiliary** and that can change according to the tense.

For example: Do you think English is easy? Did you understand the text? Have you learned this before?

These are Yes or No questions.

Auxiliaries can take the form of a modal verb or the verb to be.

For example: Are you happy? Can you move please?

Auxiliary + subject + verb + complement + ?

Not all of the questions must start with the auxiliary, sometimes they start with the question words: what, when, where, who, whom, why, and how.

For example: What kind of music do you like? How are you feeling? Why do you say that?

Note: Remind students that in English we only use one question mark at the end of the question.

If you choose to explain the grammar behind questions you can ask your students to go back to their book and they should see the pattern you talked about in their answers.



1. Listen to the audio and read the text.
2. Read the text and answer the questions.
3. Discuss the text in pairs or trios.

4. Listen to the audio and read the text.
5. Read the text and answer the questions.
6. Discuss the text in pairs or trios.

7. Listen to the audio and read the text.
8. Read the text and answer the questions.
9. Discuss the text in pairs or trios.

10. Listen to the audio and read the text.
11. Read the text and answer the questions.
12. Discuss the text in pairs or trios.

13. Listen to the audio and read the text.
14. Read the text and answer the questions.
15. Discuss the text in pairs or trios.



READ TOGETHER

Track 21

In order to activate previous knowledge and as a lead in you may write down the letters HP on the board. What do they think they represent?

The suggested order of activities is the following:

1. Go on to the *Activity Book*. Get your students in pairs or trios and have them ask and answer the questions. Listen to their different answers and encourage them to answer in English.
2. After their discussion have students skim the text. What do they think the text is going to be about? Elicit answers and try to get the general meaning.

Teacher jargon

Skimming (reading strategy)..

A way of getting the general meaning of a text or an overview of the text. One of the ways to do it is only to read the first and last sentences of paragraphs.

Your students can answer the exercises from the *Reader's Book* first - make sure that as you read students check the glossary. The questions from the reading is easy and you should let the students read and answer the questions themselves. Then, you might start the listening exercise - play the audio - and have them answer the questions as a team. You can have them count out loud in English every time they hear Emma, also have them listen to the word FAMOUS and check what they say next. Listening for specific words for the movies' names and also listen for numbers when it comes to the questions.

GETTING THE STORY

By this time the students should have read the story and listened to it at least once or twice.

As a suggestions you should guide them through the meaning of the questions and allow them to look for keywords again in order to answer the questions.

You can ask them to start underlining the sentences that led them to the answers. In the future

this might become a habit for them. It is easier to find specific pieces of information when you look for keywords.

TIME TO LISTEN

For this listening activity you will have to read and help your student complete the activity. Try to use different voices and you might want to try and focus on the questions intonation (rising and falling accordingly).

This is what you'll read:

Francisco: Tiffany, it's been years since we last saw each other.

Tiffany: I know cousin! Let's catch up. Do you still like playing soccer?

Francisco: Yes, I do. I'm actually playing for my school's soccer team. Do you still like hip-hop?

Tiffany: Yes, I do. I love singing and dancing to it. By the way, did you like the movie *Coco*?

Francisco: Of course! It was awesome. I think Gael Garcia Bernal did a wonderful job doing Hector's voice.

Tiffany: I agree. I would love to meet him. Which artist would you like to meet?

Francisco: I'm not sure. I think I'd like to meet Natalia Lafourcade. I love her songs. By the way, do you still love pizza? I remember it was the only thing you wanted to eat.

Tiffany: No, Francisco. My eating habits have improved a lot.

Francisco: I'm glad to hear that. Well, let's eat, we don't want our food to get cold.

This could be a great time to start monitoring if they are writing questions properly and you might extend the activity by writing the dialogue on the board or project and have students do a role play.

STEP 1 TO MAKE YOUR INTERVIEW

As a start of this activity an idea could be to have them come up with different questions you can ask to someone you just met about different topics - write what they say on the board using sentences rather than questions (E. g. Like football/play sports/like pizza, etc.). Then you could

have them choose four topics from the board and then pose questions - use this as an opportunity to walk around the classroom and answer any questions your students may have.


As you see students struggling to come up with more questions in order to contribute to the communicative skills you might have students start sharing what they came up with and whoever is missing some questions can enrich them.

UNIT 7

STEP 1

Write questions on the board using the following questions as a model.

Question	Topic
Do you like pizza?	Food
Do you like soccer?	Sports
Do you like English?	Language
Do you like tacos?	Food

STEP 2  **FOR YOUR INTERVIEW**

Each student should prepare a question and answer to ask and reply to. The student who asks the question will be the interviewer and the student who answers will be the interviewee. The interviewer will ask the question and the interviewee will answer. The interviewer will then ask the interviewee to repeat the question and answer.

QUESTION	ANSWER
Do you like pizza?	Yes, I do.
Do you like soccer?	No, I don't.
Do you like English?	Yes, I do.
Do you like tacos?	Yes, I do.

4. Each student should prepare a question and answer to ask and reply to. The student who asks the question will be the interviewer and the student who answers will be the interviewee. The interviewer will ask the question and the interviewee will answer. The interviewer will then ask the interviewee to repeat the question and answer.

USE ENGLISH LITTLE BY LITTLE

You can start this activity by asking some students questions like: Do you like pizza? Do you like soccer? Do you like English? Do you like tacos? As you hear their answers reply with empathetic phrases (I see, That's great, Me too, I know, etc.).

As part of your explanation you might explain that just as in Spanish when you talk to somebody it is important to let them know you are paying attention to them and that you are able to create rapport with the other speaker when you use these phrases.

Additionally you might want to read the questions, the answers, and the empathy phrases - as your students highlight them and try to see the rest of the sentences in order to match them properly.

UNIT 7

STEP 3

Match the questions with the answers and the empathetic replies.

Question	Answer	Empathetic reply
Do you like pizza?	Yes, I do.	I see.
Do you like soccer?	No, I don't.	That's great.
Do you like English?	Yes, I do.	Me too.
Do you like tacos?	Yes, I do.	I know.

ASSESSMENT

Use this moment to evaluate the progress your student have made and reinforce what you consider necessary.

TIME TO LISTEN

Track 22
This activity can be done in the same class. As in the last exercises you can extend the exercise as you hear the audio, for example: you can have them locate the empathy phrases or have them clap once as they hear any of them.

In order to have another extension exercise you could ask them and write on the board different ways of expressing something you like or you don't like.

- I like
- I love
- I hate
- I don't like

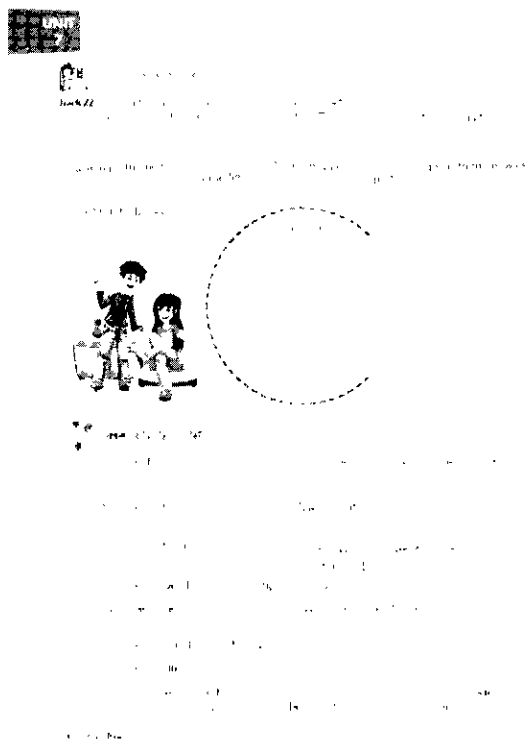
They can listen to the audio again and using the Venn Diagram they might write down the things that each of them like (the overlap use for things they both like - look for phrases like me too, etc.).

SHARED WRITING

If possible, project or make copies of the script from the last activity. Seeing the information in written form might make this activity easier for them.

Even though there is very little information for them to complete, students will have to get some vocabulary words from the listening, they will use their knowledge about how to make questions and vocabulary.

In teams have them come up with answers and then ask them to read the conversation in pairs out loud.



STEP 2 FOR YOUR INTERVIEW

a) Now, the idea is for the interaction pattern to change and students can get in pairs - they will be joining their efforts to choose two topics each. They will be writing on their part of their dialogue. One student will take the right-hand column and the other students will take the left-hand column.

It is important that your students understand that both will be asking and answering questions and in order for it not to be boring they may use different topics (they will take 2 of the 4 they chose in the first step) and they will perfect their questions. If you think it viable you can pair up someone with a higher level with a student with a lower level as they will have to ask questions and answers we can make sure their participation will be balanced.

GET CREATIVE

Before this activity we suggest the students to make a list of things they like and things they do not like and something they liked as children and something they didn't like. You can probably use the board and write LIKE/DISLIKE and ask some of them out loud and then have them write it down and continue inviting them to speak to each other and out loud.

The activity can take place as follows:

1. As they finish the list they will write the first part of the exercise. Of course, the answers may vary. Make sure they use -ing for the past tense (E.g. When I was a child I liked BITING my nails) and that should make the writing very easy.
2. Once they finish, they will exchange their lists with a classmate. Then they will write the second part. They will swap lists one more time with another classmate in order to finish the activity. At the end have them swap books with other classmates so they get a chance to read what their classmates wrote about themselves and others.

ASSESSMENT

This is a good time to use the evaluation instruments at the back of the book.

STEP 2 FOR FOUR INTERVIEW

UNIT	UNIT
UNIT 1	UNIT 1
UNIT 2	UNIT 2
UNIT 3	UNIT 3
UNIT 4	UNIT 4
UNIT 5	UNIT 5
UNIT 6	UNIT 6
UNIT 7	UNIT 7
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LISTEN UP!

Track 23

Conversations happen all the time and it is important to understand the main message - why they are speaking and what they are trying to say.

As you listen to the audio it is a good idea to continue getting your students ready to answer these questions: why are they speaking? What do they agree to do? Does Tony think he can win? Does Harmony agree?

You can write these questions on the board and as they listen and fill in the missing parts we invite you to have them reflect on those questions.

One of the main objectives of this exercise is for them to start understanding the main idea of any kind of conversation.



UNIT 7

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UNIT 7

THINK ABOUT IT

We invite you to follow the instructions from the book - this time you will only help as a guide for your students. It is of the utmost importance for them to realize they can learn individually. Have them locate the question tags by themselves on the conversation.

Then, you might write on the board write sentences about your students. E.g. My students don't like Justin Bieber, _____? Students can go up to the board to write down question tags. Every time this happens ask them if they're using the opposite (affirmative, negative) and if they're using the right subject and the right auxiliary.

You can do an extension activity asking them to look at the sentences about their classmates from page 105 and use them to practice. E.g. You didn't like spiders when you were a child, did you? You like reading, don't you?

UNIT 7

THINK ABOUT IT

Read the text and answer the questions. Then talk about the text with a partner. Write down the questions and answers. Use the questions to write a script for a play. Use the script to act out the play.

QUESTIONS

- 1. What is the main idea of the text?
- 2. How do you feel about the text?
- 3. What do you think about the text?
- 4. How do you think about the text?
- 5. What do you think about the text?
- 6. How do you think about the text?

ANSWERS

1. The main idea of the text is that...

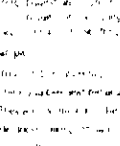
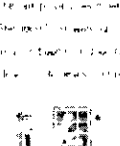
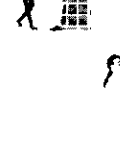
2. I feel that...

3. I think that...

4. I think that...

5. I think that...

6. I think that...

UNIT 7

STEP 3 FOR YOUR INTERVIEW

Write the questions and answers for the interview. Use the questions and answers to write a script for a play. Use the script to act out the play.

QUESTIONS

- 1. What is the main idea of the text?
- 2. How do you feel about the text?
- 3. What do you think about the text?
- 4. How do you think about the text?
- 5. What do you think about the text?
- 6. How do you think about the text?

ANSWERS

1. The main idea of the text is that...

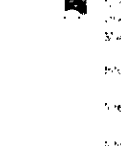
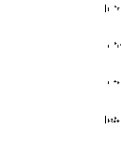
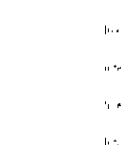
2. I feel that...

3. I think that...

4. I think that...

5. I think that...

6. I think that...

STEP 3 FOR YOUR INTERVIEW

Students get in pairs. Today they will be writing their script. What they plan to say on their interview. They use both books. They should have two different interviews written down by the end of this activity (one in each book). They will be switching roles as interviewer and interviewee. First they should write down the questions and ask their classmates to think what their answers might be. They do not need to memorize them but they should try to stick to their script as much as possible so their phrases and questions (including empathy phrases and their question tags can be used).

Allow them enough time to write down their questions and answers and make sure you check everything they write as there might be mistakes you should correct but focus mainly on the questions, empathy phrases and question tags. Mark the mistakes but ask them to correct them and if needed give another group explanation.

EXPRESS YOURSELF

After they have written their script and before they start thinking about presenting their interviews it would be a great idea to practice. Once again, they should follow the script but it is not necessary for them to memorize it. You might want to walk around the classroom listening and checking for pronunciation. It is of the utmost importance for students to feel confident and if they need to double check what they wrote allow them do it during this stage. Always take time to answer questions and allow extra practice.

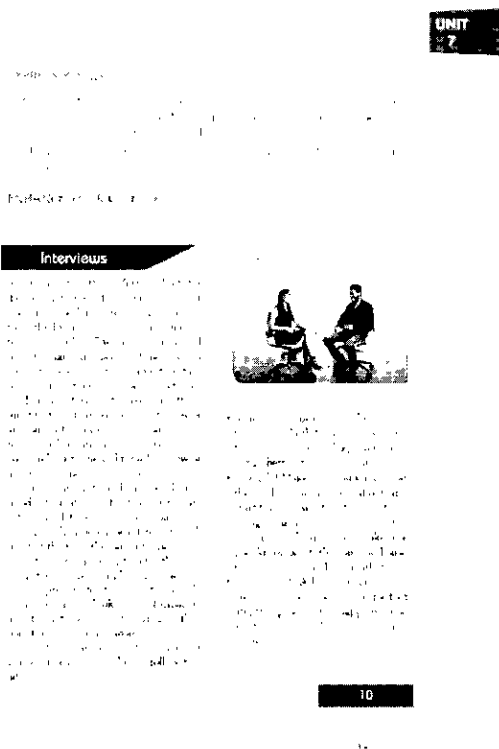
ENHANCE YOUR CULTURE

By this time students should be familiar with the vocabulary on this reading.

Students read the first paragraph. Students might try to predict what do they think the reading will be about? Exercises like this should help them with their reading skills by predicting the content.

You can read the text out loud and have them follow with their fingers the reading. As you finish reading students read the questions by themselves. They rephrase the questions or paraphrase them. Once they understand them have them read the text by themselves or in pairs and answer the questions.

You can really use this reading to get them excited about their coming interview. This is the time in which you can use the advice and maybe we'll be looking at the next anchorperson of the evening news.



ASSESSMENT

After the *Express yourself* activity you can really have them going by improvising and producing language with this assessment. You may ask them things that are not scripted.

STEP 4 FOR YOUR INTERVIEW

a) This is the final step of the project and you will use this to assess how much your students

have advanced in terms of coming up with questions and being able to answer them, using questions tags and phrases to show empathy with the speaker.

b) Allow them some time and let them know they should be aware of the things they will be assessed on and in order them to raise awareness of the things they have learned and accomplished they will look at their script and will rewrite what the exercise asks for.

It is crucial for every student to receive feedback. It is important for their effort to be recognized but also to let them know their areas of opportunity.

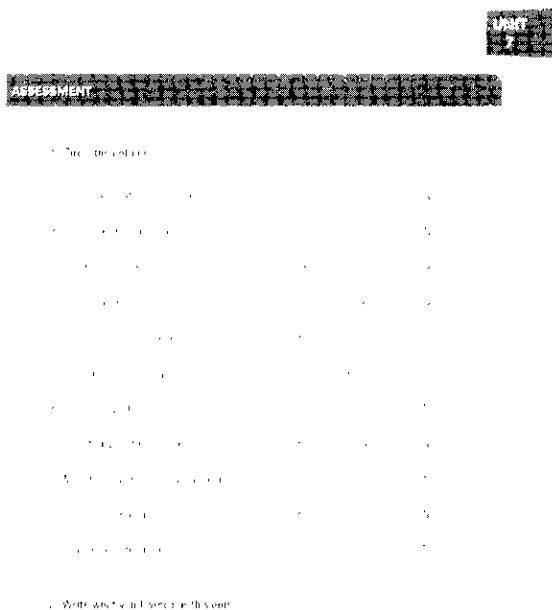


ASSESSMENT

1. Have students reflect after they present their dialogue, The questions are to be answered with Yes, In process or No. Even if they might have room for improvement they should be honest and say if they have made any progress on the way they ask questions about likes and dislikes, how they can talk about my likes

and dislikes, their understanding of questions tags and their ability to show empathy in a conversation.

2. Then have them write down a little paragraph about what they have learned. They can leaf through the pages of this unit and reflect on how much they have actually learned.



UNIT 8

Tell me a story

UNIT CONTENTS:

Learning Environment: Recreational and Literary

Social Practice: Literary expression

Specific competency: Read classic tales

Student's self-evaluation instrument: Checklist

Hetero-evaluation suggested instruments:

Descriptive valuation scale (Annex Unit 8)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Breathe English

Learning key points:

- Select and revise classic tales.
- Understand main ideas.
- Compare variants of pronunciation and spelling.
- Speak about key events.
- Write about key events.

Product:

Big book.

INTRODUCTION

To introduce this unit, students look at the presentation pages in the *Activity Book* or you could use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answers to the following questions:

1. What do you see in these images?
2. Which image do you like the most?
3. Do you recognize the characters?
4. What do you think is this unit's topic?
5. Do you know some of these stories?

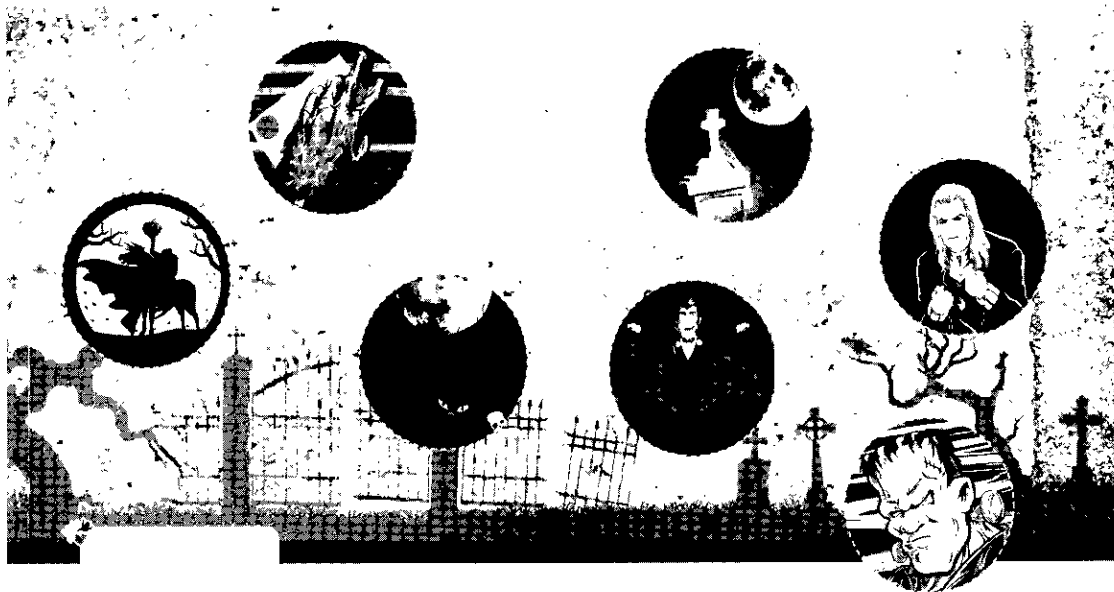
BREAKING THE ICE

This activity will introduce the topic for the lesson: scary stories. Students read a clue and guess the story it refers to. If you have access to a projector or a TV, use the image from the CD and project. You can also print it to use as flashcards. If you don't have access to any of these resources, use the images printed in the *Activity Book*. This can be handled as a whole group activity. Make it fun.

Teaching strategy

Remember, it's not necessary that your students understand every single word in a sentence. Don't put their attention towards key elements and help them get the general idea by context, reading the activity and using visual clues. When they realize they can understand the general meaning without translating the sentence, their self-confidence will increase and so will their motivation to learn English.

UNIT 8 Tell me a story



Socio-emotional ability

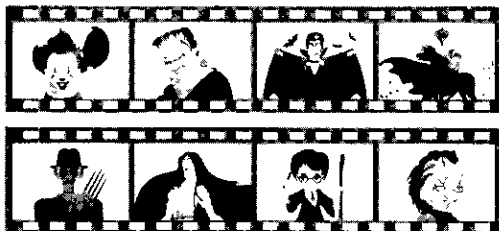
In a activity like most activities in English class, involves students venturing an answer and risking making mistakes. Remember they are teenagers and some of them might not feel comfortable doing this even if most of them enjoy it. Take into consideration your students' personalities and encourage them but don't force them to participate if they don't want to.

1	2	3
1. How do you feel about the story?	2. What do you think about the characters?	3. What do you think about the plot?
4. How do you think the author felt about the story?	5. How do you think the author felt about the characters?	6. How do you think the author felt about the plot?
7. How do you think the author felt about the story?	8. How do you think the author felt about the characters?	9. How do you think the author felt about the plot?
10. How do you think the author felt about the story?	11. How do you think the author felt about the characters?	12. How do you think the author felt about the plot?

HOW MUCH DO YOU KNOW?

Students ask each other the questions on the *Activity Book* and discuss the topic in partners before answering their own questionnaire individually. This gives them an opportunity to activate their prior knowledge and to remember information related to the topic. Then students answer the questions on their *Activity Book*.

The purpose of this exercise is to check student's previous knowledge about stories in



general and concepts related to them, such as "characters" and "settings". It is also a good opportunity to assess how much related vocabulary they handle. However, always remember that even though they might not know or use the appropriate term, or might not understand the meaning of a certain word, that doesn't mean they don't know the concept or don't have the required knowledge. A student might not understand the word "character" and yet be able to identify the characters from a story.

Teaching strategy

This is an open questions exercise. Its emphasis is on fluency rather than accuracy, therefore don't expect your students to produce written language without mistakes. Use this opportunity to promote self-correction and to increase their confidence in the use of the language.

You can also help them to produce simple sentences by writing model sentences on the board that students can easily imitate or alter in order to express their own ideas.

For example, write on the board the sentence "My favorite time is _____," and then give a few examples for them to follow your lead and complete the line with their own favorite story.

Other model sentences for this exercise are:

The main character (or name of the story) is the princess.

The story is about a prince who knight that (verb) in (setting).

The first competence exercise from the *Reader's Book* can also be used before the reading. It uses very simple sentences to get students to understand the general idea of the beginning of the text. Then it asks them to consider what the story is about.

- Now, students read the story *Fragments from The Canterville Ghost* from their *Reader's Book* to find out what's different and original about this ghost story. Make sure you ask this when they start reading. This simple mission will give them a purpose to keep them focused and attentive.



READ TOGETHER

Track 24

Consider three moments when reading a story:

- Before reading, students look at the images and try to predict what the story is about. The images in the *Reader's Book* are resources, you can use them to get their attention focused and to create expectation.
- Talk about ghost stories, can your students remember some words related to ghost stories? Use this time to elicit words they might already know that will be used in the reading.

GETTING THE STORY

After reading the story once or twice, students analyze the visual organizer and clarify any terms they don't understand. You may guide them through the meaning of the concepts and allow them to go back to the story in order to complete the visual organizer.

This unit is set within a Recreational and Literary environment, so its emphasis is on reading

comprehension. This skill is easily combined with written expression. The Reinforcing our Written Expression Competence exercise from the *Reader's Book* is meant to further develop these skills.

Teaching strategy

Start by asking students to locate keywords in the reading. Then, have them underline the most relevant sentences. In the future this might become a habit for them. It is easier to find specific information when you look for keywords.

emphasize this: sentences must include the subject, verb and complement. This way, at the end of the exercise they can use these sentences and put them together in order to create a paragraph. Finally, they will add a few connectors. This is a very easy activity that makes it possible for them to produce written language.

STEP 1 TO MAKE A BIG BOOK

Remember every activity in the unit will help your students to complete the project and achieve the expected learning outcomes. However, take these steps to guide you and your students through the completion of the project. This moments will be your cue to stop and assess your student's progress so far. The sub-products resulting from the steps may be collected as evidences as part of the process of formative and continuous assessment. In this case a big book refers to an anthology of stories transcribed and illustrated on cardboard.

It is recommendable to arrange teams of similar language levels and abilities. Each team will choose a story, write it and illustrated in cardboard in order to put several stories together and create one big book of scary stories.

- a) Allow students to activate their previous knowledge by talking about all the stories they know. If you have access to ICT's you could ask students to research some stories online. If you have a library at the school, you can also take them there to research. It doesn't matter if they only find books in Spanish, because latter they will write the story with their own words in English. If you don't have any of these resources at hand, have students interview their parents and other teachers.
- b) Students will choose a story. Once they know which story they will use, they will locate the key elements and information in that story. Students can copy the visual organizer from the previous exercise on their notebooks and extract the same information they did from the *Reader's Book*, now from the story they chose. Later, instruct them to complete the information below.

Students read the story again during a different class. The question goal should be different this time. For example, you can ask them to read and write down how many times the ghost paints the stain, or to decide who their favorite character is. You can also use the CD this time and have them follow the reading while they listen.

After this second reading, students answer the comprehension questions from the *Reader's Book* exercise. Guide your students into answering the questions by using simple but complete sentences. It is very important that you



Socio-affective ability

Projects are typically developed in teams where students must play together for the duration of the unit, which is how long it takes to complete the project. Whether you change the teams or not, students decide who they work with, always remember that once a team is formed, it should not change nor break up until the assignment is finished. This will be a students understanding they all share the responsibility and it will help them develop their abilities for group work and problem solving.

USE ENGLISH LITTLE BY LITTLE

1. Students will start this activity by brainstorming stories they know. They can make a mind map on the board inviting classmates to add information. They might elicit characters, settings, and other elements from those stories from each other.

Once you consider there are enough ideas on the board, teams of students organize all the information from the brainstorm into the chart on their books.

Students look at the verb column and discuss if they think verbs should be in present or in past tense in order to tell a story.

Teaching strategy

Don't be afraid to share the markers. Coming to the board keeps students attentive and gets them involved in the class. A useful trick is to have two or three students come to the front of the classroom. While they write, the teacher continues to ask questions to the rest of the class. It's divert the attention from the students on the board. Once they finish writing have them return to their seats, and only then, check the board with the entire group. That way if a student makes a mistake, he or she doesn't feel exposed in front of the entire class.

2. They can use these words to make very simple sentences. You might ask them to give you an

example from every column and combine the words to make a sentence, then elicit from them a few more examples. One option is to model by writing a couple of sentences on the board. Once you're sure students get the idea, have them write sentences by themselves. This type of activities will increase students' confidence in producing language.

STEP 7 TO MAKE A STORY

Character	Verb	Setting
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Main characters	Evil characters	Actions	Settings
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



TIME TO LISTEN

Track 24

Students will listen to *Fragments from The Canterville Ghost* from the CD's track 24. They may use the images from the *Reader's Book* as support, but remember this is a listening activity. Learners will discuss the questions with a classmate in order to direct their attention towards some features of spoken language. You can allow them to reflect about different accents according to nationalities and variants of pronunciation. They may also use this to relate words to their spelling which they will later compare for differences accordingly.

Teacher jargon

Listening for Gist is listening to school work to derive, getting the general idea of a given text, whether it is a story, a conversation, an anecdote, report or any other kind of listening. It is not necessary for students to understand the entire text but just to have the ability to use keywords and other contextual clues to understand the general idea.

SHARED WRITING

Students work in pairs. We recommend choosing students of similar language level and abilities to work together. Students complete the sentences by using the story from the *Reader's Book*. Some students will finish first, they can check their answer and then monitor and review the work of learners with a lower language level.

These sentences can be used later in the unit as examples for students to imitate while they are doing their project.

STEP 2 TO MAKE A BIG BOOK

- a) Students reread the story they chose for their project and identify the key events. This might take some leading, you could have the stronger students monitor and support the weaker learners.

Teaching strategy

In order to scaffold tasks in which students are required to produce original pieces always provide one or several examples that students can imitate. These examples will be their models, those easy and clear sentences or phrases. Then have students substitute or change a part of the sentence to make a different one. Once students feel more comfortable, they can start substituting 2 parts of the sentence. For example:

The monster ~~used~~ **the children**
The monster ~~used the~~ **factor**
The monster **attacked the woman.**

Give students a word bank to choose from also helps them produce.

It is easier for a student to create a sentence by combining words from a word bank than to create it from scratch.

- b) It is possible that your students are able to identify key events in the story and yet not be able to say them in English. It might be easier for them to identify key words. Brainstorm words from their story and classify them in different groups. Now it will be easier for them to combine words from different categories in order to make sentences that express key events. This is a practical way to simplify production for them and help them to increase their confidence in the use of language.



STEP 2 TO MAKE A STORY

Remember to use the words you wrote in the previous step. You should use the words you wrote in the previous step to make a story.

Who?	What?	Where?	When?
The girl	played the guitar	in the library	every day
The old man	lived	in the graveyard	at night
The cat	chased	inside the painted house	one night
The dog	waited	in the forest	at night
The witch	visited	in the house	at night
The prince	visited	in the castle	one day

Now they will choose and underline the appropriate pronoun for each sentence according to what they wrote. Remind them that "it" is used for animals and things. The result should be something like:

"Once upon a time there was a basketball player. He was funny and he lived in the park. One day he met the actress who was very small. They jumped together. The next day they ran in the Supermarket. But the evil postman didn't want them to be happy. He was athletic. So he sang to separate them. That day, all of them went to the beauty parlor, and they used a magic comb to make peace and from then on they all lived happily ever after."

Once they finish, read the different stories. No two stories should be the same. After reading, let them alter and fix the stories to get a more logic one. Copy the stories into cardboard and paste them in a visible place for other students to read them, or have them read them aloud for their classmates.

GET CREATIVE

1. Students brainstorm 3 nouns that can become characters. It's nice to encourage them to be creative and not repeat the ones their classmates have.

For example: *dog, princess, policeman, monster*, etc.

Now, they think of 3 adjectives, 3 verbs, 3 places and 1 object and write them down. It's better if they say random things like *spoon, jump, and restaurant*. These words should be random to make the final product funnier.

2. Once students have decided on these words, they must distribute them along the story below. They will follow the indication under each line to write the appropriate word. For example, if they chose a dog, a firefighter and a witch to be their characters, they must write dog on the line above "1st character", firefighter on the line above "2nd character", and witch on the line above "3rd character".

Once upon a time there was a _____ (1st character) who was _____ (2nd character) and _____ (3rd character). _____ (4th character) _____ (5th character) _____ (6th character) _____ (7th character) _____ (8th character) _____ (9th character) _____ (10th character) _____ (11th character) _____ (12th character) _____ (13th character) _____ (14th character) _____ (15th character) _____ (16th character) _____ (17th character) _____ (18th character) _____ (19th character) _____ (20th character).



LISTEN UP!

Track 25

Students listen to the legend of *Sleepy hollow*.

Before listening you could ask them if they've heard about it and find out how much they know. Perhaps they have watched the film or the TV series. All this knowledge will help their comprehension.

Play the CD, track 25. The group listens to the story. Ask them to order the events as they hear them.

You could give them some time after listening to read the sentences again and try to order them logically.

Then play the track again allowing them to check their answers.

You might have to play it a third time.

If some of the stronger students finish before the rest of the group, they should stay quiet, so the rest can hear.

Students can compare their answers with each other and correct any mistakes they might have. If they don't agree in the answers, play the track again for them to check.

After listening, some students could retell you the story. If you have access to ICT's they can research some more about the legend.

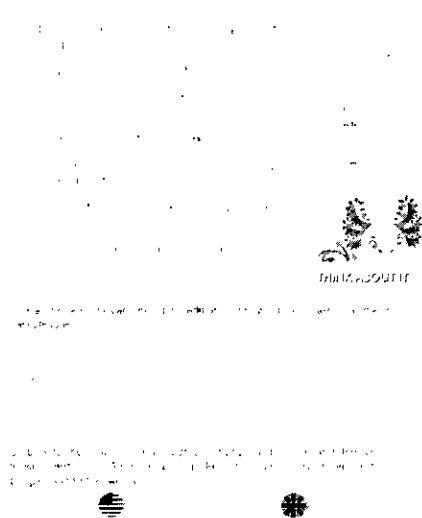
THINK ABOUT IT

It's a good idea to get your students to remember the reading *Fragments from The Canterville Ghost*, and find some phrases they think are common in stories. They can look for this phrases on the story they chose for their project and point out the ones on the box. They should add more phrases or words to each category.

One strategy is to talk to your students about the differences between American English and British English. You will find some examples in the box. Students could also research about it online or in the library.

Teaching strategy

The *Activity Book* is a resource filled with images, vocabulary and phrases you can use in many different ways and more than once. The *Think about it* section is a time to reflect on the language learned so far. Use the book pages students have already answered to look up more words and phrases, have them browse through the pages and use images to remember vocabulary and previous exercises as models for future language production.



STEP 3 TO MAKE A BIG BOOK

- Students work in teams to fill in the chart with information from the story they chose for their project. This way it will be easier for them to re write the story. Afterwards, they can use that information to write the first draft of their story.
- Students exchange their drafts with other teams and look for mistakes. Then, they underline them and give the draft back to its authors. You can also point out some mistakes for them to correct but it is important to give each team a chance to correct their own mistakes. Only after you have given them this opportunity, solve the ones they couldn't correct on their own.
- The class before this one, ask them to bring some cardboard. Have them copy the final version of their story.
- Illustrate the story.

STEP 3 TO MAKE A BOARD

Write the following questions on the board:

1. What's your favorite story?

2. What do you like about it?

3. How do you feel about it?

4. How do you feel about the author?

5. How do you feel about the setting?

6. How do you feel about the characters?

7. How do you feel about the plot?

8. How do you feel about the theme?

9. How do you feel about the style?

10. How do you feel about the language?

11. How do you feel about the pacing?

12. How do you feel about the point of view?

13. How do you feel about the setting?

14. How do you feel about the characters?

15. How do you feel about the plot?

16. How do you feel about the theme?

17. How do you feel about the style?

18. How do you feel about the language?

19. How do you feel about the pacing?

20. How do you feel about the point of view?



EXPRESS YOURSELF

1. Make pairs and have students talk about their favorite story and what they liked about it. These two questions on the board will make it easier for students to ask them:
 - a) What's your favorite story?
 - b) What do you like about it?
2. For the beginning of this activity the group will interact in lockstep, working with the entire group and then work in pairs so that everyone in the class gets a chance to speak. Write an example on the board and have a few of the stronger students imitate it. For example: *My favorite story is _____*. Some students should complete the phrase, they can even write it on the board, until the rest of them get the idea. Write another example on the board: *I like _____ from _____*, and repeat the procedure. Then, they will have a chance to practice with their pairs.

3. You can repeat the procedure with a new phrase: *I was _____ when _____*. Brainstorm some feelings and write them on one side of the board to work as a word bank for students. They will talk about moments in the story that made them feel a certain way. Finally, students complete the written exercise.

Teaching Strategy

It is a very effective strategy to use a board to help students make sense of their own and others' experiences. With better, they can easily follow. Write an example on the board and have a few of the stronger students imitate it. Some students should complete the phrase, they can even write it on the board, until the rest of them get the idea. Write another example on the board: *I like _____ from _____*, and repeat the procedure. Then, they will have a chance to practice with their pairs.

The main goal was to get the students to practice writing on the board. Write an example on the board and have a few of the stronger students imitate it. Some students should complete the phrase, they can even write it on the board, until the rest of them get the idea. Write another example on the board: *I like _____ from _____*, and repeat the procedure. Then, they will have a chance to practice with their pairs.



ENHANCE YOUR CULTURE

1. Before reading, students discuss the title of the story. They go to the glossary and make sure they understand the title. Then use it to make predictions about the story. After that, they're going to read the story to find out if their predictions were right. You can use the images from the CD to help them understand the story. They will read quietly one paragraph at a time and stop to check understanding.
2. After reading, students go back to the story and identify the key events. They underline the most important events and then divide the story into three parts in order to fill in the chart.

After this activity, students may find the rest of the story online or in a library.

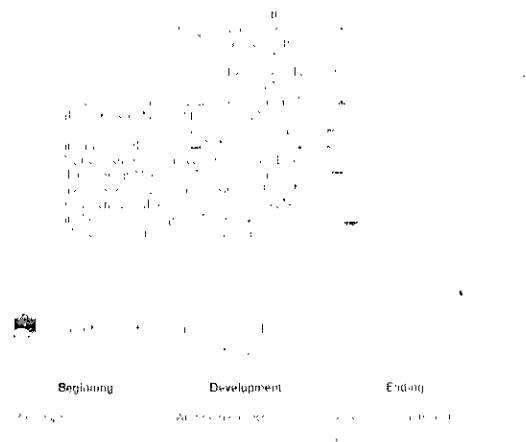
Teaching strategy

Before reading, have students identify words they know. This activity will give them a chance to see they can learn and more than they realize.



The Monkey's paw. Fragment

There were three wishes in the old box. The first wish was for a million dollars. The second wish was for a million dollars. The third wish was for a million dollars. The old man was very rich. He had a big house and a big car. He had a big family. He had a big life. He had a big death. He had a big end.



STEP 4 TO MAKE A BIG BOOK

This is the final step of the project and you can use this to assess how much your students have advanced in terms of being able to read stories and in identifying their elements.

Allow them some time and let them know they should be aware of the things they will be assessed on.

- a) Students reread their story and underline the words they consider most important. They look the words up in a dictionary in order to make a glossary at the end of their reading. If they don't have access to a dictionary, they can look them up in an online dictionary. Copy the definitions in the glossary, add it to your big book.
- b) Afterwards, they write 3 questions about the reading for their classmates to answer. They can follow the pattern as they did on the speak exercise, in order to make it easier for them to write the questions.

- c) All the stories must be joined to make a big book that can remain in the school's library. Students read aloud to another team and instruct this team to answer the questions.


STEP 4 TO MAKE A BIG BOOK



Now you will work in pairs. Students from each class will come together and they will do a final check of their stories and make any necessary corrections. Then they will join their stories together to make a big book.

Word	Definition
1. What is the name of the character in your story? Write it down.	
2. What is the name of the place in your story? Write it down.	
3. What is the name of the object in your story? Write it down.	
4. What is the name of the action in your story? Write it down.	
5. What is the name of the feeling in your story? Write it down.	
6. What is the name of the problem in your story? Write it down.	
7. What is the name of the solution in your story? Write it down.	
8. What is the name of the ending in your story? Write it down.	

Now you will work in pairs. Students from each class will come together and they will do a final check of their stories and make any necessary corrections. Then they will join their stories together to make a big book.



ASSESSMENT

1. Students reflect after they present their story. Use the key points in the checklist for them to assess their own work objectively. You can use this same question to help them assess each other's work.
2. This is a free writing activity. It's better not to correct them too much but rather let them express what they really think and feel. If you notice some students are not able to complete this part some prompts can be written on the board. For example, My favorite part of the story was...

STEP 5

1. Look at your Big Book and find interesting events.

2. Write

3. Write

4. Write

5. Write

6. Write

7. Write

8. Write

9. Write

10. Write

2. What did you like best about your story?

1. Did the author say? Did he further assess what you have achieved?

UNIT 9 Languages around the world

UNIT CONTENTS:

- Learning Environment:** Academic and Educational
Social Practice: Exchanges associated with specific purposes
Specific competency: Present information about linguistic diversity
Student's self-evaluation instrument: Scale
Hetero-evaluation suggested instruments: Descriptive valuation scale (Annex Unit 9)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- To select information.
- To read information.
- To rehearse a presentation.
- To give a presentation.

UNIT 9 Languages around the world



Product:

Oral presentation.

INTRODUCTION

To introduce this unit, students look at the presentation pages in the *Activity Book* or you can use the collage (you'll find it in the CD) on a computer screen, projector, or maybe print it and display it somewhere in your classroom to elicit answer to the following questions:

1. What do you see in these images?
2. Which image do you like the most?
3. What are people doing?
4. What do you think the topic will be?
5. Can you understand some of the signs?

BREAKING THE ICE

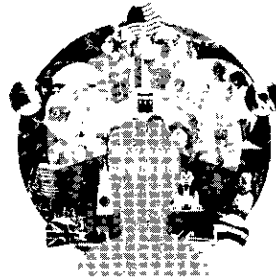
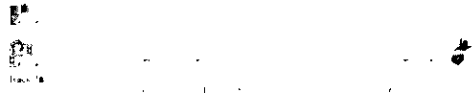
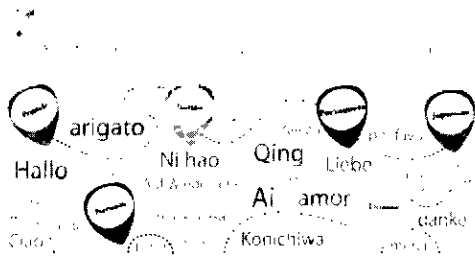
The purpose of this activity is to set the context and introduce the topic. You may arrange the

class in 6 teams and assign each student one of the following languages: French, German, Portuguese, Italian, Chinese, and Japanese. Then your students can look at the words and choose the ones they think belong to their language. It's more fun if you offer a prize to the students who get it right.

HOW MUCH DO YOU KNOW?

The purpose of this section is to assess the students' starting point and to retrieve their previous knowledge in a fun way. This activity can be used as a trivia game to make it fun. One option is to arrange the class in pairs of similar levels and abilities and instruct them to answer the questions. If they're not sure about the answer they should try to guess. On question number 2, you may encourage them to write as many languages as they can think of. Then they can compare their answers with another pair and discuss about what they think is correct. Afterwards, you can give them the real answers and assign points to each team for every correct answer.

Afterwards this activity may be used as a model for activities *Use English Little by little* and *Express yourself*.



READ TOGETHER

Track 26

- Before reading, students look at the pictures on their *Activity Book* and brainstorm ideas based on a question: What makes us different? The images should guide them to think about race, nationality, culture and language. Encourage them to observe the details in the image. Then students complete the mind map with their own ideas. Remember this is a brainstorm, so it doesn't matter if students don't write what you expect. The more the answers vary, the better.
- Then students read the text *A world with many tongues* from the *Reader's Book* to find out about one of the main things that set us apart.
- After reading, students complete the comprehension exercise by scanning the text from the *Reader's Book* and finding the specific information they need to answer the questions.

GETTING THE STORY

Now students use the information from the text *A world with many tongues* from the *Reader's Book* to make a graph about the most spoken languages in the world. They will need to research some complementary information, because the text only mentions Chinese, English and Spanish. Students must research the next two most spoken languages and how many people speak them. They are Hindi and Arabic. They should consult different sources either online or on books. They're looking for specific information and have to learn to discriminate the information they don't need.

Teacher jargon

Scanning or Reading for Specific Information is a reading subskill. It involves discriminating the information you don't need in that particular moment to find only and explicitly what they're looking for.

Teaching strategy

When reading or listening to a text, students can scan the text in order to find pieces of key information. Don't give them too much time to complete these tasks so that students are forced only to look for such information rather than reading the whole text, and so students will find it more difficult.

they want to learn about it and finally with the sources they think will be appropriate to find the information. Students can use the example as guidance. Remember sources may include online resources, books, magazines, newspapers, encyclopedias, but also people. Student can interview other teachers or their parents.

STEP 1 TO MAKE AN ORAL PRESENTATION

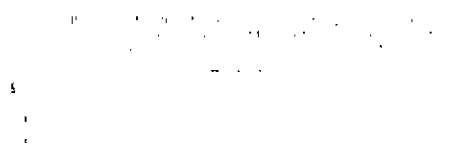
- a) Throughout this unit, students will prepare an oral presentation about a topic of their choice related to languages around the world. To get started, they should select a topic. Some examples are:

Indigenous languages in Mexico
 The history of a specific language
 Countries with the highest linguistic diversity

USE ENGLISH LITTLE BY LITTLE

Students formulate questions about linguistic diversity using the words below. They can use some words more than once or add words they need. The questions from the *Reader's Book* comprehension exercise can work as a model, as well as those in the *How much do you know?* section. You could also give an example on the board before asking them to begin solving the exercise. The point is for them to combine the words in order to make questions like:

Where is German spoken?
 How many languages are spoken in Canada?



STEP 1 LANGUAGE DIVERSITY

What do I already know about the topic? What do I want to know? How can I find out?

My topic is: Indigenous languages in Mexico

What do I know?	What do I want to know?	How can I find out?
There are many indigenous languages in Mexico.	How many languages are there?	Ask my teacher.
Some languages are spoken in different parts of Mexico.	Which languages are spoken in which parts?	Look at a map of Mexico.
Some languages are spoken in different parts of Mexico.	How many languages are there?	Ask my teacher.

My topic is:

What do I know? What do I want to know? How can I find out?

What do I know?	What do I want to know?	How can I find out?
There are many languages in the world.	How many languages are there?	Ask my teacher.
Some languages are spoken in different parts of the world.	Which languages are spoken in which parts?	Look at a map of the world.
Some languages are spoken in different parts of the world.	How many languages are there?	Ask my teacher.
Some languages are spoken in different parts of the world.	Which languages are spoken in which parts?	Look at a map of the world.
Some languages are spoken in different parts of the world.	How many languages are there?	Ask my teacher.
Some languages are spoken in different parts of the world.	Which languages are spoken in which parts?	Look at a map of the world.

- b) Once they have selected a topic, they will fill in the chart first with everything they already know about the topic, then with the things

It is not only acceptable but welcomed if a student comes up with a different question that uses words that are not on the word bank.

This activity can be used as a model later.

Teaching strategy

When students solve the exercise individually and then compare answers with a classmate, if the answers differ from their classmates, they have to decide on the correct one. Then, you can check with the whole group. This strategy promotes self and peer correction, as well as learners' autonomy.



TIME TO LISTEN

Track 27

Play track 27 from the CD so students listen to information about languages spoken around the world. Students color the map on their *Activity Book* according to the information they hear.

They should:

- Color countries that speak English blue.
- Color countries that speak Spanish green.
- Color countries that speak French yellow.
- Color countries that speak Chinese red.
- Color countries that speak Arabic orange.
- Color countries that speak Portuguese pink.

If necessary, pause the recording after one language is mentioned, to give students time to color.

You may play the track 2 or 3 times for them to complete the activity and once more for students to check their answers.

This activity can be used to generate simple sentences that can be used as models for the project.

Teaching strategy

This task involves **listening for specific information**. Assign tasks such as this, which involve students paying attention to specific data when listening, for them to develop listening skills. Remind them they don't need to understand every word in order to complete the task. Direct their attention towards keywords. In time, they will find it easier.

SHARED WRITING

1. We recommend arranging the class in pairs considering different language levels and abilities and ask them to research about indigenous languages spoken in Mexico. Let them choose the source they'll consult and ask them to justify why they chose that source. Then students locate the information they require to answer the questions. You may choose to direct their attention to keywords, so that it's easier for them to scan the text for the information.

As they are answering, it's better if they use full sentences. This will make it easier for them to complete the next activity.



Activity 1

1. Write the name of the source you consulted to find the information.

2. Write the name of the language and the country where it is spoken.

3. Write the number of speakers.

4. Write the name of the language and the country where it is spoken.

5. Write the number of speakers.

6. Write the name of the language and the country where it is spoken.

7. Write the number of speakers.

8. Write the name of the language and the country where it is spoken.

9. Write the number of speakers.

10. Write the name of the language and the country where it is spoken.

11. Write the number of speakers.

12. Write the name of the language and the country where it is spoken.

13. Write the number of speakers.

14. Write the name of the language and the country where it is spoken.

15. Write the number of speakers.

2. Students complete the template by transcribing their answers into the corresponding line. This is why it's important that they answered by using full sentences, so that they are able to transform them into a paragraph. The template provides some linking words and clues to make it easier for students to produce language.

Teaching strategy

When researching online, monitor that students browse through reliable sources. Avoid pages of unknown origin or Wikipedia. Instead, encourage them to use official sites, like government pages, INEGI, United Nations, etc.



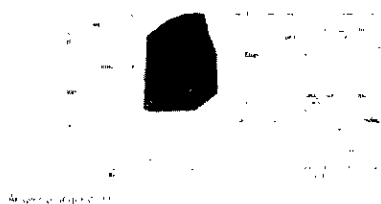
- b) Students should name at least 3 sources where they could find the answers for the questions they have just formulated. Ask them to justify their choices. A good way to help them to speak by writing prompt on the board: "I chose this source because...". They can also write possible reasons to choose it like: "It's reliable", "it has the correct information", "it is accessible", etc.

STEP 2 FOUNDATIONAL EXPERIMENT

Students should now consult the sources they thought about in order to get the required information.

After writing the questions, instruct them to exchange them with a classmate and encourage peer-correction.

This step is an example of how to use the resources within a text, like footnotes and headings.



STEP 2 TO MAKE AN ORAL PRESENTATION

- a) This is the second step of the product. Remember they have already chosen the topic, and set out some learning goals. The chart they completed during the first step should help them now to formulate questions about what they wrote on the second column. Use the questions from the sections *How much do you know?* and *Use English little by little* as models for this activity. After writing the questions, instruct them to exchange them with a classmate and encourage peer-correction.

- c) Students must now consult the sources they thought about in order to get the required information. Guide them to use the resources within a text, like footnotes and headings. The image from the *Activity Book* is an example for them to be able to identify text's components. If they use a book, you could show them how to use the index. It's a good idea to use different colors to circle the title, author, footnotes, image and text.
- d) After consulting the sources, instruct them to answer the questions they wrote before.

GET CREATIVE

The class before this one, ask students to bring cardboard and markers in order to make a poster.

The class is divided in small groups so they read the article and design a poster about it. Remind your students to include the following elements:

- Title
- Images
- Main idea
- Key words
- A graphic, a chart or another visual resource


The space below is for the draft of their poster. Then they can make the real poster using cardboard and markers.

ASSESSMENT

This is a good moment to assess your students' reading abilities. Use the instruments from the annex.

Cultural note to learn more about an English speaking country

South Africa is a country in the southern part of the African continent. It is a country with a rich cultural heritage and a diverse population. The country is known for its beautiful landscapes, including the Table Mountain and the Garden of Eden. The country is also known for its sports, particularly soccer and rugby. The country is a member of the African Union and the Commonwealth of Nations.



South Africa is a country with a rich cultural heritage and a diverse population. The country is known for its beautiful landscapes, including the Table Mountain and the Garden of Eden. The country is also known for its sports, particularly soccer and rugby. The country is a member of the African Union and the Commonwealth of Nations.

Teaching strategy

Direct students to note this box as the words they know rather than the ones they don't. Encourage them to focus on reading when they find a word they don't know. They have their own text to refer to, this time including words they don't know to look up later in a dictionary. But they should try understanding words they consider vital to understanding the text first. This is a note dealing not only with content.

Teacher jargon

Deducing meaning from context is a reading ability skill which involves learning using other information like contextual clues, images and the rest of the information from a text to deduce the meaning of the texts they can't know. It also implies discriminating which words are more important for good understanding.



LISTEN UP!

Track 28

Students look at the graphs and locate how they are different from each other. Now they're going to listen to some information about South Africa and they must choose the correct graph accordingly and circle it.

Play track 28 from the CD. Then you can ask students a few questions to check their understanding. You might have to play it several times for them to be able to complete the exercise. If your students need support to complete the activity, pause the recording a few times to give them time to process what they hear.

Teaching strategy

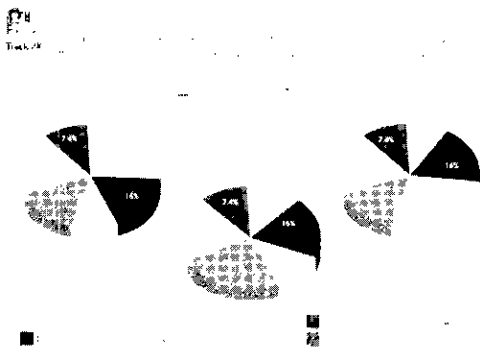
Before introducing a reading or listening task that may require specific vocabulary you have the option of reviewing a pre-teaching checklist. In the case of the particular exercise you can use the image and other vocabulary such as people, landscape, as getting students familiarized with the names of South African landscapes.

This activity can be used as a model on how to present graphic information in their products.

STEP 3 TO MAKE AN ORAL PRESENTATION

Students use the information they gathered during step 2 to prepare the script for their oral presentation.

- a) They make cards with clues to remind them of what they have to say during the presentation. These clues should use keywords and main ideas. They should be short and visible. Encourage them to use different colors and big font.
- b) They can make visual aids to support their presentation. If you have access to ICT's have them make a PowerPoint presentation, otherwise use cardboard to make a poster. The poster must have the main topic and a few ideas that help as clues for the oral presentation. Also you could ask them to use some visual resources to help their presentations like graphs, charts or visual organizers.



STEP 3 TO MAKE AN ORAL PRESENTATION

Students use the information they gathered during step 2 to prepare the script for their oral presentation.

We suggest considering the following questions while students prepare their presentation:

- **Where** will you be making your presentation?
- **Who** will you be talking to?
- **How** can this affect the language and the images I use?

These questions are meant to direct students' attention towards register and intended audience. Also, they can modify the style of the images and the way they approach the public. It is important for them to be aware of the audience when speaking in public.

THINK ABOUT IT

This is a good time during the unit to stop and assess student's progress. It's also good to get them involved in their own learning process. Ask them to review the textbook pages they have already answered from unit 9 and complete the phrases with simple sentences about languages around the world. Almost every sentence fits so it won't be difficult for students to complete the task. This type of guided production activities helps to increase students' confidence in the use of language.

Remind them they can use phrases like these during their presentation.

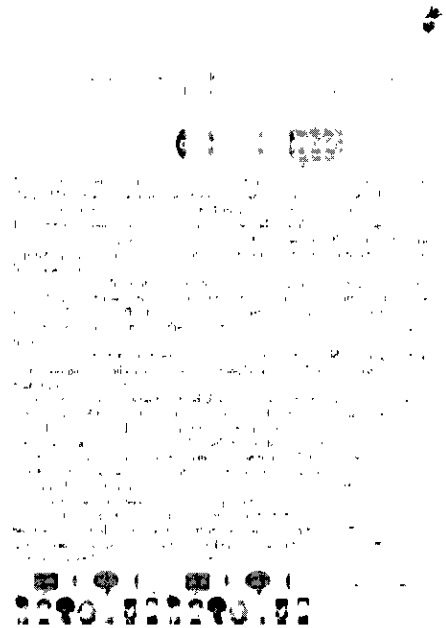
EXPRESS YOURSELF

We recommend arranging the class in pairs of mixed abilities and language level and instruct them to ask and answer questions about linguistic diversity. Students use the clues on the *Activity Book* to formulate questions by completing the sentences. They compare their questions with their classmate and then the whole group before starting the speaking activity. That way you can make sure they are using the correct questions.

Then, students should answer the questions their partner asks. If they don't remember the answer, have them look it up in the book.

Don't forget to monitor to make sure they're speaking English.

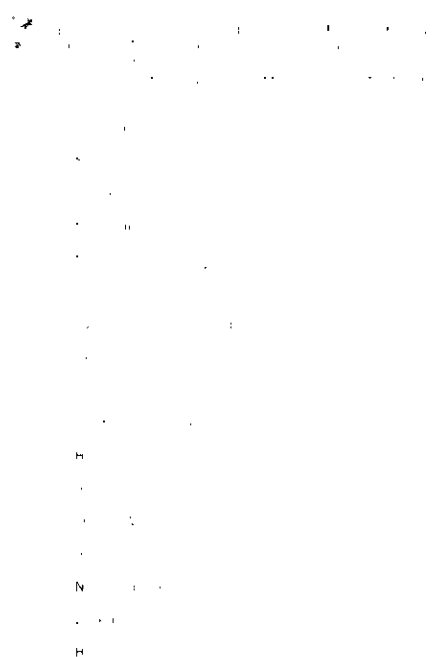
different questions to different teams, for example, questions a and b to one team, questions c and d to another.



ENHANCE YOUR CULTURE

The intention of this text is for students to have an example of a topic they can use for their oral presentation, as well as to guide them to select important information.

1. Students read the text and then underline the first line of each paragraph. If needed, guide them to notice that this first sentence typically contains the main idea of the paragraph.
2. In small teams, students choose 3 words they consider to be the most important of each paragraph and circle them. Then, they compare with a classmate. If they choose different words, have them discuss which words are more important. Students should agree on the circled words before continuing to the next exercise. This will help them to discriminate keywords from not so relevant ones.
3. Those words can help students remember some of the main ideas without reading the text again. Guide them to use the clues below to write sentences. If you think the activity is too long to complete in one class, assign



Teaching Strategy

If you think the activity is too long to complete in one class, assign different questions to different teams, for example, questions a and b to one team, questions c and d to another. This is a good way to adapt and simplify an activity. Also, it facilitates differentiating between students of different language levels and abilities. Assign the most difficult questions to advanced learners, and the easier ones to students who may require support.

STEP 4 TO MAKE AN ORAL PRESENTATION

a) Students rehearse their presentation. They shouldn't be reading during it. Encourage them to look at the notes they prepared to remember what to say. Students should rehearse their presentation. Before they start, remind them of some phrases they can use like:

"As I was saying..."

"I would like to add..."

"Let me say something else..."

"Finally..."

b) You may also ask them to remember to:

- Think about the volume of their voice
- Look directly at their audience
- Point to images and other visual aids

c) Students check their notes and write some key points that will help them remember what they will say. They can write some keywords or one sentence on the space below. Students give their presentation in front of the group.

d) Guide them to make a bibliography with the sources they used. They will write the appropriate data above the correct category, title, author, and edition. If they made a Power Point Presentation, ask them to include it at the end.

ASSESSMENT

Students reflect on their own knowledge and performance. After giving their presentation to the rest of the class. Students assess themselves by assigning a number to each sentence according to whether they agree with it or not. They should choose 1 if they disagree completely and choose 5 if they absolutely agree.

STEP 4 TO MAKE AN ORAL PRESENTATION

1. Read the text and choose the correct answer (a, b, c or d).

25. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

26. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

27. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

28. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

29. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

30. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

ASSESSMENT

31. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

32. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

33. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

34. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

35. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

36. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

37. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

38. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

39. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

40. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

41. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

42. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

43. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

44. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

45. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

46. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

47. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

48. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

49. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.

50. The author...
 a) is a scientist. b) is a teacher.
 c) is a student. d) is a researcher.



UNIT 10

What a wonderful word!

UNIT CONTENTS:

Learning Environment: Family and Community

Social Practice: Exchanges associated with the environment

Specific competency: Agree with others a travel itinerary

Student's self-evaluation instrument:

Questionnaire (Annex Unit 10)

Keep in mind what you want students to learn and what they're going to be doing to learn it.

Learning key points:

- Find and consult information.
- Evaluate ideas and proposals.
- Argue ideas and proposals.
- Learn to make agreements.

Product:

Itinerary.

INTRODUCTION

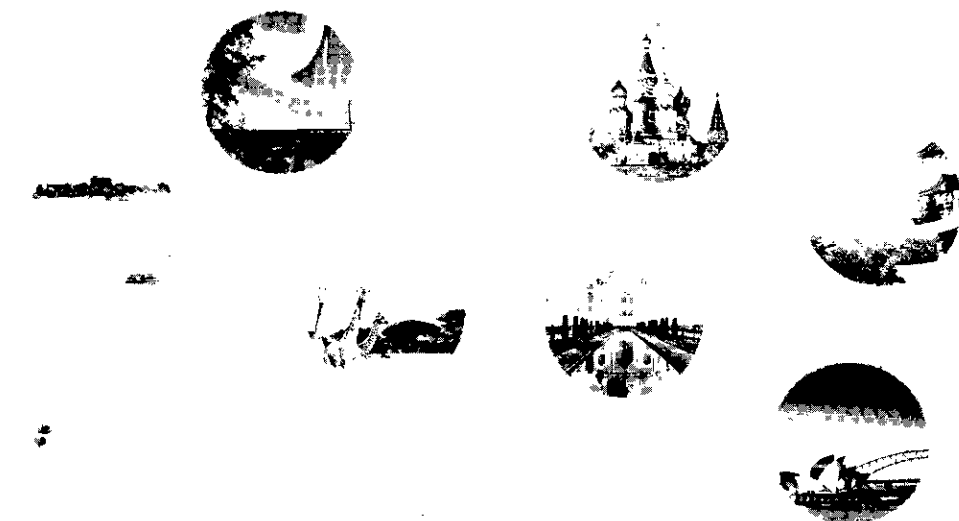
You may show your students the collage that appears in the CD or any other pictures you can find of different places which are common to spend your vacations. Elicit the names of the places and if they do not know them, use this opportunity to teach the associated required vocabulary.

Allow your students to share some of the ideas that first come to their minds.

BREAKING THE ICE

1. After the images have been fully analyzed, ask your students to close their eyes and imagine how their perfect vacations would be. Tell them to imagine what the place and weather are like, what their clothes are like, who they are with, what they are doing and how they feel. Let them have their eyes closed for a minute or so. Make sure you are paying close attention to everybody and that you are taking care of them as they have their eyes closed. Later, ask them to open their eyes when they feel ready and share their experiences with their partners.
2. Tell them to draw what they have just imagined.

UNIT 10 What a wonderful world!



Teaching strategy

When you are planning a trip, you need to think about what you need to do before you go. You need to think about what you need to do during the trip. You need to think about what you need to do after the trip. You need to think about what you need to do before, during and after the trip.

When you are planning a trip, you need to think about what you need to do before you go. You need to think about what you need to do during the trip. You need to think about what you need to do after the trip. You need to think about what you need to do before, during and after the trip.

HOW MUCH DO YOU KNOW?

It is recommendable that this exercise is done right after the previous one, because the students will have the ideas very fresh. You may try asking your students to write a list of everything they would need in order to make that trip.

going on a trip and invite them to imagine what things they consider should be done, before and during the trip.



READ TOGETHER

Track 29

This might be a good moment to ask your students to go to their *Reader's Book* and open them in the story called *2389*. Have them look at the pictures and predict what will happen in the story.

Read as they follow the story throughout the pictures or reading the story along. Stop every page to talk about what they understand. Of course, there are other ways to manage this activity, do it the best way you can.

Teacher jargon

Teacher jargon

The student is trying to do a job at the moment of the appearance of the strategy in the context of the lesson.

GETTING THE STORY

You may ask your students to reread the story in couples so that they can support each other with the words or ideas that are not clear to them yet. Remind them that every time we reread a text a better comprehension will be developed, especially when we talk about texts in English.

After rereading the text and depending on the development of your students' skills you can choose to do one of the following or any other idea you may have:

- If they are very skilled you can ask them to write directly after they reread.
- If you think they still need some support you may decide to ask for ideas aloud before asking them to write them down by themselves. Remember to correct their sentences in an indirect way, that means that after they say a sentence, if you notice any mistake you will just repeat it correctly. You may also ask them to repeat it after you.

Let them know that in order to have a good trip there are some activities to do before actually

- If the exercise is still very difficult for your students you may decide to write the ideas altogether on the whiteboard to scaffold the activity according to their needs.



1. Write the date and the place you are going to visit.



2. Write the kind of information you can find there.

- In any case, ask them to choose a defined destination and find out everything about that place they would need to know in order to plan some vacations there.
- Warn them they are going to find many websites that may give them information about that special place, so they will have to learn how to choose those websites they consider would give them the most relevant information.
- Later, they will write in the graphic organizer the site address on the left spaces and on the right the kind of information they can find there. Ask them to choose the five most important ones.

Invite your students to assess and reflect about their own learning.

Teacher jargon

Teaching based on students' interests: When students get involved in activities where their individual interest is taken into consideration, there are many more chances to build knowledge as this learning is meaningful to each one of them.

STEP 1 TO MAKE AN ITINERARY

Part of this unit's expected learnings is to support your students find and use specific information about a specific topic. As everybody will have a special project searching for information of their interest, the project must result very attractive to them. We are aware that these kinds of trips may not be something easy to achieve, but we as teachers must support their students to pursue their goals.

This is a suggested sequence to follow:

- Ask your students to find information online about a place they are interested in visiting, they may already have a defined place such as: Brazilian beaches or a general idea as: My perfect vacations would be in the mountain.

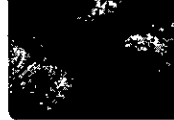


TIME TO LISTEN

Track 30

You may talk to your students about Mexico's beauty and the diversity of places to visit. A brainstorm about beautiful places to visit in our country may be carried out. Invite your students to open their books and in pairs describe what they see or talk to each other about San Luis Potosí. Later, you may explain they will listen to a conversation of two adults checking their itinerary for a trip to San Luis Potosí. Ask them to listen carefully because they will have to number the order they will go to those places, they may not be mentioned in order and some will be mentioned more than once, this is also a good practical way to see the real use of an itinerary. Repeat the listening as many times as necessary.





That's quite a good idea. I really want to go there.

That's quite a good idea. + A complete sentence.

c) *We really should eat in that place.
We really should travel by car.*

We really should + verb in simple form.

d) *I am looking forward to flying by plane.
I am looking forward to playing with snow.*

I am really looking forward to + verb in gerund (ing)

e) *Why don't we first go to the lake and then to the museums?
Why don't we go camping?*

Why don't we + complete affirmative sentence.

USE ENGLISH LITTLE BY LITTLE

You may begin by explaining your students that all of the next expressions are used to persuade someone about doing something. Write the beginning of the sentences on the board and ask them to complete them with the information they would use to persuade somebody to choose the same destination as them. Make sure everybody has understood how they work and after that ask them to complete the exercise by themselves.

Examples:

a) *Are we sure we want to go to that place?
Are we sure this is the best choice?*

Are we sure + an affirmative sentence, (although altogether is a question).

b) *That's quite a good idea. We should travel to the mountain.*



Socio-emotional ability

One of the most important abilities to enhance healthy relationships is the art of communication effectively, that includes being able to express your likes and preferences as well as respecting other's likes and preferences and coming to agreements.

SHARED WRITING

Tell your students to remember about the person or people they wanted to go to with on their trip. Later, ask them to write a letter persuading them to go with them. Invite your students to use the phrases they have studied in the previous exercise to emphasize their ideas. When they finish writing it ask them to read it to a friend and ask them how it could be improved.

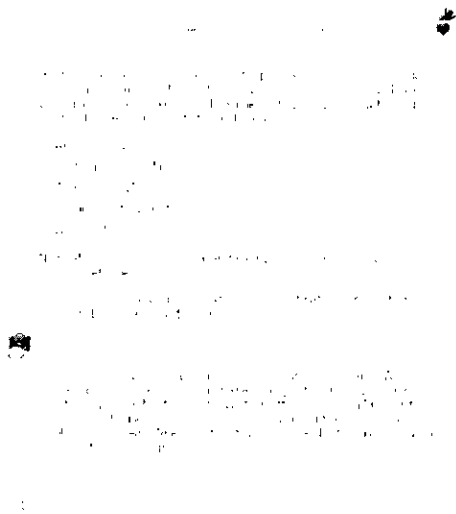
Remember this exercise may be part of their portfolio of evidences.

What a wonderful word!

- Compare the information in your graphic organizer.

If your students need further support, you may decide to fill out a chart on the board all together in order to scaffold their learning.

This may be a suitable moment to read the story again, then, have them draw the next part of the story and then comment it with a friend.



STEP 2 TO MAKE AN ITINERARY

1. Write the name of your destination in the rectangle on the left.



2. Write all the important information in the left table.



3. Find a partner and exchange your information: you will write your partner's destination in the right rectangle.

4. Fill in the circle with all the similar information you have.

5. Complete the right table below with information about your partner's trip.

My trip

My friend's trip

Similar information

Important information

Important information

STEP 2 TO MAKE AN ITINERARY

This is a guide with some steps you may follow to complete the exercises. Read to your students the following instructions aloud and make sure they understand them and write the correct number. If necessary you may choose to give them time to answer each part before explaining the other. This might be a good oral competence understanding practice.

- Write the name of your destination in the rectangle on the left.
- Write all the important information in the left table.
- Find a partner and exchange your information: you will write your partner's destination in the right rectangle.
- Fill in the circle with all the similar information you have.
- Complete the right table below with information about your partner's trip.

STEP 3 TO MAKE AN ITINERARY

At this point your students have been exposed to the word itinerary many times, but in this exercise, they will read a couple of examples. Have them read them and write a list of the information they find in them. Ask them questions like these to make them reflect about the way they are used and the kind of information they have, as well as their organization. What is an itinerary? Are they useful? How are they useful? Have you ever used or see an itinerary before? Would you use one to plan a trip?



Teaching knowledge

The graduated profile of Basic Education intends to create citizens who can apply their knowledge to interpret and explain social, economic, cultural and natural processes, as well as to take decisions and act out either individually or in groups to promote health and the environmental care as ways to improve life quality.

STEP 3 TO MAKE AN ITINERARY

This exercise aims to help students to write itineraries for their trip to the city of Rio de Janeiro.

1. Read the text and listen to the audio recording.
2. Write down the main points of the text.
3. Write down the main points of the text.

4. Write down the main points of the text.
5. Write down the main points of the text.

-
-
-
-
-
-
-

6. Write down the main points of the text.

7. Write down the main points of the text.



LISTEN UP!

Track 31

Before doing the actual exercise you might wish to invite your students to talk about the story of 2389 to express their opinions about it; if they like it or not, and, why? What was their favorite part? If they think something like that could happen to the Earth, if there is anything we can do to avoid a future like that.

Invite them to tell you about the last part of the story and explain that the conversation they are going to listen is a conversation the main characters Ro and Mia had in order to plan certain aspects before moving.

Have them open their activity books, read the instructions and the exercise and offer your support, make a quick review of the language that is in the box and play the track as many times as necessary until your students complete the exercise.



Track 31

Ro: Why don't we begin by...
Mia: definitely... We really should...
Ro: Are you sure we should...
Mia: that's not good...
Ro: That's quite a good idea!
Mia: I am really looking forward to...



8. Write down the main points of the text.

STEP 4 TO MAKE AN ITINERARY

The itineraries are here as models, ask your students to write their own itinerary for their trip. They may consult some other examples online and also the ones in the book and add or take away any information they consider is important or not important to carefully plan their trip. They will use all the information they gathered in previous steps for this project.

What a wonderful word!

STEP 4 TO MAKE AN ITINERARY



Think about the advantages of your itinerary with your partner. Write a letter and make a proposal to your partner. This time you have to make the proposal about the itinerary and a suitable way to go. Think about the necessary information in the letter, etc. Think about the phrases in the box. You must use the phrases with the same situation as you did in the last step. Be ready to discuss with your partner about it with the phrases in the box.

- It seems that we should go to the beach. It is hot, and in these days there will be no people.
- It is very beautiful, but I don't like to go now. Why don't we go in a season when there will be flowers and the weather is nice, as you said?
- Oh, that's up.

The phrases below are examples of how you can begin the letter. Use the phrases when you write.

Think about the advantages of your itinerary with your partner. Write a letter and make a proposal to your partner. This time you have to make the proposal about the itinerary and a suitable way to go.

Think about the phrases in the box. You must use the phrases with the same situation as you did in the last step. Be ready to discuss with your partner about it with the phrases in the box.



THINK ABOUT IT

Invite your students to share their itineraries. You may decide to read the language box with your students and have them give you some other examples.

These phrases are the same you have already worked with before. You may also ask them to give you some different examples of other situations where they think they can use them; and then ask them to tell you the actual sentence.

EXPRESS YOURSELF

Explain your students that in this exercise they will really have to show how well they have developed the necessary language abilities to make agreements. The objective of the exercise is to present the itinerary as a proposal to their traveling partner and make agreements about the trip.

They will have to listen to their ideas and make agreements about the trip and itinerary you will follow.

Your students will have to take into consideration the following aspects:

- Recognize emotions in the language to persuade.
- Talk clearly and loud enough.
- Interpret body language to detect emotions.
- Organize agreements showing assertiveness.

Maybe you should remind them that body language is part of communication too, that we show empathy when we look at the people who are talking to us, and a way to show comprehension is by nodding the head, for example.

THINK ABOUT IT

Use all the phrases to make a letter. Write a letter to your partner.

It is very beautiful, but I don't like to go now.

Oh, that's up.

It seems that we should go to the beach.

It is very beautiful, but I don't like to go now.

Oh, that's up.

It seems that we should go to the beach.

It is very beautiful, but I don't like to go now.

Oh, that's up.

It seems that we should go to the beach.



ENHANCE YOUR CULTURE

This time in order to promote the use of computer technology your students will be asked

ancient Egypt. It is said to have been more than 110 meters high, which was an architectural breakthrough for the time. It is the archetype for all the lighthouses since.

ASSESSMENT

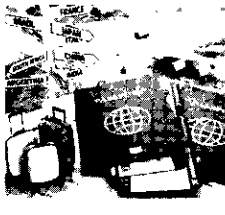
This month's assessment is a brief questionnaire about the expected achievements for the unit. Ask your students to feel free to share with the class any other knowledge or ability they have got.

Before actually giving them a moment to answer the assessment page, make sure you explain sentence by sentence to ensure understanding of the meaning (not translation). Ask your students to take out colors green, yellow and red and color the column they feel more suitable according to their management level of the specific point.

ASSESSMENT

Read the descriptions and use the examples that best describe what you can do.

	Always	Sometimes	Rarely
1. I can speak English fluently.			
2. I can understand what people say in English.			
3. I can write in English.			
4. I can read in English.			
5. I can understand what people say in English.			
6. I can write in English.			
7. I can read in English.			
8. I can understand what people say in English.			
9. I can write in English.			
10. I can read in English.			



ACTIVITY BOOK ANSWERS

UNIT 1 Serving others

PAGE 16

HOW MUCH DO YOU KNOW?

Answers may vary. Some examples are: "Help me, please", "What's wrong?", "Are you ok?", "Sit down", "I need a doctor."

PAGE 17

GETTING THE STORY

Answers may vary. Some examples are:

Paramedics

They respond to emergencies. They are the first ones to give medical attention.

Firefighters

They put out fires in the city and the forest. They secure gas leaks. They deal with disasters caused by water or wind, such as floods or fallen trees and billboards. They search for and rescue people who are trapped in accidents, landslides, floods. They are also in charge of capturing wild animals that represent danger to the community, like bears, snakes or wild cats.

Vet

They take care of animals, feeding and cleaning the animals and check those pets that have been injured or the emergencies that arrive everyday.

STEP 1

Answers may vary. We suggest that students use the phrases from the box.

PAGE 19

USE ENGLISH LITTLE BY LITTLE

1. Hey look, a lost dog! Do you think we should take it to the animal shelter?
2. Yes, I think the shelter can help us.
3. So, can I take it to the shelter and they'll find the owner?
4. No, they'll take care of the dog but they won't look for the owner.
5. Oh, that's too bad. So, what can I do to help?
6. I guess you could make some flyers to find the owner.
7. Great idea! I'll go make those flyers. Bye.

TIME TO LISTEN

Images related to blood donation with Tony.
Images related to dogs with Harmony.

PAGE 20

SHARED WRITING

Answers may vary. These are examples of suitable answers:

Firefighters do a lot of things, like **put out fires**, **secure gas leaks** and **rescue animals**. They can help you with **fires** or **other emergencies**. You can call the Fire Department at 911 or visit them at the nearest Fire station.

An animal shelter rescues **dogs** and **cats**. There, they help the animals by **cleaning** and **feeding them**. You can volunteer to help to **feed them** and **walk them**.

Paramedics help out in the case of **an emergency**. They ride **in ambulances**. Their job is to give **first aids**. They are different from doctors because **they only stabilize the patient**.

(This is only an example)

Police officers help protect the community. They come when there is a crime. You can call them at 911.

PAGE 21

STEP 2

Answers will vary, here's an example.

Fire department, how can I help you?

Good morning, I would like to report a gas leak. Can you help?

Sure, we can help. The fire department also attends gas leaks.

What will you do?

I will dispatch a truck and they will check the leak.

That's great, thank you.

PAGE 22

GET CREATIVE

Answers will vary according to the community service they choose to research. This is an example:

- a) Social workers.
- b) They are people who need help, sometimes children who live in insecure environments.
- c) It takes place in some government offices like DIF, in some schools or in Non-Profit associations.
- d) It's important because it helps people who have no other opportunities.
- e) Teenagers can volunteer to help with children or older people.
- f) You can spend time with children or older people, doing homework or reading.

Social workers. For example:

Social workers are people who usually work at schools, government offices like DIF, or in Non-Profit associations. Their job is to help people who need help, sometimes children who live in insecure environments. It's important because

it helps people who have no other opportunities. Teenagers can volunteer to help with children or older people. You can spend time with children or older people, doing homework or reading.

PAGE 23

LISTEN UP!

1. F
2. F
3. T
4. T
5. F
6. T
7. F
8. T

PAGE 24

THINK ABOUT IT

For example:

Stay calm.
I will help you.
Thank you so much.

PAGE 25

ENHANCE YOUR CULTURE

This is an oral exercise, answers will vary but we recommend them using phrases like:

I think...
What do you think?
I agree.
Do you agree?

PAGE 26

ENHANCE YOUR CULTURE

rescue dogs
sense of smell

help
trained

2. Rescue dogs are trained to use their sense of smell to help rescue people.

PAGE 27

STEP 4

Character 1: Excuse me, can you help me?
Character 2: Of course, what do you need?
Character 3: We were robbed.
Character 1: Don't worry, I can help you.
Character 2: Thank you.
Character 3: We will go with you.

ASSESSMENT

Students will tick or cross according to their new knowledge and developed competences.

UNIT 2

What do you think?

PAGE 30

BREAKING THE ICE

1. Wonderwoman
2. Batman
3. Captain America
4. Thor
5. Wolverine
6. Ironman
7. Spiderman
8. Superman

PAGE 31

HOW MUCH DO YOU KNOW?

Answers may vary according to students' previous knowledge and creativity. Accept any option that tells the story.

PAGE 32

READ TOGETHER

Answers similar to these:

- A comic strip.
- Because of the pictures, dialogues and sounds.
- They are not friends.
- No, they're fighting.
- Yes, the boy who doesn't want to hear the story.

GETTING THE STORY

I think that...	Why do you say that?
I dislike ...	Really?
They're boring.	What about you?
That's what I think.	Why do you think that?

PAGE 33

STEP 1

- Answer may vary but could be magazines, books, websites, etc.
- Answer may vary according to the topic they choose.

USE ENGLISH LITTLE BY LITTLE

1.

I didn't like that comic strip.
Why do you say that?
Because I think the characters are not realistic.
Do you think comic strips are interesting?
Yes, I find comic strips very interesting. What about you?
Well, I don't like them that much.

2. Answers similar to these:

Why do you say that?
That's what I think/feel.

Do you think comic strips are interesting?
No, I don't like them.

What about you?
I think they're boring/great/interesting.

PAGE 34

TIME TO LISTEN

- I think that Mexican films are just as good as American movies.
- For instance we have some great directors.
- Why do you say that?
- Let me show you the movies they are playing.
- I think there are some really good Mexican movies.

SHARED WRITING

No, I don't think so. Yes, I agree.

I think we can be friendly. They think it's a good song

He likes them.

PAGE 35

STEP 2

Answers will vary according to the story they choose.

GET CREATIVE

Answers may vary. However, they should be similar to these:

What do you think about the show?	I think the show is boring.	What do you think about the show?
	I prefer action films.	

PAGE 36

LISTEN UP!

Step: what's the problem?
The thinks DC comics are better than Marvel Comics.
Of course. Don't you think that Superman is better than Wolverine?
Why do you say that?

What do you think?

Oh yes. Wolverine and Spiderman are modern.
Really?
You both, have a point.

PAGE 37

STEP 3

Answers will vary according to the story they create.

PAGE 38

THINK ABOUT IT

Answers similar to these:

Kabon.
Pout.
Booni.
I think...
I prefer...
What I mean is that...
Let me show you...
Why do you say that?
What do you think?
Do you agree?

EXPRESS YOURSELF

Individual free answers according to students opinions, likes and dislikes.

PAGE 39

ENHANCE YOUR CULTURE

1. Answers similar to these:

Marvel	DC
Stan Lee writes for them. Marvel is currently considered the winner of the bottle. Some of its characters are Spiderman, Thor, Iron Man	DC has some of the most important characters like Superman.

2. Answers will vary according to student's preferences.

PAGE 41

ASSESSMENT

Students will tick or cross according to their new knowledge and developed competences.

UNIT 3 The book of words

PAGE 44

HOW MUCH DO YOU KNOW?

First, we looked for things in the classroom.
Then, we put things on the floor in alphabetical order.
After that, the teacher collaborated by showing the objects.
Finally, we made a list.

PAGE 45

GETTING THE STORY

- A stone which had writings in different systems of writings and languages.
- Answers may vary: Yes, because you can learn to say the same thing in another language./No,

because languages are very different and they might not have the same words.

c) Answers may vary: Yes, when you know the meaning of a word you can use it.

d)  (E. g. This says Fabi)

PAGE 46

STEP 1

b)

- adjective
- noun
- verb

USE ENGLISH LITTLE BY LITTLE

first

as soon as/after

also

Lastly

PAGE 47

TIME TO LISTEN

a) punctuation
dictionaries
meanings
contest
marks
commas
wonderful

b)

1. a
2. b
3. Answers may vary.

PAGE 48

SHARED WRITING

- a) verbs
b) nouns
c) adjectives
d) adverbs

STEP 2

Examples:

- sing v. cantar
- tense adj. (strained) tenso.
- tear n. lágrima
- fast adv. rápidamente, velozmente

PAGE 49

GET CREATIVE

Answers may vary.

E. g.

First reach over your shoulder.

Then, pull the belt and take it to your hip.

Finally, insert the clip and you're ready to go.

PAGE 49-50

LISTEN UP!

vocabulary
please
Phone
dictionary
meaning

- He needed to find the word "phone".
- c)
- She looked at the second meaning.

PAGE 50

STEP 3

For example:

First, look in the section according to the language if you want to find a Spanish word go to the Spanish - English section.

Then, start looking for the words according to the alphabet using the first letter of the words, then the second letter until you find it.

After you find the words read the information. See if the word is a noun, a verb, an adjective, an adverb, etc.

Finally, locate the definition which expresses better what you are trying to say.

PAGE 52

ENHANCE YOUR CULTURE

Adjective	Noun	Verb	Symbol	Adverb
first	dictionary	imagine	?	surprisingly
important	words	continue	+	nearly
	world	help		always
	languages			

PAGE 53

ASSESSMENT

Students will answer according to what they consider they have learned in the unit.

UNIT 4

Silent words

PAGE 57

HOW MUCH DO YOU KNOW?

Answers may vary according to the students' previous knowledge. Accept any as far as it is logical.

PAGE 58

READ TOGETHER

A tragic event

The answers may vary according to individual perceptions, but some possible answers may be:

- When the father abandoned his family.
- When the mother was sent to the asylum.

A funny event

- He travelled to the United States.
- He became famous.

A touching event

- His speech of *The Great Dictator*.
- His famous character, The Tramp.

A happy event

- The universality of his films.
- He and his brother could live on their work.

PAGE 58

GETTING THE STORY

2.

- therefore
- and
- because
- but

3.

and	It adds information.
but	It expresses contrast.
because	It expresses the reason.
therefore	It expresses effect.

PAGE 59

STEP 1

- Comedy
- Answers may vary
- Any logical answer according to the photos, is acceptable.

PAGE 60

USE ENGLISH LITTLE BY LITTLE

Answers may vary as they are expressing their personal preferences.

PAGE 61

TIME TO LISTEN

- Tony likes horror movies.
- No, She doesn't like horror movies. She gets scared.
- She wants to see *The kid*.
- He suggests to see *The kid* too.

PAGE 62

SHARED WRITING

These are some examples:

- "Come on, it is time to go to work"
"Drop the rock hard and run"
"Don't let the police catch you"
"Do you need a glass man?"
"Go away kid, don't let the police see us"
- Answers may vary.

STEP 2

A similar answer to this.

- a boy and his father. The father works as a glass merchant but what he does to have more work is to send the kid break windows with a rock and then he appears offering his services. (Or any other answer as far as it is logical.)
- To entertain
- Families

PAGE 64

STEP 3

- The kid
The glass merchant
The policeman
The lady of the house

TIME TO LISTEN

4 2 1 3

PAGE 65

ENHANCE YOUR CULTURE

- 1 b)
 - 2 d)
 - 3 a)
 - 4 c)
 - 5 c)
- These answers are just examples of what your students may write.
Main idea: The story is about a boy who lives with his father. His father is a glass merchant and teaches his son to break some windows with rocks. When the boy breaks the window he appears and offers his services.
Details:
 - The boy broke the window of a house.
 - The house belonged to an old woman.
 - The boy is very cute.
 - The man is the father.

PAGE 66

GET CREATIVE

The answers may vary depending on what your students had written before. Just make sure they can communicate and retell the events in order.

PAGE 67

ASSESSMENT

Just make sure they give logical answers.

UNIT 5

What the future will bring

PAGE 70

HOW MUCH DO YOU KNOW?

Answers could be:

- Pedro, am going, architect
- Denisse, she, will

- c) Berenice, might, soldier
- d) want, teacher

PAGE 71

GETTING THE STORY

Communications

Automated
taxis
Flying bikes
cars

Biolograms
a) podcasts

Books

Polar bears
become
extinct
Some islands
like Malawi
disappear

PAGE 72

STEP 1

Predicción o pronóstico

USE ENGLISH LITTLE BY LITTLE

want - It expresses a desire you have.
might - It expresses a possibility for the future.
will - It expresses a decision you're taken recently.
be going to - It expresses a plan you have for the future.

PAGE 72-73

TIME TO LISTEN

- a) He's going to the mall at 6 to meet some friends.
- b) They will watch a movie at 8:30.
- c) They think they might have a better grade if they study together.
- d) Talk this weekend in order to study.

PAGE 73

SHARED WRITING

Possible answers:

- a) 12
- b) will be in High School

Breathe English

- c) our English class.
- d) a doctor and a police officer

PAGE 74

STEP 2

Answers will vary:

- a) Police officer
- b) Police officers will fly around the cities with scanners to check the QR codes of the people and see that they are not stealing virtual money.
- c) They will have their office in a flying car with a computer reporting to the Police Station.

GET CREATIVE

Possible answers

- a) watch TV/play soccer
- b) take me to an amusement park.
- c) call my parents/call 911/call the police
- d) travel around the world

PAGE 75

LISTEN UP!

- a) will A
- b) not N
- c) going I
- d) will A
- e) I
- f) A

PAGE 76

STEP 3

Examples:

- In 15 years police officers will start using technology for face recognition. They will have

glasses with information about criminals and they will get warnings about emergencies and they can also share the information with the Police Station.

- In 50 years police officers will be helped by robots. You will have human and robot couples going around the city. The human will communicate and the robot will do and analyze people and the different emergencies.

EXPRESS YOURSELF

- I am going to watch Flash.
- I want to study Medicine.
- Get bigger and more populated.

PAGE 77

ENHANCE YOUR CULTURE

- Jobs which require humans to interact with each other and jobs which require creativity.
- jobs which only require to do simple tasks or which are dangerous for humans.
- Answers may vary - Yes, because I want to work as a translator for aliens./No, because I want to be a doctor and that job already exists.

PAGE 79

ASSESSMENT

- Answers may vary. Yes, I think my predictions about my classmates are going to happen. Fernando wants to be a doctor and he has good grades.
- Answers may vary. Yes, I think my predictions about police officers will come true, maybe not about the robots but using technology to identify criminals is something possible in 15 years.

UNIT 6

My systems, my body, myself!

PAGE 83

READ TOGETHER

Purposes:	Topic:	Intended audience:
<ul style="list-style-type: none"> • To inform about possible damage in the organism. • To know about the nervous system. • To learn about our organism. • To prevent the consequences of alcohol abuse. 	Alcohol and its effects in the organism.	Young people

PAGE 85

STEP 1

These may be some answers.

Body system	Functions	Organs	Sources
The respiratory system	It brings air into the whole body.	lungs and trachea	different possible answers
The urinary system	It filters the body and keeps the body clean.	kidneys	different possible answers
The skeletal system	It supports the body and its organs.	bones	different possible answers
The circulatory system	It delivers nutrients and oxygen to all the body through the blood and cleans it too.	blood, heart, arteries and veins	different possible answers

the excretory system	It eliminates wastes from the body.	mouth, esophagus, stomach and intestines	different possible answers
the reproductive system	The production of offspring.	sex organs	different possible answers
the endocrine system	It provides chemical communication throughout the body using hormones.	hormones	different possible answers

PAGE 86

USE ENGLISH LITTLE BY LITTLE

1	2
4	3
6	5
7	

PAGE 88

- These are the kidneys.
- These are the ureters.
- This is the urinary bladder.
- This is the urethra.

- These are the kidneys.
- These are the ureters.
- This is the urinary bladder.
- This is the urethra.

PAGE 90

SHARED WRITING

- Open answers, students are just supposing, so there are not right or wrong answers.

PAGE 91

- Other answers may be possible.

- pumps blood
- veins and arteries
- blood
- carries nutrients and waste.
- heart
- oxygen to the body
- veins, arteries and heart.

PAGE 92

STEP 2

Free answers as long as they are logical

PAGE 94

LISTEN UP!

- A famous doctor, Josemaria and an athlete, Alessandra.
- The heart, the digestive organs and blood vessels.
- Work out regularly, eat a balanced diet. Eat a diet rich in natural whole foods as fruit, vegetables and grains.
- They will not be in good shape.
- Examples: What can I do if I want to have more muscles?
Is it true that the more I exercise the more muscles I may have?

GET CREATIVE

Open answer

PAGE 95

STEP 3

Answers may vary



PAGE 97

ASSESSMENT

Students will tick or cross according to their new knowledge and developed competences.

UNIT 7 I've got questions

PAGE 100

HOW MUCH DO YOU KNOW?

Answers may vary but ideally they would be something like this:

- a) there, outer space
- b) like
- c) Were you
- d) afraid
- e) like
- f) last
- g) Do
- h) like
- i) like, music

PAGE 101

READ TOGETHER

Answers may vary but ideally they would be something like this:

- Yes, that is Emma Watson.
- No, I don't/Yes, I do.
- Yes, I would like to ask him/her something.

GETTING THE STORY

- a) Questions came from the audience.
- b) To create more traffic
- c) music, movies and books
- d) baby cats
- e) a ring
- f) fun

PAGE 102

STEP 1

Questions could look something like:

MUSIC

- Do you like English music?
- What is your favorite band/singer?

MOVIES

- What is your favorite movie?
- Do you like horror/fantasy movies?

FOOD

- What is your favorite food?
- Do you like food from Mexico/Italy?

SPORTS

- What is your favorite sport?
- Do you play any sports?

ACTORS/ACTRESSES

- Who is your favorite actor/actress?
- In which movie does he/she act?

SINGERS

- Who is your favorite singer?
- Why do you like him/her?

TIME TO LISTEN

1. Do you still like playing soccer? Sports
2. Do you still like hip-hop? Music
3. Did you like the movie Coco? Movies
4. Which artist would you like to meet? Famous people
5. Do you still love pizza? Food

PAGE 103

USE ENGLISH LITTLE BY LITTLE

- a) Yes, I do. I actually love it and watch games all the time.
Me too. My favorite team is Los Tiburones Rojos de Veracruz.



- b) No, I don't. They give me nightmares.
I understand. They're not for everyone. I can watch them without a problem.
- c) Yes, I do. I like them better than reading online.
I know what you mean. There is something magical about opening one for the first time and reading it cover to cover.
- d) No, I don't. It is bad to eat it very often.
I agree. You should try to eat healthy food instead.
- e) Yes, I do. I love learning languages. They are very useful
I see. I think we should pay more attention in class.

PAGE 104

TIME TO LISTEN

Harmony: comedies,
watching the news.
Both: going to the movies,
romantic books,
sports.
Tony: horror movies.

SHARED WRITING

Speaker 1: movie?
Speaker 2: horror
Speaker 1:

Speaker 1: do you like
Speaker 2:
Speaker 1: answers may vary

PAGE 105

STEP 2

Example:

Interviewer 1: Student1
TOPIC: Music
Question 1: Do you like English music?
Question 2: What is your favorite band/singer?

GET CREATIVE

Answers will vary example:

- playing videogames
horror movies
reading Sci-Fi books
listening to rock
pop music
- Fernando, tomatoes
watching movies
Berenice, axolotls
comics

PAGE 106

LISTEN UP!

ready
walk
you
but
five (or 5)
brother
because
you think
surprise

PAGE 107

THINK ABOUT IT

aren't
does
you
he

PAGE 108

STEP 3

Example:

Interviewer: Hi. Thank you for accepting the interview. What is your name?
Interviewee: My name is Tony.

UNIT 8

Tell me a story

Interviewer: Do you like English music?
 Interviewee: No, I don't.
 Interviewer: What is your favorite kind of music?
 Interviewee: My favorite kind of music is rock.
 Interviewer: What is your favorite movie?
 Interviewee: My favorite movie is Harry Potter.
 Interviewer: You like Emma Watson then, don't you?
 Interviewee: Yes, I do.
 Interviewer: Don't you like horror movies?
 Interviewee: No, I don't.
 Interviewer: I see, I don't like them either. Thank you so much for letting me interview you.
 Interviewee: Thank you!

PAGE 109

ENHANCE YOUR CULTURE

- a) The interviewer and the interviewee.
- b) The interviewers prepare for the interview.
- c) Answers may vary. E. g. Be natural! Because faking requires a lot of effort.

PAGE 110

STEP 4

Examples:

- Interesting questions: You like Emma Watson then, don't you?
- Likes: Do you like English music?
- Dislikes: Don't you like horror movies?
- Question tags: don't you?
- Empathetic replies: I see, I don't like them either.

PAGE 111

ASSESSMENT

Example:

This unit I learned to interview a partner about his likes and dislikes or This unit I learned how to interview a classmate using questions.

PAGE 114

BREAKING THE ICE

Frankenstein	California The weeping woman	Madrigal
The headless horseman	Harry Potter	Friday Kugel
Claucky		It

PAGE 115

HOW MUCH DO YOU KNOW?

Answers may vary. This is an example:

- a) Cinderella, Pinocchio, Snow White, Little Red Riding Hood.
- b) Snow White.
- c) The princess Snow White.
- d) About an evil queen who tries to poison the princess and she hides with 7 dwarfs.
- e) In the forest and in the castle.

READ TOGETHER

Answers will vary. These are examples:

ghost	haunted	chains	stain
spirit	house	evil	blood
death	dark	kill	murder

PAGE 116

GETTING THE STORY

Title: The Canterville Ghost
 Author: Oscar Wilde

Characters:

- The ghost, Sir Canterville
- Mr. And Ms. Otis
- Virginia
- The twins

Setting:

- Time: A hundred year ago
- Place: A haunted house

Plot:

1st event: A family moved into a haunted house.

2nd event: They discovered the house is haunted.

3rd event: Virginia talked to the ghost and disappeared with him.

4th event: They found them and buried Sir Canterville.

PAGE 117

STEP 1

Answer will vary according to the story they choose.

USE ENGLISH LITTLE BY LITTLE

Answers may vary. This is an example:

Main characters	Evil characters	Actions	Settings
prince	stepmother	fight	castle
princess	horseman	fall in love	forest
king	witch	cast a spell	cottage

PAGE 118

The prince fell in love in the castle

The king fought in the forest

The witch casted a spell in the cottage

TIME TO LISTEN

No, they don't.

No, he doesn't.

The narrator and Mrs. Umney

Yes.

The narrator is British.

SHARED WRITING

1. lived in
2. haunted
3. the found the stain again.
4. Mr. Otis closed the library.
5. appeared again.
6. talked to the ghost.
7. gave her a chest of jewels.
8. isn't haunted anymore.

PAGE 119

STEP 2

The ghost painted the carpet in the library everyday.

The headless horseman murdered in the town at night.

The doctor created the monster that night.

The lady screamed in the graveyard at midnight.

The monster chased the children in the town the next morning.

The ghost murdered inside the haunted house hundreds of years ago.

PAGE 120

GET CREATIVE

Answers will vary according to student's creativity. This is an example:

a) witch, prince and toe

b) fat, colorful and ugly.

c) run, clean, sing.

d) a church, supermarket, dark forest

e) broom



witch
 she, fat, she
 a church, she, a prince
 colorful, ran
 cleaned
 a super market, toe
 It, ugly
 it, sang
 dark forest
 broom

PAGE 121

LISTEN UP!

- 6
- 2
- 5
- 1
- 3
- 4
- 7

THINK ABOUT IT

Answers will vary. These are examples:

Story starters	Connectors	Time Expressions
A long time ago People say	Later Finally	Everyday At midnight

American English	British English
Armor favorite check	armour favourite cheque

PAGE 122

STEP 3

Answer will vary according to the story they choose.

PAGE 123

EXPRESS YOURSELF

2. Answer may vary. These are examples:

Sleepy Hollow
 the twins
 Canterville Ghost
 Canterville Ghost

3.

took Virginia
 came back
 the ghost told his story
 relieved

PAGE 124

ENHANCE YOUR CULTURE

2. Similar answers to these:

Beggining	Development	Ending
A soldier came to visit the White's family.	He told them a story about a monkey's paw.	The soldier threw the paw in the fire and Mr. White rescued it.

PAGE 126

STEP 4

- a) Answers will vary according to the story they choose.
- b) Answers will vary according to the story they choose. These are examples:

the ghost
 magic wand

PAGE 127

ASSESSMENT

2. Answers may vary according to each student's likes and dislikes.

UNIT 9

Languages around the world

PAGE 130

BREAKING THE ICE

French: amour, bonjour, s'il vous plait, au revoir, merci

German: Liebe, danke, bitte, hallo, auf Wiedersehen

Italian: amare, grazie, prego, ciao,

Portuguese: olá, por favor, amor, salut, obrigado

Japanese: arigato, sayonara, konichiwa, shite kudasai, Ai

Chinese: Qing, Zaijian, xie xie, ai, Ni hao

HOW MUCH DO YOU KNOW?

- d) 6000

Answers may vary, some possible answers are:

- Spanish, English, German, French, Italian, Japanese, Chinese, Portuguese, Dutch, Turkish, Arabic, etc.
- Chinese is the most spoken language of the world.
- Officially 68 indigenous languages and Spanish are spoken in Mexico.
- Papua New Guinea is the country where the most languages are spoken.

PAGE 131

READ TOGETHER

Answers may vary. These are examples:

The way we look: Skin and hair color
 Height
 Skin and hair color
 Our nationality
 The language we speak
 Customs

PAGE 132

GETTING THE STORY

Answers will vary, the following is the suggested answer.

Spanish	437 millions
Chinese	1.2 billions
English	700 millions
French	220 millions
German	132 millions

PAGE 132

STEP 1

Answers will vary.

For example:

		South Africa
They speak English	What other languages do they speak? And why do they speak these languages?	Internet Books Encyclopedias

PAGE 133

USE ENGLISH LITTLE BY LITTLE

1. Which is the most spoken language in the world?
2. Where is German spoken?
3. What languages do they speak in Canada?
4. How many languages do they speak in Papua New Guinea?
5. Why is Portuguese spoken in Brazil?
6. Who is the person who speaks the most languages in the world?
7. What languages are the most spoken in the world?

8. How many countries in Latin America speak Spanish?
9. Where is Spanish spoken?
10. Which countries speak French?

800 000 people
 Mixteco, of Guerrero and Oaxaca.
 Nahuatl, the center of the country.
 Tseltal, Chiapas.

PAGE 134

TIME TO LISTEN

Blue: Canada, USA, England, South Africa, Australia and India

Green: Mexico, Peru, Chile and Spain

Yellow: Canada, France, Niger, Congo, Cameroon, Madagascar

Red: China

Orange: Algeria, Egypt, Israel, Iraq

Pink: Brazil, Portugal, Mozambique

SHARED WRITING

Answers may vary, but they should be similar to these:

- a) Spanish is Mexico's official language.
- b) Many Indigenous languages are also spoken in the country.
- c) Over 7 million people speak indigenous languages in Mexico.
- d) Otomi is spoken in the center of Mexico, like Hidalgo, Puebla, Tlaxcala, Michoacan and San Luis Potosi.
- e) About 800 000 people speak Mayan.
- f) Nahuatl is spoken in the center of the country. Tseltal is spoken in Chiapas. Mixteco is spoken in the South of Mexico, like in Guerrero and Oaxaca.

3.

language is Spanish.
 many Indigenous languages are also spoken in the country.

7 million people speak indigenous languages in Mexico.

the center of Mexico, like Hidalgo, Puebla, Tlaxcala, Michoacan and San Luis Potosi.

PAGE 136

STEP 2

Answer will vary according to the topic they chose for their oral presentation. For example:

1. What languages are spoken in South Africa?
2. Since when are those languages spoken?
3. Which language is the most spoken?
4. Why are those languages spoken there?
5. Are these languages spoken in some particular regions of the country?

b)

- The British Encyclopedia
- www.theworldatlas.com
- www.theculturetrip.com

d) Answers will vary according to student's research

PAGE 138

LISTEN UP!

The correct graphic is the first one.

STEP 3

b)

- In the classroom.
- To my classmates.
- My language should be simple and the images should be attractive.

PAGE 139

THINK ABOUT IT

Examples:

- ...there is no official count of how many languages exist in the world.
- ...the languages spoken in a specific country are the result of many different cultural and historical factors.
- ...I would like to learn an indigenous tongue.
- ...in some of these countries indigenous tongues have survived.

EXPRESS YOURSELF

1. speak Spanish?
2. language?
3. speaks
4. languages, USA? English, Spanish and Italian
5. What is
6. How many, More than a billion people.
7. Where is, In USA, Canada, England, India, Australia amongst other countries.
8. Why does...? Because Canada was conquered by England and France
9. Which...? South Africa
10. Which... language...? American Sign Language

PAGE 140

ENHANCE YOUR CULTURE

3.

- a) was a Polish-Jewish ophthalmologist.
- b) Poland.
- c) is the main factor that separates people.
- d) end the differences that separate humans.
- e) Esperanto.
- f) a universal language.
- g) "Lingvio Internacia"
- h) Esperanto

- i) the pseudonym under which Zamenhof published the bases of the language.
- j) "man who hopes".
- k) easy to learn.
- l) extended across Europe.
- m) was held in France.
- n) people from 115 different countries can speak Esperanto.
- o) like Esperanto has lived up to its creator's expectations.
- p) that it would become a universal second language.
- q) he knew this could take many centuries.

PAGE 142

STEP 4

Answers will vary according to the topic each student chose.

PAGE 143

ASSESSMENT

Students will tick or cross according to their new knowledge and developed competences.

UNIT 10 What a wonderful world!

PAGE 146

BREAKING THE ICE

A drawing that has some of the described elements from the story you told them.

HOW MUCH DO YOU KNOW?

Individual free answers.

PAGE 147

GETTING THE STORY

Similar answers to these:

There were many catastrophes on the Earth that almost destroyed life in it.

Mia was one of the survivors who helped others.

People learned how to cultivate their own food, as there was no other choice.

Many survivors from many places lived in Cuicacalli.

Everybody in the city helped each other, no matter color or origin.

PAGE 148

STEP 1

This is just an example:

Website	Information found
http://tadochiapas.mx tag: lagos y lagunas de chiapas	The most beautiful lakes and lagoons are in Chiapas.

PAGE 149

TIME TO LISTEN

1	2
4	5
9	1
	6
	3
	8

PAGE 150

USE ENGLISH LITTLE BY LITTLE

Examples

- want to go to a cold place?
- I love swimming!
- try to save money for our vacations.
- having a great time.
- call and reserve?

SHARED WRITING

Answers may vary

PAGE 151

STEP 2

Individual answers based on their interests will be given.

PAGE 152

STEP 3

An itinerary is a well organized chart, that typically shows the information of a trip, they are very useful to do the best with your times and make sure you will do or visit all the places you are interested.

The information there is in an itinerary is: dates, schedule, events, maybe places, details, weather.

PAGE 153

LISTEN UP!

- why don't we begin by...
- definitely
- we really should
- Are you sure...
- that's not good
- That's quite a good idea!
- I am really looking forward to...

PAGE 154

STEP 4

Answers may vary according to the type of trip they decide to do as well as the length but they must include: dates, schedules and the name of the places at least.

PAGE 155

EXPRESS YOURSELF

This is an oral presentation and the information will be according to their previous activities

but the use of the expressions in the bubble dialogues must be used.

PAGE 156

ENHANCE YOUR CULTURE

The answers in this column may vary; these are some examples.

Wonder name	Country it is	A brief description
Pyramids of Giza	Egypt	The greatest building ever constructed, each pyramid was a thumb.
Pharos of Alexandria	Pharos	A fire on its top illuminated Alexandria at night.
Colossus	Rhodes	A statue of God Helios.
Temple of Artemis	Ephesus	The temple was 129 meters high and 64 wide.
The Mausoleum	Halicarnassus	It was the tomb of the Persian Morducus.
Hanging gardens	Babylon	They had exotic flora and fauna.
Statue of Zeus	Olympia, Greece	It was Zeus seated on his throne, his skin and robes were ivory.

PAGE 157

ASSESSMENT

Students will answer according to what they consider they have learned in the unit.

Breathe English

READER'S BOOK ANSWERS

PAGE 17

REINFORCING OUR READING COMPREHENSION COMPETENCE

Answers similar to these:

1. To know more about paramedics.
2. He's a paramedic.
3. Paramedics only give first aid and they stabilize the patient.
4. Yes, there is a women firefighter force.
5. They feed and clean the animals.

PAGE 25

REINFORCING OUR READING COMPREHENSION COMPETENCE

1. Free individual answers.
2. Free answers according to their classmates opinion.

PAGE 34

REINFORCING OUR READING COMPREHENSION COMPETENCE

1. c)
2. The Rosetta Stone was found in 1799 by a Frenchman called Boussard.
3. Egyptian (hieroglyphics) and Greek
4. Thomas Young and Jean-François Champollion
5. Jean-François Champollion

PAGE 38

REINFORCING OUR ORAL COMPREHENSION COMPETENCE

1. Charles Chaplin acted in color TV. FALSE
2. He was born in October. FALSE

- | | |
|--|-------|
| 3. His father abandoned him. | TRUE |
| 4. His mother sang in theaters. | TRUE |
| 5. He acted on stage at the age of five. | TRUE |
| 6. His mom was healthy. | FALSE |
| 7. Charles and his brother were actors. | TRUE |
| 8. He lived in the United States. | TRUE |
| 9. The Little Tramp was his most famous character. | TRUE |
| 10. He was lucky in love matters. | FALSE |

PAGE 51

REINFORCING OUR ORAL EXPRESSION COMPETENCE

2	7	9
4	4	5
5	10	6
6	1	

PAGE 61

REINFORCING OUR READING COMPREHENSION COMPETENCE

- Answers may vary
- a) electric submarines b) newscasts
- Possible answer: It means that instead of using more technology we will be using less.
- Answers may vary

PAGE 70

REINFORCING OUR READING COMPREHENSION COMPETENCE

- brain
- depressant
- bodily
- damage
- spinal cord

- celebrations
- systems
- socialize

PAGE 78

REINFORCING OUR READING COMPREHENSION COMPETENCE

- a)
- c)
- b)

PAGE 79

REINFORCING OUR ORAL COMPREHENSION COMPETENCE

- 5 times (one Emma is a fan who submitted a question)
- YES
- For her role in the Harry Potter films
- Harry Potter, Beauty and the Beast
- She was asked 7 questions.
- Possible answers: Antoinette, Emma, Harry, Belle, Tori, and Matthew.
- Kittens (cats).

PAGE 94

REINFORCING OUR WRITTEN EXPRESSION COMPETENCE

Any logical answer is acceptable as it is a prediction exercise.

PAGE 95

REINFORCING OUR WRITTEN EXPRESSION COMPETENCE

- They came from USA.
 - They moved to Canterville Castle.

- c) They saw a blood stain.
- d) That it was Ms. Canterville's blood.
- e) They threw a pillow at him.

2. The Otis family came from USA. They moved into the Canterville Castle. They saw a blood stain and the housekeeper told them it was Ms. Canterville's blood. But Mr. Otis didn't believe in ghosts.

PAGE 105

REINFORCING OUR WRITTEN EXPRESSION COMPETENCE

- a) There are 195 countries in the world.
- b) There is no official count, but more than 6000.
- c) Ziad Fazah holds the record of the most languages spoken by one person.
- d) It is the result of many different cultural and historical factors.
- e) 68 indigenous languages are recognized.
- f) They are no longer being taught to children.
- g) Chinese, English and Spanish.

PAGE 108

REINFORCING OUR ORAL COMPREHENSION COMPETENCE

2.

- a) catastrophes
- b) survivors
- c) responsible
- d) survive
- e) became

PAGE 116

REINFORCING OUR ORAL EXPRESSION COMPETENCE

Answers may vary

CD SCRIPTS



TRACK 1

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TRACK 2

Breathe English 1 Activity Book, Unit 1, Serving others

Sounds



TRACK 3

Breathe English 1 Reader's Book, Unit 1, Serving others

I volunteer...

Tony is a **Junior High** student. He's not sure about what he wants to study. He was talking to his friends and they decided that they should learn more about different professions before **making up their mind**.

One of his friends said he was interested in becoming a doctor. Tony's cousin is a paramedic and works for the *Red Cross*. Tony talked to his cousin, Jose, and he agreed to take them along this weekend as volunteers. Saturday morning Tony and his friend went to the *Red Cross* to help his cousin.

"Hi Tony, I'm glad you could make it."

"Hey Jose, we are very interested in what you do. My friend here wants to be a doctor so he thought we could see a bit of what this looks like."

"Well, what we do here is a bit different than what doctors do. We usually respond to emergencies. For example, if there's a car accident we are the first ones to give medical attention."

As Jose finished speaking the ambulance driver got up from a chair and started running.

"We have an emergency three blocks away from here. A kid got hurt. He fell from his bike and probably broke his leg. Let's go."

They got in the ambulance and Jose told them what he would do was **assess** the injury and probably take him to the hospital. Tony and his friend went to get the **stretcher** in case they needed to get the kid on the ambulance.

As they got to the place the kid was in pain. Jose asked a couple of questions, there was a lot of pain but they would need to take an X-ray of his leg to see what had actually happened. Tony and his friend got the stretcher and Jose helped them to get into the back of the ambulance. Once they were there Jose asked them to write down his vital signs. They got to the hospital and they helped him down. A nurse was ready and took it from there. They waited a couple hours more but there weren't any more emergencies. Jose said the kid broke his leg and he would need a cast for the next 2 months.

As they left, Tony and his friend said even though it was a very cool job they would need a lot of training so they weren't so sure and decided they would continue looking for volunteer opportunities.

Harmony read an article about firefighters and she told her friends about it. They all thought that was a very interesting profession, so they all **agreed** to go to the station to see if they could talk to a real firefighter. They looked up the closest fire station on the Internet, it's called "Phoenix Station". Its **state of the art** building makes it one of the finest of all its kind in all Latin America. When they got there, they were amazed by the architecture of the place and all the equipment inside. They talked to someone in the **front desk** and she directed them to some firefighters for them to talk to.

"Hi, guys! We heard you wanted to meet a real firefighter."

"Yes, we are interested in your profession. I might want to become a firefighter, but I don't know if women are **allowed**."

"Oh, yes, there are a female firefighters on the force too. Most of them are volunteers, but there are also some women in active service, although not many, we need more."

"That's great! Can you tell us what kind of things you do in your job?"

"Of course! We **put out** fires, both in the city and the forest. We secure gas leaks and other potential dangers. But we also deal with disasters caused by water or wind, such as floods or fallen trees and billboards. We search for and rescue people who are trapped in accidents, **landslides**, floods. We are also in charge of capturing wild animals that represent danger to the community, like bees, snakes or wild cats."

"Wow, you do a lot of things!"

"We have different services, mostly we help out our communities in any way we can. Do you want to know something else?"

"Just one last question, do you have a pole?"

"Ha,ha,ha. Yes, we do. I'll show it to you."

It was after having lived these experiences with their friends that Ana asked them if they could go and help a vet in a **shelter** that was by her house. So they called and offered themselves as volunteers. The vet told them she felt more than happy to have some extra help and that she would answer and teach them everything they would like to know.

"So, are you guys excited about this visit?" asked the doctor. "There are many things to do right now, as you can see we have these cute puppies over here who were unfortunately abandoned a few days ago, sometimes the owners just don't want to take care of the puppies so they leave them here and we have to take care of their bodies and also of their hearts."

"How can I help you doctor?" Ana said.

Another guy from the shelter said:

"One of you take the puppies out of the **cage** while the other two clean the cage with the broom and mop, they are over there."

"Yes, of course." "There are some bottles in the kitchen, fill them with the milk that is in the fridge and **feed** them."

Tony asked him: "What else do you do in a common day?"

"Feeding and cleaning the animals is part of the daily routines, but I also have to check those pets that have been **injured** or the emergencies that arrive every day."

After supporting the vet with some other **chores**, they went home very proud of themselves

for having done something to help others that day.

TRACK 4

Breathe English 1 Activity Book, Unit 1, Serving others

Narrator: Tony is trying to get people to donate blood for the local hospital. He printed some flyers and he is giving information outside the local clinic to get people to think about it.

Erick: Hi, Tony!

Tony: Hi, Erick!

Erick: What are you doing?

Tony: I'm handing out some flyers to get people to donate blood.

Erick: Really? That's interesting. Can anyone donate?

Tony: Yes. Everyone over 18 can donate, as long as they're healthy. If you're younger you need your parents' permission.

Erick: That's great. What do you have to do?

Tony: You have to come tomorrow at 6:00 a.m.

Erick: Do I need a special preparation?

Tony: Yes. You should not eat fatty food the day before. You should drink some extra water before donating and you should get a good night's sleep.

Erick: Ok, that sounds easy. I'll be there.

Tony: That's great, thank you. I'll see you there.

Narrator: Harmony is inviting people from her community to a dog parade to get people to adopt homeless animals like cats and dogs. She got some veterinarians from the area to help out and the local pet shops are giving some products as gifts to people who adopt a pet.

Dr. Gonzalez: Hello Harmony!

Harmony: Good morning Dr. Gonzalez. What are you doing?

Dr. Gonzalez: I'm inviting people to a dog parade.

Harmony: Oh really? A dog parade! How cute!

Dr. Gonzalez: Yes, its objective is to get people to adopt a homeless animal, like cats and dogs.

Harmony: That sounds like a great idea! When is it?

Dr. Gonzalez: It's tomorrow at 9:00 a.m.

Harmony: Can I help?

Dr. Gonzalez: Yes, some vets are coming to help check the animals. Also some pet shops are donating gifts for people who adopt a pet.

Harmony: Ok, I can help with that. I'll be there.

Dr. Gonzalez: That's great, thank you. I'll see you tomorrow.

TRACK 5

Breathe English 1 Activity Book, Unit 1, Serving others

Mexico City is building a new animal hospital in Alvaro Obregon and it will be the second hospital for company animals in the city. A new agency of animal protection received 10 million pesos to start working. Their job will be to rescue hurt animals from the street but also to give medical care to home pets. The hospital is already organizing vaccination campaigns for cats and dogs in the nearby area. Anyone with a pet can receive medical care for their domestic animals.

TRACK 6

Breathe English 1 Reader's Book, Unit 2, What do you think?

I want to hear it

Narrator: Tony and his friends went on a camping trip.

Boy 1: Let's tell stories!

Tony: I know a story from where I come from. It's an Aztec legend.

Bully: A legend? I think that's boring!

Boy 1: I prefer superheroes.

Tony: It's about **axolotls** and they are like superheroes. Even better. They're real, they actually exist.

Harmony: What are axolotls?

Bully: Who **cares**? They're boring!

Harmony: Why do you say that?

Bully: That's what I think.

Harmony: Really?
 Tony: What about you?
 Harmony: I think legends are interesting.
 Tony: Me too
 Harmony: I want to hear it.
 Tony: Ok. I like this legend a lot. As legend has it, the sun had stopped **shining**. So all the gods **gathered** around Quetzalcoatl to find a solution.
 Tony: Someone must be sacrificed. A new sun will be born from the blood.
 Tony: They chose Xolotl to be sacrificed. Xolotl was Quetzalcoatl's brother.
 Tony: Xolotl was afraid to die, so he **ran away**. Then, he transformed himself into a **corn** to **hide**. But they found him.
 Tony: He ran again. This time he transformed into a maguey. But they found him again.
 Tony: Finally, Xolotl jumped into Xochimilco Lake.
 Tony: He transformed into an axolotl.
 Tony: He was found and captured. They sacrificed him and with his **blood**, a new sun was born.
 Tony: But he had already created axolotls. They represent Xolotl and his **reluctance** to die. That's why, if you cut out an axolotl's part, like a leg or its tale or even a part of his heart, they grow back again.
 Boy 1: That can't be true!
 Bully: You're **lying**!
 Harmony: Why do you say that?
 Bully: Because he said it was real and it isn't. An animal that can **grow** back a heart doesn't exist.
 Tony: It does! They are called axolotls and they live in Mexico. They can regenerate **limbs** and organs!
 Harmony: Really?
 Tony: Yes. You can **look it up**.
 Boy 1: I liked the story. I think axolotls are cool!
 Harmony: Me too!



TRACK 7

Breathe English 1 Activity Book, Unit 2, What do you think?

Tony: Hi Harmony!
 Harmony: Hi Tony! What's up?
 Tony: I'm going to the Hola Mexico film festival.

Harmony: Oh really? Do you like Mexican films?
 Tony: Oh yes! I think that Mexican films are just as good as American movies.
 Harmony: Why do you say that?
 Tony: Well, for instance, we have some great directors like Alejandro Gonzalez Iñárritu or Alfonso Cuarón.
 Harmony: You're right. I think there are some really good Mexican movies.
 Tony: I agree. Let me show you the movies they're playing.



TRACK 8

Breathe English 1 Activity Book, Unit 2, What do you think?

Teacher: Stop! What's the problem?
 Students: He said that... No, he thinks than...
 Teacher: Ok. I'd love to hear both of your opinions.
 Student 1: He thinks DC comics are better than Marvel comics.
 Student 2: Of course. Don't you think that Superman is better than Wolverine?
 Teacher: Why do you say that?
 Student 2: For instance, Superman was famous for many years before the Marvel characters became famous.
 Teacher: And what do you think?
 Student 1: I think Wolverine and Spiderman are more modern and risky.
 Teacher: Really?
 Student 1: What I mean is that Flash or Aquaman are classical characters, but Wolverine and Spiderman are revolutionary.
 Teacher: You both have a point!



TRACK 9

Breathe English 1 Reader's Book, Unit 3, The book of words

The Rosetta Stone

Hieroglyphics have attracted the attention of many for years. They were the form of writing of ancient Egyptians and for hundreds of years nobody knew what they meant.

The word 'hieroglyphics' comes from the Greek words hiero and glyphics and it means **holy markings**, the fact we use a Greek word to describe this kind of writing isn't the only way these two languages are connected.

Egyptians were not the only ones who used this kind of writing. In Egypt they had more than one system of writing and hieroglyphics were only used in important monuments and **writings**. Hieroglyphics were very important for the Egyptians as they believed that they would survive and be remembered in the **afterlife**.

Hieroglyphics started off as pictures which meant what they were **depicting**; but as time passed by, hieroglyphics changed, they started representing sounds (similar to our current letters). Egyptians had other ways of writing and hieroglyphics were used until a Roman Emperor forbid the ancient Egyptian **worship** and along with it the holy markings.

The introduction of other languages like Greek and Latin made Egyptian language change. And before long, it was impossible for people to read and understand the hieroglyphics, remember that even in the past they were only used in important monuments and writings and **therefore** only the **royalty** and the **priests** could read it.

Hieroglyphics then, were impossible to read, scientists and researchers did not have any tools or information available in order to **decipher** this mystery.

Until one day, in 1799 a Frenchman named Boussard discovered a stone which had writings in different systems of writings and languages. This stone is known as the Rosetta Stone and in 1801 it was sent to England.

The work of Thomas Young and Jean-François Champollion was what finally helped to decipher the Stone and to learn what it all meant. They discovered the name Ptolemy in one of six ovals and those were names of people who belonged to the royalty and that helped to know how those signs (hieroglyphics) were to be read.

Champollion continued based on Thomas Young's work and he finally came up with a list of signs and their Greek equivalents. We now know that some of the hieroglyphs were alphabetic (like the letters we use today), some syllabic (representing the combination of more than one sound), and some determinative, (this helped

to differentiate the meaning of two words that could be read the same way).

Nowadays the Rosetta Stone is a sign of learning languages or the key to deciphering things.

Even *dictionary.com* defines it also as 'a clue, breakthrough, or discovery that provides crucial knowledge for the solving of a puzzle or problem.'

There are still some mysteries left in the world but maybe they will find their Rosetta Stone and one day we will look back and see that we only needed the right tool to **figure it out**.



TRACK 10

Breathe English 1 Activity Book, Unit 3, The book of words

Teacher: Hello students.

Group: Hello, teacher.

Teacher: Today we're going to start to speak about punctuation marks and how they are used.

Student 1: Teacher, what are punctuation marks?

Teacher: Well, as we will be talking about dictionaries and how to use them next, it is time for you to start being responsible for getting some meanings.

Student 2: That makes sense. May I look it up?

Teacher: Sure thing, go get a dictionary. Actually let's make a contest out of it. Let's see who can find what punctuation marks are. One, two, three...

Student 2: Ok, punctuation means puntuación...

Student 1: Oh oh oh, and mark means señal, signo or marca.

Student 2: So punctuation marks are like commas, questions marks, etc? Is that correct?

Teacher: Well done! Yes, that's exactly right. You can figure lots of things out by yourselves using that wonderful dictionary of yours.



TRACK 11

Breathe English 1 Activity Book, Unit 3, The book of words

Harmony: Tony do you want help with the vocabulary homework our English teacher gave us?



Tony: Yes, please! I have no idea how to look for it. The sentence says "Can you please phone me later?"

Harmony: What word do you need to find?

Tony: "Phone" is the word I need to look for, but I don't understand. It obviously doesn't mean the object we use to make calls.

Harmony: Let's look at the dictionary. Look! In the second meaning it says it can also be a verb.

Tony: So, it means calling somebody over the phone?

Harmony: Exactly. There you go. Another mystery solved.

Tony: Thank you Harmony.



TRACK 12

Breathe English 1 Reader's Book, Unit 4, Silent words

Charles Chaplin: When words are not necessary

Charles Chaplin is the **most well-known** artist around the world from the silent film era. Years before television and movies were the way we know them now, referring to sound and color, the only movie experience people could live was in silent movies halls. These kinds of films existed from 1891 to 1927 approximately.

Charles Chaplin was born on April 16, 1889 in London. His mother and father were both in show business. Little did he know **misfortune** was about to hit his life. His father abandoned him, his half-brother and his mom when he was just a few months old. His mother managed to financially support their household by working in theaters, singing, dancing and acting.

When Charles was about five years old, his mom suffered from a very strange disease: she lost her voice **all of a sudden**. One day as she was in the middle of the show, her voice just cracked and her boss pushed Chaplin to act on **stage** as he did not find any other way to solve the situation. That was the way he was introduced to the spotlight and the beginning of the end of his mom's career. She continued acting even when her voice never came back but her mental **health** began getting worse and worse each time. As

the years went on when her mind became completely lost and she had to be sent to an **asylum**. His half-brother and him were about to start a whole different kind of life.

Charles Chaplin and his brother used his parents' connections to start a career. Charles got his first big acting part in 1899 (at age 10). He played a small part in *Sherlock Holmes* which was a good **omen** to his career.

Soon after, he joined "Casey's Court Circus" **for a short while** but that led him to join Fred Karno's pantomime **troupe**. He was recognized for his work in *A Night in an English Music Hall*. This company took him to the United States in several tours. While he was in the United States, he was contacted by Mack Sennett **to star** in one of his movies.

Charles was asked to work on his **screen-image**. He came up with his most recognized and famous character The *Little Tramp*. His **outfit** consisted of a very small jacket and loose pants, he had a small moustache and a **cane**. That was the character who would become a legend in silent movies. A character who would transcend languages and countries in the next couple of years.

His *Little Tramp* was well taken by the audience. It was the mix of innocence, **cheekiness**, lack of **pomposity** and unexpected good manners which led him to be loved by everyone. It was his creativity which would lead him to make world-renowned movies which were very critical of the society he lived in.

More successful movies were to come, even though his personal life was full of divorces and misfortune. He kept on signing contracts to make more and more movies. He acted, directed, wrote and even helped write the music for his movies.

He became independent and started his own studio. He built it and started working on it. He created what were called **masterpieces**. Movies such as *A Woman in Paris* (which he directed but did not act in), *The Gold Rush* and *The Circus*. He was acclaimed and with his movie *The Circus* he won his first Academy Award (today called Oscar). His career was a complete success but his latest marriage was about to come to an end. Tragedy was always present and another **struggle** was about to come.

He was an expert in silent movies but in 1929 'talkies' **came to be**. Movies now had sound and not just music played live. What Chaplin was the best at had come to an end. What would he do? His response was unexpected, he knew the *Little Tramp* couldn't just start speaking English. His universality would get lost and therefore most of his **appeal**. He worked on a new movie for 2 years and 8 months and he even composed the score (the music for the movie). The movie still had no dialogues. He trusted the story and the music to make the movie a success. *City Lights* is considered as one of his best movies, and this is remarkable as it came out two years after 'talkies' were in the market. This was, yet, another proof that the reality around Charles Chaplin would not define his. He would always try and succeed regardless of his situation.

Another one of his most famous film is *The Great Dictator* which came out in 1940. In this film *The Great Dictator*, Charles Chaplin gave one of the most truthful **speeches** that have ever been heard:

I'm sorry, but I don't want to be an emperor. That's not my business. I don't want to rule or conquer anyone. I should like to help everyone - if possible - Jew, gentile - black man - white. We all want to help one another. Human beings are like that. We want to live by each other's happiness - not by each other's misery. We don't want to hate and despise one another. In this world there is room for everyone. And the good Earth is rich and can provide for everyone. The way of life can be free and beautiful, but we have lost the way.

*Greed has poisoned men's souls, has barricaded the world with hate, has goose-stepped us into misery and bloodshed. We have developed speed, but we have shut ourselves in. Machinery that gives abundance has left us in want. Our knowledge has made us cynical. Our cleverness, hard and unkind. We think too much and feel too little. More than machinery we need humanity. More than cleverness we need kindness and gentleness. Without these qualities, life will be violent and all will be lost... The aeroplane and the radio have brought us closer together. The very nature of these inventions cries out for the goodness in men - cries out for universal **brotherhood** - for the unity of us all. Even now my voice is reaching*

millions throughout the world - millions of despairing men, women, and little children - victims of a system that makes men torture and imprison innocent people.

Finally, after many years the world was able to hear *The Little Tramp*, with a message that meant to unite the world in goodness and in a world which was starting one of the most violent wars ever. Charlie Chaplin brought the world together through his message and humor. We will always remember this character with his cane and his moustache, making us laugh and making us aware that there are many things that can bring us together and very little that should keep us apart.



TRACK 13

Breathe English 1 Activity Book, Unit 4, Silent words

Tony: I am so happy to see you Harmony!
 Harmony: I am glad to see you too, Tony!
 Tony: So, have you decided what film we will see?
 Harmony: Well... I am not really sure. I know you love horror movies and I want you to have a good time, but you know, I get scared very easily. Therefore I would prefer to see Chaplin's old comedy: "The Kid".

Tony: I am more than happy just to be here with you but I might not dislike at all to see a horror movie. Although, on the other hand we might see Chaplin's film too and have a great time.
 Harmony: OK! Let's see "The kid" then. Thank you Tony!



TRACK 14

Breathe English 1 Activity Book, Unit 4, Silent words

The influence of film industry in the current society

Since the inception of the film industry in the 1900s the industry has been gaining the attention of every country of the world as well as of every citizen of every age. Films have the influence to shape the viewer's opinion, to sway them one way or another.



In 1920 the industry of films in the United States lived a fast growth. Companies such as Hollywood, Metro Goldwyn Mayer, Paramount, Warner brothers, and 20th Century Fox emerged and have since led this unstoppable streak.

Films have the characteristic of having massive communication which means a great volume of communication, or that they reach large number of people. One good example of those possibilities was The Titanic which reached a revenue of 2 billion dollars. Can you think of the number of people who watched it?

Anyway it is still tricky to find out how films have influenced our society historically.

We know for example that historical films, even when not 100% accurate, give everybody the chance to know about the history of humankind in a very friendly way. In the same order of ideas, less commercial films also show a window to learn about different cultures, beliefs, religions and lifestyles.

People tend to mimic their idols in the way they dress, speak, eat, etc. We can't talk about a positive influence coming from the film industry that makes believe external features such as wealth and beauty are the most important values to pursue.

A proven negative aspect, has to do with the amounts of violence showed in films nowadays, violence that is more and more graphic every day. There have been reported cases in which even children have perpetrated horrible actions using something they saw in a film as a model to reproduce, but of course having seen a movie cannot solely be the reason they committed these acts.

Films provide us with culture, magic, entertainment, fantasy, knowledge and art. It should be everyone's concern to carefully make choices about what we want to let into our brains. Because one is also made of what one sees.



TRACK 15

Breathe English 1 Reader's Book, Unit 5, What the future will bring

The future

For years humans have wanted to know what is going to happen in the future.

Some people believe in **fortune tellers** and pay them for a prediction of the future.

Humankind as a whole is not so different.

It is very interesting that sometimes science fiction books or movies are very **accurate** on their predictions, for example Jules Verne. He was a French author born in 1828. In his books he predicted that one day electric submarines would **roam** the seas. He also predicted 'newscasts' or spoken news instead of having them on newspapers. He can add to that list many other things like video conferences and even lunar modules.

Nowadays movies like *Back to the Future* are taken as models for inventions, having self-adjusting shoes was a cool idea which is slowly becoming a reality. But, what are some of the things that we might see in the near future?

These are some real-life predictions made by experts on different fields of study:

Transportation

Rather than flying cars like in the Jetsons, which people think might happen in terms of transportation is having **automated** cars. Very big companies have already started building them and trying them out. You would just get in the car, set up your destination and allow your car to take you there. This will, in theory, help eliminate accidents. On the other hand, as global warming becomes more and more serious, humankind might need to take a step back, walking and using their bikes more. In the future we might have highways for humans rather than cars.

Communications

One of the things that we have seen evolve a lot are communications. Cell phones started being normal when the smartphones came to be and now we can't seem to live without them. One of the things some people have predicted for years are holograms. Instead of having a 2D video chat we can see a 3D image of the person, like the ones we see in *Star Wars*. Some people take this even **further** thinking that sports **broadcasts** in the future will be done with holograms, so instead of watching the games on your TV you

might be able to go to a stadium and see images of players doing the same moves and scoring exactly at the same time that they are doing in a country far away.

Global Warming

Even though there are some people who are not convinced, global warming is a serious problem caused by human beings, we cannot deny its consequences. In the next 40 years we might see polar bears become extinct and some islands like Malawi disappear due to the sea level rising.

Unless there are some big changes and many **agreements** are obeyed, we might see more and stronger hurricanes as well. This is not a fun prediction but it is an opportunity to prove that we can make our own future.

Books

Thinking that physical books will disappear is a common belief but some people believe humans read more than ever, only we read differently. If you think about it being on your smartphone or just walking in the streets, we are surrounded by information that requires our attention and we read it and sometimes we process it.

Some people believe that this constant access to information will cause more books to be written, just not maybe very long books and those books might be cheaper than today's physical books, still nothing **assures** us those books will be read but they will be **purchased**.

We obviously can't tell you what the future will bring, but paying attention to what we see in science fiction films and movies might be a good way of predicting the future.

What do YOU think will happen in the future?

TRACK 16

Breathe English 1 Activity Book, Unit 5, What the future will bring

Tony: Harmony, I'm going to the mall at 6 to meet some friends. I was wondering if you want to come.

Breathe English

Harmony: I can't at 6, but I'm available after 8.

Tony: That's perfect! We're just making time to watch a movie at 8:30. It's a comedy, you will love it.

Harmony: That sounds fun. Sure, I will watch the movie with you.

Tony: Oh, and before I forget if you have time this weekend can you help me study for the English exam?

Harmony: Yes! I think we might have a better grade if we study together.

Tony: I agree with you. Let's talk this weekend in order to study.

Harmony: Ok. See you later, Tony.

TRACK 17

Breathe English 1 Activity Book, Unit 5, What the future will bring

Person 1: What will happen if I press this button?

Person 2: The alarm will go off.

Person 3: The alarm will NOT go off.

Person 1: What is going to happen, then?

Person 3: It will get the police officers ready at the next stop.

Person 2: Are you going to press it?

Person 1: No, I am NOT going to press it. Don't worry!

TRACK 18

Breathe English 1 Reader's Book, Unit 6, My systems, my body, myself!

Yes, alcohol is a drug too

Opposite to what you may think, alcohol is a drug too. We tend to forget it because it is **quite** common to see people consuming it and we have associated ideas of alcohol with all sorts of **nearby** celebrations, but it is a drug too, even when its use is **allowed** from certain age on.

So, you may be wondering what makes alcohol a drug. Alcohol is classified as a depressant

drug. It slows the function of the central nervous system when it enters the body.

Alcohol is in fact the most dangerous drug because it is the most abused drug and also the one whose dangers are **overlooked**. A small molecule of alcohol can easily cross membrane barriers and reach different parts of the body.

People **tend to** use alcohol to socialize, relax, celebrate or because of the taste. It **lowers** our inhibitions, and makes us feel and act differently, very few are aware of the negative effects that its use and abuse bring to the body.

Alcohol affects all the systems in our organism but this article will **focus on** the effects on the nervous system that is the one that is most commonly affected.

The nervous system includes the brain and **spinal cord**. The brain plays a central role in the control of most bodily functions, such as **awareness**, movements, sensations, thoughts, speech and memory. The spinal cord is connected to the brainstem and runs through the spinal canal. Cranial nerves exit the **brainstem** and nerve roots exit the spinal cord on both sides of the body. The spinal cord carries messages **back and forth** between the brain and the peripheral nerves.

Peripheral nervous system: This is a network of 43 pairs of motor and sensory nerves that connect the **CNS** to the entire human body. These nerves control functions of sensation, movement and motor coordination.

Autonomic nervous system: Consisting of the sympathetic and parasympathetic division, these nerves regulate body processes such as **blood pressure** and the **rate of breathing**. This part of the nervous system impacts the **blood vessels**, stomach, intestine, liver, **kidneys**, bladder, genitals, lungs, pupils, heart, sweat, salivary and digestive glands. This system works automatically without conscious effort.

Nerves: There are three types of nerves. They originate in the spinal column and end at the muscles that they control. Somatic motor nerves control skeletal muscles and movement. Special visceral motor nerves control muscles in the face and neck. General visceral motor nerves

control smooth muscles that lack voluntary control, such as the heart.

Alcohol consumption affects several areas of the brain, it contracts brain issues, destroys brain cells, and depresses the central nervous system. Excessive drinking can even cause severe problems with cognition and memory. Alcohol directly interacts with the brain receptors and this causes interferences with the communication that must exist among the cells. Other unpleasant effects of drinking include sleep interruptions, depression, anxiety, feelings of panic and even suicidal tendencies.

If people drink in excess nerve damage may be caused, doctors call this a neuropathy. People who suffer from a neuropathy have a degree of dysfunction in the cells. Neurons are in charge of providing sensations throughout the body and control a wide variety of voluntary and involuntary processes. Other negative effects are:

Motor nerve damage

- muscle spasms and **cramps**
- muscle **weakness** and atrophy
- loss of muscle functioning
- movement disorders

Sensory nerve damage

- **numbness**
- **tingling**
- **burning**
- pins and needles sensations

Autonomic nerve damage

- urinary incontinence
- incomplete bladder emptying
- impotence in men
- abnormal intolerance to heat
- diarrhea
- constipation
- nausea or vomiting

So now that you know the damage alcohol causes make sure you let people know so they maintain a healthy lifestyle.



TRACK 19

Breathe English 1 Activity Book, Unit 6, My systems, my body, myself!

Teacher: Well, as I told you yesterday, today we are having a class about how to take care of your bones to keep them strong and useful for the longest time possible.

Let's first check the parts of the skeletal system, don't forget to write everything you consider important for the elaboration of your skeletal system diagram.

Our skeleton system is composed of bones, tendons, cartilage and ligaments. We have 206 bones to support our body. It is the one in charge of the movement in our bodies. Tendons, ligaments and cartilage connect bones in between. It also provides endocrine regulation and protects the major organs. Digestion, excretion and reproduction organs are all protected by bones.

A funny fact is that when babies are born, they have more bones, which fuse together at some point. Teeth are made of dentin and enamel, the strongest substance in our being.

In addition, as important as having a rich-calcium diet. We also have to absorb calcium.

Guess which is the most common and easy way to do it? Yes, just from the sun. Daily short exposure to the sun will contribute to calcium absorption.

Finally, try exercising. Exercise is good for all and of course it's also good for your bone's health. You can run, jog, practice aerobic exercise, climb, dance or play tennis and basketball. Obviously, do not smoke or drink alcohol. These bad habits also damage your bones. Low bone mineral density is associated with tobacco and excessive alcohol consumption.



TRACK 20

Breathe English 1 Activity Book, Unit 6, My systems, my body, myself!

Listen to the following interview between a famous doctor and an athlete talking about the muscular system, how to improve muscles and take care of your health.

Alessandra: Dear doctor, we are very pleased you have been able to come to our sportive congress "Health goes first".

Josemaria: It is my pleasure dear Alessandra, to be able to contribute to the health of many sportive youngsters and to encourage those who have not already made the decision to practice some sport, to do it because of the benefits it involves.

Alessandra: Thank you doctor. So, to have a deep idea of the muscular system, could you explain us first how it works?

Josemaria: Yes of course. As we know, the muscular system is in charge of all the movement in our bodies.

Alessandra: How many muscles are there in our bodies?

Josemaria: There are about 700 muscles, almost half of our weight is composed by muscles. And each one of these 700 muscles is an organ built of skeletal muscle tissue; blood vessels, tendons and nerves.

Alessandra: Wow! And where can we find those muscles?

Josemaria: Muscles are actually everywhere in our bodies, inside the heart, in the digestive organs, and blood vessels. Muscles serve to move substances throughout the body. Think of any movement...

Alessandra: mmmm walking, lifting, running...

Josemaria: Yes, even keeping your body in an up straight position. That's why it is of great importance to take care of our muscles.

Alessandra: Good doctor, and how can we take care of our muscles?

Josemaria: In fact it is very simply, just by working out regularly and eating a balanced diet. Your muscles need vitamins, minerals, water, protein, carbohydrates and healthy fats so that they can function at their best. Eat a diet rich in natural whole foods such as fruit, vegetables and grains to ensure you are getting adequate nutrients. Just what is good for all your systems in general.

Alessandra: So, what would you recommend to somebody who has never exercised before?

Josemaria: You can begin by performing twice or three times a week, for short periods of time, you can work with weights of strength training, you know, resistance bands. Stretch your muscles often. They need to be stretched regularly to keep them in good shape. Always work within

your limitations. If your workout hurts, you may be doing more harm than good.

Alessandra: What may happen to my muscles if I sit for long periods?

Josemaria: If you don't exercise them, your muscles will begin aging. Stretch your muscles for at least 30 seconds or more.

Alessandra: Thank you doctor, we have certainly learned a lot.



TRACK 21

Breathe English 1 Reader's Book, Unit 7, I've got questions

Emma Watson on BuzzFeed

One of the best things about **social media** is that it **allows** us to follow our stars closely.

Have you ever wished to be a reporter? Have you ever imagined yourself asking questions to one of your favorite actors or actresses? This is now possible thanks to social media.

BuzzFeed is an Internet Media Company which specializes in entertainment. It started off as a **viral lab**, tracking news and spreading viral videos and content. Now, they create content and on February 27, 2017 they posted an open invitation. They were going to interview Emma Watson (a famous actress who became well-known for her role in the Harry Potter films).

Why would BuzzFeed open up to take questions from their audience rather than make them themselves? It is easy. It would create more **traffic**, it would get people involved and hopefully become viral. If you think about it, it is a wonderful combination of a famous young star, with a movie coming out soon and millions of fans ready to ask her questions.

Nowadays interviews are very predictable: What was your favorite part about recording a movie? What did you like about your character? Did you identify with the **character**?

Most interviews are about likes and dislikes. Very much like when you meet a person and the first thing you want to know about them is what kind of music they like, if they like the same movies and books, etc.

BuzzFeed tried to stay away from this kind of conversation and decided to let their readers and fans ask questions. The questions they asked were:

1. Did you take anything from the set of Beauty and the Beast as a souvenir? —Tori Holder, Facebook.
2. Did you change anything about the role of Belle from the original movie? —Emma Landry, Facebook.
3. If you had a daughter, what would be the number one life lesson you'd want her to know? —lizas49af162fd.
4. Was there ever a time when you wanted to give up on something that was important to you? —Antoinette Hill, Facebook.
5. What do you think happens after Belle and the Beast's wedding? —DodoBird.
6. Do you think Belle and Hermione have anything in common? —Sydneyk19.
7. Do you have any fun behind-the-scenes stories from Beauty and the Beast? —Matthew Hall, Facebook.
8. What would you say is the biggest problem facing young women today? —elizataylor99.

In her interview she was surrounded by **kit-tens** which she was playing with.

She told BuzzFeed she was able to keep a ring that was made for the movie, she also said she came up with the idea of making Belle (her character on the movie 'Beauty and the Beast') an inventor and that in her mind after Belle marries the Beast they would open up their fantastic library in order to make a school in which Belle would teach.

Emma Watson has also been a voice for young feminists and in this interview she shared that she'd tell her daughter **to-be** that "she is a force to be reckoned with and never to underestimate her own power" and also that young women should not believe the age for feminism is over and that men and women are equal.

As you can see, interviews can be a lot of fun, especially if you're to interview someone as interesting as Emma Watson.

Now you should try to follow other English speaking stars. Try asking them some questions

in English. You never know, maybe one day, they will answer one.



TRACK 22

Breathe English 1 Activity Book, Unit 7, I've got questions

Tony: Hi Harmony! What are you doing?

Harmony: Hi Tony. I'm just finishing up my homework and waiting for Tessa to go to the movies. Would you like to come with us?

Tony: Well, it depends... What are you going to watch? You know I love going to the movies.

Harmony: Me too! We are watching a comedy, Tessa and I love comedies. It has very good reviews.

Tony: I see. I don't really like comedies. I'd rather stay and read a romantic book.

Harmony: Wow! I didn't know you like reading romantic novels, I like them too. When you finish reading it you can lend me the book, can't you?

Tony: Sure, Harmony. I can lend you the book. Anyway, I'm going to play basketball tomorrow morning. Do you wanna join me?

Harmony: Sure, let's meet at 9. I'm so glad we both love sports, it's hard to find someone to exercise with.

Tony: It is, but it's harder to find someone to watch horror movies with. It's like I'm the only one who likes them.

Harmony: Well, I love watching the news and nobody watches them with me. So, we're even.

Tony: True. Well, I'll let you finish your homework so you can go to the movies. Enjoy your film!

Harmony: Thank you Tony, see you tomorrow at 9.



TRACK 23

Breathe English 1 Activity Book, Unit 7, I've got questions

Harmony: Hi Tony, are you ready to play basketball?

Tony: Yes! Let's walk to the park. It isn't far.

Harmony: No! Ask your brother to give us a ride.

Tony: You don't like walking, do you?

Harmony: I really don't. It's boring.

Tony: I see but if we walk together we can talk and we will be there in five minutes, won't we?

Harmony: I guess you are right but next time your brother will drive us.

Tony: Alright. Let's hurry up because I want to beat you. Last time I won 40 - 20. Remember?

Harmony: Oh I remember. Think you can beat me again, don't you?

Tony: Yes, I think so.

Harmony: Then, get ready for a big surprise as I'm going to wipe the floor with you.



TRACK 24

Breathe English 1 Reader's Book, Unit 8, Tell me a story

Fragments of The Canterville Ghost

By Oscar Wilde

When Mr. Hiram B. Otis, the American Minister, **bought** Canterville Chase, everyone told him he was doing a very **foolish** thing, as there was no doubt at all that the place was **haunted**.

A few weeks after this, the **purchase** was concluded, and at the close of the season the Minister and his family went down to Canterville Chase.

Mrs. Otis, (...) was now a very **handsome**, middle-aged woman, with fine eyes, and a superb profile.

Her **eldest** son, (...) was a fair-haired, rather good-looking young man.

Miss Virginia E. Otis was a little girl of fifteen, **lithe** and lovely as a **fawn**, and with a fine freedom in her large blue eyes.

After Virginia came the **twins**, who were usually called "The Star and Stripes," as they were always getting **swished**.

As they entered the avenue of Canterville Chase, however, the sky became suddenly **overcast** with clouds, a curious stillness seemed to hold the atmosphere, a great flight of rooks passed silently over their heads, and, before they reached the house, some big drops of rain had fallen.

Standing on the steps to receive them was an old woman, neatly dressed in black silk, with a white cap and **apron**. This was Mrs. Umney, the **housekeeper**. She said in a quaint, old-fashioned manner, "I bid you welcome to Canterville Chase."

Suddenly Mrs. Otis caught sight of a dull red **stain** on the floor just by the fireplace, and, quite unconscious of what it really signified, said to Mrs. Umney, "I am afraid something has been spilt there."

"Yes, madam, blood has been spilt on that spot."

"How horrid!" cried Mrs. Otis; "I don't at all care for blood-stains in a sitting-room. It must be removed at once."

"It is the blood of Lady Eleanore de Canterville, who was **murdered** on that very spot by her own **husband**, Sir Simon de Canterville, in 1575. Sir Simon survived her nine years, and disappeared suddenly under very mysterious circumstances. His body has never been discovered, but his **guilty** spirit still **haunts** the Chase. The blood-stain has been much admired by tourists and others, and cannot be **removed**."

"That is all **nonsense**," cried Washington Otis; "Pinkerton's Champion Stain Remover and Paragon Detergent will clean it up in no time," and before the terrified housekeeper could interfere, he had fallen upon his knees, and was rapidly **scouring** the floor with a small stick of what looked like a black cosmetic. In a few moments no trace of the bloodstain could be seen.

"I knew Pinkerton would do it," he exclaimed, triumphantly, as he looked round at his admiring family; but no sooner had he said these words than a terrible flash of **lightning** lit up the sombre room, a fearful peal of **thunder** made them all start to their feet, and Mrs. Umney **fainted**.

Mr. Otis was awakened by a curious noise in the corridor, outside his room. It sounded like the clank of metal, and seemed to be coming nearer every moment. The strange noise still continued, and with it he heard distinctly the sound of **foot-steps**. He put on his slippers, took a small **oblong phial** out of his dressing-case, and opened the door. Right in front of him he saw, in the wan moonlight, an old man of terrible aspect. His eyes were as red **burning coals**; long grey hair

fell over his shoulders in matted coils; his **garments**, which were of antique cut, were soiled and ragged, and from his wrists and ankles hung heavy manacles and rusty shackles.

"My dear sir," said Mr. Otis, "I really must insist on your **oiling** those chains".

He fled down the corridor, uttering hollow **groans**, and emitting a ghastly green light. Just, however, as he reached the top of the great oak staircase, a door was flung open, two little white-robed figures appeared, and a large **pillow** whizzed past his head!

On reaching a small secret **chamber** in the left wing, he leaned up against a **moonbeam** to recover his **breath**, and began to try and realize his position. Never, in a brilliant and uninterrupted career of three hundred years, had he been so grossly insulted.

For the rest of the week, however, they were **undisturbed**, the only thing that excited any attention being the continual **renewal** of the blood-stain on the library floor. This certainly was very strange, as the door was always **locked** at night by Mr. Otis, and the windows kept closely barred. The **chameleon-like** colour, also, of the stain excited a good deal of comment. Some mornings it was a dull (almost Indian) red, then it would be vermilion, then a rich purple, and once they found it a bright emerald-green.

The second appearance of the ghost was on Sunday night. Shortly after they had gone to bed they were suddenly alarmed by a fearful **crash** in the hall. Rushing down-stairs, they found that a large suit of old **armour** had become detached from its stand, and had fallen on the stone floor, while seated in a high-backed chair was the Canterville ghost, **rubbing** his knees with an expression of acute agony on his face. The twins, having brought their **pea-shooters** with them, at once discharged two **pellets** on him.

For some days after this he was extremely ill, and hardly stirred out of his room at all, except to keep the blood-stain in proper repair.

"I am so sorry for you," Virginia said, "but my brothers are going back to Eton tomorrow, and then, if you **behave** yourself, no one will annoy you."

"It is absurd asking me to behave myself," he answered, looking round in **astonishment** at the

pretty little girl who had ventured to address him, "quite absurd. I must rattle my chains, and groan through keyholes, and walk about at night, if that is what you mean. It is my only reason for existing."

"...you know you **stole** the paints out of my box to try and **furbish** up that ridiculous blood-stain in the library. (...) who ever heard of emerald-green blood?"

"Well, really," said the Ghost, rather meekly, "what was I to do? It is a very difficult thing to get real blood nowadays, and, as your brother began it all with his Paragon Detergent, I certainly saw no reason why I should not have your paints. As for colour, that is always a matter of taste: the Cantervilles have blue blood, for instance, the very bluest in England."

"You can help me. You can open for me the portals of **death's** house. for love is always with you, and love is stronger than death is."

"I am not afraid," she said firmly, "and I will ask the angel to have **mercy** on you."

She opened her eyes, and saw the wall slowly **fading away** like a mist, and a great black cavern in front of her. A bitter cold wind swept round them, and she felt something pulling at her dress.

"Quick, quick," cried the Ghost, "or it will be too late," and in a moment the **wainscoting** had closed behind them, and the Tapestry Chamber was **empty**.

TRACK 25

Breathe English 1 Activity Book, Unit 8, Tell me a story

The Legend of Sleepy Hollow

Sleepy Hollow was a small, quiet town. Everyone said it was enchanted.

Ichabod Crane went to Sleepy Hollow to be a teacher.

There, he heard the legend of the Headless Horseman. Who was a soldier that lost his head in the war.

The horseman often appeared by the church, where he was buried. He was always searching for his head.

Katrina Van Tassel was a young woman. She was Ichabod's student.

Ichabod fell in love with Katrina.

Brom Bones was also in love with Katrina.

Brom Bones tried to scare Ichabod away from Katrina but failed.

One night after a party at Katrina's house, Ichabod saw the headless horseman by the church.

He tried to get away from it but his own horse was too slow.

The next morning, Ichabod's horse returned home without him.

They looked for him but only found his hat on a pumpkin.

Ichabod was never heard from again.

TRACK 26

Breathe English 1 Reader's Book, Unit 9, Languages around the world

A world with many tongues

Look at the person next to you and ask yourself two questions:

How is this person different from me?

How are we **alike**?

Indeed we are all different from each other. Physical factors like **features**, skin and hair color, and height, make us all different. But there are other factors that also set us apart. Nationality is a very important one. We are all different according to the place where we were born. This has to do with the way we look (our physical characteristics) but also with many other things like our **customs**. Some of these differences are more obvious than others and, while some of them are irrelevant when we interact, some others are very relevant and can even make it impossible for us to understand each other.

Think about it. How could you guess where a person is from without looking at them?

That's right! By the language they speak.

There are 195 countries in the world. Each different from all the others in territory, **resources**, culture, race and language. As if this wasn't a

large enough number, some of those countries have great diversity within them. Dozens of tribes can inhabit a single country of Africa. Just like in Mexico, many different indigenous cultures are still alive. This gives way to a great deal of cultural and **linguistic diversity**.

- Why are there so many languages around the world?
- How did language originate?
- How many languages are there?
- Which are the most spoken languages in the world?
- Why are some words similar in many different languages?

These are some interesting questions about languages around the world. Some of them have an easy answer, while others simply provoke more questions.

There is no official count of how many languages exist in the world. This is because there are still places that haven't been fully explored, like the Amazon Rainforest or New Guinea. The British Encyclopedia published in 1911 an estimate of 1000 languages. Since then, the number has **increased** non-stop. Other unofficial language catalogs suggest there could be over 6000 different languages in the world.

The person who speaks the most languages in the world

Ziad Fazah, who **claims** to speak 59 languages, **currently** holds the record of the most languages spoken by one person. However, in the past, there have been some impressive people who have **surpassed** this record. For example, Cardinal Giuseppe Caspar Messofanti, who was born in 1774, spoke 38 languages and 40 dialects, giving a grand total of 78. Al-Farabi, a Muslim from the 10th Century was supposed to speak 70 languages. There was also a German of 80 languages. But the **undisputed** champion is definitely Sir John Bowring, who was the governor of Hong Kong in the 19th century. He was said to understand 200 languages and speak 100.

The language or languages spoken in a specific country is the result of many different cultural and historical factors. While some countries speak only one language, like Germany or Denmark, others are divided by a clear linguistic difference. Canada, for example, has two official languages: English and French. This is because part of the territory now **known** as Canada was once conquered by France, while the other part was conquered by England. This historical factor also defines the language spoken in countries across the American Continent. All countries once colonized by Spain, nowadays speak Spanish, while Brazilians speak Portuguese because their territory was once a Portuguese Colony.

However, in some of these countries that changed their official language hundreds of years ago when they were colonized, indigenous tongues have survived. This is the case of Mexico, where 68 indigenous languages are recognized. The country where the most languages are spoken is Papua New Guinea. Where an estimated 832 languages are spoken by a population of 3.9 million people.

Nevertheless, regardless of all this linguistic diversity, languages are **dying** every day. Many of these tongues are no longer being taught to children and are only spoken by the **elders**. For this reason, they will disappear within the next generation. In today's globalized world, some languages continue to grow in use, while others will inevitably disappear.

Currently, Chinese is the most spoken language in the world. This is due to the fact that it's the language of the most populated country in the world. Chinese is spoken by over 1.2 billion people as their first language.

English is the second most spoken language in the world. There are many countries where the official language is English. But English is also learned by millions of people across the 5 continents as a second language, unlike Chinese which is very difficult to learn. English is also used as Lingua Franca in many parts of the world: this means it's the common language used to communicate amongst people who speak different languages.

Finally, Spanish is the third most spoken language in the world. 19 countries in Central and

South America consider it their official language. About 437 million people speak it. Also, the hispanic population is growing in other countries like the USA, and with it, the use of the language.



TRACK 27

Breathe English 1 Activity Book, Unit 9, Languages around the world

Chinese is the most spoken language in the world. This is due to the fact that it's the language of the most populated country in the world: China.

English is the second most spoken language in the world. It's the official language of England, the United States of America, Canada, Australia, India and South Africa. It is also spoken in several countries in the Caribbean and others in Africa and Oceania.

Spanish is the third most spoken language in the world. It is the official language of most of Central and South America. It's spoken in Mexico, Peru, Argentina, Chile, amongst others. It is also spoken in Spain.

Other important languages are Portuguese, French and Arabic. Portuguese is spoken in Portugal and Brazil, but also in some African countries like Mozambique.

French is spoken in France, Canada and some African countries like Congo, Cameroon, Madagascar and Niger amongst others.

Arabic is spoken in all of Northern Africa in countries like Egypt, Algeria, Iraq and Israel, amongst others.



TRACK 28

Breathe English 1 Activity Book, Unit 9, Languages around the world

South Africa is the country with the most official languages, with a record of 11. Although English is the most common language in official life, as well as for commercial transactions, it is only the fifth most spoken language amongst the population. **This means that only 9.6% of South Africans speak English.**

The most spoken language in South Africa is Zulu. This is the language of the Zulu Ethnic group. About 9 million people speak it. **23% of South Africa's population speak Zulu.**

Xhosa is spoken by 16% of South Africans, which makes it the second most spoken language in that country.

The third one is Afrikaans. This language derived from the language Dutch immigrants spoke in their South African Colonies. **About 13.5% of the population speak Afrikaans.**

Sepedi is spoken by 9.1% of the population and Setswana by 8%.

Sign language is also officially a language in South Africa.



TRACK 29

Breathe English 1 Reader's Book, Unit 10, What a wonderful world!

2389

It was **toward** the year 2389 when the great catastrophe **took place**, not more than six decades had passed after those horrible events that almost finished off the human race, but many were able to survive after the catastrophes. Human beings knew life was not easy, but they also knew they were strong and **willing** enough to keep on living, no matter how hard conditions were or how hopeless the future seems to be.

Mia had not only been one of the survivors but also one of the women who **were able to** support many others to keep their lives. **Altogether** they were able to start from zero, a completely new way to live. After all sorts of natural devastation, those who could escape from death had suffered enough to decide to change their minds dramatically. They knew they had been responsible for all the **damage** they had caused to the planet. They knew they had to change everything, from eating habits to the way houses were built and that minimum resources should be exploited if they wanted to stay alive and give humankind another chance.

The **toughest** part was for the survivors, those who had to learn how to get by on their

own **resources**, from finding seeds to plant, to gathering proper cultivating soils; when the only thing they had had to do before the catastrophe had been to **actually** search in their brains the dishes they wanted to have and mentally order them. The food would appear at their doors just a few minutes afterwards. Everything **seemed** as if that reality had been a dream, and had never existed.

Young people wouldn't know how life had been, and were not able to picture in their minds all the wonderful **landscapes** and **amusements** that their ancestors used to tell them about. How could they? Everything seemed to be so different now.

Mia and Ro, had actually rebuilt Cuicacalli City **out of dust**. At the beginning there were about two hundred survivors; but as time went on, people from all religions, countries and colors began arriving in couples, families or small groups. After very long expeditions (even some that lasted years) people kept on coming, the new ones became part of the new city and they were always welcome there.

They also knew from the third war that **hating** someone because of their differences was nothing but ignorance, the kind of ignorance that **led** to destruction. Now, there were almost 2600 inhabitants. Cuicacalli City was a very small village to live in, and for a long time, all of them seemed to believe they were the only living humans on Earth.

In more than twenty years no new comer had arrived until that October morning. Everybody in the City was very happy about the arrival of this new group of people bringing new airs and new knowledge about other large groups of people very far away from their land that had also survived and who were able to also rescue different kinds of seed, where some other animals had been able to survive and where they seemed to have kept many other facilities that allowed them to have a more satisfactory life. They had even managed to grow a huge real **forest**. Many species included.

The mission for this group was to find **scattered** groups of people around the world and invite them to join their lands. Humans had understood lately that the only way to become

strong enough to survive as species was to keep together, valuing everybody's knowledge and experience to assure survival.

The invitation was submitted to the decision committee, where a group of important people from Cuicacalli asked and discussed all the important points with the newcomers. This assembly lasted for about 8 days, and was **broadcast** live. Every citizen of the city was allowed to ask any questions they had and after listening to the answers and to the experts' opinions the whole town voted. Everybody's voice was listened to, from 4 year-old children to the elders of the town, everybody had the right to express an opinion about their future.

The decision was made; they would migrate to new lands. The time to plan the itinerary and all the fundamental details for the trip arrived. Just like that, they were on to a new adventure.



TRACK 30

Breathe English 1 Activity Book, Unit 10, What a wonderful world!

Susana and Jesus are planning a trip to San Luis Potosi, listen carefully and decide the order of the places they want to visit according to their itinerary.

Jesus: I am so happy we can finally begin our expected trip to San Luis Potosi!

Susana: Oh yes Jesus, I am very excited too. It took a great effort to save enough money to finally go to San Luis Potosi with all these gorgeous places we have heard about. My brother told me that he had never seen a more beautiful garden Than the surrealist garden of Edward James.

Jesus: Well these photos can not lie, and what about the Cave of Swallows, I guess it really is something majestic.

Susana: Yes, you are right! Why don't we check our itinerary just to make sure we are covering everything we want to do.

Jesus: Sure! Great idea. Ok, first of all today, as we are not arriving so early we will only have time to book in the hotel and maybe we can go downtown to have dinner and visit the Cathedral.

Susana: Wonderful, tomorrow morning we will take the tour to the Cave of Swallows and I also guess we will get to the hotel very late so we won't have time to do more.

Jesus: I agree, the day after tomorrow we may go shopping to the handcraft market and walk around the city, finding the best places to eat. I have heard the gastronomy in San Luis is worth tasting it.

Susana: Mmmmm, yummy! And last but not least our desired trip to the surrealist garden of Edward James. I am sure we will have an unforgettable time together!

Jesus: You bet your boots!



TRACK 31

Breathe English 1 Reader's Book, Unit 10, What a wonderful world!

Ro: Mia, I have been thinking, there are so many things to agree before leaving our beloved lands.

Mia: I know dear friend. Why don't we begin by asking all our friends, citizens of Cuicacalli, to gather all the food there is in the city.

Ro: Food, definitely that must be our priority, food and water, as our new friends have told us the trip is quite long. We really should take all the seed samples we have managed to rescue during all these years.

Mia: Are you sure we should take them with us? I am sure they are really important but remember the only way to keep them useful is to keep them in the containers and those are too heavy and large to carry.

Ro: Yes, that's not good. But maybe we should find a way to fix that cart we found so long ago, our horses may then support us by pulling the most important stuff.

Mia: It sounds fantastic! That's quite a good ideal!

Ro: Thank you Mia, my friend. You know? Although I feel a bit scared about the changes I am really looking forward to initiating this great adventure!

RUBRICS

UNIT 1 Serving others

ROLE PLAY RUBRIC. SUGGESTED ASSESSMENT 1

Suggestions for the teachers

- Suggested to evaluate the product. (Dialogue).
- It can also be used for the dialogue activities from the book to provide one on one feedback. This will allow the student to modify what is necessary before the final performance evaluation.
- Since the activities are designed to perform a conversation, the feedback will be given in pairs (locutor-interlocutor).
- This assessment tools may be used at the end of the unit or after the *Express yourself* section, as it better suits the teacher.

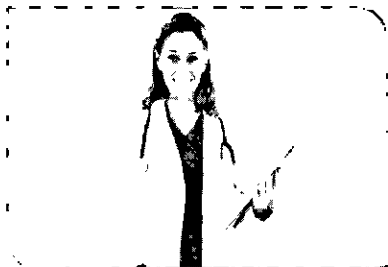
CATEGORY	6	7-8	9	10
Oral Expression				
Uses strategies to initiate, keep and finish simple interactions about daily and personal interest topics.	Lack of strategies slow down the pace and prevents the interlocutor from conveying his ideas successfully.	Speaks with some hesitation which hinders with communication during the interaction.	Fluently communicates and delivers the message to the interlocutor despite of hesitation.	Communicates fluently and conveys ideas successfully
Attitudes towards language and communication				
Acts with respect and kindness in the daily communal living.	Doesn't use any courtesy phrases or greetings.	Uses a few courtesy phrases and greetings.	Uses courtesy phrases and greetings but not consistently.	Uses courtesy phrases and greetings.
Formulates and responds to questions to ask for and give information.	Lack of structure in the dialogue making difficult to communicate. Lack of appropriate vocabulary for the situation causes a detriment in the performance.	Some control of simple structures. Limited use of vocabulary to ask and provide public services.	Good degree of control of simple structures. Uses some of the appropriate vocabulary to ask and provide public services.	Sufficient control of simple and complex structures. Uses appropriate vocabulary to ask and provide public services.

TEST. SUGGESTED ASSESSMENT 2

Suggestions for the teachers

- Individual activity.
- The test can be used in the middle of the unit so the teacher can reinforce vocabulary, expressions, and structures students haven't acquired yet.

Look at the images and write the word that describes them.



Use the following information to build up a dialogue.

- There's a gas leak in your apartment.
- It's 9:00 a. m.
- You are home alone.
- You live on 932 San Pascual St.
- You need to ask for safety procedures while the help arrives.

Read and select the expressions that show courtesy.

Cops are on their way!

We don't provide that service.

Excuse me, can you help me?

Sure!!!

Good morning! Can I report an accident?

There's a gas leak in the building.

How can I help you?

What time did the accident occurred?

Thank you!

Where would you hear these answers?

Read and classify.

- The invasion is taking place in the North.
- There's a gas leak!
- Are you under medication?
- When did the fire start?
- Is the patient conscious?

HOSPITAL

FIRE STATION

POLICE DEPARTMENT

ARMY

UNIT 2

Silent words

ANECDOTAL NOTES FOR PERFORMANCE. SUGGESTED ASSESSMENT 1

Suggestions for the teachers

- This format is suggested for the teacher to record the student's or team's progress and to design the pertinent interventions⁴ in order to give your students support during the process, both in what it refers to language as in what it refers to the interactions that hinder the student to achieve the learning outcome and the product.
- The format considers 10 aspects to evaluate divided in three different sheets (class 1, class 2, and class 3) 10 point in all.

⁴Interventions - Any resource (adequacy in activities, changes in the process, use of different materials, and strategies to improve the interaction within the group, etc., so that the students can accomplish the task successfully).

ANECDOTAL NOTES FOR PERFORMANCE

Team members

ASSIGNMENT (SAMPLE) Script for a silent short film

GENRE:

TITLING

CLASS 1

Date:

Strategies

- Recognizes theme and purpose, and audience and plans according to that.

Progress

- Builds up a story.
- Includes contextual clues, environmental sounds, relation between participants, attitude, etc.

Needs

(Teacher's notes)

Intervention to meet the challenge



CLASS 2

Date:

Progress

- Observes and understands non-verbal language.
- Expresses ideas by using body language. (use of body language).
- Uses linking words such as but, because, therefore, and (cards, sign language, etc.).

Needs

(Teacher's notes)

Intervention to meet the challenge

CLASS 3

Date:

Progress

- Recognizes some conventions of the media audiovisuals such as: sound effects and camera angle.
- Makes connections between body and visual language.
- Creates alternative ways to express meaning
- Accomplishes the task and presents the film to the class.

Behavior

- Empathizes
- Collaborates
- Leads and follows
- Shows enthusiasm

Just as a guide for the teacher to observe the interactions.

Needs

(Teacher's notes)

Intervention to meet the challenge



RUBRIC. SUGGESTED ASSESSMENT 2

Suggestions for the teachers:

- The rubric is suggested to evaluate the product. So it is recommended to use it at the end of the unit.
- It can also be used before you assign the task. This will help the student to be aware of the criteria that will be considered to evaluate the product.
- Team-teacher feedback is recommended.

CATEGORY	6	7-8	9	10
	Oral expression			
Offers details to enrich the message.	Communicates without using appropriate corporal language to enrich the messages.	Communicates with difficulty, however uses a few appropriate resources such as body language, sounds, and gestures to deliver the messages.	Communicates well by using resources such as body language, sounds, and gestures to deliver and enrich the messages.	Communicates effortlessly by using resources such as body language, sounds, and gestures to successfully deliver the messages and enrich the messages.
	Attitudes towards language and communication			
Values creativity and proposal while working in teams and reaches agreements to achieve a common benefit.	Works in teams event though has difficulties to agree with others and show ideas with the rest of the group to accomplish the task.	Works in teams and is able to share some ideas.	Works in teams, shares ideas, and agrees with others when what is proposed enriches the activity.	Works in teams successfully, shares ideas, proposes and reaches agreements with others easily.
Shows a positive attitude towards, learning and self-evaluation.	Completes the assignment after a few one on one conference and extra support.	Completes the assignment with the help of an adult.	Completes the assignment after further explanation.	Completes the assignment independently.

UNIT 3

I've got questions

TEST. SUGGESTED ASSESSMENT 1

Suggestions for the teachers.

- Individual activity.
- The test can be applied in the middle of the unit and be useful to provide feedback and reinforce vocabulary, expressions, and structures the student hasn't acquired yet.
- As a following activity, it can be used to practice in pairs using the questions elaborated in the test.
- There are 2 different tests A and B in case the teacher wants to apply a different one in each row.

QUESTIONNAIRE. SUGGESTED ASSESSMENT 2

Suggestions for the teachers.

- Activity in pairs.
- The format for the teacher is a guide to know in advance what questions must be structured by the student so the interview may take place.
- The format for the student includes the prompts to make the questions mentioned above.

Instructions for the teacher

- Choose pairs of students according to their level, needs, and social competences.
- Provide 1 format to each student.
- Explain that in the phase 1 students have to build up the ideas by using the prompts in their format and ask questions in turns about name and nationality.
- Explain that in the phase 2 students are going to ask some questions to find out information about the activities they do, what they don't like and what they'd like to do in the future.
- Ask them to record their answers on the sheet so that the teacher will give one on one feedback once the activity has been done.

TEST A

Name

Date

Group

Points

/20

Final Grade

I. Use the following prompts to write questions so that you can get from the interviewee the information requested. /10

- Find someone who has a pet.
- Find someone who has at least one grandparent who still alive.
- Find someone who takes showers every day.
- Find someone who ate out in the last week.
- Find someone who drives to school every day.
- Find someone likes learning languages.
- Find someone who was born in a different state from yours.
- Find someone who likes to follow artists online.
- Find someone who travels every year.
- Find someone who doesn't like heavy metal.



II. Match the image with the words.

/5

singer

music

movies

sports

food



III. Read the text and underline in red what they like and in blue what they dislike.

/5

- He likes to play football.
- He likes playing basketball.
- Harmony likes to go to the park.
- He doesn't know how to drive.
- He doesn't like to drive.
- Tony likes to go to the park.
- She doesn't like to walk.



Harmony: Hi Tony, are you in the mood to play basketball?

Tony: Yes! Let's go to the park. It isn't far.

Harmony: No! Ask your brother to give us a ride.

Tony: You don't like walking, do you?

Harmony: I really don't. It's boring. Can you borrow his car?

Tony: I don't like driving. What if we walk together, we can talk and we will be there in about 15 minutes, won't we?

Harmony: I guess you are right but next time your brother will drive us.

Tony: Alright. Let's hurry up! I want to beat you. Last time I won 40 - 20. Remember?

Harmony: Oh I remember. You really like playing basketball. I'm sure you can beat me again, can't you?

Tony: Yes, I think so.

Harmony: Then, get ready for a big game as I'm going to wipe the floor with you.

TEST B

Name

Date

Group

Points

/20

Final Grade

I. Use the following prompts to write questions so that you can get from the interviewee the information requested. /10

- Find someone who was born in January.
- Find someone who usually goes out of town for the holidays.
- Find someone who is good at math.
- Find someone who does not like broccoli.
- Find someone who is an only child.
- Find someone who likes rice better than potatoes.
- Find someone who likes pizza.
- Find someone who likes blue better than red or orange.
- Find someone who wasn't born in August.
- Find someone who can swim well.

II. Match the image with the words.

/5

movies

food

sports

music

singer



III. Read the text and underline in red what they like and in blue what they dislike.

/5

- He likes to play football.
- He likes playing basketball.
- Harmony likes to go to the park.
- He doesn't know how to drive.
- He doesn't like to drive.
- Tony likes to go to the park.
- She doesn't like to walk.



Harmony: Hi Tony, are you in the mood to play basketball?

Tony: Yes! Let's go to the park. It isn't far.

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Tony: You don't like walking, do you?

Harmony: I really don't. It's boring. Can you borrow his car?

Tony: I don't like driving. What if we walk together, we can talk and we will be there in about 15 minutes, won't we?

Harmony: I guess you are right but next time your brother will drive us.

Tony: Alright. Let's hurry up! I want to beat you. Last time I won 40 - 20. Remember?

Harmony: Oh I remember. You really like playing basketball. I'm sure you can beat me again, can't you?

Tony: Yes, I think so.

Harmony: Then, get ready for a big game as I'm going to wipe the floor with you.

QUESTIONNAIRE

TEACHER'S FORMAT

Phase 1

Hello. My name is Andy (interviewer).

[Ask questions in turns about name and nationality.]

- Name
- What's your name?
- Can you spell it for me?
- Nationality
- Where do you come from?
- How long have you lived here?
- Thank you.

Phase 2

Now, you are going to ask some questions to find out information about the activities they do, what they don't like and what they'd like to do in the future.

Use the prompts to ask:

- Current activities
- Future expectations
- Sports
- Games
- Family
- Friends

QUESTIONNAIRE

STUDENT'S FORMAT

Phase 1

Introduce yourself and say hello.
(Interviewer).

[Ask questions taking turns about name and nationality.]

.....

. Name

.....

. Spell the name

.....

Nationality

.....

Time living here

.....

Phase 2

Now, you are going to ask some questions to find out information about the activities they do, what they don't like and what they'd like to do in the future.

Use the prompts to ask:

- Current activities
- Future expectations
- Sports
- Games
- Family
- Friends

UNIT 4

What a wonderful world!

QUESTIONNAIRE. SUGGESTED ASSESSMENT 1

Suggestions for the teachers

- Post-activity questionnaires are intended to assess the effectiveness of various aspects of the activity (E. g. planning a trip) by answering a limited number of questions.
- This activity is suggested once they have gone through every step in the process. However, it can also be used to evaluate each step's accomplishment of the student or the team. As part of the student's self-evaluation they can show their portfolios as evidence of the project-making process.
- The open-ended questions at the end can be used to assess their ability to produce language learned in the process, but only as extra information for the teacher to monitor their progress.

TEST. SUGGESTED ASSESSEMENT 2

Suggestions for the teachers

- Suggested as an individual evaluation to be applied at the end of the unit.

25/25

This questionnaire may be used at the beginning of the unit as a diagnostic test or right after the Step 3 to make an itinerary to check how well the concepts are being clear to your students.

INSTRUCTIONS

I. Read the criteria established in the chart before working on each activity assigned in the project.

- Once you have gone through every step of the process assess it by using the chart below.

ITINERARY

Research



Did I do media research to gather information?

Accommodations



Did I look for places for accommodation?

Locations



Did I find locations on the research?

Money



Did I plan how much money would it approximately cost?

Passport & Visa

In case the place I planned to visit requires visa and passport.

Did I find information to get them?

Trip tasks



Did I organize my activities?

II. Present your itinerary to a partner and assess your skills by using the questions below.

Did I present my ideas to my traveling partner using my itinerary? Yes No

Did I use the following sentences to persuade my partner? Yes No

- Are we sure we*
- That's quite a good idea*
- We really should*
- I am looking forward to*
- Why don't we*

Did I argue ideas and proposals by using any of the following sentences?

- Are we sure we are choosing the best...*
- That's quite a good idea...*
- We really should go there...*

Yes No

Did I reach an agreement with my traveling partner? Yes No

(/10) 2.5 each question of the second part of the evaluation.

Rubrics

TEST

Name

Date

Grade

Score 25/

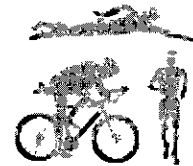
Final Grade

I. Match the ideas from the box with the icons in the chart.

/6

- Planning my expenses.
- Finding places to visit
- Planning outdoor activities
- Booking a place to stay
- Doing research to find information.
- Getting documents to travel ready.

TRIP



II. Read the questions and choose the correct answer.

/3

1. What should I take if I travel to the beach?

- a) A coat, a hat, gloves.
- b) A bathing suit, sandals, and sunglasses.
- c) Hiking boots, a water bottle, a compass.

2. How can I get information about trips?

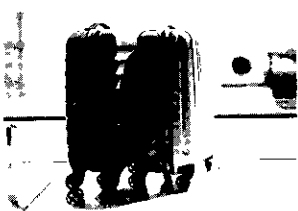
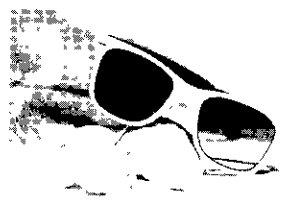
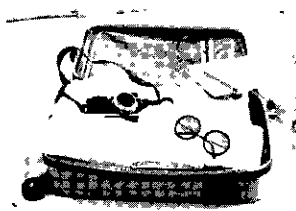
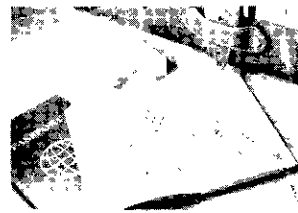
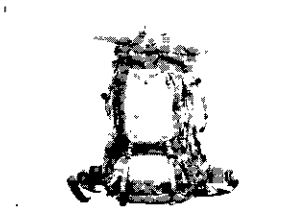
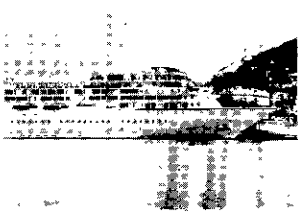
- a) Visiting some apps, doing research online, reading guides.
- b) On the radio, on TV.
- c) In the newspaper.

3. Which words are related to planning?

- a) Organized activities, decision making, establishing in advance.
- b) Mountains, beach, landscapes.
- c) Research, media.

III. Choose words from the box and write them down below the right image. /16

online research booking luggage flight outfit luxury trip
sunglasses expenses traveling passport backpack trip
hiking boots itinerary suitcase snorkel headphones



UNIT 5

Tell me a story

DESCRIPTIVE EVALUATION SCALE. SUGGESTED ASSESSMENT 1

Suggestions for the teachers:

- Suggested to be used while reading the stories, during the elaboration of the book, and to present the final product to the class. (Big book).
- Independent or group evaluation, depending on the teacher's decision.
- Each section has 5 elements. You can get 3 final grades and average or use the following chart.

Needs help	Below average	Average	Good	Excellent
6	7	8	9	10

DESCRIPTIVE EVALUATION SCALE

Selects and revise classic tales

- Understands tales written in common language.
- Acknowledges the importance of entertainment offered by different cultural expressions.
- Promotes constructive feedback and discussion.
- Appreciates and enjoys literary and cultural expressions in the English language.
- Recognizes topic, purpose and intended audience.

Produces texts to participate in academic events

- Writes short and structured texts.
- Gives some details to complement the text.
- Uses strategies to plan and edit written texts.
- Manages a repertoire of words and structures. (Conventional language).
- Shows conventional use of common punctuation marks.

Expresses personal reactions to literary texts, using known oral expressions

- Uses adjectives to express feelings towards the story.
- Uses a repertoire of words and structure to express ideas.
- Retells events in a sequence.
- Fosters respect towards other's opinions.
- Understands and appropriately contributes in discussions.



RUBRIC. SUGGESTED ASSESSMENT 2

Suggestions for the teachers

- Suggested to be used along the unit to evaluate progress after the reading and discussion activities.
- Independent evaluation.

RUBRIC

Needs help	Below average	Average	Good	Excellent
6	7	8	9	10
KEY EVENTS				
Identifies 2 key events of the story.	Identifies 3 but struggles.	Identifies 4 but has difficulties to express them.	Identifies 4 or 5 but has difficulties to express them.	Identifies a key elements of a story and clearly expresses them.
Can't express them orally.	Has difficulty to express them orally.	Expresses them orally.	Expresses them orally.	Effortlessly expresses them orally.
6	7	8	9	10

GENERAL SENSE AND MAIN IDEAS

Struggles to understand basic ideas of the story	Struggles to understand basic ideas of the story.	Uses a few comprehension strategies to understand.	Uses some comprehension strategies to understand.	Understands easily by using comprehension strategies to understand.
Doesn't activate prior knowledge.	Doesn't activate prior knowledge.	Sometimes activates prior knowledge.	Always activates prior knowledge.	Automatically activates prior knowledge
Needs extra support to predict the general idea of the story.	Has difficulties to predict the general sense of the story.	Has difficulties to predict the general sense of the story.	Can predict the general sense of the story.	Effortless predicts the general sense of the story.
6	7	8	9	10

UNIT 6

What the future will bring

FORECASTING. SUGGESTED ASSESSMENT 1.

Suggestions for the teachers

- The forecasting exercise can be used to evaluate written language and the use of structures to talk about the future.
- The test is suggested to evaluate the students' progress at the end of the unit.

Write a statement of what is expected to happen in the future, especially in relation to the following particular areas.

- Description of yourself
- Your job
- Working place
- Your family
- An important thought

*(2 points per correct idea. 10 points in all)



TEST SUGGESTED ASSESSMENT 2

I. Choose words from the box and fill in the blanks.

might going to want will

1. In the future I _____ to be a writer.
2. Cars _____ circulate in the air in the near future.
3. I really _____ to travel with my friends.
4. I'm not sure what career I will choose, I _____ choose Marketing.
5. If it snows I _____ stay home.

II. Order the sentences.

1. I / hope / singer / and make / I'll / be a famous / lots of money
2. I'll / buy a house / probably / soon
3. I / think / go to N.Y. / I'll / by plane
4. I / have / hope / won't / I / a / teacher / boring
5. party / won't take / to the / definitely / my little brother / I

III. Use the verbs in parenthesis and "will" or "going to" to complete the sentences.

1. What are your plans for the weekend? I _____ near the lake. (*to rest*)
2. My brother is always late. I'm sure he _____ late for the wedding too. (*to be*)
3. Watch out! You _____ yourself. (*to hurt*)
4. I don't think my parents _____ their holidays by the sea again. (*to spend*)
5. It's 7 o'clock already. We _____ the bus. (*to miss*)

(15 points in all)

UNIT 7

What do you think?

SELF-EVALUATION. SUGGESTED ASSESSMENT 1

Suggestions for the teachers:

- Self-evaluation-suggested to be used during the process of the comic to check and improve it.
- Self and peer evaluation to evaluate the ability to give opinions about the final product. (Comic).
- The first evaluation includes 8 elements. You can get the average after using the following chart to grade each aspect.

Needs help	Below average	Average	Good	Excellent
6	7	8	9	10

- As the teacher you can observe if they are using the expressions to share an opinion, to give extra information and to defend their points of view. (Spoken language that needs to be reinforced). And write it under "Opinion".
- This tool may be used after the step 3 or at the end of the unit, to suit the teacher's and student's needs.

Name

Comic's title

Final grade

Opinion

ABOUT THE COMIC

- Does the comic strip express strong opinions you have about the topic?
- Does it include onomatopoeias, dialogues and icons?
- Does the setting show creativity?
- Do the images contribute to understand the ideas expressed in the comic?
- Do the characters reflect what you think and how you feel about the topic?
- Is the story line interesting?
- Does the story line follow a good and clear cause and effect sequence?
- Do drawings highlight the comic?

PEER-EVALUATION CARD. SUGGESTED ASSESSMENT 2

Name

Comic's title

Final grade

Opinion

ABOUT THE COMIC

- Did you like your partner's comic?
- What did you like the most about it?
- What was interesting or new about the setting?
- Do the images contribute to enrich the story?
- Are the characters interesting?

UNIT 8

The book of words

QUESTIONNAIRE

Suggestions for the teachers

- Both instrument of evaluation are suggested.
- The questionnaire to evaluate the final product. (Dictionary).
- The checklist to remind the teacher of the importance of guidance during projects.

DICTIONARY CHECKLIST

SELF-EVALUATION FOR THE TEACHER

Yes No

- I monitored the progress of students and intervened.
- I gave the students the opportunity to make decisions.
- I gave the students opportunities to write after choosing their own audience and provide feedback and support.
- I promoted the development and reflection on processes in favor of cooperation and integration.

DICTIONARY

Answer the questions by writing YES or NO

Do I understand the use of textual components of bilingual dictionaries?

Do I understand the importance of the instructions?

Do I identify entries and subentries (different meanings)?

Do I understand abbreviations?

Did I show interest in searching and obtaining information?

Did I value the use of punctuation signs and standard spelling?

Did I edit my work?

Did I revise the verb forms according to a dictionary?

(Each criteria will give you 1.25 points to get 10 in all)

Final Grade

UNIT 9

My system, my body, myself!

TEST A. SUGGESTED ASSESSMENT 1

TEST B. SUGGESTED ASSESSEMENT 2

Suggestions for the teachers

- The tests can be applied according to the level and ability of the students.
- Test B requires written language skills developed to be solved. The second part of the test is suggested only for advanced students.
- Suggested to be used while working on the presentation and after presenting the topic to enrich, adequate, and self-evaluate.
- Individual or group evaluation, depending on the teacher's request.
- The 2 first sections have 4 elements (2.5 each)
- The third one evaluates 5 aspects. (2 points each)

TEST A

Name _____

Grade _____

Group _____

/20

1. Which body system is the stomach in?

- a) Circulatory b) Excretory c) Digestive

2. Which body system are the lungs in?

- a) Circulatory b) Respiratory c) Digestive

3. Which body system is the heart in?

- a) Respiratory b) Digestive c) Circulatory

4. Which body system is the esophagus in?

- a) Circulatory b) Respiratory c) Digestive

5. Which organ pumps blood?

- a) Lungs b) Heart c) Liver

6. Where does digestion start?

- a) Stomach b) Esophagus c) Mouth

7. Which organ produces bile?

- a) Liver b) Pancreas c) Kidneys

8. What is the main function of the digestive system?

- a) To break down foods into nutrients that can be used by the body.
b) Take in oxygen and exhale waste like carbon dioxide.
c) To filter toxins and excess water out of cells.

9. What is the main function of the excretory system?

- a) To break down foods into nutrients that can be used by the body.
b) To take in oxygen and exhale waste like carbon dioxide.
c) To filter toxins and excess water out of cells.

10. Which system provides movement to the body?

a) Muscular

b) Digestive

c) Skeletal

Choose a human body system and complete the chart.

NAME OF THE HUMAN BODY SYSTEM

(Draw a picture and label it with 5 important organs of the chosen system)

2 points

MOST IMPORTANT FUNCTIONS

IMPORTANT COMPONENTS OR ORGANS

(4 points per column)

TEST B

Name

Grade

Group

/20

1. Which body system is the stomach in?

- a) Circulatory b) Excretory c) Digestive

2. Which body system are the lungs in?

- a) Circulatory b) Respiratory c) Digestive

3. Which body system is the heart in?

- a) Respiratory b) Digestive c) Circulatory

4. Which body system is the esophagus in?

- a) Circulatory b) Respiratory c) Digestive

5. Which organ pumps blood?

- a) Lungs b) Heart c) Liver

6. Where does digestion start?

- a) Stomach b) Esophagus c) Mouth

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- a) To break down foods into nutrients that can be used by the body.
b) To take in oxygen and exhale waste like carbon dioxide.
c) To filter toxins and excess water out of cells.

10. Which system provides movement to the body?

a) Muscular

b) Digestive

c) Skeletal

Choose a human body system and write a story about it. (The functions must be explained as a story).

UNIT 10

Languages around the world

DESCRIPTIVE EVALUATION SCALE. SUGGESTED ASSESSEMENT 1

Suggestions for the teachers

- Suggested to be used along the research to evaluate their ability to skim, scan and analyze information.
- Individual evaluation.
- For the rubric you can use the following chart.

Needs help	Below average	Average	Good	Excellent
6	7	8	9	10

DESCRIPTIVE EVALUATION SCALE

Interpret and expresses information published in diverse media and other sources.

- I did search on the web and different sources to find information about the topic.
- I formulated questions in order to get the data needed for my presentation.
- I answered my previous questions successfully after the research.
- I identified the most important information from a text.

Produces texts to participate in academic events.

- I identify topic, purpose and intended audience.
- I write short and structured texts.
- I prepare notes and graphic resources.
- I use strategies to plan and edit written texts.

Recognizes the composition of expressions in oral exchanges.

- I speak with the appropriate volume according to the situation.
- I use expressions to bring up a topic (I would like to add... As I was saying...).
- I combined oral interaction with graphic resources and use icons.
- I promote constructive feedback and discussion (questions and answers round after the presentation).
- I recognize topic, purpose and intended audience.

RUBRIC. SUGGESTED ASSESSEMENT 2

Needs help	Below average	Average	Good	Excellent
6	7	8	9	10

KEY EVENTS

Identifies 2 key events of the story.	Identifies 3 but struggles.	Identifies 4 but has difficulties to express them.	Identifies 4 or 5 but has difficulties to express them.	Identifies 5 key elements of a story and clearly expresses them.
Can't express them orally	Has difficulty to express them orally.	Expresses them orally.	Expresses them orally.	Effortlessly expresses them orally.
6	7	8	9	10

GENERAL SENSE AND MAIN IDEAS

Struggles to understand basic ideas of the text.	Struggles to understand basic ideas of the information found.	Uses a few comprehension strategies to understand.	Uses some comprehension strategies to understand.	Understands easily by using comprehension strategies skills.
Doesn't activate prior knowledge.	Doesn't activate prior knowledge.	Sometimes activates prior knowledge.	Always activates prior knowledge.	Automatically activates prior knowledge.
Needs extra support to analyze the information found.	Has difficulties to analyze the information.	Has difficulties to analyze the information.	Understands and analyzes the information well.	Effortless analyzes the information.
6	7	8	9	10

FINAL EXAM

Name:

Grade:

Group:

I. Order the dialogue. Write the correct number inside the brackets. (10 Points)

() Thank you.

() You're welcome.

() That's great. You'll make the flyers and in the meantime we'll take care of it.

() I found a lost dog and I was wondering if you can help it.

() Can you find its owner?

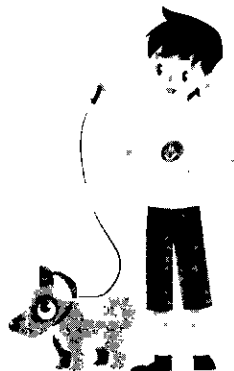
() Sure, I'll make some flyers.

() No, I'm afraid we don't look for the owner. But you can make some flyers with the dog's picture.

() Good morning.

() Good morning!
How can I help you?

() Of course, we can take the dog in and try to find a new home for it.

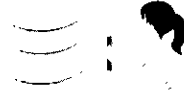


II. Match the sentences with the right drawings. (5 points)

1. Clean your house happily.



2. Close the door quickly.



3. Run energetically.



4. Study peacefully.



5. Eat lazily.

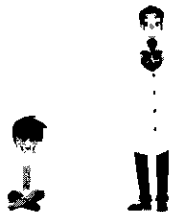


II.I. Complete the sentences with the following words. (5 points)

and but because

1. I like flowers

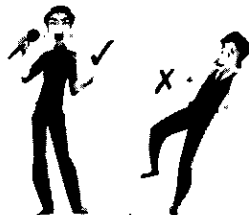
chocolates.



2. He is a good doctor
he studied a lot.



3. The boy has a cat
he is not very happy.



4. The actor can sing
he can't dance.



5. My mom has a computer
a tablet.

III. Complete the questions using the words in the box. Then, choose the right answer for the questions using the numbers, and finally the empathetic reply using the letters. (10 points)

Words for questions Does Did Do

Questions	Answers	Empathetic replies
Are you Mexican?	4)	7)
1) _____ you like romantic films?	5)	8)
2) _____ you like the movie?	6)	9)
3) _____ she like eating popcorn?	Yes, she does. Especially when watching movies.	10)

Answers

1. No, it was very boring.
2. Yes, I am from Mexico City.
3. No, I don't. I prefer horror films.

Empathetic replies

- a) Me too. I am glad to see someone from my own city.
- b) I know what you mean. The plot developed very slowly.
- c) I see. I don't like them either. I prefer thrillers.
- d) I agree. I almost finish them halfway through the movie.

IV. Complete the following dialogue with the corresponding phrase from the box. You can use these phrases more than once. (10 points, 2 each answer)

Why don't we begin by... We really should... I am really looking forward to...

1. _____ deciding where to travel.
2. _____ going to the beach.
3. Then, _____ think about getting a swimming suit.
4. Yes, _____ swimming for hours!
5. Then, now that we agree, _____ buy the tickets for the bus.

VIII. Order the steps to do your homework with numbers 1-5. (10 points)

- () After that, finish all of the activities.
- () First, clean your desk.
- () Then, get the materials you will use for your homework.
- () Finally, put your things away getting them ready for tomorrow.
- () Secondly, check what are the things you need to do.

IX. Read the next text and answer the following sentences with **true** or **false**: (10 points)

Human Body Systems

There are 206 bones in the body of an adult, 22 internal organs and 600 muscles. The human body has 12 systems, some of them are:

- **Circulatory System:** It is the transportation system of the human body, it is made up of organs that transport blood throughout the body.
- **Nervous system:** it includes the brain, the spinal cord and nerves. It is in charge of voluntary and involuntary actions.
- **Muscular System:** there are three types of muscle tissues in your body: – skeletal, smooth and cardiac.
- **Respiratory System:** the most vital process of our life is breathing by allowing us to take in oxygen and expel carbon dioxide. Trachea, diaphragm and lungs are the most important organs of this system.
- **Skeletal System:** it consists of bones, tendons, cartilage and ligaments. It helps us to move, gives shape to the body and protects our organs.

1. There are 206 bones in the body of a child.
2. The brain is part of the nervous system.
3. There are five types of muscle types.
4. The most vital process of our life is eating.
5. The tendons, cartilage and ligaments are part of the Skeletal system.

X. Match the columns to make questions. (10 points)

- | | |
|------------------------|-------------------------------------|
| 1. What is the most | a) English spoken? |
| 2. Which languages are | b) spoken language in the world? |
| 3. Where is | c) are spoken in Mexico? |
| 4. Who speaks | d) spoken in Canada? |
| 5. How many languages | e) the most languages in the world? |

FINAL EXAM. ANSWER KEY

Name:

Grade:

Group:

I. Order the dialogue. Write the correct number inside the brackets. (10 Points)

(9) Thank you.

(10) You're welcome.

(8) That's great. You'll make the flyers and in the meantime we'll take care of it.

(3) I found a lost dog and I was wondering if you can help it.

(5) Can you find its owner?

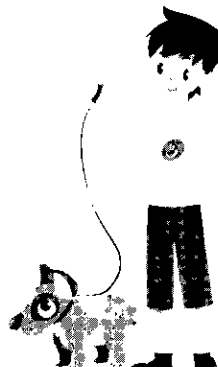
(7) Sure, I'll make some flyers.

(6) No, I'm afraid we don't look for the owner. But you can make some flyers with the dog's picture.

(1) Good morning.

(2) Good morning!
How can I help you?

(4) Of course, we can take the dog in and try to find a new home for it.



II. Match the sentences with the right drawings. (5 points)

1. Clean your house happily.



2. Close the door quickly.



3. Run energetically.



4. Study peacefully.



5. Eat lazily.



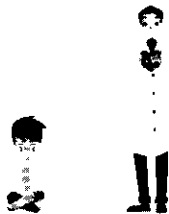
II.I. Complete the sentences with the following words. (5 points)

and but because

1. I like flowers

and

chocolates.



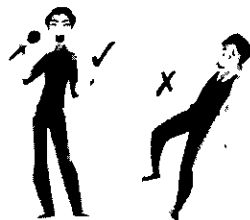
2. He is a good doctor
he studied a lot.

because



3. The boy has a cat
he is not very happy.

but



4. The actor can sing
he can't dance.

but

5. My mom has a computer
a tablet.

and



III. Complete the questions using the words in the box. Then, choose the right answer for the questions using the numbers, and finally the empathetic reply using the letters. (10 points)

Words for questions Does Did Do

Questions	Answers	Empathetic replies
Are you Mexican?	4) 2	7) A
1) Do you like romantic films?	5) 1	8) C
2) Did you like the movie?	6) 6	9) B
3) Does she like eating popcorn?	Yes, she does. Especially when watching movies.	10) D

Answers

1. No, it was very boring.
2. Yes, I am from Mexico City.
3. No, I don't. I prefer horror films.

Empathetic replies

- a) Me too. I am glad to see someone from my own city.
- b) I know what you mean. The plot developed very slowly.
- c) I see. I don't like them either. I prefer thrillers.
- d) I agree. I almost finish them halfway through the movie.

IV. Complete the following dialogue with the corresponding phrase from the box. You can use these phrases more than once. (10 points, 2 each answer)

Why don't we begin by... We really should... I am really looking forward to...

1. **Why don't we begin by** deciding where to travel.
2. **I am really looking forward to** going to the beach.
3. Then, **We really should** think about getting a swimming suit.
4. Yes, **I am really looking forward to** swimming for hours!
5. Then, now that we agree, **We really should** buy the tickets for the bus.

V. Read the following text and fill in the visual organizer by writing one sentence in each box. (10 points)

The legend of Sleepy Hollow

Ichabod went to Sleepy Hollow to become a teacher. There, he met Katrina and he fell in love with her. But someone else loved Katrina, Brom Bones was also in love with her. So he tried to scare Ichabod away from her. One night, Ichabod was returning from a party and he saw the headless horseman. Ichabod tried to escape but his horse was too slow. the next morning, they found Ichabod's head on a pumpkin and Ichabod disappeared forever.

First...

Then...

Finally...

VI. Complete the sentences using the words below. (10 points)

Might

Want

Will

Be going to

1. ' **Want** " can be used to express desires.
2. " **Might** " can be used for possibilities.
3. " **Be going to** " can be used for plans you made.
4. " **Will** " can be used for decisions taken recently.

might

wants

will

am going to

are going to

want

5. They **want** to visit Cancun but they don't have any money.
6. I **might** go to Acapulco next weekend but I'm not sure yet.
7. She **wants** to learn another language.
8. I wasn't sure about what to do. But I decided I **will** go to the park.
9. They **are going to** take their exam this Friday.
10. I **am going to** visit my Grandma this Summer.

VII. Order the words to form questions or phrases. (10 points)

1. think / what / That's / I
That's what I think.
2. think / I / too. / so
I think so too.
3. do / that? / you / Why / say
Why do you say that?
4. you? / What / about
What about you?
5. think / interesting? / Do / comics / you / are
Do you think comics are interesting?

VIII. Order the steps to do your homework with numbers 1-5. (10 points)

- (4) After that, finish all of the activities.
- (1) First, clean your desk.
- (3) Then, get the materials you will use for your homework.
- (5) Finally, put your things away getting them ready for tomorrow.
- (2) Secondly, check what are the things you need to do.

IX. Read the next text and answer the following sentences with **true** or **false**: (10 points)

Human Body Systems

There are 206 bones in the body of an adult, 22 internal organs and 600 muscles. The human body has 12 systems, some of them are:

- Circulatory System: It is the transportation system of the human body, it is made up of organs that transport blood throughout the body.
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- Muscular System: there are three types of muscle tissues in your body: – skeletal, smooth and cardiac.
- Respiratory System: the most vital process of our life is breathing by allowing us to take in oxygen and expel carbon dioxide. Trachea, diaphragm and lungs are the most important organs of this system.
- Skeletal System: it consists of bones, tendons, cartilage and ligaments. It helps us to move, gives shape to the body and protects our organs.

- | | |
|--|--------------|
| 1. There are 206 bones in the body of a child. | False |
| 2. The brain is part of the nervous system. | True |
| 3. There are five types of muscle types. | False |
| 4. The most vital process of our life is eating. | False |
| 5. The tendons, cartilage and ligaments are part of the Skeletal system. | True |

X. Match the columns to make questions. (10 points)

- | | |
|------------------------|---------------------------------------|
| 1. What is the most | ▶ a) English spoken? |
| 2. Which languages are | ▶ b) spoken language in the world? |
| 3. Where is | ▶ c) are spoken in Mexico? |
| 4. Who speaks | ▶ d) spoken in Canada? |
| 5. How many languages | ▶ e) the most languages in the world? |

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